

# Reading Diagnostic and Reading Improvement and Monitoring Plans (RIMPs)

Revised August 2022

## Reading Diagnostic

Districts and schools must adopt policies and procedures for annually assessing the reading skills of each student in grades K-3. Each year, districts and schools must administer the reading diagnostic<sup>1</sup> by **the twentieth day of instruction for kindergarten students and by September 30 for students in grades 1-3**. Districts must administer a reading diagnostic from the [state-approved list](#) or use the [state-developed diagnostic assessment](#). If the reading assessment currently being used is not on the state approved list, it cannot fulfill this screening requirement. However, this does not restrict the use of the assessment during the remainder of the year to inform instruction or monitor reading progress.

The results of the reading diagnostic determine whether a child is on-track or not on-track in reading. A child is on-track, or reading at or above grade level, at the beginning of each grade if the child is reading at the level set by Ohio's Learning Standards for the end of the previous grade. For example, a third-grade student is on-track in reading if the child's fall reading diagnostic shows that he or she is reading at least at the level expected at the end of grade 2. A student is not on-track, or is reading below grade level, if he or she is not reading at least at the level set by Ohio's Learning Standards for the end of the previous grade. Below are the reading diagnostic options districts may use to meet the Third Grade Reading Guarantee requirements:

### **KINDERGARTEN READINESS ASSESSMENT REVISED (KRA-R)**

Public school districts and community schools must administer the Kindergarten Readiness Assessment Revised (KRA-R) to all first-time kindergarten students **within the first twenty days of instruction**. The KRA-R Language and Literacy domain may be used to meet the Third Grade Reading Guarantee's reading diagnostic requirement. The Language and Literacy domain cut score for on-track in reading is **263** (scaled-score) and above. If a student scores **262 or lower** on the Language and Literacy domain, the child is not on-track for reading on grade level. The cut score refers to the Language and Literacy sub score only, not the Overall score.

Districts are required to submit both KRA-R and reading diagnostic results through the Education Management Information System (EMIS). If a district uses the Language and Literacy domain of the KRA-R to meet the Third Grade Reading Guarantee's reading diagnostic requirement, the district will report the on-track or not-on-track status based on the KRA-R Language and Literacy domain score. The district will also report the Overall and Domain scale scores for the KRA-R to EMIS. More information on the KRA-R is available on the Ohio Department of Education's [website](#). Information

---

<sup>1</sup> The term "reading diagnostic," when expressed in Ohio law as a requirement for all students, describes the evidence-based practice of reading screening. This document will use the term "reading diagnostic," since it is language used in Ohio Revised Code.

about the recent changes to the KRA-R's administration window can be found in this [information document](#).

## STATE-APPROVED COMPARABLE ASSESSMENTS FOR READING SCREENING

A list of state-approved comparable reading diagnostic assessments and their on-track/not on-track scores can be found [on the Department's website](#). The Department may revise the list annually. The state-approved list is limited by vendors voluntarily applying to be placed on it. Districts are expected to use the vendor-supplied on-track/not on-track scores as a minimum standard when reporting this information to the Department. If a test appears on both the Department's approved list for comparable reading screeners and the multiple measures of student growth, it can fulfill both purposes.

## TRANSFER STUDENTS IN GRADES K-3

**Student has no known reading diagnostic:** If a student transfers to the district, or to a different school within the district, and has not been given an approved reading diagnostic in the current school year by the district or school the student previously attended, the new district must administer the reading diagnostic within 30 days after the date of transfer. The new district or school must administer the same reading diagnostic it administered to other students for the Third Grade Reading Guarantee, unless the KRA-R was used as the reading diagnostic. If a district uses the KRA-R as the reading diagnostic, the district must use a different approved assessment as the reading diagnostic for students who transfer to the district after the twentieth day of instruction.

If the district or school to which the student transfers cannot determine whether the student has been administered an approved reading diagnostic in the current school year, the district or school must administer a reading diagnostic to the student.

If a transferred student scores not on-track on a reading diagnostic, the district or school must develop a Reading Improvement and Monitoring Plan (RIMP) within 60 days of receiving the results of that student's reading diagnostic.

If a student transfers **near the beginning of the year**, the district or school has the longer of the following options to give the reading diagnostic:

- Thirty days; or
- The number of days remaining until the diagnostic deadline.

If a student enrolls in a district with **fewer than 30 calendar days remaining in the school year**, the school is not required to administer the reading diagnostic to this student.

**Student completed a reading diagnostic at previous school:** If a student transfers at any point during the school year and has already taken a reading diagnostic administered for the Third Grade Reading Guarantee, the receiving school may use that diagnostic's on-track/not on-track results. The school also may reassess the student using the reading diagnostic the school administered to other students for the Third Grade Reading Guarantee. The school may base a new RIMP on these results. Schools must honor the previous school's RIMP if the child's parent or guardian wants it to continue. Modifications to the plan can occur for a transfer student if:

- The process for modification in the plan allows for a change;
- The parent or guardian of the student requests or consents to the change; or
- The school reassesses the student using the reading diagnostic it administered to other students for the Third Grade Reading Guarantee.

### **FOR K-3 STUDENTS WHO ARE NOT ON-TRACK**

If the reading diagnostic shows that a student is not on-track (reading below grade level), schools must communicate the following, as soon as possible and in writing<sup>2</sup>, to the parents:

- Notice that their child is not reading on grade level;
- A description of current services the student is receiving;
- A description of proposed supplemental instructional services;
- Notice that Ohio's grade 3 English language arts test is not the sole factor determining promotion; and
- Notice that unless the student reaches the appropriate level of reading competency by the end of grade 3, the student will be retained, unless he or she is exempt.

For each student who is not on-track (reading below grade level), the school also must:

- Administer any necessary informal or formal diagnostic assessments to determine the instructional needs of the student;
- Immediately provide reading instruction and/or intervention using research-based reading strategies that have been shown to be successful in improving reading among low-performing readers and are targeted at the student's identified reading deficiencies; and
- Develop a RIMP within 60 days of receiving the student's diagnostic result.

### **A CHANGE IN A STUDENT'S NOT ON-TRACK STATUS**

If a student is not on-track based on the reading diagnostic, the student officially will be not on-track and on a RIMP until the student scores on-track on the following school year's reading diagnostic or scores proficient (700) or higher on Ohio's State Test for grade 3 English language arts. A student's reported on-track/not on-track status in EMIS must be based only on the outcome of the required fall reading diagnostic.

If a student in grades 1-3 is not on-track by Sept. 30, or within the first 20 days of instruction for a student in kindergarten, but scores on-track on another reading assessment during the same school year, the school may revise the student's RIMP based on the new assessment results. However, the RIMP cannot be terminated and no change can be made to the student's not on-track status in EMIS for the current school year. For example, if the school benchmarks all students three times a year and

---

<sup>2</sup> The Department encourages districts and schools to make every effort to communicate with parents in person or by phone before sending written notification.

a student scores not on-track on the fall reading diagnostic but scores on-track on the winter or spring assessment, the school may revise the student's RIMP based on the winter or spring assessment results.

## INSTRUCTION AND INTERVENTION

All instruction and intervention required under the Third Grade Reading Guarantee must be evidence-based reading strategies that are successful in improving reading among low-performing readers and instruction targeted at the student's identified reading deficiencies. Any intervention or remediation services required by the Third Grade Reading Guarantee must include intensive, explicit and systematic instruction. Please see the Department's [RIMP Intervention video series](#) for demonstrations on how to teach evidence-based reading interventions.

## CHILDREN WITH SIGNIFICANT COGNITIVE DISABILITIES

[Each Child Means Each Child](#) is the companion document specific to children with disabilities that builds upon Each Child, Our Future, Ohio's Strategic Plan for Education. This plan focuses on improving learning experiences and outcomes for children with disabilities. Ohio supports practices reflective of the idea that all children, including children with most significant cognitive disabilities, can and are expected to reach higher standards and levels of achievement. This occurs when a collective effort by all educators, parents, and community members work toward this educational model. [Ohio's Plan to Raise Literacy Achievement](#) also supports the commitment of Ohio's belief that all learners, no matter the complexity of their disabilities, have the potential to grow their skills and knowledge in language and literacy. This proactive approach will help shift mindsets toward high expectations for children with disabilities.

Under [Ohio law](#), children with significant cognitive disabilities are exempt from the requirements outlined in the Third Grade Reading Guarantee. However, significant cognitive disability is not a disability category under IDEA or in Ohio. A child with the most significant cognitive disability is determined by a team after reviewing all available data and utilizing the [Alternate Assessment Decision Making Tool](#) beginning in grade 3. A very small percentage of children are eligible to participate in the alternate assessment. Children qualify if **all** the criteria in the [Alternate Assessment Decision Making Tool](#) is met. This decision should be made as close to the third quarter of third grade as possible, utilizing all state and local assessment data collected up to that point. If learners meet these requirements, they may be eligible for the Third Grade Reading Guarantee exemption; however, they will still need to meet the requirements for screening and assessments for all children—even children with significant cognitive disabilities as outlined above.

## Reading Improvement and Monitoring Plans (RIMPs)

Reading Improvement and Monitoring Plans (RIMPs) allow teachers and parents to work together to understand the student's reading difficulties and outline reading instruction and support. The instructional services selected for a student with a RIMP rely on the judgment of the student's teacher and parents. A template for the RIMP is available on the Department's [website](#).

## RIMP REQUIREMENTS

A school must create a RIMP for a student who is not on-track (reading below grade level) within 60 days of receiving the reading diagnostic results. The district must involve the student's parent or guardian and the classroom teacher in developing the plan. A RIMP must include:

- Identification of the student's specific reading deficiency;
- A description of proposed supplemental instruction services that will target the student's identified reading deficiency;
- Opportunities for the student's parents or guardians to be involved in the instructional services;
- A process to monitor the implementation of the student's instructional services (progress monitoring);
- A reading curriculum during regular school hours that:
  - Helps students read at grade level;
  - Provides scientifically based and reliable assessment; and
  - Provides initial and ongoing analysis of each student's reading progress.
- A statement that unless the student attains the appropriate level of reading competency by the end of grade 3, the student will be retained unless otherwise exempt.

**K-3 students who are on-track:** A school may electively place a student who scores on-track on the reading diagnostic on a RIMP if there is evidence of a reading deficiency, and it decides the student needs additional help with reading. If a school electively places an on-track student on a RIMP, it must adhere to all the requirements of a RIMP, including reporting requirements.

**Children with disabilities:** Children with disabilities who have Individualized Education Programs (IEPs) and are not on-track for reading must have RIMPs that align with their IEPs.

## RELATIONSHIP OF A RIMP TO AN IEP

Children with disabilities who have IEPs and are not on-track for reading must have RIMPs that align with their IEPs. Schools should use caution to ensure the RIMP aligns with the IEP. The IEP team should consider the following:

- Discussions about retention in third grade and promotion to grade 4 is included as a part of each child's yearly RIMP, as well as during the IEP meetings;
- If the IEP team decides to exempt a child from retention in grade 3 and the child will move on to grade 4, the IEP document should include clear, targeted reading interventions and progress markers for grade 4.

Beginning in kindergarten after the fall reading diagnostic testing, if the child is not on-track for reading performance, the IEP team should include reference to the student's RIMP as outlined below within the IEP. This information should be included in each annual review of the IEP after the child takes a reading diagnostic. Sections of the IEP that will include references to the child's RIMP are explained below:

**Section 3: Profile:**

Include:

- Identification of specific reading deficiency.
- A summary of RIMP interventions.
- A reference to annual IEP goals that support the child's RIMP.

**If a child also has a reading goal: Section 6: Present Levels of Academic Achievement and Functional Performance; and Measurable Annual Goals:** Include reference to the child's present levels of performance in the areas of reading deficiency addressed in the child's RIMP and compared to grade level expectations. Include annual goals that have been developed to address the identified reading deficiency.

**If a child also has a reading goal: Section 6: Measurable Annual Goals:** Include a description of the progress monitoring and progress reporting processes for annual goals related to the child's reading needs.

**If a child also has a reading goal: Section 7: Description of specially designed instruction:** Include specially designed instruction, related services, and/or other section 7 areas of service needed to address the identified reading deficiency.

**Section 10: General Factors:**

For grades K through 3 only (N/A in all other grades), this question asks: Did the team consider the child's on-track/not on-track status in the reading diagnostic process for the Third Grade Reading Guarantee? This would be answered yes, after the team considers the information about the student annually or at each IEP meeting, for all children in grades K through 3.

It would be answered N/A for all other children.

This question does not refer directly to the child's reading diagnostic scores, their on-track or not on-track status, nor the child's RIMP status; Rather it asks: Has the team considered this information in the IEP and documented the information as outlined in the Third Grade Reading Guarantee manual as appropriate.

**Section 12: Statewide and Districtwide Testing:**

The team may consider allowable accommodations for the screeners and diagnostics used. Any accommodations listed in section 12 of the IEP should also be listed in section 7 of the IEP.

**Section 13: Exemptions – Third Grade Reading Guarantee:**

The decision about the Third Grade Reading Guarantee exemption is linked to a checkbox on the Individualized Education Program within section 13 titled "Exemptions" and is only applicable for children in third grade, as close to the third quarter as possible. For children in grades kindergarten through second grade, check the box labeled: N/A.

## RIMP INTERVENTION VIDEO SERIES

The Department has developed a video series for teachers demonstrating how to teach evidence-based reading interventions grounded in the science of reading.

- [Explicit Instruction in Comprehension](#) (9:33)
- [Explicit Intervention in Decoding](#) (6:30)
- [Explicit Intervention in Phonemic Awareness](#) (4:58)
- [Explicit Intervention in Sight Word Recognition](#) (8:07)
- [Multi Modal Approach to Structured Literacy](#) (1:57)
- [Small Group Scaffolding of Complex Texts](#) (5:44)
- [Explicit Intervention in Vocabulary](#) (6:49)
- [Explicit Intervention in Fluency](#) (7:04)
- [Explicit Intervention in Communication/Language](#) (4:49)
- [Link To Entire Video Series](#)

## OTHER RESOURCES

- [Ohio's Plan To Raise Literacy Achievement](#)
- [Ohio Literacy Academy](#)
- [Literacy Access for All website](#)
- [Third Grade Reading Guarantee Family Roadmap](#)  
[Third Grade Reading Guarantee Family Resources Page](#)
- [Ohio's Dyslexia Guidebook](#)

Please contact [ThirdGradeGuarantee@education.ohio.gov](mailto:ThirdGradeGuarantee@education.ohio.gov) if you have any questions about the reading diagnostic or RIMPs.