

Third Grade Reading Guarantee Guidance



Updated July 2024



**Department of
Education &
Workforce**

| | |
|--|-----------|
| <i>Services from Outside Providers</i> | 14 |
| <i>Instruction in Other Academic Subjects</i> | 14 |
| <i>Mid-Year Promotion</i> | 15 |
| <i>Students Retained in Third Grade for Non-Reading Reasons</i> | 15 |
| EXEMPTIONS TO RETENTION | 15 |
| <i>Guidance for Each Retention Exemption</i> | 16 |
| STUDENTS WITH DISABILITIES | 17 |
| <i>RIMP for Students with Disabilities</i> | 18 |
| <i>Relationship of a RIMP to an IEP</i> | 18 |
| <i>Students with Significant Cognitive Disabilities</i> | 19 |
| TEACHER QUALIFICATION | 20 |
| <i>Teacher Qualification Requirements</i> | 20 |
| <i>Guidance for Each Teacher Qualification</i> | 21 |
| <i>Districts Exempt from the Third Grade Reading Guarantee Teacher Qualification Requirements</i> | 21 |
| CHARTERED NONPUBLIC SCHOOLS | 22 |
| <i>General Guidance - ORC 3301.163</i> | 22 |
| <i>Chartered Nonpublic Schools and Assessments for Scholarship Students</i> | 22 |
| <i>Exemptions to Retention - ORC 3301.163(A)</i> | 22 |
| <i>Reading Diagnostic Guidance - ORC 3301.163(B)</i> | 23 |
| <i>Promotion to Fourth Grade – ORC 3301.163(D)</i> | 23 |
| <i>Reporting Guidance for ORC 3301.163(C)</i> | 24 |
| <i>Chartered Nonpublic Schools With At Least 65 Percent of Student Enrollment Using State Scholarship Programs</i> | 24 |
| IMPLEMENTATION RESOURCES | 25 |
| APPENDIX A: PROFICIENCY STATEMENT FOR WRITTEN COMMUNICATION WITH FAMILIES | 26 |
| APPENDIX B: RIMP INTERVENTION PROGRAM CODES | 28 |

Introduction

With the leadership of Governor Mike DeWine Ohio is implementing the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The governor also [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. The updates in this document include information about the 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.

Reading Diagnostics and Assessment

Reading Diagnostics

Districts and schools must adopt policies and procedures for annually assessing the reading skills of each student in grades kindergarten through 3. Each year, districts and schools must administer the reading diagnostic by Sept. 30 for grades 1 through 3 and during the first 20 days of instruction for kindergarten students. Every district and school must administer a reading diagnostic from the [state-approved list](#) or use the [state-developed diagnostic](#).

Information about the [reading diagnostic options currently available to districts, along with cut scores and contact information for those assessments](#), can be found on the Ohio Department of Education and Workforce's website.

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

Kindergarten Readiness Assessment-Revised

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

[Guidelines on allowable supports for students with disabilities and students who are English learners](#) can be found on the Department's website.

Transfer Students in Grades K-3

If a K-3 student transfers to the district, or to a different school within the district, and has not been given an approved reading diagnostic in the current school year by the district or school

the student previously attended, the new district or school must give the reading diagnostic within 30 days after the date of transfer.

The new district or building must give the same reading diagnostic it administered to other students for the Third Grade Reading Guarantee. The KRA-R is the only exception to this because schools cannot administer the KRA-R after the first 20 instructional days of the school year.

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

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

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

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

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

Student Completed a Reading Diagnostic at Previous School

If a student transfers at any point during the school year having taken a reading diagnostic administered for the Third Grade Reading Guarantee, the receiving school may use that diagnostic's on-track/not on-track results. The school also may reassess the student using the reading diagnostic the school administered to other students for the Third Grade Reading Guarantee. The school may base a new RIMP on these results.

Schools must honor the previous school's RIMP if the child's parent or guardian wants it to continue as written. Modifications to the plan can occur for a transfer student if:

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

On-Track and Not On-Track Students

K-3 Students Who Are Not On-Track

If the reading diagnostic shows that a K-3 student is not on-track (reading below grade level), schools must communicate the following, as soon as possible and in writing, to the parents:

- Notice that their child is not reading on grade level;
- A description of current services the student is receiving;
- A description of proposed supplemental instructional services;

- Notice that Ohio’s grade 3 English language arts test is not the sole factor determining promotion;
- 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 days of receiving the student’s diagnostic results.

K-3 Students Who Are On-Track

Schools may electively place students who are on-track on RIMPs if there is evidence showing the student needs support in reading, and they decide these students need additional help with reading. If a school electively places an on-track student on a RIMP, it must meet all the RIMP requirements, including [reporting requirements](#).

A Change in a Student’s Not On-Track Status

If a student is not on-track based on the reading diagnostic, the student officially will be not on-track and on a RIMP until the student scores:

- On-track on the following school year’s fall reading diagnostic (grades K-3)
- Proficient (700) or higher on Ohio’s State Test for English language arts.

A student’s reported on-track/not on-track status in the Education Management Information System (EMIS) must be based only on the outcome of the required fall reading diagnostic (grades K-3) or previous year’s Ohio State Test for English language arts (grades 4 and above).

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

Reading Improvement and Monitoring Plans

RIMPs allow teachers and parents to work together to understand the student’s reading difficulties and outline reading instruction and support. The instructional services selected for a student 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 Teacher 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 days of receiving the reading diagnostic results. 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 opportunities aligned with the student’s classroom instruction through either a state-approved vendor or locally approved opportunity that aligns with high-dosage tutoring best practices. High-dosage tutoring must include additional instruction time either:
 - Three days per week; or
 - At least 50 hours over 36 weeks.

Intervention services must be aligned to the [science of reading](#). Districts and schools must continue to provide the RIMP until the student is reading proficiently at their current grade level.

Instruction and Intervention

Beginning in the 2024-2025 school year, 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.

Multi-Tiered System of Supports (MTSS)

“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 research-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 the three-tier model of instruction 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 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.

Below are 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. |

High-Dosage Tutoring

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

Ohio law requires high-dosage tutoring to be additional instructional time beyond core instruction. Additionally, high-dosage tutoring should supplement minimum intervention requirements and special education services required by federal and state laws.

HIGH-DOSAGE TUTORING REQUIREMENTS

Ohio law specifies that high-dosage tutoring opportunities must:

1. Align with high-dosage tutoring best practices;
2. Align with the student’s classroom instruction;
3. Include additional instruction time of:
 - a. At least three days per week, or
 - b. At least 50 hours over 36 weeks.
4. Be implemented in one of two ways:
 - a. Through a state-approved vendor from the [High-Quality Tutoring Provider Vendor Directory](#); or
 - b. Through a locally approved opportunity that aligns with high-dosage tutoring best practices.

HIGH-DOSAGE TUTORING BEST PRACTICES

Ohio law requires that locally approved high-dosage tutoring opportunities align with high-dosage tutoring best practices. Best practices that support the requirements in Ohio law are as follows.

| High-Dosage Tutoring Best Practices | |
|-------------------------------------|---|
| Instructional Frequency | High-dosage tutoring sessions should be consistent and frequent. Research suggests tutoring for young learners should occur 3-5 days per week for 20-30 minutes per session. |
| Instructional Grouping | Group size should be no more than 1:4 |
| Instructional Materials | High-dosage tutoring is focused on acceleration, not 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 may be delivered in person or virtually. |

| High-Dosage Tutoring Best Practices | |
|-------------------------------------|--|
| | Schools should aim to provide high-dosage tutoring during the school day to the extent possible. |
| Tutor Consistency | Assigning students to a consistent tutor has been shown to facilitate positive relationships and a stronger understanding of students' learning needs. Tutors should receive training on tutoring expectations, relationship-building, routines, content and instructional strategies, and progress monitoring. |
| Progress Monitoring | Student data should be used consistently to understand student strengths and learning gaps. Tutors and classroom teachers should regularly communicate about student progress. |

ADDITIONAL INFORMATION ON HIGH-DOSAGE TUTORING

Districts and schools may use the following resources to learn more about high-dosage tutoring as a strategy to accelerate learning.

- [High-Impact Tutoring: Equitable and Effective Student Learning Acceleration \(National Student Support Accelerator\)](#)
- [Design Principles for Accelerating Student Learning with High-Impact Tutoring \(EdResearch for Action\)](#)
- [High-Dosage Tutoring Planning and Implementation Guide \(State Collaborative on Reforming Education\)](#)

FUNDING FOR HIGH-DOSAGE TUTORING

Districts may leverage allowable federal, state, and local dollars to procure services from providers on the Department's [High-Quality Tutoring Provider Vendor Directory](#) or in establishing locally approved high-dosage tutoring programs that follow best practices for high-dosage tutoring.

Overview of Instructional Supports

| Who? | What Instructional Supports are Required Under a RIMP? |
|---|---|
| All students, including students with disabilities, with a RIMP | Intervention under a functioning MTSS (Tier 1, Tier 2, or Tier 3) and high-dosage tutoring opportunities (three days a week or 50 hours over 36 weeks). |
| Retained grade 3 student | 90 minutes of daily reading instruction that includes intensive intervention. Under state law, the 90 minutes may encompass core instruction, intervention, and other supplemental instruction (including high-dosage tutoring). Option of services from an outside provider. |

| Who? | What Instructional Supports are Required Under a RIMP? |
|--|---|
| Students promoted under the following Retention Exemption: Parent Request Exemption | Ninety minutes of daily reading instruction that includes intensive intervention. Under state law, the 90 minutes may encompass core instruction, intervention, and other supplemental instruction (including high-dosage tutoring). |
| Students promoted under the following Retention Exemption: Received intensive remediation in reading for two years and previously was retained in any of grades kindergarten through 3 | 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. |

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 help parents make informed decisions, schools should tell parents, in writing, 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](#)). Also, the student may be counted as “not proficient” for purposes of the [Early Literacy Component on the Ohio School Report Cards](#).

Transfer Students Enrolling in Third Grade

A third-grade student must achieve a promotion score at some time during the third-grade 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 assessment 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 grade 3 English language arts test, and is not exempt from retention under the Third Grade Reading Guarantee

Promotion to Fourth Grade

A third-grade student who attains the promotion score on the grade 3 Ohio’s State Test for English language arts is eligible for promotion at the end of the school year. The student can achieve this score in the fall, spring, or summer administration of the grade 3 English

language arts test. Also, students who qualify for the exemptions outlined in the [Exemption to Retention](#) section of this document are eligible for promotion at the end of the school year.

As mandated by [state law](#), the promotion of a student to fourth grade 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 been truant for more than ten percent of the required attendance days of the current school year and 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.

Promotion Score for the 2023-2024 School Year

The promotion score for grade 3 English language arts was **690** for the 2023-2024 school year. Any student who scored 690 or higher on the English language arts scaled score was eligible for promotion to fourth grade at the end of the 2023-2024 school year.

In addition, the reading subscore [alternative assessment](#) score for Ohio's State Test for grade 3 English language arts was **48** for the 2023-2024 school year. Any student who scored 48 or higher on the reading subscore was eligible for promotion to fourth grade at the end of the 2023-2024 school year, even if the student scored below 690 on Ohio's State Test for grade 3 English language arts.

Promotion Score for the 2024-2025 School Year and Beyond:

Beginning in the 2024-2025 school year and each year thereafter, any student who scores proficient (**700** or higher) on the English language arts scaled score will be eligible for promotion to fourth grade at the end of the school year.

In addition, the reading subscore [alternative assessment](#) score for Ohio's State Test for grade 3 English language arts is **50** for the 2024-2025 school year and beyond. Any student who scores **50** or higher on the reading subscore will be eligible for promotion to fourth grade 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.

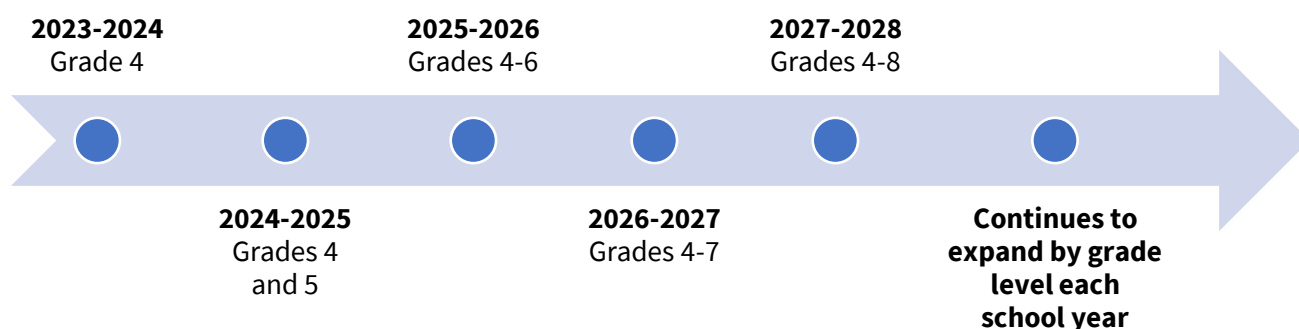
| School Year | Scaled Score for Promotion to Grade 4 | Subscore for Promotion to Grade 4 | Proficient Score |
|------------------------|---------------------------------------|-----------------------------------|------------------|
| 2023 – 2024 | 690 | 48 | 700 |
| 2024 – 2025 and beyond | 700 | 50 | |

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).

In the **2024-2025 school year**, districts and schools are required to develop and implement RIMPs for specific students in **grades K-5**.

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 fourth grade will require a RIMP if either of the following scenarios is true:

- 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
- Students who did not meet the promotion score 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.**

GRADE 4 RIMP SCENARIOS:

| Scenario | RIMP Required in Fourth Grade? |
|--|--------------------------------|
| Student had a RIMP in third grade but scored below 700 on Ohio’s State Test for grade 3 English language arts (ELA). | Yes |
| Student had a RIMP in third grade, met the Reading Subscore for promotion on Ohio’s State Test for grade 3 ELA but scored below 700 on scaled score for Ohio’s State Test for grade 3 ELA. | Yes |
| Student had a RIMP in third grade, met the promotion score on an approved Alternative Reading Assessment but scored below 700 on Ohio’s State Test for grade 3 ELA | Yes |
| Student had a RIMP in third grade, had an individualized education program (IEP) exemption to retention, but scored below 700 on Ohio’s State Test for grade 3 ELA | Yes |

| Scenario | RIMP Required in Fourth Grade? |
|---|---|
| Student had a RIMP in third grade, was promoted to fourth grade through the Third Grade Reading Guarantee's English Learner exemption, but scored below 700 on Ohio's State Test for grade 3 ELA. | Yes |
| Student did not have a RIMP in third grade. Student did not meet the promotion score 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. | Yes <i>*These students must receive 90 minutes of daily reading instruction that includes intensive intervention.</i> |
| Student transferred into fourth grade from out of state and did not take Ohio's State Test for grade 3 ELA | No |
| Student was homeschooled in third grade and transferred into public school in fourth grade. | No |
| Student had a RIMP in the third grade and took the Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) in third grade instead of Ohio's State Test for grade 3 ELA. | No |

Which Students Must Have a RIMP in Grade 5?

Any student, including students with disabilities, that had a RIMP in grade 4 and scored below 700 on Ohio's state test for grade 4 English language arts must continue to have a RIMP developed and implemented in grade 5.

GRADE 5 RIMP SCENARIOS

| Scenario | RIMP Required in Fifth Grade? |
|--|-------------------------------|
| Student had a RIMP in fourth grade but scored below 700 on Ohio's State Test for grade 4 ELA. | Yes |
| Student did not have a RIMP in fourth grade but scored below 700 on Ohio's State Test for grade 4 ELA. | No |

The RIMP must continue each school year 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).

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 third grade 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 third grade 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 third grade 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 third grade students.

Mid-Year Promotion

Districts and schools must establish a policy for retained third grade students to be promoted mid-year to grade 4 if they demonstrate they are reading at or above grade level. Retained students are third grade students in all subjects, even if they are receiving higher-level instruction in specific subject areas in which they have demonstrated proficiency, until they are promoted through this policy to fourth grade. The table below can be used to determine the state assessments required for each scenario that applies to a retained third grade 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 grade 3 English language arts test 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 kindergarten through 3.

- A student who received intensive remediation in reading for two years and previously was retained in any of grades kindergarten through 3.*
- A student whose parent or guardian, in consultation with the student’s reading teacher and principal, has requested that the student be promoted for 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 the purposes of this exemption, a school year is 180 days of school attendance that begins on the child’s first day of enrollment. 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 period during which English learners who leave the country for an extended period and later return to US schools should not count when calculating the time for the 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 third grade students to demonstrate an acceptable level of reading performance for promotion to the fourth grade. 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. [Approved alternative assessment and the corresponding promotion scores](#) are posted on the Department’s website.

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 kindergarten through 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 kindergarten through 3. may be promoted to grade 4 under this exemption.

Students promoted under this exemption must continue to receive intensive reading instruction in grade 4. 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 third grade students whose parent or caregiver requests their child to be promoted to fourth grade 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 the fourth grade, the parent or guardian will need to consult with the child’s grade 3 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.

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

Students with Disabilities

With the advent of the Education for All Handicapped Children Act in the 1970s (also known as Public Law 94-14), students with disabilities were afforded a constitutional right to access public education. Parents and advocates for children with disabilities provided a compelling and persuasive argument to the United States Supreme Court that the notion of equity found

in *Brown v. Board of Education of Topeka* (1954) applied to **all** children in the United States, including 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 equal access, equal opportunity, and 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 MTSS 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

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 kindergarten through 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 kindergarten through 3.

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

- **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**

The decision to [exempt a student from the retention portion](#) of the Third Grade Reading Guarantee is linked to a checkbox on the IEP within section 13, titled “Exemptions.” 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.

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. Under [ORC 3313.608\(B\)\(1\)](#), "students with significant cognitive disabilities or other disabilities as authorized by the Department on a case-by-case basis" may be exempted from taking the K-3 reading diagnostic. However, significant cognitive disability is not a disability category under IDEA or in Ohio. A student with the most significant

cognitive disability is determined by a team after reviewing all available data and utilizing the [Alternate Assessment Decision-Making Tool](#) beginning in grade 3. This tool is the only tool the Department has to determine the most significant cognitive disability.

The decision to exempt a child from the Third Grade Reading Guarantee should be made as close to the third quarter of third grade as possible, utilizing all state and local assessment data collected up to that point. If the IEP team determines that a learner meets the requirements of a child with a significant cognitive disability, they may be eligible for the Third Grade Reading Guarantee exemption. However, the child will still need to meet the requirements for screening and assessments for all students, including students with significant cognitive disabilities as outlined above. Additional 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.

Teacher Qualification

Teacher Qualification Requirements

A teacher of a third-grade student who has been retained or 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 K-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**);
- 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); or
- Holds a license issued by the Board of Speech-Language Pathology and Audiology 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. 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) or middle childhood (4-9) education on or after July 1, 2017, are required to take an additional licensure test in the foundations of reading (OAE 190). This test is aligned to Ohio’s Reading Competencies. Passing this test will not result in a reading endorsement and does not replace the Praxis 5205 for teachers who were issued licenses before July 1, 2017. Find more information on the [Foundations of Reading Test](#) on the State Board of Education’s website.

Chartered Nonpublic Schools

General Guidance - ORC 3301.163

Third-grade students who attend a chartered nonpublic school with a scholarship awarded under the EdChoice Scholarship or the Cleveland Scholarship are subject to the Third Grade Reading Guarantee retention provision, including the exemptions prescribed by law.

In addition, each chartered nonpublic school that enrolls students with scholarships awarded under the EdChoice Scholarship or Cleveland Scholarship must adopt policies and procedures for annually assessing the reading skills of those K-3 students. If a student is identified as reading below grade level, the school must notify the parents of the student's reading difficulty and the potential for retaining the student in third grade. The school also must provide intensive reading instruction services to the student.

Chartered Nonpublic Schools and Assessments for Scholarship Students

Any chartered nonpublic school that enrolls students participating in state scholarship programs may administer an alternative standardized assessment determined by the Department instead of Ohio's State Tests in grades 3-8.

For grade 3 scholarship students assessed in English language arts, schools may administer Ohio's State Test for grade 3 English language arts, an approved Third Grade Reading Guarantee alternative assessment, or both. If a chartered nonpublic school decides not to administer Ohio's State Test for grade 3 English language arts to its scholarship students, then the school may administer an approved Third Grade Reading Guarantee alternative assessment twice during the school year and once during the summer.

Exemptions to Retention - ORC 3301.163(A)

Any third-grade student attending a chartered nonpublic school on an EdChoice Scholarship or Cleveland Scholarship is subject to the Third Grade Reading Guarantee retention provision under division (A)(2) of [ORC 3313.608](#), including the exemptions outlined in that division and outlined below.

Only students enrolled in chartered nonpublic schools using EdChoice or Cleveland Scholarships are subject to this provision. The Third Grade Reading Guarantee retention provision uses the promotion score from Ohio's grade 3 English language arts test. The exemptions to retention apply to:

- A student who is an English learner enrolled in U.S. schools for less than three full school years and has had less than three years of instruction in an English as a Second Language program;
- A student whose individualized education program or individual services plan specifically exempts the student from retention under the Third Grade Reading Guarantee (more information is available in the [Students with Disabilities](#) section of this guide);

- A student who demonstrates an acceptable level of performance on an alternative reading assessment approved by the Department. More information on [alternative reading assessments](#) is available on the Department’s website;
- A student whose IEP shows the student received intensive remediation in reading for two years, and the student was previously retained in any of grades kindergarten through 3;
- A student who received intensive remediation for two years and previously was retained in any of grades kindergarten through 3*; and
- 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 must continue to receive intensive reading instruction in grade 4. This instruction must 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.*

Reading Diagnostic Guidance - ORC 3301.163(B)

Each chartered nonpublic school that enrolls students in any of grades kindergarten-3 and that enrolls students under the EdChoice Scholarship Programs or Cleveland Scholarship Programs must adopt policies and procedures for the annual assessment of the reading skills of those K-3 students. Schools may use the state-developed reading diagnostic assessment, an assessment from the [approved comparable reading diagnostic list](#) or a non-Department approved diagnostic assessment to meet this requirement. For each student identified as having reading skills below grade level, the school must do the following:

1. Provide to the student’s parent or guardian, in writing, all of the following:
 - a. Notification that the student has been identified as having a deficiency in reading;
 - b. Notification that if the student does not attain the promotion score designated under division (A)(3) of [ORC 3301.0710](#) on Ohio’s third grade English language arts test or an alternative reading assessment approved by the Department , the student will be retained, unless the student is exempt.
2. Provide intensive reading instruction services, as determined appropriate by the school, to each student identified as reading below grade level.

Promotion to Fourth Grade – ORC 3301.163(D)

Each chartered nonpublic school shall provide reading intervention services required under division (B)(2) of [ORC 3301.163](#) for students who did not achieve a proficient level of skill but were promoted to the fourth grade, that do all of the following:

- 1) Continue to be offered for as long as a student does not achieve a proficient level of skill in reading for the student's current grade level;
- 2) Provides high-dosage tutoring opportunities through a state-approved vendor on the list of high-quality tutoring vendors under [section 3301.136 of the Revised Code](#) or a locally approved opportunity that aligns with high-dosage tutoring best practices,

including additional instruction time of at least three days per week, or at least 50 hours over 36 weeks;

- 3) Align with the science of reading as defined under section [3313.6028](#) of the Revised Code.

Reporting Guidance for ORC 3301.163(C)

Each chartered nonpublic school subject to [ORC 3301.163](#) annually must report to the Department the number of students identified as reading at grade level and the number of students identified as reading below grade level. Schools will report student-level data through the online scholarship system. For questions or assistance, please contact the [Office of Nonpublic Educational Options](#).

Chartered Nonpublic Schools With At Least 65 Percent of Student Enrollment Using State Scholarship Programs

According to [ORC 3301.0711\(K\)\(1\)\(a\)](#), each chartered nonpublic school for which at least 65 percent of total enrollment are students who are participating in state scholarship programs (EdChoice Scholarship Program, Cleveland Scholarship Program, Jon Peterson Scholarship Program or Autism Scholarship Program — high school only) must administer the state assessments or an alternative assessment approved by the Department to all its students. However, only students awarded the EdChoice Scholarship or Cleveland Scholarship are held to the Third Grade Reading Guarantee’s retention provision.

Implementation Resources

[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.

[Approved List of High-Quality Instructional Materials in English Language Arts](#)

The Department's list of approved core curriculum and instructional materials for prekindergarten and kindergarten-grade 5.

[Approved List of Evidence Based Reading Intervention Programs](#)

The Department's approved list of evidence-based reading intervention programs that are aligned with the science of reading and strategies for effective literacy instruction.

[Literacy Assessment Selection Tool: Grades K-6](#)

This tool is designed to support districts in making decisions on selecting assessments as part of a district's MTSS.

[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.

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

This document is for school leaders to support the implementation of evidence-based practices in Ohio's Plan to Raise Literacy Achievement for students in grades kindergarten through five.

[Parent Request Exemption - Sample Letter](#)

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 the third grade based on their English language arts test score.

[Parent Request Exemption - Sample Questions](#)

Provides information for families about the parent exemption and questions families can ask their child's reading teacher and principal.

[Shifting to the Science of Reading Guide](#)

This discussion guide can be used to guide conversations as district, building, and teacher-based teams shift to instruction aligned with the science of reading.

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.

[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 developing phonics skills.

[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. Intervention focus should be on a limited number of strategies that are intentional mental actions during reading that improve reading comprehension. They are deliberate efforts by a reader to better understand or remember what is being read and build knowledge. Teach students to question, visualize, monitor/clarify, infer, and summarize. Student knowledge of a subject, background knowledge and academic vocabulary are key contributors to overall comprehension.

[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, 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 clusters and connected to texts. 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, focus on language structure of complex sentences, teaching cohesive ties, teaching morphology, and decoding of multisyllabic words.

Explicit Intervention in Communication/Language. Identify yes/no responses using multi-modal communication skills and diverse access features, including assistive technology, as needed, based on a learner profile. Teach the use of tools for accessing communication containing individualized features based on learner profile data. Teach the use of core vocabulary paired with fringe vocabulary to communicate across settings. Teach sound-symbol correspondence to develop spelling skills. Teach the use of symbols (icon sequences), and spelling (especially onsets) to find 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; which targets: phonemic awareness, sound-letter correspondence (phonics), spelling, handwriting, fluency, morphology, vocabulary and comprehension. Teaching steps are the following: synthetic and analytic presentation, opportunity for practice and teaching to mastery of a structured scope and sequence.

Explicit Intervention in Writing. Focus on Foundation Skills / Transcription: Explicit instruction in handwriting (manuscript, cursive), keyboarding, and spelling, following a scope and sequence of skills that aligns to the explicit phonics 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.

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