

# K-3 Reading Diagnostic and Reading Improvement and Monitoring Plans (RIMPs)

## K-3 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 **September 30 for grades 1-3 and November 1 for kindergarten**<sup>2</sup>. Every district can administer a reading diagnostic from the [state-approved list](#) or use the [state-developed diagnostic assessment](#), regardless of district or school-level performance. If the reading assessment currently being used is not on the state approved list, it cannot fulfill this screening requirement. 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 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:

Grade level	Reading diagnostic assessment options
Kindergarten	<ul style="list-style-type: none"> <li>• KRA Language and Literacy domain</li> <li>• <a href="#">Department Kindergarten Screener</a></li> <li>• Comparable Tool from Department- approved list</li> </ul>
First Grade	<ul style="list-style-type: none"> <li>• <a href="#">Department Grade 1 Screener</a></li> <li>• Comparable Tool from Department-approved list</li> </ul>
Second Grade	<ul style="list-style-type: none"> <li>• <a href="#">Department Grade 2 Screener</a></li> <li>• Comparable Tool from Department-approved list</li> </ul>
Third Grade	<ul style="list-style-type: none"> <li>• <a href="#">Department Grade 3 Screener</a></li> <li>• Comparable Tool from Department-approved list</li> </ul>

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

Public school districts and community schools must administer the Kindergarten Readiness

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

<sup>2</sup> *Beginning in the 2022-2023 school year, the reading diagnostic must be administered by the 20th day of instruction of the school year for students in kindergarten.*

Assessment Revised (KRA-R) to all first-time kindergarten students. 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 will be 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 Department's [website](#).

## STATE-APPROVED COMPARABLE TOOLS 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 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 board of education of each city, local and exempted village school district must administer the reading diagnostic within 30 days after the date of transfer. The new district or building must give the same reading diagnostic it administered to other students for the Third Grade Reading Guarantee. The KRA is the exception to this because schools cannot administer the KRA after Nov. 1. For kindergarten transfer students enrolling after November 1, districts and schools must provide a different reading diagnostic.

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 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 reading improvement and monitoring plan on these results. Schools must honor the previous school's reading improvement and monitoring plan 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 (is reading below grade level), schools must communicate the following, as soon as possible and in writing<sup>3</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.

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<sup>3</sup> The Department encourages districts and schools to make every effort to communicate with parents in person or by phone before sending written notification.

For each student who is not on-track (is 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 reading improvement and monitoring plan 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 reading improvement and monitoring plan until the student scores on-track on the following school year's reading diagnostic or scores proficient (700) or higher on Ohio's grade 3 English language arts test. 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 September 30, or by November 1 for a student in kindergarten, but scores on-track on a reading assessment during the same school year, the school may revise the student's reading improvement and monitoring plan based on the new test results. For instance, if the school benchmarks all students three times a year and the student scores on-track on the winter or spring assessment, the school may revise the student's reading improvement and monitoring plan based on the new test results. However, the plan cannot be terminated, and no change is made to the student's not on-track status in EMIS for the current school year.

### **INSTRUCTION AND INTERVENTION**

All instruction and intervention required under the Third Grade Reading Guarantee must be evidencebased 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.

### **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 deficiency and outline reading instruction and support. The instructional services selected for a student with a reading improvement and monitoring plan rely on the judgment of the student's teacher and parents. A template for the reading improvement and monitoring plan is available on the Department's [website](#).

## READING IMPROVEMENT AND MONITORING PLAN REQUIREMENTS

A school must create a reading improvement and monitoring plan (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 reading improvement and monitoring plan 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:
  - o Helps students read at grade level;
  - o Provides scientifically based and reliable assessment; and
  - o 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 reading improvement and monitoring plan 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 reading improvement and monitoring plan, it must adhere to all the requirements of a reading improvement and monitoring plan, including reporting requirements.

**Students with disabilities:** Students with disabilities who have Individualized Education Programs (IEPs) and are not on-track for reading must have reading improvement and monitoring plans that align but do not conflict with their IEPs.

Students with significant cognitive disabilities are exempt from taking the Third Grade Reading Guarantee reading diagnostic assessment. As a result, these students are exempt from all other provisions of the Third Grade Reading Guarantee such as reading improvement and monitoring plans and retention. A child's IEP team should discuss and decide on this exemption annually. Each student's IEP should address foundational skills for literacy. For example, the IEP should address the student's mode of communication and communicative intent.

## **INSTRUCTIONAL RESOURCES**

[Ohio's Plan to Raise Literacy Achievement](#)

[Literacy Academy On-Demand Videos](#)

[Literacy Instruction within Remote Learning Environments](#)

[Third Grade Reading Guarantee Teacher Resources Webpage](#)

## **QUESTIONS**

Contact [ThirdGradeGuarantee@education.ohio.gov](mailto:ThirdGradeGuarantee@education.ohio.gov) if you have any questions about the Third Grade Reading Guarantee.