

Third Grade Reading Guarantee Guidance



Updated Spring 2024



**Department of
Education &
Workforce**

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Introduction

Ohio Governor Mike DeWine recently announced 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, 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 K-3. Each year, districts and schools must administer the reading diagnostic by Sept. 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 currently available to districts, along with cut scores and contact information for those assessments, can be found on the Department's [website](#).

Kindergarten Readiness Assessment-Revised (KRA-R)

Public school districts and community schools must administer the Kindergarten Readiness Assessment-Revised (KRA-R) to all first-time kindergarten students. 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.

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 board of education of each city, local and exempted village school district must administer the reading diagnostic within 30 days after the date of transfer.

The new district or building must give the same reading diagnostic it administered to other students for the Third Grade Reading Guarantee. The KRA-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 Reading Improvement and Monitoring Plan (RIMP) within 60 days of receiving the results of that student's reading diagnostic.

If a student transfers near the beginning of the year, the district or school has the longer of 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. 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.

K-3 Students Who Are Not On-Track

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

Reading Improvement and Monitoring Plans (RIMP)

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 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.

High-dosage Tutoring

High-dosage tutoring is now a requirement for students with a RIMP. Beginning in the 2023-2024 school year, districts and schools will be required under [state law](#) to provide all students who have RIMPs with high-dosage tutoring. The high-dosage tutoring opportunities must be aligned with high-quality tutoring best practices and the science of reading. In addition to other RIMP requirements, high-dosage tutoring must continue beyond grade 4 if the student still is not reading at grade level.

Ohio law requires all students with a RIMP to receive high-dosage tutoring at least three days a week or at least 50 hours over 36 weeks.

WHAT IS HIGH-DOSAGE TUTORING?

[High-dosage tutoring](#) is defined as additional instructional time of at least three days per week or at a rate of at least 50 hours over 36 weeks. High-dosage tutoring is required for all students with a RIMP. High-dosage tutoring must occur at least three days a week or at least 50 hours over 36 weeks.

State law requires districts and schools to select tutoring opportunities that align to high-dosage tutoring best practices. The following are high-dosage tutoring best practices:

- **Support a high-dosage model:** High-dosage tutoring focuses on 1:1 or small groups (no more than 4:1) for at least 30 minutes at least three times a week.
- **Align instruction and materials:** Using high-quality instructional materials that are aligned with grade-level classroom content helps tutors support in-class instruction.
- **Use quality tutors:** Initial training is important, but ongoing professional learning and support (particularly for new tutors) is a critical component of all tutoring programs. Relationships are also key, and ensuring a student has a consistent tutor who can build a positive relationship and understand the students' learning needs is crucial.
- **Identify delivery mode:** Most research to date has focused on in-person tutoring, but there is emerging evidence that tutoring can be effective when delivered through distance learning. Both delivery modes are permissible.
- **Prioritize scheduling:** Research shows that tutoring interventions that occur during the school day tend to result in greater learning gains vs. after-school or summer programs (which tend to aid in maintaining learning or remediation). Schools should aim to provide high-dosage tutoring during the school day.
- **Utilize data:** Data should be used to prioritize the grade level and student population served and monitor progress through the tutoring experience.
 - Progress monitoring: Ongoing informal assessments and communication with classroom teachers allow tutors to personalize instruction and provide appropriate scaffolding and support aligned to each student's learning needs.

APPROVED LIST OF HIGH-DOSAGE TUTORING VENDORS

The Department has an approved [High-Quality Tutoring Provider Vendor Directory](#). All vendors listed in this directory indicated they provide a comprehensive tutoring program that incorporates the six “Key Components of High-Quality Tutoring,” including:

- Use of high-quality instructional materials;
- Instruction aligned with research on effective teaching and learning;
- Integration of high-dosage tutoring practices
- Use of data-driven instruction;
- Quality tutors; and
- Demonstrated effectiveness.

PAYING FOR HIGH-QUALITY TUTORS

Districts and schools are responsible for paying for tutoring services for students. 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 locally approved tutoring programs that follow best practices for high-dosage tutoring.

ADDITIONAL INFORMATION REGARDING TUTORING

The timing of tutoring is a local decision. Tutoring can occur during school hours, before school hours, or after school hours. Additionally, if the student also is a child with a disability and has an IEP, additional requirements must be documented in the RIMP and IEP. Please see the section of this document on [Students with Significant Cognitive Disabilities](#).

High-dosage tutoring should not replace existing intervention services provided by districts and schools. High-dosage tutoring should be in addition to intervention provided to a student under a functioning multi-tiered system of support. The high-dosage tutoring must supplement existing intervention services.

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 reading diagnostic or scores proficient (700) or higher on Ohio’s State Test for English language arts. A student’s reported on-track/not on-track status in EMIS must be based only on the outcome of the required fall reading diagnostic (grades K-3) or previous year’s Ohio State Test for English language arts (grades 4 and above).

If a student in grades 1-3 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.

The use of a RIMP in grade 4 and beyond:

Beginning in the 2023-204 school year, students 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.*

The RIMP continues until the student is reading at grade level (a score of proficient or higher on the Ohio Test for English language arts).

WHICH STUDENTS MUST HAVE A RIMP IN GRADE 4?

SCENARIO	RIMP Required in 4 th Grade?
Student had a RIMP in 3 rd grade but scored below 700 on Ohio’s State Test for grade 3 ELA.	Yes
Student had a RIMP in 3 rd 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 3 rd 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 3 rd grade, had an IEP exemption to retention, but scored below 700 on Ohio’s State Test for grade 3 ELA	Yes
Student had a RIMP in 3 rd grade, was promoted to 4 th 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 3 rd 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*
Student transferred into 4 th grade from out of state and did not take Ohio’s State Test for grade 3 ELA	No

Student was homeschooled in 3 rd grade and transferred into public school in 4 th grade.	No
Student did not have a RIMP in the 3 rd grade and took the AASCD in 3 rd grade instead of Ohio’s State Test for grade 3 ELA.	No

** These students must receive 90 minutes of daily reading instruction that includes intensive intervention.*

Instruction and Intervention

All instruction and intervention required under the Third Grade Reading Guarantee must be research-based reading strategies successful in improving reading among students with reading difficulties and instruction targeted at 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.

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 each year they score below the promotion score, unless those students are exempt from retention under the Third Grade Reading Guarantee (see [Exemptions to Retention](#)).

State law requires the Department to annually increase the promotion score on Ohio’s State Test for grade 3 English language arts until it reaches proficient for the 2024-2025 school year. Accordingly, the promotion score for grade 3 English language arts to **690** for the 2023-2024 school year. Any student who scores 690 or higher on the English language arts scaled score will be eligible for promotion to fourth grade at the end of the 2023-2024 school year.

In addition, the Ohio Department of Education and Workforce has set the reading subscore alternative assessment score for Ohio’s State Test for grade 3 English language arts at **48** for the 2023-2024 school year. Any student who scores 48 or higher on the reading subscore will be eligible for promotion to fourth grade at the end of the 2023-2024 school year, even if the student scores below 690 on Ohio’s State Test for grade 3 English language arts.

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.

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. Districts and schools may, but are not required to, use this screening tool to help evaluate potential service providers.

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 student growth, 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 these 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 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 (more information is available in the [Students with Significant Cognitive Disabilities](#) section of this document).
- A student who demonstrates competency on an alternative assessment for reading approved by the Department (see detailed guidance below).
- 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 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.*

Detailed Guidance: Alternative Reading Assessments

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.

Approved alternative assessment and the corresponding promotion scores are posted on the [Department's website](#).

Student Participation in State Tests

Federal and state laws require all districts and schools to test all students 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 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](#). More information about the Early Literacy component of the Ohio School Report Cards is available on the [Department's website](#).

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 English language arts test 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 Retention in the Third Grade section of this document are eligible for promotion at the end of the school year. The decision on whether to promote a student to fourth grade who has attained the promotion score or is exempt from having to attain the promotion score, is to be based on the district's promotion/placement policy.

Students exempt from retention because they were previously retained in any of grades K-3 and received two years of intensive reading remediation. Schools are required to provide intensive reading instruction in grade 4 to students who are promoted to fourth grade under this exemption. 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.

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 alternative 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.

A very small percentage of students are eligible to participate in the alternate assessment. Students qualify if all the criteria in the [Alternate Assessment Decision-Making Tool](#) are met. This decision should be made as close to the third quarter of third grade as possible, utilizing all state and local assessment data collected up to that point. If learners meet these requirements, they may be eligible for the Third Grade Reading Guarantee exemption; however, they still will need to meet the requirements for screening and assessments for all students, including students with significant cognitive disabilities as outline above.

Exemptions for Third Grade Reading Guarantee in the Individualized Education Program

Based on the guidance above, the decision about the Third Grade Reading Guarantee exemption is linked to a checkbox on the IEP within section 13, titled "Exemptions," and is only applicable for students in third grade as close to the third quarter as possible. For students in grades kindergarten through 2, check the box labeled "N/A."

Exempt Only From the Retention Provision of the Third Grade Reading Guarantee

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

Even if a student is exempt from the retention provision, all remaining provisions of the Third Grade Reading Guarantee are still required for the student. Districts and schools should document a student's evaluation and assessment data, including the required reading diagnostic results and previous interventions within the student's Evaluation Team Report.

Relationship of a Reading Improvement and Monitoring Plan to an Individualized Education Program

Schools should use caution to ensure the RIMP aligns with the IEP. The IEP team should consider the following:

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

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

Sections of the IEP that will include references to the student’s RIMP are explained below.

- **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.
- **If a student also has a reading goal: Section 6: Present Levels of Academic Achievement and Functional Performance; and 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 expectations. Include annual goals that have been developed to address the identified reading deficiency.
- **If a student also has a reading goal: Section 7: Description of Specially Designed Instruction:**

Include specially designed instruction, related services, and/or other section 7 areas of service needed to address the identified reading deficiency.
- **Section 10: General Factors**
 - For grades K through 3 only (N/A in all other grades), this question asks, “Did the team consider the child’s on-track/not on-track status in the reading diagnostic progress for the Third Grade Reading Guarantee?”
 - This would be answered yes, after the team considers the information about the student annually or at each IEP meeting, for all children in grades K through 3.
 - It would be answered N/A for all other children.
 - This question does not refer directly to the student’s reading diagnostic scores, on-track or not on-track status, nor the RIMP status. Rather, it asks, “Has the team considered this information in the IEP and documented the information as outlined in the Third Grade Reading Guarantee manual as appropriate?”
- **Section 12: Statewide and Districtwide Testing**

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

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

Based on the guidance within this document, the decision about the Third Grade Reading Guarantee exemption is linked to a checkbox on the IEP within section 13, titled “Exemptions,” and is only applicable for students in third grade, as close to the third quarter as possible. For students in grades kindergarten through 2, check the box labeled “N/A.”

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), middle childhood (4-9) education 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 teacher to whom a student is assigned is the “teacher of record.” The classroom teacher is the primary 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. The teacher of record is responsible for the reading growth of the student. The student’s progress will be reported on that teacher’s student growth measure.

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 licenses 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](#).