K-3 READING AND MATH DIAGNOSTIC UPDATES

Ohio Department of Education and Workforce

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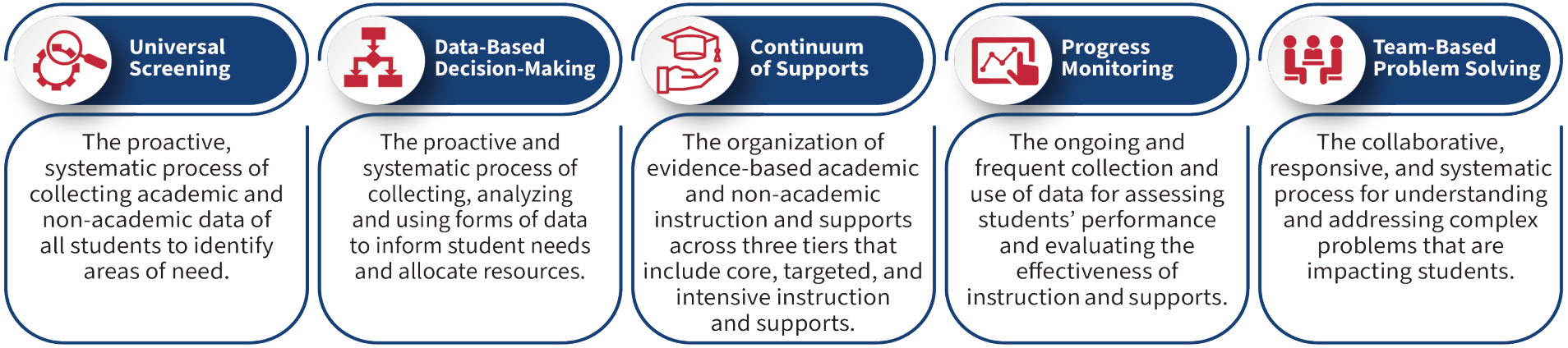
Ohio's Integrated Multi-Tiered System of Supports

Providing effective instruction for all students through academic and non-academic supports.

Student Learning Components



Adult Implementation Components

AGENDA

- Requirements
- Resources
- Questions

1. K-3 MATH DIAGNOSTIC REQUIREMENT

K-3 MATH & READING DIAGNOSTIC REQUIRE

- Districts and schools must adopt policies and procedures to assess the reading & math skills of **all students** in grades K-3 each year by **September 30.**
- Every district and school must administer a reading & math diagnostic to ***all*** students in grades K-3 from the state-approved list.

K-3 MATH DIAGNOSTIC APPROVED LIST

- Aimsweb Plus
- Exact Path Mathematics
- i-Ready Assessment
- mCLASS Math
- NWEA MAP Growth Math
- Star Math

2. KRA IS NOT AN APPROVED DIAGNOSTIC

KRA Not An Approved Diagnostic

- KRA is not an approved Reading or Math diagnostic assessment
- Districts and schools must administer a separate **approved** assessment as their kindergarten diagnostic
- Districts and Schools are still required to administer the KRA to all first-time kindergarten students
- Info@childrenandyouth@ohio.gov

3. K-3 READING AND MATH DIAGNOSTIC MUST BE ADMINISTERED TO ALL STUDENTS

4. APPROVED READING DIAGNOSTIC CONTRACT GRADE PERIOD

K-3 READING DIAGNOSTIC – CONTRACT GRACE PERIOD (EFFECTIVE IMMEDIATELY)

- A district or school that has a contract that existed prior to September 30, 2025 with a reading diagnostic assessment provider approved by the Department prior to September 30, 2025 may continue to use that provider's reading diagnostic assessment until the terms of the contract expire, or by July 1, 2028, whichever occurs first.
- Provided that the assessment meets the minimum requirements for the science of reading under Ohio law.

K-3 READING DIAGNOSTIC APPROVED LIST

- Acadience Reading K-6
- Exact Path
- i-Ready Assessment
- mCLASS DIBELS 8th Edition
- NWEA MAP Growth
- Star CBM

K-3 READING DIAGNOSTICS ELIGIBLE FOR CONTRACT GRACE PERIOD

- Aimsweb Plus
- FastBridge
- IOWA Assessments
- MAP Reading Fluency
- STAR Early Reading
- STAR Early Literacy

Note: The state-developed Ohio Reading Diagnostic was discontinued on July 1, 2026.

5. ACADEMIC INTERVENTION SERVICES FOR MATH AND READING

ACADEMIC INTERVENTION SERVICES

- Districts must provide evidence based academic intervention services to each student who, on a diagnostic assessment or a state assessment, demonstrates a **limited** level of skill in Math or ELA.
- Districts and schools must provide services that align with a **qualifying student's** assessed level of skill.

ACADEMIC INTERVENTION SERVICES

- **"Qualifying student"** means a student who, on a diagnostic assessment or a state assessment, demonstrates a **limited** level of skill in the subject area of mathematics, English language arts, or both.
- Exclusions:
  - The student attends a Dropout Recovery School
  - A student that has a traumatic brain injury*
  - A student with a significant cognitive disability*

However, services must be provided if the parent or guardian and school determines the service is appropriate.

ACADEMIC INTERVENTION SERVICES

Academic intervention services provided to a student under this section may encompass a variety of evidence-based supports, including:

- Tutoring supports (High-Dosage Tutoring Opportunities)
- Additional instruction time
- An extended school calendar
- Participation in a learning support program
- Any other academically centered support service that the district determines will improve the student's academic performance.

Intervention services may also be offered in combination with integrated student supports

INTERVENTION EXIT CRITERIA

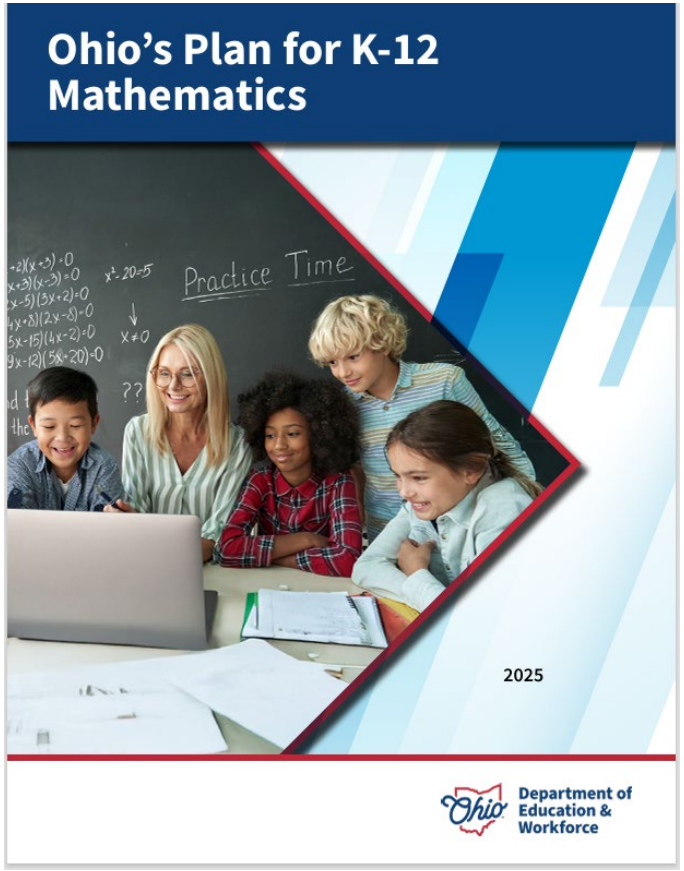
- A student who receives academic intervention services in Mathematics or English language arts is no longer eligible for services when the student demonstrates a **proficient** level of skill in it on **either a K-3 diagnostic assessment or a state assessment.**

PARENT NOTIFICATION

- Districts and schools must notify the parent of a qualifying student that the student will receive academic intervention services prior to providing services to the student.
- Notification must include a description of which interventions the qualifying student will receive and who will provide services to the student.
- The district or school must periodically update the parent on the intervention services provided to the qualifying student and shall provide resources and recommendations for ways the parent may assist the qualifying student.

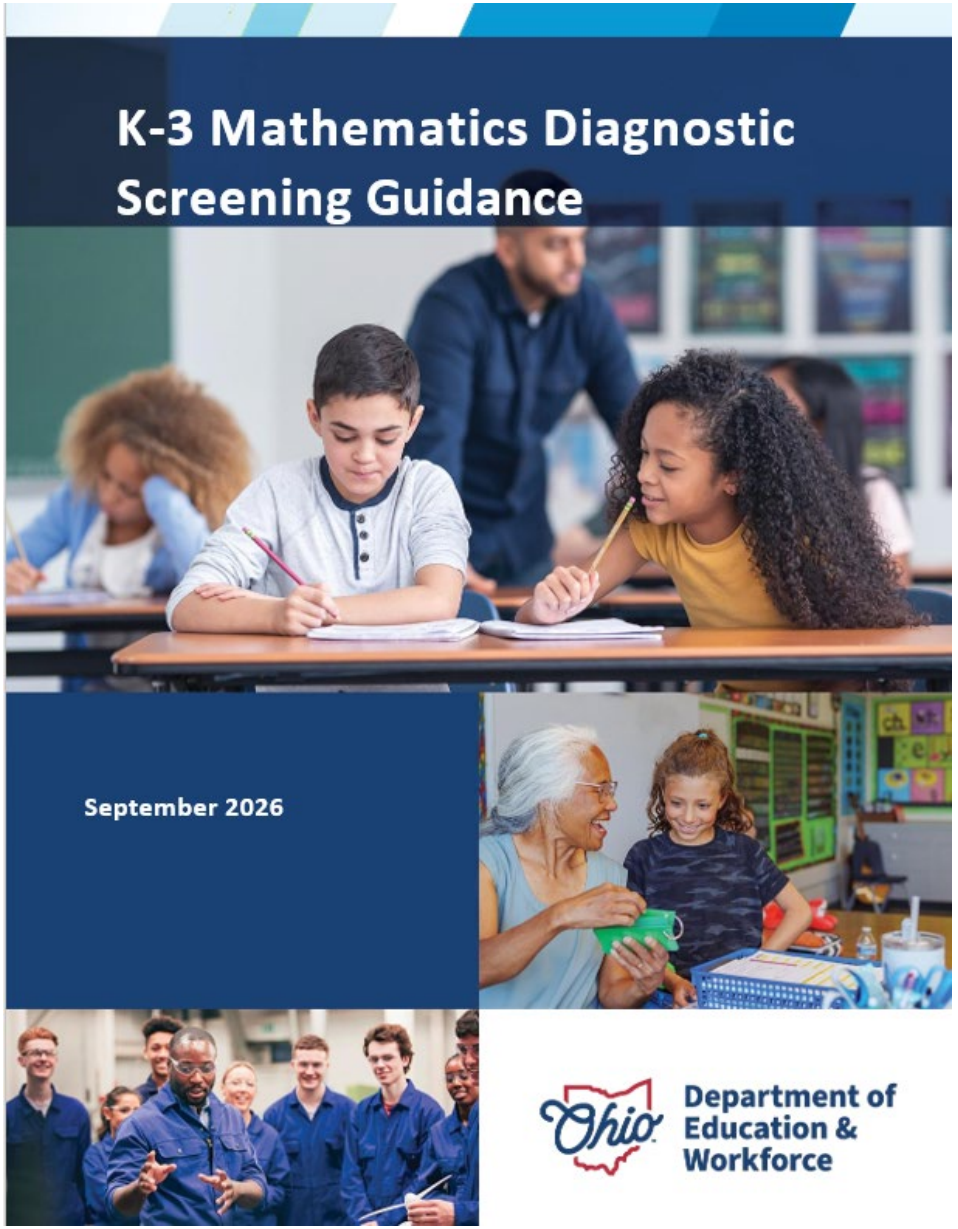
RESOURCES

OHIO'S PLAN FOR K-12 MATHEMATICS



COMING SOON

- This document contains guidance to support the implementation of the diagnostic assessments in Kindergarten through Grade 3 mathematics.



THIRD GRADE READING GUARANTEE GUIDANCE MANUAL

The Third Grade Reading Guarantee Guidance Manual provides guidance and updates on program requirements established in ORC 3313.608.

READING DIAGNOSTIC VENDOR ACCOMMODATIONS

Allowable accommodation information from each approved K-3 Reading Diagnostic vendor.

Approved Reading Diagnostic Accommodations to Support Students with Low Incidence Disabilities and Complex Communication Needs

An accommodation is a support or service that may adjust testing conditions to help a student access an assessment and demonstrate their knowledge and skills without altering the validity of what is being measured. These accommodations generally fall into the following four categories: presentation, response, timing/scheduling, and setting. The specific accommodation a child with a disability receives is determined based on the individual needs of the child. An accommodation for students with disabilities must be documented in their Individualized Education Program (IEP) or the 504 Plan.

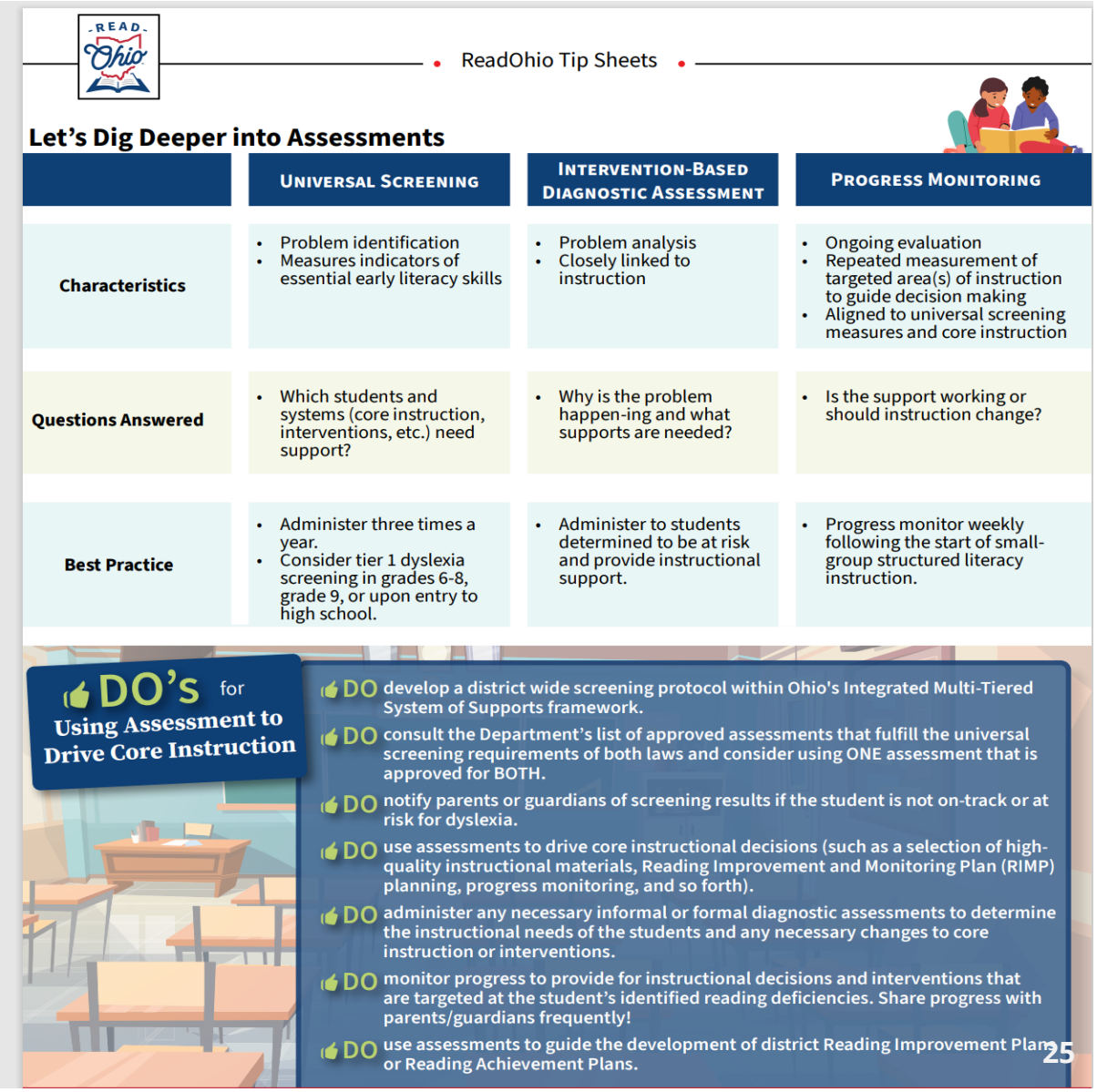
Districts and schools can use this document to understand the allowable accommodations for the vendor product. This document outlines which accommodations each product supports, such as text-to-speech options, extended time, or alternative response formats. This information can assist districts and schools with selecting the most suitable assessment product to meet the testing needs of their students with disabilities.

Please complete the vendor information below and the attached tables for each accommodation category. If your product does not provide an accommodation, please type "N/A" in the appropriate space.

Vendor Information	
Vendor:	**Amplify Education, Inc.**
Name of Product:	**mCLASS DIBELS 8th Edition**

LITERACY ASSESSMENT TIP SHEET

- Quick overview of Ohio's literacy assessment requirements for district and building leaders.
- 1–2-page synopsis of best practices for using assessments to drive core instruction.



ReadOhio Tip Sheets

Let's Dig Deeper into Assessments

	Universal Screening	Intervention-Based Diagnostic Assessment	Progress Monitoring
Characteristics	• Problem identification • Measures indicators of essential early literacy skills	• Problem analysis • Closely linked to instruction	• Ongoing evaluation • Repeated measurement of targeted area(s) of instruction to guide decision making • Aligned to universal screening measures and core instruction
Questions Answered	• Which students and systems (core instruction, interventions, etc.) need support?	• Why is the problem happen-ing and what supports are needed?	• Is the support working or should instruction change?
Best Practice	• Administer three times a year. • Consider tier 1 dyslexia screening in grades 6-8, grade 9, or upon entry to high school.	• Administer to students determined to be at risk and provide instructional support.	• Progress monitor weekly following the start of small-group structured literacy instruction.

DO's for Using Assessment to Drive Core Instruction

- DO develop a district wide screening protocol within Ohio's Integrated Multi-Tiered System of Supports framework.
- DO consult the Department's list of approved assessments that fulfill the universal screening requirements of both laws and consider using ONE assessment that is approved for BOTH.
- DO notify parents or guardians of screening results if the student is not on-track or at risk for dyslexia.
- DO use assessments to drive core instructional decisions (such as a selection of high-quality instructional materials, Reading Improvement and Monitoring Plan (RIMP) planning, progress monitoring, and so forth).
- DO administer any necessary informal or formal diagnostic assessments to determine the instructional needs of the students and any necessary changes to core instruction or interventions.
- DO monitor progress to provide for instructional decisions and interventions that are targeted at the student's identified reading deficiencies. Share progress with parents/guardians frequently!
- DO use assessments to guide the development of district Reading Improvement Plans or Reading Achievement Plans.

QUESTIONS?

QUESTIONS

- ThirdGradeGuarantee@education.ohio.gov
- Mathematics@education.ohio.gov