

Third Grade Reading Guarantee Guidance



Updated August 2025



**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
4	Updated to align with the two new Kindergarten Readiness Assessment (KRA) form options that will be available for the fall 2025 administration.
7	Added information on the administration of an intervention based diagnostic assessment to determine specific skill need for the development of RIMPs.
9	Included a graphic to illustrate that both remediation and acceleration are forms of intervention.
10-11	Added language based on recent changes in legislation to clarify that locally approved programs must align with high-dosage tutoring best practices identified by the Ohio Department of Education and Workforce. Also, clarified that high-dosage tutoring may be incorporated into a student’s regular classroom instruction.
13	Updated information to clarify that the required 90 minutes of daily reading instruction for students who are/were retained in grade 3 or promoted to grade 4 under the Parent Request Exemption must continue until the student is reading on grade level.
14	Added information on the requirement to develop a process for monitoring the implementation of instructional services.
15	Added previously published information regarding Academic Acceleration, specifically as it pertains to assessment requirements under the provisions of the Third Grade Reading Guarantee.
15	Added language to specify that districts and schools must administer Ohio’s State Test for grade 3 English language arts twice annually to grade 3 students that have not yet met proficiency.
18	Added information on which students must have a Reading Improvement and Monitoring Plan (RIMP) in grade 6.
26-27	Added language based on recent changes to teacher licensure. Specifically, clarification that 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)
32-36	Added a table outlining additional resources by topic area to support implementation.
39-41	Updated the description for several RIMP program codes and added a new program code - Explicit Intervention in Advanced Word Study.
43	Added a RIMP Decision Tool for grade 5 and beyond.

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.

Universal Screening

K-3 Reading Diagnostic

Districts and schools must adopt policies and procedures for annually assessing the reading skills of each student in grades K-3. Each year, districts and schools must administer the reading diagnostic by September 30 for grades 1-3 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, 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.

Note: Beginning in the 2026-2027 school year, the administration deadline for the kindergarten reading diagnostic will change to September 30th. More information regarding this change is forthcoming.

KINDERGARTEN READINESS ASSESSMENT

Public school districts and community schools must administer the Kindergarten Readiness Assessment to all first-time kindergarten students. The KRA-R2 (short form) or KRA 2.0 (full form) Overall 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 sub score 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 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 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 only exception is the KRA-R2 and KRA 2.0, which cannot be administered after the first 20 instructional days of the school year. In the event that a kindergarten student transfers after the first 20 instructional days of the school year and has not yet completed an approved reading diagnostic at their previous district, the new district must administer a reading diagnostic from the state-approved list or use the state-developed diagnostic.

If the district or school to which the student transfers cannot determine whether the student has been administered an approved reading diagnostic in the current school year, the district or school must administer a reading diagnostic to the student. If a transferred student is not on-track based on the diagnostic results, the district or school must develop a 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 give the diagnostic within 30 calendar days or the remaining days until the diagnostic deadline, whichever is longer.

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 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. However, the new school must continue to use the previous school's RIMP if the parent or guardian wants it to remain unchanged. 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.

Reading Diagnostic Beyond Grade 3

The requirement in Ohio law to administer a reading diagnostic 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

In addition to the administration of the K-3 reading diagnostic (universal screener) or Ohio's State Test for English Language Arts, districts and schools should use diagnostic assessments to identify students' specific skill needs. These assessments are administered to students whose screening data indicate a requirement for additional support. Diagnostic assessments are in-depth, dynamic measures of essential literacy skills that are linked directly to instruction. The primary objective of diagnostic assessments is to determine the next skill in the instructional sequence that the student needs to be taught. Examples of intervention-based diagnostics include phonemic awareness, phonics, spelling, and vocabulary surveys. Districts and schools should use this additional data in the development of RIMPs to ensure instruction and interventions are individualized.

Note: Ohio's Third Grade Reading Guarantee statute uses the term "reading diagnostic" to refer to the process of universal screening.

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 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.

A CHANGE IN A STUDENT’S RIMP STATUS

If a student is not on-track based on the reading diagnostic, the student will not be on-track and on a RIMP until the student is reading proficiently at their current level by scoring:

- On-track on the following school year’s fall reading diagnostic (grades K-3); or
- Proficient (700 or higher) on any administration of Ohio’s State Test for English Language Arts.

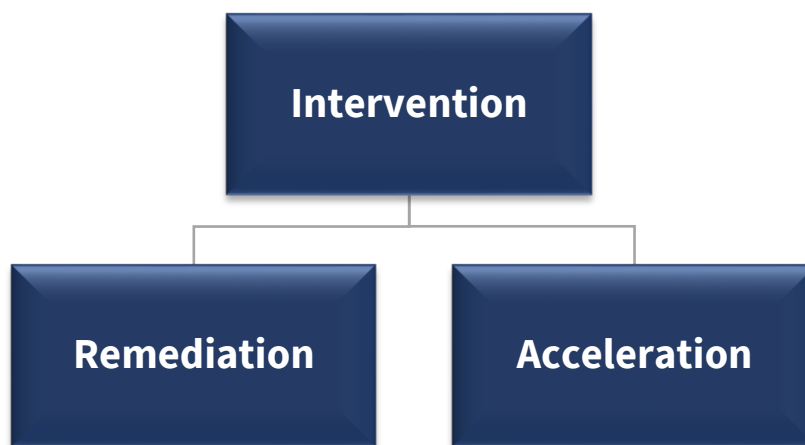
For students in grades 1-3 who are not on-track by September 30 or kindergarten students who are not on-track within the first 20 days of instruction but later achieve an on-track score during the same school year, the school can modify the student's RIMP based on the new test results. However, the RIMP cannot be terminated. For example, if the school assesses all students three times a year and a student scores on-track on the winter or spring assessment, the school can revise the student's RIMP using the new test results to modify/inform instructional support but must continue providing intervention, including high-dosage tutoring.



Continuum of Supports

All students with RIMPs must be provided intervention within a functioning integrated multi-tiered system of supports (MTSS) that addresses:

- The student's identified reading deficiencies (remediation); **and**
- Grade level content support through high-dosage tutoring (acceleration).



Instruction and Intervention

“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 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-QUALITY INSTRUCTIONAL MATERIALS

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.

HIGH-DOSAGE TUTORING

Ohio law requires all districts and schools to provide high-dosage tutoring 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 must continue until the student is reading at grade level.

High-dosage tutoring should supplement special education services required by federal and state laws. Schools can implement high-dosage tutoring within their continuum of supports by using high-dosage tutoring in Tier II and Tier III. More information can be found in the [High-Dosage Tutoring and RIMP FAQ](#).

HIGH-DOSAGE TUTORING REQUIREMENTS

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.
- Align with the student's classroom instruction.
 - 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](#).



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: <ul style="list-style-type: none"> 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>	<ol style="list-style-type: none"> The option of services from an outside provider. A minimum of 90 minutes of daily reading instruction that may include: <ul style="list-style-type: none"> Core English language arts (ELA) Instruction Intervention Other supplemental instruction (Tutoring; Extended school day, week, or year; Summer reading camps) <p>The 90-minute minimum must be provided throughout the student's academic career until reading on grade level.</p>
Students promoted to grade 4 under the <u>Parent Request Exemption</u>	<p>A minimum of 90 minutes of daily reading instruction that may include:</p> <ul style="list-style-type: none"> Core ELA Instruction Intervention Other supplemental instruction (Tutoring; Extended school day, week, or year; Summer reading camps) <p>The 90-minute minimum must be provided throughout the student's academic career until reading on grade level.</p>
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](#).

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

Promotion to Fourth Grade

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. The student can achieve this score in the fall, spring, or summer administration of the grade 3 English language arts test. 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 met a proficiency score. Students who score proficient in the fall administration are not required to retake the test in

the spring. Additionally, 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 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.

Promotion Score

Any student who scores proficient (**700** or higher) on the English language arts scaled score will be eligible for promotion to grade 4 at the end of the school year.

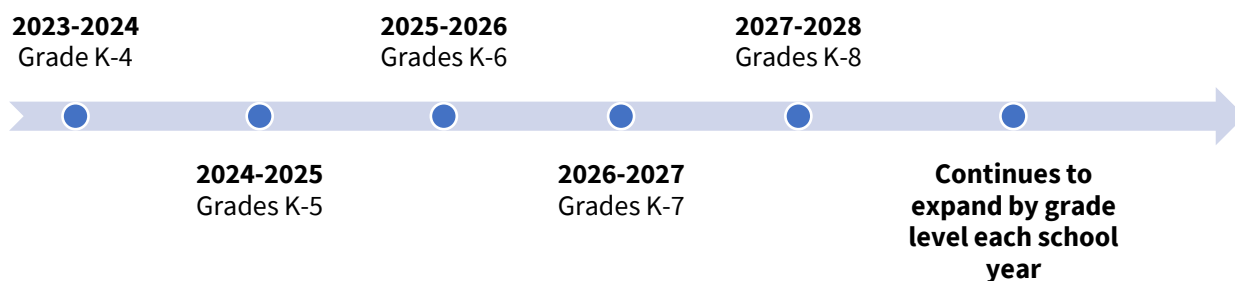
In addition, the reading sub-score [alternative assessment](#) score for Ohio's State Test for grade 3 English language arts is **50**. Any student who scores **50** or higher on the reading sub-score will be eligible for promotion to grade 4 at the end of the school year, even if the student scores below 700 on Ohio's State Test for grade 3 English language arts.

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 **2025-2026 school year**, districts and schools are required to develop and implement RIMPs for specific students in **grades K-6**.

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.
- 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 (700 or higher) on Ohio's State Test for English Language Arts.

GRADE 4 RIMP SCENARIOS

Scenario	RIMP Required in Grade 4?
Student had a RIMP in grade 3 but scored below 700 on Ohio's State Test for grade 3 English language arts (ELA).	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 scored below 700 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 scored below 700 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 scored below 700 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 scored below 700 on Ohio's State Test for grade 3 ELA.	Yes
Student did not have a RIMP in grade 3, scored below 700 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 scored below 700 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
Student had a RIMP in grade 3 and took the Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) in grade 3 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 Grade 5?
Student had a RIMP in grade 4 but scored below 700 on Ohio's State Test for grade 4 English Language Arts (ELA).	Yes
Student did not have a RIMP in grade 4 but scored below 700 on Ohio's State Test for grade 4 ELA.	No

Which Students Must Have a RIMP in Grade 6?

Any student — including students with disabilities — that had a RIMP in grade 5 and scored below 700 on Ohio's State Test for grade 5 English language arts must have a RIMP developed and implemented in grade 6.



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).

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.

[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 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.

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 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

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**

The decision to exempt a student from all provisions or just the retention portion of the Third Grade Reading Guarantee is linked to checkboxes 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 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 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.

Note: Beginning in the 2026-2027 school year, there will no longer be a reading diagnostic or RIMP exemption for students with significant cognitive disabilities. More guidance regarding this change is forthcoming.

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 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 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). 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).



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 grade 3. 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 third grade 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 grade 3 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 K-3;
- A student who received intensive remediation for two years and previously was retained in any of grades K-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 K-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 grade 3 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 grade 4, 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 provisions.



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.

Topic	Resource	Description
	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.
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.

Topic	Resource	Description
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.
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.

Topic	Resource	Description
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 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.

Topic	Resource	Description
	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	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.
	RIMP Decision Tool (Appendix C and D)	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.
	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	This document provides resources and recommendations for accommodations and scaffolds districts may use when

Topic	Resource	Description
	Complex Communication Needs	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.
	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).
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.

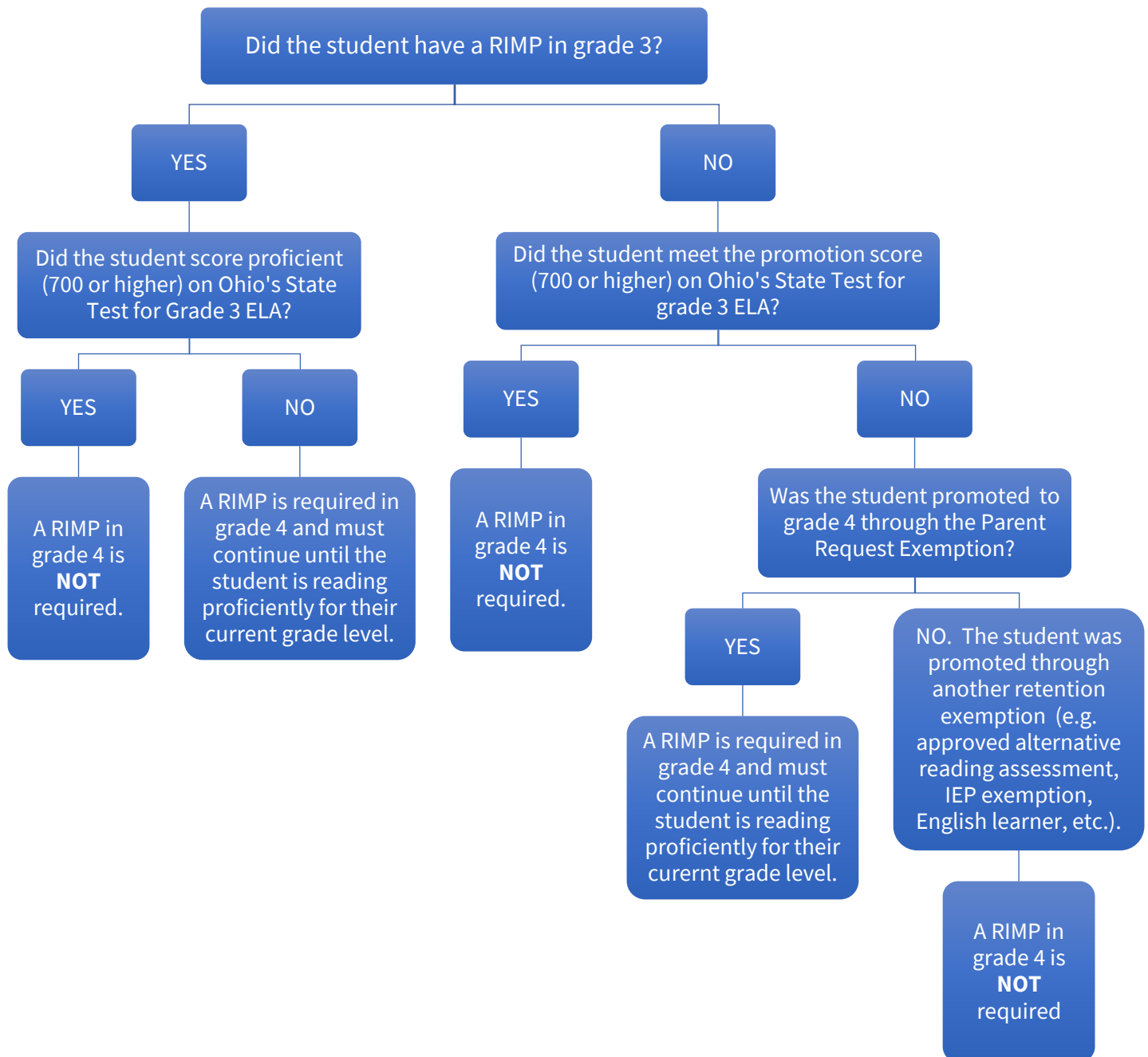
Explicit Intervention in Advanced Word Study: Explicit, systematic instruction in advanced decoding skills is focused on reading complex, multisyllabic words. Intervention focuses on teaching the skills needed to break apart and accurately sound out multisyllabic words, spelling practice to solidify 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: 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 for English Language Arts.



Appendix D: 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 for 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.

