

3rd Grade Reading Summative Assessment Guidance (2020-2021)

Score: Below a Level 3 OR Receives a “Did Not Meet” Requirement

The school-based Teacher Support Team (TST) should meet to review the student’s 2020-2021 data to make instructional decisions.

The Teacher Support Team (TST) will determine the tiered level of support for individual students.

GUIDING QUESTIONS:

- What additional data points are available to determine the student’s individual needs?
- Did the student perform significantly below the mean score for the class/school?
- Has the student been receiving interventions? If so, what supports and how long have they been in place?
- What additional supports or interventions are needed in either academics or behavior for the student to be successful?
- Has the student been referred to Multi-disciplinary Evaluation Team (MET) or is the student awaiting a comprehensive assessment?
- Is the student receiving special education services? Do they have an Individualized Education Plan (IEP) or 504 plan? Should the IEP or 504 committee meet to ensure the student is being provided a Free Appropriate Public Education (FAPE)?
- What additional services is the child receiving: dyslexia therapy, speech language therapy, and/or English Learner (EL) services, etc.? Have these providers been included in the TST meetings?

RESOURCES:

- [MTSS/LBPA Flowchart](#)
- [MTSS Screening Process](#)
- [Universal Screener Companion Guide](#)
- [Support for English Learners](#)
- [Strong Readers Strong Leaders](#)
- [\(K-5\) Instructional Practice Guides](#)
- [REL-Summer Reading Camp Guidance \(K-3\)](#)
- [The Acceleration Imperative: Reading](#)

Score: At or Above a Level 3 OR Receives a “Met” Requirement

Continue effective Tier I instruction.

GUIDING QUESTIONS:

- What additional supports are needed to ensure the student continues to be successful?

RESOURCES:

- [\(K-5\) Instructional Practice Guides](#)
- [REL-Summer Reading Camp Guidance \(K-3\)](#)
- [Strong Readers Strong Leaders](#)
- [The Acceleration Imperative: Reading](#)

ADDITIONAL SUPPORT CONSIDERATIONS FOR ALL 3rd GRADE STUDENTS:

- What additional supports through summer learning or after-school tutorial programs will be provided to students?
- Are there community services available to assist the student with any emotional issues that may have impacted performance?
- What additional supports and resources will be provided to families and parents?

District and School Guidance

What are the expectations for districts and schools once 3rd graders have tested?

1. Districts should identify any student that scores below a level three, receives a “did not meet” score, or does not have a score.
2. Schools should conduct a Teacher Support Team meeting to discuss all data (i.e., screener reports, Questar reports, district benchmarks, etc.) from the 2020-2021 school year using the guiding questions provided.
3. The Teacher Support Team should determine the appropriate level of support for students entering 4th grade.

What is expected of the district? Districts should identify any student that scores below a level three, receives a “did not meet” score, or does not have a score and share the information with schools prior to the beginning of the upcoming school year.

What is expected of the school? Schools should convene a Teacher Support Team and invite the parent or guardian to serve as a team member.

What is expected of the Teacher Support Team? The Teacher Support Team should discuss all data (i.e., screener reports, Questar reports, district benchmarks, etc.) from the 2020-2021 school year and guiding questions to determine the appropriate level of support for students entering 4th grade.

Family Guidance

What happens if my child does not take the 3rd grade assessment in Spring of 2021? The statewide promotion and retention requirements of LBPA have been waived for the 2020-2021 school year. Local board policy will drive promotion requirements in general, and specifically whether a student is promoted from 3rd grade to 4th grade without a 3rd grade MAAP score. A missing 3rd grade summative test score will not necessitate retention unless local policy indicates this. Districts will identify any student that scores below a Level 3, receives a “did not meet” score, or does not have a score and convene a Teacher Support Team to determine the appropriate level of support for students entering 4th grade. This team may determine if the student will need an Individual Reading Plan based on guidance from the LBPA.

Why is my child’s reading data being reviewed by the Teacher Support Team? Your child has been identified as a student that scored below a Level 3, received a “did not meet” score, or did not have a score.

Can I attend the Teacher Support Team meeting? Yes, parents or guardians should be invited to serve as a team member for all Teacher Support Team meetings.

