MICHIGAN DEPARTMENT OF EDUCATION

2020-2021 READ BY GRADE THREE LAW (RBG3) FREQUENTLY ASKED QUESTIONS: INDIVIDUAL READING IMPROVEMENT PLANS, ASSESSMENTS, AND UPDATES ABOUT THE LAW

The Michigan Department of Education (MDE) compiled answers to the following FAQs regarding the "Return to Learn" legislation—Public Acts 147, 148, and 149 and MCL 380.1280f (also known as the Read by Grade Three Law).

DOES A DISTRICT STILL HAVE TO ADMINISTER THE READ BY GRADE THREE LAW ASSESSMENTS?

- Yes, for the 2020-21 school year, currently all RBG3 requirements remain in place according to The Read by Grade Three law (MCL 380.1280f). Districts must have at least one initial and one extensive assessment from the MDE-approved lists.

WHAT IS THE PURPOSE OF HAVING ASSESSMENT REQUIREMENTS FOR BOTH THE READ BY GRADE THREE LAW AND THE RETURN TO LEARN LAW?

- The benchmark assessments required under the Return to Learn law are to be administered to students in grades K-8 to measure learning that will take place during the school year as identified in a district's extended COVID-19 learning plan.
- The initial and extensive assessments required by the Read by Grade Three law are administered to identify students in grades K-3 who need an Individual Reading Improvement Plan (IRIP).

CAN THE BENCHMARK ASSESSMENTS REQUIRED BY THE RETURN TO LEARN LAW BE THE SAME ASSESSMENT USED TO MEET THE READ BY GRADE THREE REQUIREMENTS?

Districts should review benchmark assessments required under the Return to Learn law to determine whether they meet the K-3 screening assessment requirements of the Read by Grade 3 law. The MDE Benchmark Assessments memo addresses the benchmark assessments required by the Return to Learn law and see below for an overview of these benchmarks:

Districts may choose an assessment tool to administer to all K-8 students from one of the following:

a. The MDE-approved providers for Section 109(9) benchmarks are as follows:
   o NWEA - NWEA
   o Curriculum Associates - iReady
   o Renaissance Learning - STAR
   o Data Recognition Corporation (DRC) – Smarter Balanced or Beacon (MDE will make Smarter Balanced available for free)
b. For reading in grades K-9: DIBELS, Acadience, AIMSWEB, and any others that meet the criteria of progress monitoring tools and enhanced diagnostic assessments.
c. A local benchmark assessment for reading and math

WHAT IS THE BEGINNING OF THE YEAR TIMELINE FOR GIVING THE READ BY GRADE THREE LAW AND RETURN TO LEARN ASSESSMENTS?

- Under the Read by Grade three law, a screening test must be given within the first 30 academic days.
- Under the Return to Learn law, benchmark assessment(s) must be given within the first nine weeks of school.

WHAT ARE THE TIMELINES FOR PARENT/LEGAL GUARDIAN NOTIFICATION UNDER THE READ BY GRADE THREE LAW AND RETURN TO LEARN ASSESSMENT REQUIREMENTS?

- If a student exhibits a reading deficiency and requires an IRIP, the Read by Grade Three law requires notification to parents or legal guardians no later than 30 days after the screening window closes.
- The Return to Learn law requires parent or legal guardian notification within 30 days of administering the benchmark assessment(s) for all K-8 students.

FOR THE 2020-21 SCHOOL YEAR WILL DISTRICTS BE REQUIRED TO RETAIN STUDENTS IF THEY DO NOT MEET THE READ BY GRADE THREE LAW REQUIREMENTS?

All components of the RBG3 law are in full effect. All components associated with the RBG3 law, which include but are not limited to the retention of students reading significantly below grade level, are associated with performance on state summative assessments.

WHAT ARE THE REPORTING REQUIREMENTS OF THE RETURN TO LEARN LAW AND THE READ BY GRADE THREE LAW ASSESSMENTS?

- MDE does not collect local assessment data for the Read by Grade Three law.
- For the Return to Learn law, districts are required to send benchmark assessment data to regional data hubs. MDE and the Center for Educational Performance and Information (CEPI) will then do a statewide aggregate analysis of the data. MDE and CEPI will work with the regional data hubs to determine the form and manner of this reporting and will communicate more information about this in the future. Please note that any data obtained by districts from local benchmark assessments are not required to be submitted to the data hub.
- Districts who administer local benchmark assessments will identify and report those assessments to MDE and CEPI. Districts must include how the assessment(s) measure changes, including losses, as applicable. Districts will also include their plan for addressing any losses in learning. CEPI will determine the form and manner of district reporting.

DOES A STUDENT IN 4TH GRADE STILL NEED AN IRIP?

Technically no, however, if the student was promoted to grade 4 but still has a deficiency in reading, the student remains eligible for reading intervention services designed to enable achievement of proficiency in reading. The services shall be similar to those provided in grade 3.

ARE STUDENTS IN A "YOUNG FIVES" AND DEVELOPMENTAL KINDERGARTEN PROGRAM REQUIRED TO BE ASSESSED?

Students in a "young five" and developmental kindergarten program should be assessed in the same manner as kindergarteners.

WHERE CAN I FIND MORE INFORMATION?

- For more assessment information regarding the approved benchmarks see the MDE's Spotlight on Student Assessment and Accountability newsletter.
- For more information about the Read by Grade Three Assessments and the Early Literacy Assessment Guidance for Learning at a Distance see the MDE Literacy website.

For more information on designing assessment systems, see the [Michigan Assessment Consortium Early Literacy Assessment Systems (ELAS) website](#)

The guidance below serves as a supplement to the ELAS to address the unique considerations introduced by the COVID-19 pandemic for assessment. Remote administration of some assessments may be necessary and may achieve reliable and valid results for their associated instructional decisions. However, remote administration is typically considered a non-standard administration and users are cautioned against making high stakes decisions without additional reliable and valid data.

The tables that follow are adapted from pages 104-109 in the ELAS Guide where questions/decisions are posed for consideration of typical assessments that inform the progression of learning. To account for students who are learning at a distance this year, a column is added to address alternative assessment administration to support distance learning.

I.   Assessing General Reading Achievement

Key Decisions to be Made	Types of Assessments that Provide the Data Needed to Make the Decision (These are examples - not an exhaustive list)	Approaches to Using these Assessment Tools When Working with Students During Distance Learning
Question: **Were students supported enough to achieve expectations?** **Decision:** **Where to devote more school resources.**	State standards-based assessment For grades K-2: ITBS, TERRA-NOVA Each example test is a standardized, nationally normed test of reading achievement with internal reliability > .90	The most current reports are from 2019. This information needs to be paired with additional, updated data. For up-to-date information, visit [MDE-Student Assessment-M-STEP Summative](#)

II.   Assessing General Reading Achievement

Key Decisions to be Made	Types of Assessments that Provide the Data Needed to Make the Decision (These are examples - not an exhaustive list)	Approaches to Using these Assessment Tools When Working with Students During Distance Learning
Question: **Which students do and do not need additional support to meet end-of-year expectations?** **Decision:** **To whom to provide Tier 2 instruction**	Examples include NWEA MAP, iReady, Lexia RAPID, STAR Why are these assessments appropriate? The composite score of some computer adaptive screening assessments are standardized, nationally normed assessments showing strong internal reliability (> .80) and predictable validity (>.60).	Discuss with administration the possibility of students coming to school in shifts to complete these assessments. Administer the assessment remotely with computers at home or with a mobile computer lab.

Key Decisions to be Made	Types of Assessments that Provide the Data Needed to Make the Decision (These are examples - not an exhaustive list)	Approaches to Using these Assessment Tools When Working with Students During Distance Learning
	Growth should be measured at least three times per year. Examples include AIMSweb, DIBELS Next, EasyCBM, FastBridge, Why are these assessments appropriate? When used as a progress monitoring tool, the fluency rate of some curriculum-based measurement screening assessments in standardized, nationally normed assessments that have parallel form reliability (> .80) and predictability (> .60) when used for progress monitoring to measure growth weekly. Early literacy benchmark: MDE K-2 Benchmarks (standards-based assessment) For a complete list of initial (given to all) and extensive assessments (given to students who show a deficiency), see MDE Early Literacy Assessment Resources.	Refer to the assessment vendor for remote administration guidance.

III. Assessing Decoding and Language Comprehension

Key Decisions to be Made	Types of Assessments that Provide the Data Needed to Make the Decision (These are examples - not an exhaustive list)	Approaches to Using these Assessment Tools When Working with Students During Distance Learning
Question: **In which main area do students need supplemental instructional time?** **Decision:** **Selecting Tier 2 interventions for groups of students.**	Examples include A2i, iReady, and Lexia RAPID provide subtest scores for decoding and language comprehension. These examples of computer adaptive assessments measure decoding and language comprehension which together lead to reading comprehension.	Discuss with administration the possibility of students coming to school in shifts to complete these assessments. Administer the assessment remotely with computers at home or with a mobile computer lab.

Key Decisions to be Made	Types of Assessments that Provide the Data Needed to Make the Decision (These are examples - not an exhaustive list)	Approaches to Using these Assessment Tools When Working with Students During Distance Learning
	Curriculum-based measurement assessment systems measure decoding and need supplemental assessment to determine language comprehension. Progress monitoring tools included with an intervention. If assessments listed above are not being used, see below for more specific skill assessments.	Refer to the assessment vendor for remote administration guidance.

IV.   **Assessing Phonological Awareness, Orthographic Knowledge, Fluency, Vocabulary, Sentence Structure, Text Structure, Comprehension**

Key Decisions to be Made	Types of Assessments that Provide the Data Needed to Make the Decision (These are examples - not an exhaustive list)	Approaches to Using these Assessment Tools When Working with Students During Distance Learning
Question: **Why is a student struggling with reading?** **Decision:** **Selecting Tier 3 intervention or individualized education plan (IEP) goals for individual students. *** ***This refers to setting IEP goals for students who have *already* been qualified for special education; it does not refer to special education eligibility decisions.**	The subtest scores on computer-adaptive assessments like MAP Growth, iReady, and RAPID provide information about several, but not all, of the domains. Assessments on the Free or Very Low Cost Assessment List Subtest scores from various academic achievement batteries (e.g., Clinical Evaluation of Language Fundamentals, Woodcock Johnson Test of Achievement)	Discuss with administration the possibility of students coming to school in shifts to complete these assessments. Consider working one-on-one through a learning at a distance virtual session.

V.   All Components Including Decoding, Language Comprehension, Phonological Awareness, Orthographic Knowledge, Fluency, Vocabulary, Sentence Structure, Text Structure, Comprehension

Key Decisions to be Made	Types of Assessments that Provide the Data Needed to Make the Decision (These are examples - not an exhaustive list)	Approaches to Using these Assessment Tools When Working with Students During Distance Learning
Question: **Where are the specific opportunities for learning progress to occur in day-to-day activities for individuals?** **Decision:** **What content to re-teach and provide more practice?** **How to group students for instruction.**	Quizzes, unit tests, curriculum-embedded assessment, and spelling inventories. Informal reading inventories listed on the Free or Very Low Cost Assessment List Running records Formative assessments	Conduct conversations with small groups of students or a prompt for a written or verbal response. Use Quizlet, Kahoot, or print a local quiz to give to a student. Have a family member or caregiver capture the student reading and forward this to the teacher. Use a tool such as Animoto or FlipGrid to capture a student reading or responding to a prompt. To conduct a running record, provide a copy of a reading passage to students who are receiving targeted instruction to gather diagnostic or progress monitoring information via videoconference. A family member or caregiver could record the student's first reading of the passage and provide a video to teacher. Use formative assessment approaches such as opening prompts and exit tickets collected through a digital platform.