

Third Grade Reading Guarantee Guidance



Updated September 2026



**Department of
Education &
Workforce**

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Revision History

The revision history table allows readers to find where significant updates in the guidance document have occurred. Minor changes — such as typos, formatting, and grammar corrections — are not listed in the table.

Page Number	Description of Change
5	Added general information about universal screeners and clarified that Third Grade Reading Guarantee legislation uses the term diagnostic assessment to refer to the process of universal screening.
6	Added information regarding changes to the K-3 reading diagnostic assessments effective beginning in the 2026-2027 school year. These changes include updates to the approved list of K-3 reading diagnostic assessments, a new administration timeline for kindergarten students, and the requirement that all students, including those with significant cognitive disabilities, must participate in the K-3 reading diagnostic assessment.
NA	Removed KRA-R guidance since it is no longer an approved option for meeting the K-3 diagnostic assessment requirement.
8	Added a chart listing the approved K-3 reading diagnostic assessments for the 2026-2027 school year, including information about options for funding and free assessment materials.
8-9	Added guidance on selecting and administering K-3 reading diagnostic assessments.
13	Updated the criteria for discontinuing a Reading Improvement and Monitoring Plan (RIMP) to include scoring proficient (500 or higher) on Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD).
13	Added clarifying language, including an example, to explain how RIMPS can be modified.
15	Added additional examples of Remediation.
16	Added best practices for providing intervention within an Integrated Multi-Tiered System of Support (IMTSS).
17	Added additional examples of Acceleration.
20	Added language to address newly passed legislation (ORC 3313.6034) which requires evidence-based academic intervention services for a "Qualifying student".
23	Added language to clarify that the highest score is utilized for all calculations in the report card if a student is retested on Ohio's State Tests in the same subject within the same year.
24	Added language clarifying that students who participate in the AASCD remain exempt from retention requirements and may be promoted to grade 4 regardless of their score on the AASCD.

Page Number	Description of Change
28	Added a chart listing the approved Alternative Reading Assessments for the 2026-2027 school year.
30	Updated guidance to reflect that RIMP requirements in the 2026-2027 school year apply to students in grades K-7.
31	Updated guidance and RIMP scenarios to indicate that RIMPs must continue through grade 12 until the student scores proficient on Ohio's State Test for English language arts or proficient on the AASCD.
NA	Removed language to reflect recent changes in legislation that previously allowed districts and schools on a case-by-case basis to exempt students with significant cognitive disabilities from the K-3 reading diagnostic assessment or RIMP requirements.
35	Updated language to clarify that, while retention requirements for grade 4 do not pertain to students taking the AASCD these students are still subject to RIMP requirements in law.
NA	Removed guidance for chartered nonpublic schools. A separate guidance manual has been developed to specifically address requirements for chartered nonpublic schools with students participating in the EdChoice and Cleveland Scholarship Programs.
42-44	Added additional resources to the Implementation Resource list to support students with disabilities specifically those with complex profiles.
51	Added the Matching Interventions to RIMP Codes Table to support districts and schools with matching specific RIMP codes with appropriate literacy interventions.

Introduction

With the leadership of Governor Mike DeWine, Ohio is implementing the [ReadOhio initiative](#), an exciting statewide effort to strengthen literacy outcomes for students through the implementation of high-quality instructional materials and professional development aligned with the science of reading. The governor [released a video](#) to explain what the science of reading is and why it is important.

This document contains the latest guidance updates for the [Third Grade Reading Guarantee](#). This document includes information about the K-3 Reading Diagnostic, Reading Improvement and Monitoring Plans (RIMPs), high-dosage tutoring, promotion and retention criteria, and teacher qualification requirements.

Please send questions about this document to ThirdGradeGuarantee@education.ohio.gov.



Universal Screening

Ohio's Third Grade Reading Guarantee legislation uses the term "diagnostic assessment" to refer to the process of universal screening.

Universal screening assessments are administered to all students and are brief, standardized, technically adequate, direct measures of essential literacy skills. As outlined in [Ohio's Integrated Multi-Tiered System of Supports framework](#), the purpose of universal screening is to identify students who meet, exceed, or fall below grade-level expectations and to determine which students may be at risk for future difficulties and should be considered for prevention or early intervention supports. Universal screening helps answer two key questions: Which students are at risk for reading difficulties and how effectively is the core instruction supporting the literacy needs of all students?

K-3 Reading Diagnostic Assessment (Universal Screener)

Districts and schools must adopt policies and procedures for annually assessing the reading skills of each student in grades K-3. Each year, all K-3 students, including those with disabilities, must be administered an approved reading diagnostic assessment from the [state-approved list](#).

The following update is effective immediately:

- Under [Section 7 of Senate Bill 19 of the 136th General Assembly](#), a district, community school, or STEM school that has a contract that existed prior to Sept. 30, 2025 with a reading diagnostic assessment provider approved by the Department prior to Sept. 30, 2025 may continue to use that provider's reading diagnostic assessment until the terms of the contract expire, or by July 1, 2028, whichever occurs first, provided that the assessment meets the minimum requirements for the science of reading under ORC 3313.6028, as determined by the Department. For a list of reading diagnostic assessments approved by the Department prior to Sept. 30, 2025, please see the [Department's reading diagnostic webpage](#).

The following updates are effective beginning in the 2026-2027 school year:

- Approved K-3 Reading Diagnostic Assessments
 - The Ohio Department of Education and Workforce has revised its [approved list of K-3 reading diagnostic assessments](#). In accordance with legislative requirements, the Department was required to adopt one K-3 reading diagnostic assessment and to approve a list of up to five reading diagnostic assessments, including the three most widely used in public schools across the state.
 - The [Kindergarten Readiness Assessment Revised \(KRA-R\)](#) - Language and Literacy Domain is no longer an approved reading diagnostic assessment for kindergarten students. Districts and schools that previously utilized the KRA-R to meet this requirement must administer a reading diagnostic assessment from the state-approved list.
 - Note: Districts and schools are still required to administer the Kindergarten Readiness Assessment Revised (KRA-R) in accordance with [ORC 3301.0715](#). Questions regarding the KRA-R should be directed to the Ohio Department of Children and Youth - KRAHelp@childrenandyouth.ohio.gov.
 - [Ohio's Diagnostic Assessment](#) for reading is no longer an approved K-3 reading diagnostic assessment. Effective July 1, 2026, the Ohio Diagnostic Assessments were discontinued and are no longer available for use. Districts and schools that previously utilized this assessment must administer a K-3 reading diagnostic assessment from the state-approved list.
- Administration Timeline
 - Previously, legislation required district and schools to administer the reading diagnostic to kindergarten students within the first 20 days of instruction. Beginning in the 2026-2027 school year, the deadline to administer an approved reading diagnostic assessment is Sept. 30 for all students in grades K-3.

- Students with Significant Cognitive Disabilities
 - All students, including students with significant cognitive disabilities, are now required to participate in the K-3 reading diagnostic assessment. Any student identified as not on-track must have a Reading Improvement and Monitoring Plan (RIMP) developed and implemented.¹ This change follows the removal of the provision in ORC 3313.608(B)(1) that previously allowed exemptions for students with significant cognitive disabilities or other disabilities, as authorized by the Department on a case-by-case basis. For more information, see the [Students with Disabilities](#) section of this manual.

S.B. 19 of the 136th General Assembly enacts statutory changes that limit administration of diagnostic assessments from multiple providers. The following updates are effective Sept. 23, 2026, under R.C. 3301.0715(A)(3):

- No district or school shall administer reading diagnostic assessments² from multiple providers to the same student in grades kindergarten to three, unless one of the following apply:
 - An additional diagnostic assessment in the applicable subject area is indicated by the student's individualized education program (IEP).
 - The results of the student's diagnostic assessment in reading indicate that additional assessment is necessary to determine if the student is at risk of dyslexia.
 - Any other reason as determined appropriate by the Department.
- No district or school shall administer diagnostic assessments from multiple providers to receive higher ratings on the Early Literacy Component of Ohio's School Report Card. However, districts and schools may administer additional diagnostic assessments to inform instruction and supports at the district level.

APPROVED K-3 READING DIAGNOSTIC ASSESSMENTS

The following table represents the approved K-3 reading diagnostic assessments for the 2026-2027 school year. Districts and schools are required to administer an assessment from the approved list to fulfill the K-3 reading diagnostic requirement. Information about [on-track scores and vendor contact information](#) for each assessment can be found on the Ohio Department of Education and Workforce's website.

Although this guidance addresses reading diagnostic assessments, Senate Bill 19 of the 136th General Assembly enacts similar restrictions for mathematics diagnostic assessments, which are also codified at R.C. 3301.0715(A)(3).

2026 2027 K 3 Reading Diagnostic Assessment List*

Vendor	Assessment
Acadience Learning Inc. (dba Dynamic Measurement Group)	Acadience Reading K-6
Edmentum, Inc.	Exact Path
Curriculum Associates, LLC	I-Ready Assessment
NWEA	MAP Growth
Amplify Education, Inc.	mClass DIBELS 8 th Edition
Renaissance Learning, Inc.	Star CBM

* Under [Section 7 of Senate Bill 19 of the 136th General Assembly](#), a district, community school, or STEM school that has a contract that existed prior to Sept. 30, 2025 with a reading diagnostic assessment provider approved by the Department prior to Sept. 30, 2025 may continue to use that provider's reading diagnostic assessment until the terms of the contract expire, or by July 1, 2028, whichever occurs first, provided that the assessment meets the minimum requirements for the science of reading under ORC 3313.6028, as determined by the Department. For a list of reading diagnostic assessments approved by the Department prior to Sept. 30, 2025, please see the [Department's reading diagnostic webpage](#).

Acadience Reading K-6 and DIBELS 8th Edition offer free assessment materials as outlined below.

- Acadience Reading K-6: [Download free paper materials from](#) the authors at Acadience Learning.
- DIBELS 8th Edition: A [free version of DIBELS 8th Edition](#) is available for use from the University of Oregon.

Districts and schools can use [Disadvantaged Pupil Impact Aid](#) to support reading improvement and intervention, including purchasing K-3 reading diagnostic assessment materials. Questions about Disadvantaged Pupil Impact Aid funds should be directed to wellnessandsuccess@education.ohio.gov.

SELECTING A K-3 READING DIAGNOSTIC ASSESSMENT

When selecting a K-3 reading diagnostic (universal screener) from the [state-approved list](#), districts are encouraged to carefully consider how well the assessment aligns with their student population and instructional needs. This includes selecting a screener that is designed for students with similar demographics and characteristics as those in their district. Districts should also consider the type of assessment being used, such as whether it is a curriculum-based measure or a computer-adaptive measure. Districts should review the technical aspects of the screener, including reliability, evidence of validity, and classification

accuracy, to ensure the tool can accurately and consistently identify students who may be at risk and in need of additional support.

Districts can use the [Literacy Assessment Selection Tool: Grades K-6](#) to help guide decisions on selecting assessments within an integrated multitiered system of supports (IMTSS).

ADMINISTERING THE K-3 READING DIAGNOSTIC ASSESSMENT

Districts and schools should select one assessment from the [state-approved K-3 Reading Diagnostic Assessment list](#) to determine students' on-track status for the Third Grade Reading Guarantee at the beginning of the school year. This approved assessment should serve as a measure for identifying whether students are on-track or not on-track for reading at grade level when administered according to the required timelines and publisher guidelines. Administering the same K-3 reading diagnostic across grade levels enables schools to effectively monitor student progress, identify trends, and compare outcomes year to year. Consistent use of assessments further ensures that instructional decisions are informed by reliable and comparable data.

It is recommended that districts administer their selected state-approved K-3 reading diagnostic assessment only once at the beginning of the school year to determine whether a student is on-track in reading. One well administered screening is typically sufficient to determine on-track status when it is conducted according to the publisher's guidance and within the required assessment window. Additionally, it is important that the testing environment be conducive to the child's success. This includes ensuring the student is comfortable, focused, and able to engage meaningfully with the assessment. The goal is to ensure the data used to determine on-track status is valid, reliable, and representative of the student's true reading abilities.

[Guidance for administering literacy assessments to students with complex communication needs and low-incidence disabilities](#) is available on the Department's website.

TRANSFER STUDENTS IN GRADES K-3

If a student in grades K-3 transfers to a new district or school and has not taken an approved reading diagnostic during the current school year at their previous district or school, the new district or school must administer the reading diagnostic within 30 days of the transfer date. The new district or building must administer the same reading diagnostic given to other students for the Third Grade Reading Guarantee.

If the new district or school cannot determine whether the student has already taken an approved reading diagnostic in the current school year, the district or school must administer a reading diagnostic to the student. If the diagnostic results indicate that the transferred student is not on-track, the district or school must develop a Reading Improvement and Monitoring Plan (RIMP) within 60 calendar days of receiving the results.

If a student transfers near the beginning of the year, the district or school has the option to administer the diagnostic within 30 calendar days or the remaining days until the diagnostic deadline, whichever is longer.

If a student enrolls 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 during the school year having taken a reading diagnostic administered for the Third Grade Reading Guarantee, the new school may use that diagnostic's on-track/not on-track results. The new school can also choose to reassess the student using the reading diagnostic administered to other students for the Third Grade Reading Guarantee. The new school may create a new RIMP based on these results but must continue to use the previous school's RIMP if requested by the parent or guardian. Modifications to the RIMP for a transfer student can be made if:

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

Universal Screening Beyond Grade 3

The requirement in Ohio law to administer a reading diagnostic/universal screener only applies to students in grades K-3. However, districts and schools should strongly consider using screening and/or diagnostic assessments to determine student skill needs for students beyond grade 3 who have a RIMP. For example, a district or school may consider using the same assessment as used in grades K-3 for the K-3 reading diagnostic if the assessment is designed to support students in upper grades, or consider using a single measure, such as a MAZE assessment or oral reading fluency measure. In addition, districts and schools should consider what additional diagnostic assessments can be used to understand their specific skill needs in literacy, including needs in decoding, fluency, vocabulary, and/or comprehension.

On-Track and Not On-Track Students

STUDENTS WHO ARE NOT ON-TRACK (READING BELOW GRADE LEVEL)

Schools must communicate the following, as soon as possible and in writing, to parents when the reading diagnostic shows that a K-3 student is not on-track or a student in grade 4 and beyond qualifies for a RIMP:

- 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 State Test for grade 3 English language arts is not the sole factor determining promotion;
- A [statement](#) that connects the child's proficiency level in reading to long-term outcomes of success related to proficiency in reading; and

- Notice that unless the student reaches the appropriate level of reading competency by the end of grade 3, the student may be retained, unless the student is [exempt from retention](#).

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

For every 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 calendar days of receiving the student's diagnostic results.

STUDENTS WHO ARE ON-TRACK

Schools may electively place on-track students on RIMPs if there is evidence showing the students need additional support. If a school electively places an on-track student on a RIMP, it must meet all the RIMP requirements, including reporting requirements.



Data-Based Decision-Making

Districts and schools should use diagnostic assessments alongside the K-3 reading diagnostic (universal screener) or Ohio's State Test for English Language Arts to identify students' specific skill needs. When screening data indicates a student is not on-track, a diagnostic assessment should be selected based on the initial information gathered from the universal screener, when available, to target the most relevant areas of concern (e.g., phonemic awareness, decoding, fluency, vocabulary, and comprehension). These in-depth assessments provide detailed insights into a student's strengths and skill gaps, to inform instruction. The purpose is to identify the next skill(s) in the instructional sequence to target instruction and intervention. Results from diagnostic assessments guide the development of RIMPs and support the selection and implementation of targeted interventions that best meet the needs of the students.

Reading Improvement and Monitoring Plans (RIMPs)

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 on a RIMP rely on the judgement of the student's teacher and parents. A template for the RIMP is available on the Department's [Third Grade Guarantee District Resources webpage](#).

Districts and community schools must create a RIMP for any student in grades K-3 who is not on-track (reading below grade level) within 60 calendar days of receiving the reading diagnostic results. Districts and schools must continue to provide the RIMP until the student is reading proficiently at their current grade level. RIMPs must also be developed for certain groups of students in [grades 4 and beyond](#). The district or community school 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 deficiencies;
- 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 may be retained unless otherwise exempt.

- High-dosage tutoring aligned with the student’s classroom instruction through either a state-approved vendor or locally approved program that aligns with high-dosage tutoring best practices identified by the Department. High-dosage tutoring must include instruction time of at least three days per week or at least 50 hours over 36 weeks which may be incorporated into a student’s regular classroom instruction.

Intervention services must be aligned to the [science of reading](#). The RIMP should also be aligned with a student’s [Individualized Education Program \(IEP\)](#) or English language proficiency plan, if applicable.

CRITERIA FOR DISCONTINUING A RIMP

A RIMP must continue until the student is reading proficiently at their current level by scoring:

- On-track on the following school year’s fall K-3 reading diagnostic assessment; or
- Proficient (700 or higher) on any administration (fall, spring, or summer) of Ohio’s State Test for English Language Arts or proficient (500 or higher) on Ohio’s Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) in English language arts.

RIMP MODIFICATION

The RIMP is intended to be a living document, meaning student data should be reviewed regularly to determine whether the intervention is achieving the intended effect.

While the RIMP can be modified based on progress monitoring data, interventions including high-dosage tutoring must continue for the duration of the RIMP until the student meets the established criteria for discontinuing a RIMP.

Districts and schools should use progress monitoring data to evaluate the effectiveness of current interventions and instructional strategies. In collaboration with the school’s multidisciplinary team, ongoing data should be reviewed to make informed decisions about necessary adjustments. Modifications to the RIMP may include, but are not limited to, adapting instructional approaches, or increasing/decreasing the time and frequency of intervention to better meet the student’s individual needs.



Continuum of Supports

“The three-tier model [of instruction] is a model of prevention, linking scientifically based reading research to practice, assessment, and professional development” (Honig, Diamond & Gutlohn, 2013). With effective Tier 1 instruction and evidence-based instruction within all tiers, researchers estimate 95 percent of students can be taught to read at the proficient level (Mathes, et al. 2005).

The purpose of providing a continuum of supports via a tiered model is to address reading difficulties as quickly as possible, not to keep students in intervention for multiple years (Kilpatrick, 2015). Each tier adds a level of intensity that is meant to accelerate the student’s rate of learning. As a student responds positively to the instruction, the intensity is gradually faded. It is important to understand that movement within the tiers of instruction is fluid and data-based, and the tiers represent intensity of instruction and supports, not categories of students. Strong evidence-based Tier 1 literacy instruction must be provided and universal to all students. Districts must ensure that this Tier 1 instruction is high-quality and evidence-based. In addition, targeted (Tier 2) and intensive (Tier 3) opportunities are provided as needed for students who are not mastering skills during core instruction, based on individual screening and diagnostic data.

Increasing intensity is characterized by adjusting factors, based on data, to target a student’s needs. Strategies for increasing intensity include, but are not limited to, changes to group size, frequency, duration, changes to the instructional principles included in the instruction or changes to the type of feedback (National Center on Intensive Intervention).

Descriptions of the three tiers of instruction:

Tier 1 Instruction	Core structured literacy curriculum and instruction including Differentiation (targeted instruction based on the needs of the student) is provided to all students.
Tier 2 Instruction	Targeted intervention is provided to students who are at risk for reading difficulties or who demonstrate reading difficulties in small clusters of targeted skills within one or more strands of language and literacy. This instruction is provided in addition to Tier 1 instruction.
Tier 3 Instruction	Intensive intervention is provided to students who have proven nonresponsive to Tier 2 or secondary intervention. Intensive interventions are characterized by increased intensity (for example, smaller-group or direct, 1:1 instruction or intervention, targeted re-instruction across a larger strand of skills using more accessible methods and/or materials, increased time) and individualization of academic or behavioral intervention.

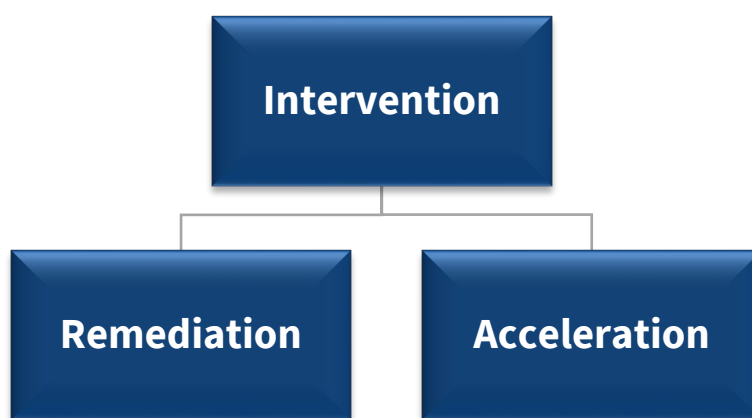
RIMP Intervention Requirements

Districts and schools must use evidence-based reading intervention programs from the Department's approved list of high-quality instructional materials under section [3313.6028\(C\)](#) of the Revised Code. All materials on the Department's approved list are aligned with the science of reading and strategies for effective literacy instruction. The [approved list of reading intervention programs](#) for prekindergarten to grade 12 is posted on the Department's website.

All students with RIMPs must be provided with intervention within a functioning integrated multi-tiered system of supports (IMTSS).

Intervention provided must include:

1. **Remediation** addressing the student's identified reading deficiencies.
2. **Acceleration** addressing grade level content support through **high-dosage tutoring**.



REMEDIATION

Remediation, also called “re-teaching,” is an instructional technique used when a student has not demonstrated mastery of certain skills. It consists of intensive instruction to address errors in understanding or foundational knowledge.

Examples:

- Small group sessions with targeted practice of letter sound relationships to address foundational skills not yet mastered.
- Working in a small group with students who have difficulty decoding multisyllabic words by systematically teaching students affixes, underlining vowels/vowel teams and dividing words into syllables to then read the whole word.
- Working in a small group with students who have difficulty answering questions about text by teaching students a routine for determining the gist of a short section of text.

REMEDIATION REQUIREMENTS

Ohio law requires district and schools to provide all students on RIMPs, including students with disabilities, with intervention targeted at the student's identified reading deficiencies.

Best Practices for Intervention in an Integrated Multi Tiered System of Supports	
Instructional Frequency	Tier 1: Minimum of 90 minutes daily Tier 2: 30-45 minutes, 3-5 times per week (in addition to Tier 1 instruction) Tier 3: 45-60 minutes daily (in addition to Tier 1 instruction)
Instructional Grouping	Tier 1: Whole class, with small group differentiation as needed Tier 2: Small groups (3-5 students recommended) Tier 3: Small groups of students or individualized instruction (1-3 students recommended), based on shared skill needs
Instructional Materials	Districts and schools must use evidence-based reading intervention programs from the approved list of reading intervention programs for prekindergarten to grade 12.
Instructional Delivery	Provided during the school day during an identified intervention block/supplemental instructional time, in addition to Tier 1 instruction.
Who Delivers	Tier 1: Classroom teacher, with support for differentiation and planning for universal design for learning Tier 2: Classroom teacher, with additional support from staff determined by the school Tier 3: Classroom teacher and/or specialized staff, with support determined by the school Specific teacher qualification requirements in law for a teacher of a third-grade student who has been retained or a third-grade student who is on a RIMP. Teacher qualifications should also be considered in relation to the intensity of instruction.
Progress Monitoring	Progress monitoring should be conducted at regular intervals according to the intensity of instruction. Student data should be used consistently to identify strengths, monitor progress, and inform instructional adjustments.

ACCELERATION (HIGH-DOSAGE TUTORING)

Acceleration, also called “accelerating learning” and “learning acceleration,” is an instructional technique used to provide “just in time” supports based on evidence of what the learner needs in order to master the grade level content currently being taught in the core classroom.

Examples:

- Teaching key vocabulary words in small groups that will be used in the upcoming week before teaching it to the whole class.
- Previewing text prior to introducing it to the entire class as extra practice to improve oral reading fluency.
- Working 1:1 or in a small group to create a concept map or assist with note-taking of Tier 1 text to prepare for an upcoming unit assessment.



HIGH-DOSAGE TUTORING REQUIREMENTS

Ohio law requires all districts and schools to provide high-dosage tutoring (acceleration) to all students on RIMPs, including students with disabilities. In addition to other RIMP requirements, high-dosage tutoring must continue until the student is reading at grade level.

Ohio law specifies that the provision of high-dosage tutoring must:

1. Be implemented in one of two ways:
 - a. Through a state-approved vendor from the [Approved Vendor Directory](#); or
 - b. Through a locally approved program that **aligns with high-dosage tutoring best practices identified by the Department** (see table below); Districts and schools developing a locally approved opportunity may opt to (1) build a local program that leverages existing systems and the talent pool in their community (including community partners such as universities or libraries) or (2) work with a provider of choice. Locally approved programs should be approved by the Superintendent. Additionally, districts and schools should

follow local policies for implementing new programs which might include board approval if contracting with a vendor or hiring new staff.

2. Align with the student's classroom instruction.
3. Include instruction time of **at least three days per week** or at least **50 hours over 36 weeks** which may be incorporated into a student's regular classroom instruction.

HIGH-DOSAGE TUTORING BEST PRACTICES

Ohio law requires that locally approved high-dosage tutoring programs align with high-dosage tutoring best practices identified by the Department. Best practices identified by the Department are as follows:

Ohio's High Dosage Tutoring Best Practices	
Instructional Frequency	High-dosage tutoring sessions are consistent and frequent, occurring at least three days per week or at least 50 hours over 36 weeks.
Instructional Grouping	Group size is no more than 1:4.
Instructional Materials	High-dosage tutoring is focused on acceleration rather than remediation. Use high-quality instructional materials that are aligned with both grade-level state standards and research on effective teaching and learning strategies aligned to the science of reading.
Instructional Delivery	High-dosage tutoring is delivered by a live tutor in person or virtually. Schools should aim to provide high-dosage tutoring during the school day to the extent possible.
Tutor Consistency and Training	Assign students to a consistent tutor, which has been shown to facilitate positive relationships and a stronger understanding of students' learning needs. Tutors receive training on tutoring expectations, relationship-building, routines, content and instructional strategies, and progress monitoring.
Progress Monitoring	Student data is used consistently to understand student strengths and learning gaps. Tutors and classroom teachers regularly communicate about student progress.

HIGH-DOSAGE TUTORING AND OHIO'S INTEGRATED MTSS

Schools can implement high-dosage tutoring within their continuum of supports as follows:

- **Tier 2 Instruction:** Use small-group high-dosage tutoring to provide targeted support for students identified as being at risk.
- **Tier 3 Instruction:** Provide intensified supports by increasing the weekly dosage, by reducing the group size, or by providing 1:1 direct instruction during high-dosage tutoring sessions for students not responding to targeted supports.

STUDENTS WITH DISABILITIES

All students, including students with disabilities, are general education students first. Therefore, all students identified as not on-track or reading below grade level, as outlined in this guide, require a RIMP (see the [High Dosage Tutoring and RIMP FAQ](#) for more information on high-dosage tutoring and students with disabilities).

FUNDING FOR HIGH-DOSAGE TUTORING

Districts may leverage allowable federal, state, and local dollars to procure services from providers on the Department's [Approved Vendor Directory](#) or in establishing locally approved high-dosage tutoring programs that follow best practices for high-dosage tutoring (see the [High-Dosage Tutoring and RIMP FAQ](#) for more information on available funding sources).

REPORTING

Districts and schools are required to report high-dosage tutoring provided to students during the school year. Reporting instructions can be found in section 2.9 of the [EMIS manual](#).



The following updates are effective Sept. 23, 2026.

Districts and schools must provide qualifying students with evidence-based academic intervention services, free of cost, either directly, through a contracted vendor, or as a combination of both options. Districts and schools must provide services that align with a qualifying student's assessed level of skill and provide accelerated learning and skill mastery where possible to help the student demonstrate a level of skill appropriate to the student's grade level. Intervention services must be in addition to and not a replacement for existing academic instruction and other services provided to students.

Academic intervention services provided to a student may encompass a variety of evidence-based supports, including the following:

- Tutoring supports (High-Dosage Tutoring)
- Additional instruction time
- An extended school calendar
- Participation in a learning support program
- Any other academically centered support service that the district or school determines will improve the student's academic performance

Intervention services may also be offered in combination with integrated student supports.

[Under ORC 3313.6034](#), a "qualifying student" means a student who, on a diagnostic assessment or a state assessment, demonstrates a limited level of skill in the subject area of mathematics, English language arts, or both.

"Qualifying student" does not include either of the following:

- A student that has an IEP that includes services related to a traumatic brain injury or a significant cognitive disability, unless the student's parent or guardian and district or school have determined the services would be appropriate for the student.
- A student that attends a dropout prevention and recovery community school, as defined in [ORC 3314.02](#).

RIMP Overview of Instructional Supports

Who?	What Instructional Supports are Required Under a RIMP?
All students, including students with disabilities, with a RIMP	Intervention within a functioning integrated MTSS (Tier 1, Tier 2, Tier 3) addressing: - The student's identified reading deficiencies (remediation) and - Grade level content support through high-dosage tutoring (acceleration).
<u>Students who are/were retained in grade 3</u>	- The option of services from an outside provider. - A minimum of 90 minutes of daily reading instruction that may include: - Core English language arts (ELA) Instruction - Intervention - Other supplemental instruction (Tutoring; Extended school day, week, or year; Summer reading camps) The 90-minute minimum must be provided throughout the student's academic career until reading on grade level.
Students promoted to grade 4 under the <u>Parent Request Exemption</u>	A minimum of 90 minutes of daily reading instruction that may include: - Core ELA Instruction - Intervention - Other supplemental instruction (Tutoring; Extended school day, week, or year; Summer reading camps) The 90-minute minimum must be provided throughout the student's academic career until reading on grade level.
Students promoted to grade 4 under the following Retention Exemption: <u>Received intensive remediation in reading for two years and previously was retained in any of grade K-3</u>	An altered instructional day that includes specialized, diagnostic information and specific, research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

Progress Monitoring

Districts and schools are required to develop a process to monitor the implementation of instructional services provided to students with RIMPs.

Progress monitoring refers to assessment procedures used on a frequent basis to measure student growth and their response to targeted or intensive interventions. This ongoing data collection helps educators determine whether the intervention is achieving the intended effect. Based on the results, adjustments can be made to modify or intensify the intervention in order to better meet the student's unique needs.

Purpose of progress monitoring:

- Monitor student progress: Ensure instruction is accelerating student learning and closing the gap;
- Evaluate effectiveness: Assess how well the program and instruction are working; and
- Make real-time adjustments: Decide when to modify or intensify instruction based on student need.

Frequency: The frequency of progress monitoring should be individualized and occur at regular intervals (for example, monthly, weekly, daily). More intense needs require more frequent progress monitoring.

Data Analysis: While the RIMP can be modified based on progress monitoring data, interventions, including high-dosage tutoring, must continue for the duration of the RIMP.

Communication: It is important for schools to regularly communicate progress monitoring results with students and their families. This helps to keep everyone informed about the student's progress and any changes that might be needed to the RIMP.

A progress monitoring template to support RIMP implementation is available on the Department's [Third Grade Guarantee District Resources webpage](#).



Student Participation in State Tests

Federal and state laws require all districts and schools to test all students, including [students with disabilities](#), in specific grades and courses. There is no state law that allows a parent or student to opt out of state testing, and there is no state test opt-out procedure or form. To assist parents in making informed decisions, schools should inform parents in writing about the possible consequences of withdrawing their children from certain state tests. More information on [student participation in Ohio's State Tests](#) is available on the Department's website.

If a student does not take Ohio's State Test for grade 3 English language arts during the testing dates, the student will not have a score on that test. Unless the student qualifies for an exemption, the district may retain the student (see [Exemptions to Retention](#)). Additionally, the student may be counted as "not proficient" for purposes of the [Early Literacy Component on the Ohio School Report Cards](#).

Ohio's State Test for Grade 3 English Language Arts

- Districts and schools are required to administer Ohio's State Test for grade 3 English language arts twice annually to grade 3 students who have not yet achieved a proficient score (700 or higher).
- Students who score proficient during the fall administration are not required to retake the test in the spring. If a student is retested in the same subject within the same year, the highest score is utilized for all calculations in the report cards.
- A third-grade student who attains the promotion score on Ohio's State Test for grade 3 English language arts is eligible for promotion at the end of the school year. This score can be achieved during the fall, spring, or summer administration of the grade 3 English language arts test.

Transfer Students Enrolling in Third Grade

A third-grade student must achieve a promotion score at some time during the grade 3 year regardless of the date of enrollment, unless the student is exempt. Districts and schools should strongly consider making the summer administration of the Ohio's State Test for grade 3 English language arts and/or one of the approved alternative reading assessments available if a student has missed the spring testing window for Ohio's State Test for grade 3 English language arts, has not achieved a promotion score on the fall Ohio's State Test for grade 3 English language arts, and is not exempt from retention under the Third Grade Reading Guarantee.

Academic Acceleration

Academic acceleration is when a district or school places a student in a higher grade level or course than is typical given the student's age for the purpose of providing the student access to appropriately challenging learning opportunities. Acceleration may be appropriate for many students, including those not identified as gifted.

There are many types of acceleration, which include but are not limited to: Whole Grade Acceleration (when a student moves ahead an entire grade level), and Subject Acceleration (which is when a student moves ahead a grade level in one or more subject areas but retains his or her overall grade level).

More information on [academic acceleration](#) is available on the Department's website.

STUDENTS ACCELERATED TO THIRD GRADE OR TO THIRD GRADE READING:

The Third Grade Reading Guarantee applies to students accelerated to grade 3 or to grade 3 in reading. This means:

- The student takes a reading diagnostic assessment at the beginning of the school year; and
- The student must reach the promotion score on the Ohio's State Test for grade 3 English language arts to be promoted to grade 4. A student may be exempt from this requirement as outlined in the [Exemption to Retention](#) section of this document

STUDENTS ACCELERATED TO FOURTH GRADE OR TO FOURTH GRADE READING

Students accelerated to grade 4 or placed in grade 4 reading take grade 4 assessments and do not participate in the Third Grade Reading Guarantee.

Promotion To Fourth Grade

- Any student who scores proficient (**700** or higher) on the English language arts scaled score of Ohio's State Test or will be eligible for promotion to grade 4 at the end of the school year.
- The reading sub-score [alternative assessment](#) score for Ohio's State Test for grade 3 English language arts is **50**. Any student who scores **50** or higher on the reading sub-score will be eligible for promotion to grade 4 at the end of the school year, even if the student scores below 700 on Ohio's State Test for grade 3 English language arts.
- Students who qualify for the exemptions outlined in the [Exemption to Retention](#) section of this document are also eligible for promotion at the end of the school year. In addition, students identified by the IEP team as having the most significant cognitive disabilities and participating in the Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) may be promoted to grade 4 regardless of their assessment results, as they are exempt from retention under [3301.0711\(C\)](#).

- As mandated by [state law](#), the promotion of a student to grade 4 who has attained the promotion score or is exempt from having to attain the promotion score must also comply with the district's [promotion and retention policy](#). Districts and schools must retain a student that has failed two or more of the required curriculum subject areas unless the school principal and teacher agree that the student is academically prepared for promotion.

Retention in the Third Grade

Districts and schools must retain students who score below the promotion score on Ohio's State Test for grade 3 English Language Arts unless those students are exempt from retention under the Third Grade Reading Guarantee (see [Exemptions to Retention](#)).

Instructional Requirements

Districts and schools must provide **intensive intervention** in reading that addresses the area of reading difficulty identified by the fall reading diagnostic, and any other relevant assessment, for at least 90 minutes of reading instruction per day.

Intensive remediation services must target the student's identified reading difficulties. Any intervention or remediation services required by the Third Grade Reading Guarantee must include **intensive**, **explicit**, and **systematic** instruction.

Districts and schools must use evidence-based reading intervention programs from the Department's approved list of high-quality instructional materials under [section 3313.6028\(C\)](#) of the Revised Code. All materials on the Department's approved list are aligned with the science of reading and strategies for effective literacy instruction. The [approved list of reading intervention programs for prekindergarten to grade 12](#) is posted on the Department's website.

Services from Outside Providers

Districts and schools must offer retained grade 3 students intervention or tutoring services from at least one provider other than the district. Because local circumstances and needs vary, each district has authority to select its own service provider.

Instruction in Other Academic Subjects

Districts and schools are responsible for designing instructional programs to meet the needs of individual students. Teachers are expected to differentiate instruction for the varying learning needs of the students in their classrooms. If a retained grade 3 student shows proficiency in mathematics, social studies, or science, the student must receive instruction corresponding to his or her ability in that subject area.

The decision to provide higher-level instruction and/or material is based on student data, progress monitoring, and individual learning needs. Districts will benefit from adopting a policy stating how this will be accomplished and communicated to the parents or guardians of retained students. It's important for districts and schools to consider their staff, building

configuration, curriculum demands, and mid-year promotion policy when determining how this higher-level instruction is delivered to a retained grade 3 student.

The Department encourages districts to use Ohio's State Test in Mathematics, approved vendor assessments for High-Quality Student Data, local district-approved assessments for student growth, and classroom assessments when determining whether a student is proficient in each academic subject area. This information should be in the student's cumulative folder, so it is available if the student transfers to another district. Proficiency is determined by meeting end-of-year expectations for grade 3 students.

Mid-Year Promotion

Districts and schools must create a policy that allows retained grade 3 students to be promoted to grade 4 mid-year if they demonstrate they are reading at or above grade level. Until they are promoted to grade 4, retained students remain third graders in all subjects, even if they receive advanced instruction in areas where they have shown proficiency. The table below outlines the state assessments required for each scenario applicable to a retained grade 3 student.

Enrollment Status at the Start of the School Year	Receives Advanced Instruction in At Least One Other Subject Area	Meets District's Criteria for Mid Year Promotion	State Test Participation
Retained Third Grade Student	No	No	Grade 3 ELA Grade 3 Mathematics
Retained Third Grade Student	No	Yes	Grade 4 ELA Grade 4 Mathematics
Retained Third Grade Student	Yes	No	Grade 3 ELA Grade 3 Mathematics
Retained Third Grade Student	Yes	Yes	Grade 4 ELA Grade 4 Mathematics

Students Retained in Third Grade for Non-Reading Reasons

Students retained in grade 3 for non-reading reasons alone, such as poor math grades or attendance issues, are not required to have intervention services. If the student is retained in grade 3 for more than one reason, one of which includes the Third Grade Reading Guarantee, the district must provide the intervention services outlined in law.

Exemptions To Retention

Each year, students scoring below the promotion score on Ohio's State Test for grade 3 English language arts must be retained, except for the following students:

- A student who is an English learner enrolled in U.S. schools for fewer than three full school years and with fewer than three years of instruction in an English as a second language program.
- A student whose IEP specifically exempts the student from retention under the Third Grade Reading Guarantee.
- A student who demonstrates competency on an [alternative assessment](#) for reading approved by the Department.
- A student whose IEP shows the student received intensive remediation in reading for two years and the student previously was retained in any of grades K-3.
- A student who received intensive remediation in reading for two years and previously was retained in any of grades K-3.*
- A student whose parent or guardian, in consultation with the student's reading teacher and principal, has requested that the student be promoted to grade 4 regardless of the student's score on Ohio's State Test for grade 3 English language arts.*

**Students promoted under these exemptions have specific reading instruction requirements. (See [detailed guidance](#) for these retention exemptions below).*

While a student that qualifies for an exemption to retention can be promoted to grade 4, the development and implementation of a RIMP in grade 4 may be required (more information is available in the [RIMPs in Grade 4 and Beyond](#) section of this guide).

Guidance for Each Retention Exemption

English Learners Exemption

This exemption applies to a student who is an English learner enrolled in U.S. schools for fewer than three full school years and with fewer than three years of instruction in an English as a second language program.

For this exemption, a school year is considered to be 180 days of school attendance, starting from the child's first day of enrollment. Therefore, three years is a total of 540 days. It is important for schools to count the exact number of days of enrollment as some students leave and return to the U.S. within the same year. The time when English learners are out of the country for an extended duration and later re-enroll in U.S. schools should not be included when calculating the time for this exemption.

IEP Exemption

This exemption applies to a student whose IEP specifically exempts the student from retention under the Third Grade Reading Guarantee.

It is an IEP team decision to exempt a child from the retention provision of the Third Grade Reading Guarantee. Not every student with an IEP should be exempt from retention. The IEP team must have adequate progress monitoring and reading achievement data to identify students who may be eligible to be exempt from retention.

All remaining provisions of the Third Grade Reading Guarantee, including RIMPs, are still required for a student that has been exempted only from the retention provision of the Third Grade Reading Guarantee.

Alternative Reading Assessment Exemption

This exemption applies to a student who demonstrates competency on an alternative assessment for reading approved by the Department.

The alternative reading assessment is one or more standardized assessments for reading approved by the Department for the Third Grade Reading Guarantee. Alternative reading assessments allow grade 3 students to demonstrate an acceptable level of reading performance for promotion to grade 4. Administering the approved vendor alternative reading assessments is optional for districts. The district is responsible for the cost of approved vendor alternative reading assessments. Districts may administer the approved vendor alternative reading assessment twice during the school year and once during the summer to mimic Ohio's grade 3 English language arts test administration. Districts and schools should set dates for administering these assessments.

The alternative reading assessment is not the same as Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD). Students identified as a student with the [most significant cognitive disabilities](#) will participate in the AASCD.

The table below represents the 2026-2027 list of approved Third Grade Alternative Reading Assessments. The [promotion scores and vendor contact information](#) for each approved alternative assessment are posted on the Department's website.

2026 2027 Third Grade Alternative Reading Assessments	
Vendor	Assessment
Riverside Insights	Iowa Assessments™ Form E, F, and G Reading Test Part 1 and Part 2, Level 9 (Grade 3)
Curriculum Associates, LLC	I-Ready Assessment
NWEA	MAP Growth
Renaissance Learning, Inc.	Star Reading Third Grade Proficiency Assessment
Data Recognition Corporation	TerraNova Complete Battery, Third Edition, Grade 3
Data Recognition Corporation	TerraNova NEXT

Intensive Remediation Under an IEP and Previously Retained Exemption

This exemption applies to a student whose IEP shows the student received intensive remediation in reading for two years and the student previously was retained in any of grades K-3.

Intensive Remediation and Previously Retained Exemption

This exemption applies to a student who received intensive remediation in reading for two years and previously was retained in any of grades K-3. Such a student may be promoted to grade 4 under this exemption.

Students promoted under this exemption must continue to receive intensive reading instruction in grade 4 and until reading on grade level. This instruction shall include an altered instructional day that includes specialized, diagnostic information and specific, research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

Parent Request Exemption

This exemption applies to grade 3 students whose parent or caregiver requests their child to be promoted to grade 4 regardless of the student's score on Ohio's State Test for grade 3 English language arts.

While a parent or guardian has the ultimate authority about whether or not their child is promoted to grade 4, the parent or guardian will need to consult with the child's third grade reading teacher and school principal. The decision of the parent or guardian as to whether to promote the child to grade 4 would be the deciding factor in the event of a disagreement with the principal and reading teacher.

Students promoted under this exemption must have a [RIMP in grade 4](#) and receive 90 minutes of daily reading instruction that includes intensive intervention until reading on grade level.

In collaboration with the [Ohio Statewide Family Engagement Center](#), the Department has developed [resources](#) for families regarding to the Third Grade Reading Guarantee Parent Request Exemption.

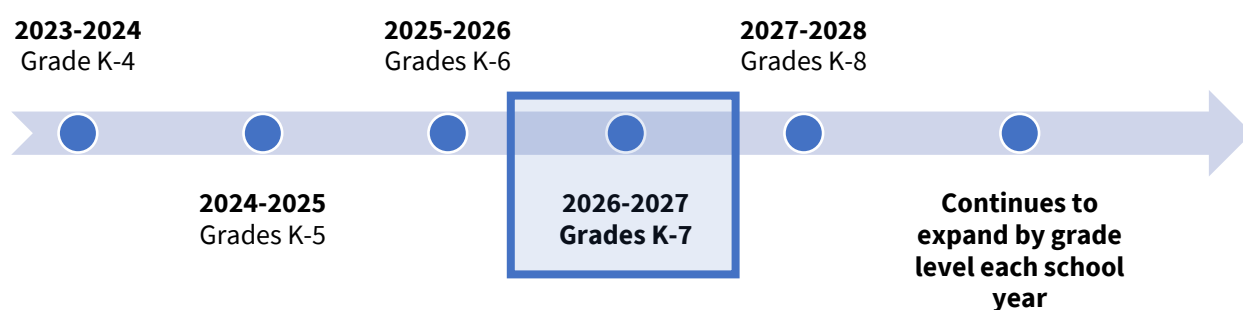


RIMPs in Grade 4 and Beyond

Under Ohio law, a RIMP must now continue throughout the student's K-12 academic career until the student is reading proficiently for their current grade level (a score of 700 or higher on Ohio's State Test for English Language Arts or a score of 500 or higher on Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) in English language arts).

In the **2026-2027 school year**, districts and schools are required to develop and implement RIMPs for specific students in **grades K-7**.

The timeline below displays how this requirement will expand by grade level each school year for a student that continues to require a RIMP:



Which Students Must Have a RIMP in Grade 4?

All students, including students with disabilities, who are promoted to grade 4 will require a RIMP if either of the following scenarios apply:

- Students who had a RIMP in grade 3 and did not score proficient (700 or higher) on Ohio's State Test for grade 3 English language arts or proficient (500 or higher) on Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) in English language arts.
- Students who did not meet the promotion score (700) on Ohio's State Test for grade 3 English language arts but the student's parent or guardian, in consultation with the student's reading teacher and principal, requested the student be promoted to grade 4. **These same students must receive 90 minutes of daily reading instruction that includes intensive intervention until reading on grade level.**

Once a student qualifies for a RIMP in grade 4, the RIMP continues each year through grade 12 until the student scores proficient on Ohio's State Test for English Language Arts or proficient on Ohio's AASCD in English language arts.

Grade 4 RIMP Scenarios	RIMP Required in Grade 4?
Student had a RIMP in grade 3 but did not score proficient (700 or higher) on Ohio's State Test for grade 3 English language arts (ELA).	Yes
Student had a RIMP in grade 3 but did not score proficient (500 or higher) on Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) in English language arts.	Yes
Student had a RIMP in grade 3, met the Reading subscore (50 or higher) for promotion on Ohio's State Test for grade 3 ELA but did not score proficient (700 or higher) on scaled score for Ohio's State Test for grade 3 ELA.	Yes
Student had a RIMP in grade 3, met the promotion score on an approved Alternative Reading Assessment but did not score proficient (700 or higher) on Ohio's State Test for grade 3 ELA.	Yes
Student had a RIMP in grade 3, had an individualized education program (IEP) exemption to retention, but did not score proficient (700 or higher) on Ohio's State Test for grade 3 ELA.	Yes
Student had a RIMP in grade 3 and was promoted to grade 4 through the Third Grade Reading Guarantee's English Learner exemption but did not score proficient (700 or higher) on Ohio's State Test for grade 3 ELA.	Yes
Student did not have a RIMP in grade 3, did not score proficient (700 or higher) on Ohio's State Test for grade 3 ELA but the student's parent or guardian, in consultation with the student's reading teacher and principal, requested promotion to grade 4.	Yes <i>*These students must receive 90 minutes of daily reading instruction that includes intensive intervention.</i>
Student did not have a RIMP in grade 3, met the promotion score on an approved Alternative Reading Assessment but did not score proficient (700 or higher) on Ohio's State Test for grade 3 ELA.	No
Student transferred into grade 4 from out of state and did not take Ohio's State Test for grade 3 ELA.	No
Student was homeschooled in grade 3 and transferred into public school in grade 4.	No

Which Students Must Have a RIMP in Grade 5 and Beyond?

Students who had a RIMP in the previous grade and did not score proficient (700 or higher) on Ohio’s State Test for English Language Arts or proficient (500 or higher) on Ohio’s Alternate Assessment for Students with the most Significant Cognitive Disabilities (AASCD) in English language arts must continue to have a RIMP.

Once a student scores proficient on Ohio’s State Test for English Language Arts or Ohio’s AASCD in ELA, the RIMP may be discontinued. A RIMP would no longer be required under the provisions of the Third Grade Reading Guarantee for the remainder of the student’s academic career.

Grade 5, 6, and 7 RIMP Scenarios	RIMP Required?
Student had a RIMP in the previous grade but did not score proficient (700 or higher) on Ohio’s State Test for ELA	Yes
Student had a RIMP in the previous grade but did not score proficient (500 or higher) on Ohio’s AASCD in ELA.	Yes
Student did not have a RIMP in the previous grade but did not score proficient (700 or higher) on the Ohio’s State Test for ELA	No
Student did not have a RIMP in the previous grade but did not score proficient (500 or higher) on Ohio’s AASCD in ELA.	No



Students must remain on a RIMP each school year through grade 12 until reading proficiently for their current grade level (a score of 700 or higher on Ohio’s State Test for English Language Arts or 500 or higher on Alternate Assessment for Students with the most Significant Cognitive Disabilities (AASCD) in English language arts).

Students with Disabilities

Ohio is committed to meeting the needs of every child, which is an opportunity to ensure positive and meaningful educational experiences for students with disabilities that will lead to academic and postsecondary success. All Ohio citizens must be dedicated to making substantial improvements for students with disabilities and fulfilling the promise of comparable outcomes by providing an educational experience that challenges, prepares, and empowers each child in Ohio.



RIMP for Students with Disabilities

Students with disabilities should be included in universal reading diagnostics ([screeners](#)) and in informal diagnostic assessments and the Integrated Multi-Tiered System of Support as described in earlier sections of this guide ([Reading Diagnostics and Assessment](#), [K-3 Students Who are Not On-Track](#), [RIMPs](#), and [High-Dosage Tutoring](#)). The K-3 Students Who are Not On-Track section explains: beginning in kindergarten after the fall reading diagnostic testing, if the child is not on-track, the following should occur:

- 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 (RIMP) within 60 days of receiving the student's diagnostic result.

The RIMP must continue throughout the child's K-12 academic career until the child is reading on grade level as outlined in the [RIMPs in grade 4 and beyond](#) section of this guide.

When developing RIMPs, it is important to remember that all students, including students with disabilities, are general education students first. Therefore, all students identified as not on-track or reading below grade level, as outlined in this guide, require a RIMP. The IEP team should include references to the student's RIMP in the IEP as outlined below. This information

should be included in each annual review of the IEP after the student takes a reading diagnostic.

Relationship of a RIMP to an IEP

Note: New required Evaluation Team Reports (ETR) and Individualized Education Program (IEP) forms will be released in the spring of 2026 but are not required to be implemented until the 2027-2028 school year. This section continues to reference current forms available. Professional development for the new forms will take place during the 2026-2027 school year.

Sections of the [IEP](#) that will include references to the student's RIMP are as follows:

- **Section 3: Profile**

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

- **Section 6: Measurable Annual Goals**

Include reference to the student's present levels of performance in the areas of reading deficiency addressed in the student's RIMP and compared to grade-level standards.

Include measurable annual goals that have been developed to address the identified reading deficiency. Include in the goal the diagnostic measure that will be utilized to note progress and achievement of goal. Goals should be specific, measurable, achievable, and time bound.

- **Section 7: Description(s) of Specially Designed Services**

Include specially designed instruction, related services, accommodations, assistive technology, and/or other section 7 areas of service needed to address the identified reading deficiency.

- **Section 10: General Factors**

- All data used from statements listed in the General Factors should be considered for the child's RIMP.
- The last statement is for students in grades K-3 only (N/A in all other grades), this question is asking, "Did the team consider the child's on-track/not on-track status on the reading diagnostic progress for the Third Grade Reading Guarantee?"
 - This question would be answered yes, after the team considers the data provided from the tier 1 diagnostic, informal diagnostics, intervention, and progress monitoring. This information should be reviewed annually and at each IEP meeting, for all children in grades K-3.
 - This question would be answered N/A for all other grades.
***While the last statement is specifically related to the reading progress in grades K-3 for the purposes of the Third Grade Reading Guarantee, RIMPS continue until the child is reading on grade level.**

The IEP team should continue to utilize RIMP data when responding to the five previous questions in section 10 of the IEP.

- **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 also should be listed in section 7 of the IEP.

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

Beginning in the 2026-2027 school year, there is no longer an exemption to taking the K-3 reading diagnostic utilized to determine on-track or not on-track status in accordance with the removal of the provision in ORC 3313.608(B)(1). The decision to exempt a student from the retention portion of the Third Grade Reading Guarantee is the only decision IEP teams will make in section 13.* This section is only applicable for students in grade 3. IEP teams should complete this section as close to the third quarter as possible. Check the box labeled “N/A” for students in all other grades. Teams will check appropriate boxes to not exempt from retention provision or to exempt from the retention provision.

**As noted in the 2025 TGRG guidance: Beginning in the 2026-2027 school year, there will no longer be a reading diagnostic or RIMP exemption for students with significant cognitive disabilities. Due to this, the only exemption decision is retention.*

Students with Significant Cognitive Disabilities

The Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities are included in all general state and districtwide assessment programs, with appropriate accommodations and alternate assessments, if necessary, as indicated on their respective IEPs.

Beginning in the 2026-2027 school year, students with significant or most significant cognitive disabilities are no longer exempt from participating in the K-3 reading diagnostic assessment. This change follows the removal of the provision in ORC 3313.608(B)(1) that previously allowed exemptions for students with significant cognitive disabilities or for other disabilities as authorized by the Department on a case-by-case basis. Guidance for [Administering Literacy Assessments for Students with Low Incidence Disabilities and Complex Communication Needs](#) is available on the [Literacy webpage](#) of the Department’s website.

The decision to exempt a child with cognitive disabilities from the retention provision of the Third Grade Reading Guarantee should be made as close to the third quarter of grade 3 as possible, utilizing all state and local assessment data collected up to that point. If the IEP team determines that a learner meets the requirements in grade 3 to participate in the Alternate Assessment (AASCD) utilizing the [Alternate Assessment Participation Decision-Making Tool](#), they may be promoted to grade 4 regardless of their assessment results, as they are exempt from retention under 3301.0711(C). However, participation in the AASCD does not exempt a student from RIMP requirements. Beginning in the 2026-2027 school year, students with a RIMP who participate in the AASCD must demonstrate proficiency (score of 500 or

higher) on the AASCD in English language arts for the RIMP to be discontinued. For students with cognitive disabilities who do not meet the requirements for participation in the AASCD, districts must continue to provide the RIMP until the student achieves the required reading skills for their current grade level, as outlined in 3313.608(C)(7).

Grade 3 Teacher Qualification Requirements

A teacher of a third-grade student who has been retained or a third-grade student who is on a RIMP must have at least one year of teaching experience and must meet at least one of the following qualifications required in law (see **clarification below**):

- Has a PK-12 reading endorsement on a teacher's license;
- Completed a master's degree with a major in reading or literacy;
- Earned a passing score on a rigorous test of principles of scientifically research-based reading instruction (**The only test that satisfies this qualification is the Praxis 5205-formerly the Praxis 5203**);
- Has an educator license issued on or after July 1, 2017, in early childhood (preK-3), PreK-5 Primary, middle childhood (4-9) education, PreK-5 Primary Intervention Specialists, or K-12 Intervention Specialists (Early Childhood, Mild/Moderate, Moderate/Intensive, Hearing Impaired, Visually Impaired, or Gifted).
Note: The Interim Resident Educator License and Professional licenses issued through the Interim Resident Educator pathway do not meet this requirement unless the educator has passed the Foundations of Reading assessment (OAE 190 – formerly 090) (see guidance section below); or
- Holds a license issued by the Speech and Hearing Professionals Board under Chapter 4753 of the Ohio Revised Code and a professional pupil services license as a school speech-pathologist issued by the State Board of Education.

First-year teachers: A teacher who does not have at least one year of teaching experience may serve as the teacher of record as long as the teacher holds one of the aforementioned qualifications and is assigned a mentor who meets the qualifications. A first-year teacher's Resident Educator mentor may serve in this role if the mentor meets the teacher qualifications above. See more information on the [Resident Educator Program](#) on the State Board of Education's website.

Assigned teacher (teacher of record): The assigned teacher is the teacher to whom a student is assigned. The classroom teacher is the assigned teacher responsible for the student's reading instruction and spends the most time with that student. The assigned teacher must maintain the necessary qualifications outlined by law and is responsible for assigning the student a reading grade. A teacher may provide any services required by the Third Grade Reading Guarantee in place of the student's assigned teacher but must:

- Meet the teacher qualification requirements;
- Have the service approved by the teacher of record and school principal; and
- Document the assignment in the student's RIMP.

Guidance for Each Teacher Qualification

One year of teaching experience: One year of teaching experience can include reading, but it is not required.

Reading endorsement: A reading endorsement is for PreK-12 and appears on a teacher's certificate or license as #059902. No other endorsements fulfill this requirement. A passing score on a test is not required if there was no corresponding test required when the reading endorsement was earned.

The reading P-3 notation appearing on some early childhood P-3 licenses is not a reading endorsement. Educators whose early childhood licenses say "reading P-3" were not required to do additional reading coursework or testing.

Master's degree in reading: A master's degree must contain the words "reading" or "literacy" in the degree name or on the transcript as the major area of study, specialization or concentration. These words must be explicitly located somewhere on the transcript or diploma. Doctoral degrees in reading or literacy also qualify.

Reading instruction test: The only test that satisfies this qualification is the Praxis 5205 (formerly the Praxis 5203). Passage of this test will not result in a reading endorsement. Information about the Praxis 5205 can be found on the [Education Testing Services website](#).

Licenses issued on or after July 1, 2017: Educators issued an initial license in early childhood (PreK-3), PreK-5 Primary, middle childhood (4-9) education, PreK-5 Primary Intervention Specialists, or K-12 Intervention Specialists (Early Childhood) Mild/Moderate, Moderate/Intensive, Hearing Impaired, Visually Impaired, or Gifted) on or after July 1, 2017, are required to take an additional licensure test in the foundations of reading (OAE 190 - formerly 090). This exam is aligned to Ohio's Reading Competencies. Passing this exam will not result in a reading endorsement and does not replace Praxis 5205 for educators who were issued licenses before July 1, 2017. More information on the Foundations of Reading Exam is available on the [State Board of Education's website](#). Note: The Interim Resident Educator License and Professional licenses issued through the Interim Resident Educator pathway do not meet the teacher qualification requirement unless the educator has passed the Foundations of Reading assessment (OAE 190).

Implementation Resources

The table below outlines additional resources by topic area to support the implementation of requirements outlined in the provisions of the Third Grade Reading Guarantee.

Topic	Resource	Description
Adolescent Literacy Supports for Grades 6-12	School Leader's Implementation Guide, Grades 6-12	Support in implementing the evidence-based practices in Ohio's Plan to Raise Literacy Achievement for students in grades 6-12.
	IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices	This guide presents strategies that classroom teachers and specialists can use to increase the reading ability of adolescent students. The recommendations aim to help students gain more from their reading tasks, improve their motivation for and engagement in the learning process, and assist struggling readers who may need intensive and individualized attention.
	IES Practice Guide: Providing Reading Interventions for Students in Grades 4-9	This practice guide provides four evidence-based recommendations that teachers can use to deliver reading interventions to meet the needs of their students.
	Reading Next: A Vision for Action and Research in Middle and High School Literacy	A report that provides recommendations for meeting the needs of the struggling adolescent readers. It outlines fifteen key elements that educators can use to develop an effective adolescent literacy intervention program. The report focuses on elements of intervention that are most promising for adolescent students.
Assessments	Approved Assessments	List of approved assessments (Alternative Reading, K-3 Diagnostic, and Tier 1 Dyslexia) for the 2025-2026 school year.
	Literacy Assessment Selection Tool: Grades K-6 Literacy Assessment Selection Tool: Grades 6-12	This tool is designed to support districts in making decisions on selecting assessments as part of an MTSS.
Chartered Nonpublic Schools	Ohio Revised Code 3301.163	Third Grade Reading Guarantee requirements for EdChoice and Cleveland Scholarship students.

Topic	Resource	Description
Coaching	Ohio's Model for Instructional Coaching for Literacy	Provides a framework for developing and improving approaches to coaching teachers to develop excellent literacy instruction. This webpage, along with Ohio's Model for Instructional Coaching for Literacy Handbook, provides resources and guidance for developing and improving instructional coaching in a grade band or content area, building, or district.
Dyslexia	Ohio's Dyslexia Guidebook	The guidebook contains best practices and methods for universal screening, intervention, and remediation for children with dyslexia or children displaying dyslexic characteristics and tendencies.
Early and Conventional Literacy Supports for Grades K-5	School Leader's Implementation Guide, Grades K-5	Support in implementing the evidence-based practices in Ohio's Plan to Raise Literacy Achievement for students in grades K-5.
	IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade	This practice guide provides recommendations for teaching foundational reading skills to students in grades K-3.
Education Management Information System (EMIS)	EMIS Manual (Section 2.9: Student Program (GQ) Record)	Details reporting requirements for students with RIMPs.
	EMIS Focused Training Presentation (.pdf) Q&A Session Recording	Covers components essential to reporting literacy-related data, including reporting requirements, reporting scenarios, and more.
English Learners	Literacy for English Learners	Resources and instructional strategies to support the literacy needs of English learners.
Funding	Disadvantaged Pupil Impact Aid Funds	Outlines the allowable uses of these funds which includes reading improvement and intervention (which may include hiring literacy or reading specialists and coaches), professional development, and academic intervention for grades 6-12.
	Science of Reading and Allowable Use of Federal Funds	Outlines the Science of Reading Legislation and Allowable Uses of Federal Funds.

Topic	Resource	Description
High-Dosage Tutoring	Approved Vendor Directory	A list of state-approved vendors the Department considers to be of high-quality and have the potential to accelerate learning.
	District Playbook for High-Impact Tutoring	The District Playbook is designed to be a school district's go-to guide for building and strengthening high-dosage tutoring. Each section is thoughtfully structured to meet your needs—whether you're just getting started or refining an established program.
	High-Dosage Tutoring and Reading Improvement and Monitoring Plan (RIMP) FAQs	Frequently asked questions regarding high-dosage tutoring under the provisions of the Third Grade Reading Guarantee.
High-Quality Instructional Materials	Approved List of Core Curriculum and Instructional Materials	Approved high-quality instructional materials and core curriculum in English language arts for grades PreK-5.
	Approved List of Evidence-Based Reading Intervention Programs	Approved reading intervention programs for grades PreK- 12.
Multi-Tiered System of Supports (MTSS)	Ohio's Integrated Multi-Tiered System of Supports (MTSS)	An overview of Ohio's Integrated MTSS framework which includes the student learning and adult implementation components.
	AIR's Center on Multi-Tiered System of Supports	National leader in supporting states, districts, and schools across the country in implementing an MTSS framework that integrates data and instruction within a multi-level prevention system to maximize student achievement and support student success from a strengths-based perspective.
	Implementing MTSS in Secondary Schools: Strategies from Research and the Field	Provides secondary schools with high-quality resources and illustrative examples to support the implementation of a Multi-Tiered System of Supports (MTSS). Outlines the primary challenges that secondary schools commonly encounter during MTSS adoption. Presents effective strategies, drawn from both educational research and real-world school practices, to help schools overcome these challenges and successfully integrate MTSS into their systems.

Topic	Resource	Description
	Ohio's Dyslexia Guidebook (Page 18)	Guidance on the characteristics of each tier of support including a description of each tier, who delivers instruction, group size, time, etc.
Parent Request Exemption	Sample Parent Letter (The Ohio State University Family Engagement Center)	A sample letter that families can adapt and use, after consulting with their school, to communicate with the school if they do not want their child to repeat grade 3 based on their English language arts test score.
	Talking Points (The Ohio State University Family Engagement Center)	Provides information for families about the parent exemption and questions families can ask their child's reading teacher and principal.
Professional Learning	Ohio's Literacy Academy on Demand	30-60-minute courses on literacy for grades K-12. Each course is centered around a brief video of an expert in literacy instruction, along with resources, reflection questions, and articles.
	Dyslexia Professional Development	Self-paced course modules that include recorded lectures, video demonstrations, professional journal and article readings, and embedded practice activities. Designed to extend educator knowledge of reading development, literacy instruction, assessment, and intervention, specifically as applied to students at risk of or with characteristics of dyslexia.
	Science of Reading Professional Development	Online modules developed by the Ohio Department of Education and Workforce in the science of reading and evidence-based strategies for effective literacy instruction.
Report Card	Early Literacy Component Technical Documentation	Outlines the business rules and calculations for the Early Literacy Component.
RIMPs	How to Create a RIMP Video: Grades K-3 How to Create a RIMP Video: Grades 4-9	Brief videos providing an overview of RIMP requirements with step by step instructions on how to develop a RIMP.
	RIMP Template: K-3 RIMP Template: 4-9	An optional RIMP template for grades K-3 and 4-9 developed by the Department to help districts and schools communicate with parents about their child's reading difficulties, instructional supports, and a plan for monitoring progress.

Topic	Resource	Description
	RIMP Decision Tool (Appendix D and E)	A decision tool to assist districts and schools in determining which students are required to have a RIMP in grade 4 and grades 5 and beyond.
	RIMP Intervention Code Descriptions (Appendix B)	Provides a description of each RIMP Intervention Program Code, as reported in the Education Management Information System (EMIS), used to identify and describe the instructional supports provided to students.
	Matching Interventions to RIMP Codes Table (Appendix C)	This table aligns the RIMP intervention codes with the Simple View of Reading and Ohio's Profiles of Readers (Ohio's Plan to Raise Literacy Achievement).
	What is a Reading Improvement and Monitoring Plan? (The Ohio State University Family Engagement Center)	A one-page handout that can be provided to families to explain what a Reading Improvement and Monitoring Plan (RIMP) is.
Scheduling	Implementing Ohio's Plan to Raise Literacy Achievement 6-12 (Appendix F)	Sample Building Schedules for grades 6-12.
	Strategies for Scheduling: How to Find Time to Intensify and Individualize Intervention from the National Center on Intensive Intervention	This guide includes strategies that educators can consider when trying to determine how to find the time for this intensification within the constraints of busy school schedules. Supplemental resources, planning questions, and example schedules are also provided.
Students with Disabilities	Administering Literacy Assessment for Students with Low Incidence Disabilities and Complex Communication Needs	This document provides resources and recommendations for accommodations and scaffolds districts may use when administering districtwide literacy screenings and benchmarks or reading diagnostics to students with complex communication needs and low-incidence disabilities.
	Ohio's Alternate Assessment Participation Decision-Making Tool	Developed to guide and support individualized education program (IEP) teams in determining whether a student is most appropriately assessed with an alternate assessment.

Topic	Resource	Description
	RIMPS and Special Education PowerPoint and Recorded Session from the Office for Exceptional Children	A recorded presentation to assist district and schools with how to utilize information from the RIMP in sections of an Individualized Education Program (IEP).
	Assistive Technology & Accessible Educational Materials (AT&AEM) Center	A resource center which promotes accessibility and personalization. The center creates and disseminates accessible materials and offers specialized training and technical assistance.
	How-To Tips and Strategies Video Gallery	How-to Tips and Strategies videos from OCALI – Literacy Access for All. Quick videos showcasing how to implement evidence based instructional methods and assistive technologies into every instruction to provide access to all learners.
	Literacy Access for All	10-part video series from OCALI that explores strategies grounded in research that are designed to ensure ALL learners have access to the general curriculum. Informational and how-to videos designed to coach educators through classroom design, unit and lesson design, communication assessment, language and literacy instruction and assessment, all through an access lens.
Teaching Strategies	Reading Universe	Ready-to-use teaching strategies, in-classroom videos, interviews with teachers and reading experts, and quick, concrete answers to common questions about teaching reading and writing.
	RIMP Intervention Video Series	Series of short videos that address specific areas of reading development to support educators in implementing effective literacy interventions.

Appendix A: Proficiency Statement for Written Communication with Families

Introduction

Under [ORC 3313.608\(B\)\(2\)\(a\)\(v\)](#), districts and schools are required to provide in the written notification to the parent or guardian of any student identified by the reading skills diagnostic assessment as having reading skills below grade level “[a] statement that connects the child's proficiency level in reading to long-term outcomes of success related to proficiency in reading.” The Department is providing the following example of a statement connecting a child’s proficiency level in reading to long-term outcomes of success. Districts and schools are encouraged to include a statement that not only meets their legal obligations but is tailored to the unique needs and qualities of the individual student.

Example Statements That Connects the Child’s Proficiency Level in Reading to Long-Term Outcomes of Success

It is important that families understand the urgency of ensuring that children develop proficient reading skills by the end of third grade. Children must be provided with personalized learning plans and intensive support. The early identification of students’ reading skills— through assessments, strong reading programs and additional support for struggling readers—together form a self-supporting system that leads to positive long-term outcomes of success.

Accordingly, the Department is providing two examples of statements that can be used in the written notifications:

Example 1

Research shows that a child’s reading proficiency by the end of third grade significantly impacts their long-term educational and lifelong success. Children identified as not on track to reading at grade level have a harder time catching up with their peers academically if early intervention is not provided and **are four times more likely to drop out of high school.**

Example 2

[Insert school district/community school here] is committed to supporting your child’s reading success. Multiple years of research have indicated the importance of early intervention and continued supports.

Research shows that a child’s reading abilities in the early grades is a strong predictor of reading comprehension in later grades (Cunningham & Stanovich, 1997; Duncan et al., 2007; Stanley et al., 2018; Storch & Whitehurst, 2002). Children with early reading difficulties may continue to experience increasing difficulties over time if not addressed (Morgan et al., 2008; Morgan et al., 2011; Partanen & Siegel, 2014).

Research indicates that a child’s reading proficiency by the end of third grade significantly impacts their long-term educational and lifelong success. Children identified as not on track

to reading at grade level have a harder time catching up with their peers academically if early intervention is not provided. Additionally, they are four times more likely to drop out of high school (Hernandez, 2011).

Children who enter fourth grade reading at grade level are positioned with a much higher probability for high school graduation and readiness for college or a career. Research from the University of Chicago found that for 85-90 percent of poor readers in the K-12 setting, prevention and intervention programs implemented before the third grade can increase reading skills to the average grade level. However, if intervention is delayed until age 9, approximately 75 percent of children will continue to have difficulties learning to read throughout high school and into adulthood.

Again, [insert district/community school name here] is working hard to provide instruction and intervention to help your child achieve reading success.

Appendix B: RIMP Intervention Program Codes

RIMP Intervention Program Codes, as reported in the [Education Management Information System \(EMIS\)](#), are used to describe the instructional supports the student will receive. Students may have more than one intervention as outlined in the RIMP based on the child's individual needs. The Department created a series of support videos which are linked below to the RIMP intervention. In each video, Ohio's literacy leads describe specific intervention types and demonstrate how to teach each RIMP intervention type.

[Explicit Intervention in Phonemic Awareness.](#) Phonemic awareness is the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words. This falls under the umbrella term of phonological awareness. This understanding improves students' word reading and helps them learn to spell. Intervention focus for phonemic awareness uses an informal phonological awareness assessment to determine student current skill attainment and provides instruction and practice with feedback to build more advanced skills following a sequence (such as Ohio's Learning Standards Foundational Skills, p. 28), moving from more basic skills such as segmenting and blending syllables in a word to more advanced skills such as substituting medial vowel sounds. For older students, explicit intervention in phonemic awareness should be a component of a multi-component intervention or phonics intervention, using letters to reinforce letter-sound correspondence.

[Explicit Intervention in Sight Word Recognition.](#) Intervention designed to increase students' ability to recognize and read individual words using phoneme-grapheme mapping of regular parts and explicit call out of irregular parts. They store the connected sounds and letters of words (along with their meaning) as instantly recognizable sight words. Sight word recognition instruction should focus on phoneme-grapheme mapping and not rely on practices such as the use of flash cards.

[Explicit Intervention in Decoding.](#) Early, explicit, and systematic instruction in phonics can help strengthen students' decoding skills. Phonics instruction should follow a phonics scope and sequence. Intervention focus for phonics uses data from an informal phonics decoding survey to determine the highest level of decoding skills mastered and teach the next skills in the progression. Use of connected text (decodable readers) is critical to consolidating and applying phonics skills within increasingly complex texts

[Explicit Intervention in Comprehension.](#) Before focusing intervention efforts on comprehension, it is critical to ascertain if students need additional instruction in phonics, fluency, vocabulary, sentence structure and text structure. Some students may benefit from multicomponent interventions that address comprehension alongside these instructional priorities. Intervention should focus on a select set of high-impact strategies that enhance comprehension across content areas. These strategies involve intentional cognitive actions that help students engage with, understand, and retain information from complex disciplinary texts, and monitor their comprehension.

Student knowledge of a subject, background knowledge and academic vocabulary are key contributors to overall comprehension. Effective instruction should integrate these elements to support students in navigating and analyzing diverse disciplinary texts

Explicit Intervention in Fluency. A fluency intervention is appropriate for students who are accurate in their reading of grade level texts, but lack automaticity. The three components of fluency – appropriate speed, accuracy, prosody – can be addressed through instructional strategies such as repeated readings, partner reading, choral reading, technology-assisted reading, timed reading, phrased reading, and echo reading.

Explicit Intervention in Vocabulary. Teach high utility words and academic language, including instruction in morphology (the meanings of roots and combining forms, prefixes, and suffixes) using explicit instructional routines. Words should be taught in meaningful clusters, connecting them to texts and disciplinary contexts to improve comprehension and content knowledge. In addition, there should be judicious review with multiple exposures of previously taught words.

Small Group Scaffolding of Complex Text. It is important for all students, including those that are reading below grade level, to access complex texts daily. In order to do this, teachers can provide scaffolded instruction for students, which can include, but is not limited to: pre-teaching vocabulary, focusing on the structure of complex sentences, teaching cohesive ties, teaching morphology, and decoding multisyllabic words.

Explicit Intervention in Expressive Communication/Language. Identify yes/no responses using student's preferred mode of communication. Communication can include assistive technology, gestures, expressions, direct selection, symbols, pictures, objects, etc. based on a learner's skills and needs. Teach the use of communication tools, methods and technologies with features that match a student's diagnostic and access profile data. Teach the use of core vocabulary paired with fringe vocabulary to communicate across settings and subjects. Teach sound-symbol correspondences to develop encoding/spelling skills to use letter boards for communication access. Teach the use of symbols (icon sequences), plus spelling (especially onsets) to identify and access words for communication.

Multi-Modal Approach to Structured Literacy. A multi-sensory, structured, explicit, systematic, sequential, cumulative, diagnostic and prescriptive instructional approach for reading and writing is used to target: phonemic awareness, sound-letter correspondence (phonics), spelling, handwriting, fluency, morphology, vocabulary, and comprehension. The approach involves: synthetic and analytic presentation, opportunity for practice, and teaching to mastery along a structured scope and sequence.

Explicit Intervention in Writing - Focus on Transcription: Explicit instruction in handwriting (manuscript, cursive) and/or keyboarding as instructional supports for writing assignments. May include spelling instruction that aligns to the explicit decoding (basic and advanced word study) instruction.

Explicit Intervention in Writing- Focus on Composition Skills: Explicit instruction in sentence structure - grammar, syntax, vocabulary usage, sentence types, organizing ideas for

writing (including graphic organizers and oral rehearsal). This should focus on the function of words and connect to content area knowledge.

Explicit Intervention in Advanced Word Study: Explicit, systematic instruction in advanced decoding skills is focused on reading complex, multisyllabic words. Intervention focuses on teaching the skills needed to break apart and accurately sound out multisyllabic words, spelling practice to solidify students' understanding of the vowel and consonant letter sounds and combinations that make words, and frequent opportunities to practice reading multisyllabic words in connected texts, including discipline-specific text, to build increasingly automatic word recognition skills.

Summer Structured Literacy Programs. A structured literacy program that continues to track and monitor the progress of the student once the school year ends. The program should be targeted toward the identified needs of the student.

Appendix C: Matching Interventions to RIMP Codes Table

This table aligns the RIMP intervention codes with the Simple View of Reading (Gough & Tunmer, 1986) and Ohio's Profiles of Readers ([Ohio's Plan to Raise Literacy Achievement](#)). When writing RIMPs, educators should consult the [PreK–12 Approved Intervention List](#) to identify the literacy components outlined in each program's vendor description and then select the corresponding RIMP codes.

Language Comprehension Interventions
152725 - Explicit Intervention in Comprehension
152735 - Explicit Intervention in Vocabulary
152740 - Small Group Scaffolding of Complex Text
152745 - Explicit Intervention in Communication/Language
152705 - Explicit Intervention in Writing- Focus on Composition Skills
Word Recognition & Spelling Interventions
152710 - Explicit Intervention in Phonemic Awareness*
152715 - Explicit Intervention in Sight Word Recognition
152720 - Explicit Intervention in Decoding
152765 - Explicit Intervention in Advanced Word Study
152700 - Explicit Intervention in Writing - Focus on Transcription
Fluency
152730 - Explicit Intervention in Fluency
Multi Component Literacy Interventions
152750 - Multi-Modal Approach to Structured Literacy
151505 - Summer Structured Literacy Programs **

*For older students, explicit intervention in phonemic awareness should be a component of a multi-component intervention or phonics intervention, using letters to reinforce letter-sound correspondence.

** This option is only to be used in addition to interventions offered during the school year.

RIMP Intervention Program Code Descriptions can be found in the [EMIS Manual](#).

Appendix D: RIMP Decision Tool for Grade 4

The following chart is a decision tool to assist districts and schools in determining which students are required to have a Reading Improvement and Monitoring Plan (RIMP) in grade 4.

Once a student qualifies for a RIMP in grade 4, the RIMP continues each year through grade 12 until the student scores proficient (700 or higher) on Ohio's State Test (OST) for English Language Arts or proficient (500 or higher) on Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) in English language arts.



Appendix E: RIMP Decision Tool for Grades 5 and Beyond

The following chart is a decision tool to assist districts and schools in determining which students are required to have a Reading Improvement and Monitoring Plan (RIMP) in grade 5 and beyond.

Once a student in grades 4 and beyond with a RIMP scores proficient (700 or higher) on Ohio's State Test (OST) for English Language Arts or proficient (500 or higher) on Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) in English language arts, the RIMP may be discontinued. A RIMP would no longer be required under the provisions of the Third Grade Reading Guarantee for the remainder of the student's academic career.

