

The Third Grade Reading Guarantee

Q & A

Recent legislation has enacted a Third Grade Reading Guarantee that is aimed at school districts and community schools diagnosing reading deficiencies in students at grades kindergarten through three, creating individualized Reading Improvement and Monitoring Plans and providing intensive reading interventions. The goal is to have all students reading on grade level. This Q & A has been created in an effort to help families understand this new law and the impact it can have on their child.

Q: What students need to be assessed?

A: An English language arts (ELA) diagnostic assessment must be given by September 30 of each year for students in kindergarten through Grade 3, starting in the 2012-13 school year (ORC 3313.608(B)(1)).

District boards of education must adopt board policies and procedures for annually assessing the reading skills of each student in grades K-3. These policies must specify that the diagnostic assessments for the Third-Grade Reading Guarantee be given by September 30 each year, beginning in the 2012-13 school year (ORC 3313.608(B)(1)).

Q: What assessments will be used?

A: Starting with the 2013-2014 school year, the Ohio Department of Education (ODE) provided a list of diagnostic assessments for districts and community schools to select from.

Green Local Schools will use the following diagnostic assessments to meet our requirements for the 2013-2014 school year:

Grade Level	Assessment
First	Developmental Reading Assessment (DRA2)
Second	Developmental Reading Assessment (DRA2)
Third	Scholastic Reading Inventory (SRI)

- Developmental Reading Assessment (DRA2) is designed to determine each student's independent (or instructional) level with an evaluation of three components of reading: engagement, oral reading fluency, and comprehension.
- Scholastic Reading Inventory (SRI) SRI is a research-based, computer-adaptive reading assessment for Grades K-12 that measures students' level of reading comprehension and reports it using the Lexile Framework® for Reading.

Q: How will I know if my child did well on the assessment?

A: Each test has a grade level range where we would expect the child to be functioning to be considered reading on level. The table below will tell you the expected range for each diagnostic assessment.

Grade Level	Assessment	Expected Range
First	Developmental Reading Assessment (DRA2)	3 and above
Second	Developmental Reading Assessment (DRA2)	16 and above
Third	Scholastic Reading Inventory (SRI)	300 or above

If your child's score is at or above the "Expected Range", he/she will be identified as *on track*.
If your child's score is less than the "Expected Range", he/she will be identified as *not on-track*.

Not on-track means any student who is not reading at grade level based on previous end of year standards by September 30.

Q: When will I know if my child is considered *on track* or *not on track*?

A: Diagnostic results will be shared with parents during fall parent/teacher conferences if your child is *on track*. A letter will be mailed to your home, the third week of October if your child is *not on-track*. If the diagnostic assessment shows that the student is *not on-track* to be reading at grade level by the end of the year, schools must provide the parents, in writing (ORC 3313.608(B)(2)(a)):

- Notice that the school has identified a reading deficiency with their child;
- A description of current services provided to the student;
- A description of proposed supplemental instruction services;
- Notice that the Ohio Achievement Assessment for third-grade reading is not the only measure of reading competency; and
- Notice that unless the student attains the appropriate level of reading competency by the end of Grade 3, the student will be retained.

Q: If my child is identified as *not on-track*, what additional support will he/she receive?

A: For each student shown to be *not on-track*, schools must:

- Begin reading intervention immediately using research-based reading strategies targeted at the student's identified reading deficiencies (ORC 3313.608(B)(2)(b));
- Develop a reading improvement and monitoring plan within 60 days of learning of the reading deficiency (ORC 3313.608(C))

Q: What actually is a reading intervention and monitoring plan?

A: Reading improvement and monitoring plans allow the teachers and parents to work together to understand the reading deficiency and to outline reading interventions focused on addressing the student's reading deficiency and helping the student read on grade level.

Q: What makes up a reading intervention and monitoring plan?

A: The reading intervention and monitoring plan shall include (ORC 3313.608(C)):

- 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 which will take place during fall teacher/parent conferences;
- A process to monitor the implementation of the student’s instructional services;
- A reading curriculum during regular school hours that assists students to read at grade level, provides for reliable assessments, and provides ongoing analysis of each student’s reading progress; and
- A statement that unless the student attains the appropriate level of reading competency by the end of Grade 3, the student will be retained.

Q: What happens at the end of the school year if my third grader does not earn a 392 or better on the Ohio Achievement Assessments (OAA)?

A: Beginning with the 2013-2014 school year, all students scoring below the designated level (392 or below) on the third-grade reading OAA must be retained, except for the following students (ORC 3313.608(A)(2)):

- *Limited English proficient students* who have been enrolled in U.S. schools for less than three full school years and have had less than three years of instruction in an English as a Second Language program;
- *Special education students* whose IEPs specifically exempt them from retention under the third grade guarantee;
- *Students who demonstrate reading competency on an alternative reading assessment* approved by ODE; and
- Any student who has received *intensive remediation for two years and was previously retained* in kindergarten through Grade 3.
- Students who demonstrate reading competency on a Reading OAA Alternative approved by the Ohio Department of Education.

The OAA Alternative will be a summative reading assessment aligned to end of year third grade standards. A student must achieve whatever the assessment designates as proficient in order to move on to the fourth grade. This will be comparable or more rigorous than the proficient score on the Reading OAA.

A student who advances because of an exception must continue to receive intensive reading instruction in the fourth grade which requires an altered instructional day to accommodate reading interventions, or whatever reading interventions are required by the student’s IEP or 504 plan.

Students who are retained must have a high-performing teacher as determined by the teacher’s student performance data or performance reviews (ORC 3313.608(B)(3)(c)).

Q: What if my student is retained, but later demonstrates proficiency in reading?

A: Students may move on to the fourth grade any time they demonstrate proficiency in reading, including the summer before the fourth grade and the middle of the year (ORC 3313.608(B)(3)(b)).

Q: What if my child is not proficient in reading, but is proficient in their other subject areas?

A: If students demonstrate proficiency in a subject area, they must still receive fourth-grade instruction in that subject area (ORC 3313.608(B)(4)).

Q: What if I have additional questions regarding the Third Grade Reading Guarantee?

A: All parents are encouraged to go to the Ohio Department of Education (ODE) website <http://education.ohio.gov/> for more information regarding the Third Grade Reading Guarantee.

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