3rd Grade Reading Summative Assessment
Student Score Reports
A copy of the score report should be placed in the student’s cumulative folder.

A copy of the score report should be provided to the student’s parent.
3rd Grade Reading Summative Assessment
Next Steps
Student Completes 3rd Grade Reading Summative Assessment

FAIL

Student Qualifies for a "Good Cause Exemption"?

NO

1st Retest Option: Re-administer 3rd Grade Reading Summative Assessment

FAIL

Summer Reading Assistance or Intervention Occurs (Documentation Required)

2nd Retest Option: Re-administer 3rd Grade Reading Summative Assessment

FAIL

PASS

Promote to 4th Grade

PASS

Retained in 3rd Grade
Action Steps

• Identify students who did not pass
• Review Good Cause Exemption FAQs

*Do any of the students qualify for a Good Cause Exemption? If so,*

- Teacher completes **Good Cause Exemption Packet**
- Submits to principal, if principal approves
- Submits to superintendent
- Superintendent makes the final decision
- If approved, student promoted to the 4th grade
- Documentation placed in cumulative folder
• Written notification to parent or legal guardians should include:
  ▪ Reason for the GCE promotion
  ▪ Proposed interventions and support that will be provided to the student
    – Provide parents a “Read at Home Plan”
Students NOT Promoted

- Written notification to parent or legal guardians should include:
  - Reason for the retention (score report)
  - Proposed interventions and support to be provided
- Provide parents a “Read at Home Plan”
- Assign students to a high-performing teacher for the 2015 - 2016 school year
- Other strategies may include:
  - Reduced teacher-student ratio
  - Extended school day, week, or year
  - Transition classes
• Intensive instructional services, progress monitoring measures, and supports to remediate the identified reading deficiency (Statue 37-177-1)

• Minimum of 90 minutes per day of scientifically research-based reading instruction
  - Phonemic awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension

• Other strategies as prescribed and designed by the school district
The school board of each school district must publish, in a newspaper that has general circulation within the school district, and report to the State Board of Education and the Mississippi Reading Panel the following information:

- School district's policies and procedures on student retention and promotion
- Number and percentage of students given an approved alternate standardized reading assessment and the percentage of these students performing at each competency level of the alternate standardized assessment
- Number and percentage of all students retained in K-8, by grade
- Number and percentage of students who were promoted for good cause, by each category of good cause
• MDE Literacy Resources
  http://www.mde.k12.ms.us/literacy

• Mississippi Literacy-Based Promotion Act Implementation Guide
  https://districtaccess.mde.k12.ms.us/curriculumandInstruction/Literacy/LBPA-Implementation-Guide-2014.08.18.pdf

• Parent Read-at-Home Plan
  https://districtaccess.mde.k12.ms.us/curriculumandInstruction/Literacy/Parent-Read-At-Home-Plan-2014.08.18.pdf

• Literacy Communications Toolkit
  http://www.mde.k12.ms.us/ms-college-career-standards/literacy-toolkit

• Good Cause Exemption Documentation
  http://www.mde.k12.ms.us/OSA/RSA