

TGRG clarification (OEC) 12-6-12

How should accommodations be utilized on diagnostic assessments under the Third Grade Reading Guarantee?

The assessment manual for the diagnostic assessment used must be consulted to determine allowable accommodations. An accommodation should not be used if it interferes with the accurate assessment of reading (the intent of the diagnostic assessment). (See 4 criteria below.) Therefore, some accommodations might be allowed if it does not change what the test is intended to measure. For example, if a visually impaired child's IEP specifies large print, that would be allowable because it meets the 4 criteria below.

There are four criteria for accommodations on the OAA and OGT state assessments specified within (OAC 3301-13-03(H); see below. These four criteria should be considered when determining accommodations for the reading diagnostic assessment for the TGRG in K, 1, 2, and 3.

From the page 38 in the Rules Book (PDF) (Updated 9/27/12) posted on ODE:

“Accommodations are changes made in how a student has access to the curriculum or demonstrates learning. Accommodations provide equal access to learning, do not substantially change the instructional level or content, are based on individual strengths and needs, and may vary in intensity or degree. In testing situations, accommodations are changes in format, response, environment, timing, or scheduling that do not alter in a significant way what the test measures or the comparability of the scores.” (Batshaw, M. “Children With Disabilities”, 2002, p. 603)

Accommodations on State Assessments

OAC 3301-13- 03(H) specifies these four criteria for allowable accommodations:

- The accommodation is specified in a student with disabilities' IEP (or 504 Plan) and is provided for classroom and district-wide assessments. The accommodation must be documented in writing on the testing page of the IEP or 504 Plan BEFORE the student takes a test.
- The accommodation does not change the content or structure of an assessment. The accommodation does not change what type of knowledge or skill that an assessment is intended to measure. For example, the test administrator may not convert open-ended questions to multiple-choice questions.
- The accommodation does not change what type of knowledge or skill that an assessment is intended to measure. For example, the test administrator is not permitted to read the passages from a reading test, because this would change the test from a measure of reading skills to a measure of listening skills. Similarly, calculators are not allowed on the grades 3 and 4 mathematics test. Grammar checkers and spell checkers are not allowed on the OGT writing test.
- The accommodation does not change or enhance a student's response as to what type of knowledge or skill is intended to be assessed, but it facilitates how the response is provided or accessed. For example, a scribe may record only the actual response provided by a student. A scribe may not enhance, clarify or elaborate on a student's response.

To find the Rules Book (above excerpt is on page 38) please go to ODE's website at www.ode.state.oh.us and type "Ohio Statewide Assessment Program Rules Book" into the search box.

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When should (exemption from) retention in the third grade because of the Third Grade Reading Guarantee (TGRG) be documented on the IEP?

TGRG legislative requirements specify that retention in the third grade and the TGRG must be addressed in each reading improvement and monitoring plan (RIMP). If a student scores below expectations on the third grade OAA, then he/she will be retained. If a child is retained in third grade because of the TGRG, then there are two new intervention requirements. Retained students must have at least 90 minutes of reading a day. Retained students must also have the opportunity to receive intervention services from outside providers.

TGRG legislation also specifies that some students on IEPs *may* be exempted from retention in the third grade under the TGRG. *Exemption from retention in the 3rd grade for some students on IEPs* should be decided or documented within the IEP for the third grade year.

The TGRG legislation requires that the retention piece be addressed in every RIMP. RIMP element #6 requires that a statement be included in each reading improvement and monitoring plan that if a student scores below expectations on the third grade reading OAA, the student will be retained. (see below)

In summary, *retention in the third grade* should be discussed as a part of each RIMP K, 1, 2, and 3 so parents understand the retention/exemption piece (element# 6 in RIMP). Exemption from retention because of the TGRG *may* be considered for *some* students with disabilities who have IEPs. Exemption from retention in the third grade for *some* students with disabilities should be decided or documented within the IEP for the third grade year (within Section 12 on the IEP.)

Read more about retention/exemption from retention in the Third Grade Reading Guarantee [Guidance Document](#) (PDF) (Posted 10/29/2012) posted on ODE's Third Grade Reading Guarantee webpage.

Please note the RIMP legislative requirements, below (item #6 speaks to retention in the third grade):

Reading Improvement and Monitoring Plans

Legislative Requirements

All reading improvement and monitoring plans must be created within 60 days of when a student is designated *not on-track*. It shall include (ORC 3313.608(C)):

1. Identification of the student's specific reading deficiency;
2. A description of proposed supplemental instruction services that will target the student's identified reading deficiencies;
3. Opportunities for the student's parents or guardians to be involved in the instructional services;
4. A process to monitor the implementation of the student's instructional services;
5. 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
6. A statement that unless the student attains the appropriate level of reading competency by the end of Grade 3, the student will be retained.

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What legislative requirements of the TGRG apply to students with disabilities who have an IEP?

All of the legislative requirements found within the Third Grade Reading Guarantee (TGRG) apply to all Ohio students K, 1, 2, and 3 including students with disabilities who have an IEP.

The only TGRG legislative requirement that may be exempted for students with disabilities is retention in the third grade. It would not be appropriate for a district to simply exempt all students with IEPs from retention in the third grade.

*All of the remaining legislative requirements of the TGRG must be applied to all students including K, 1, 2, and 3 students with disabilities who have IEPs. (All students must be administered a reading diagnostic assessment by September 30th of each year in K, 1, 2, and 3. Students who are found *not on-track* must be provided the following provisions – immediate intervention, a letter to parents, and a reading improvement and monitoring plan (RIMP) within 60 days of the diagnostic assessment.)*

Read in detail about the **TGRG legislative requirements** for all Ohio students K, 1, 2, and 3 as well as **guidance** for districts:

- Third Grade Guarantee 2012-13 Guidance Document (PDF) (*updated 10/15/2012*)

Read the **companion documents** specific to students with disabilities and frequently asked questions:

- **Students with Disabilities** and the Third Grade Reading Guarantee Guidance Document (PDF) (*Posted 10/29/2012*)
- **FAQ** Third Grade Reading Guarantee FAQ (PDF) (*Posted 10/15/2012*)

The above documents and additional information can be found on the TGRG page on ODE's website. Please check the Third Grade Reading Guarantee page on ODE's website frequently for the most up-to-date information. Go to ODE's website at www.education.ohio.gov and type "Third Grade Reading Guarantee" into the search box.