

Third Grade Reading Guarantee:

Examples of Proficiency Statements for written notifications

Introduction

Under [R.C. 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% 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% 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.