

Third Grade Promotion Guidance

Description

Act 422 of the 2023 Legislative Session enacted R.S. 17:24.11 to prohibit promotion to fourth grade if a student scores at the lowest level of the literacy screener. This policy only applies to students in traditional public schools. Public charters are not included.

Assessment

- Amplify’s DIBELS 8th literacy screener.
- Promotion is based on scoring higher than *well below* on the **composite score**.

End-of-Year Measures and Cut Scores

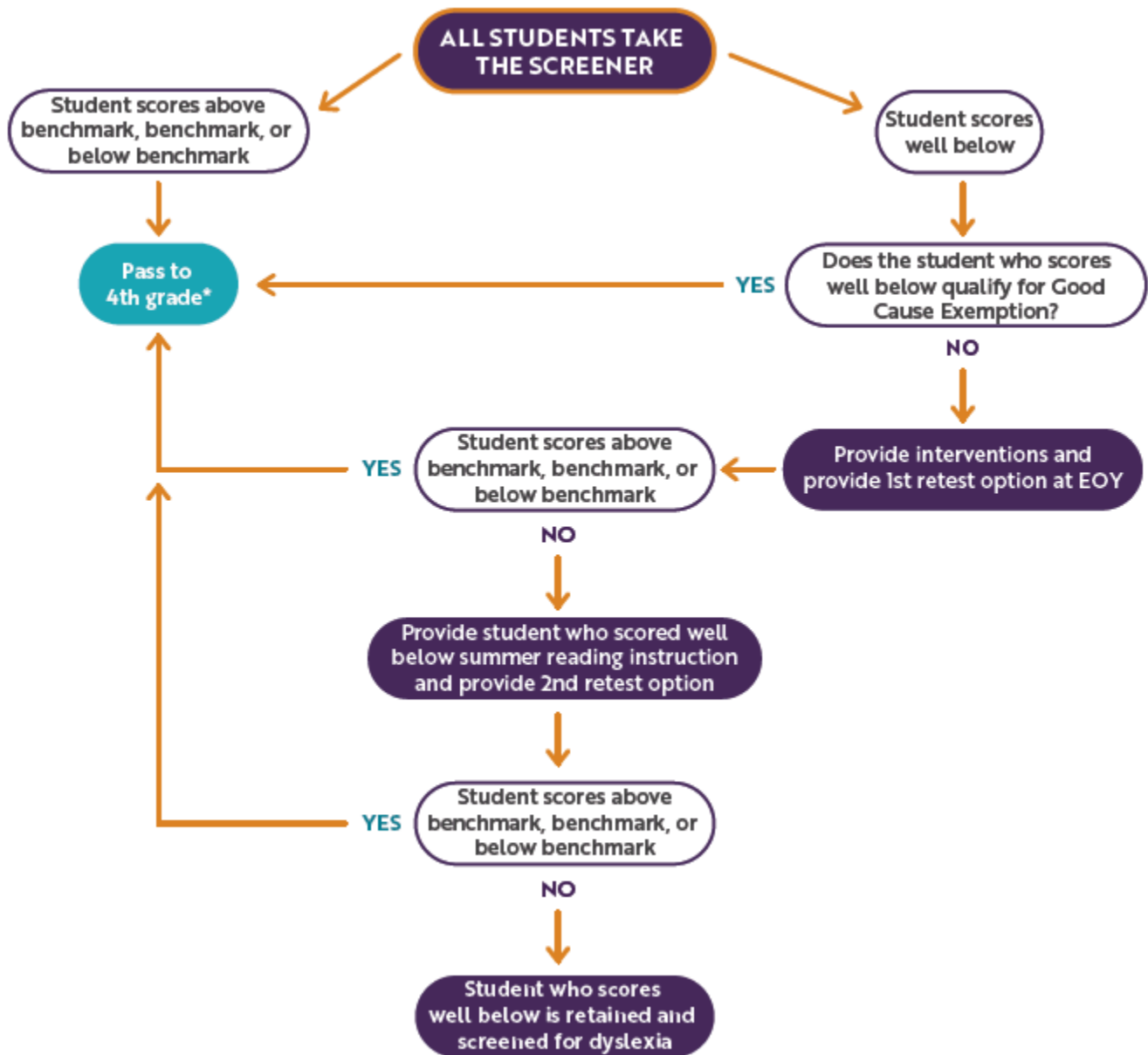
Measure	Above Benchmark	At Benchmark	Below	Well Below
Composite	467+	442-466	424-441	200-423
Nonsense Word Fluency (Correct Letter Sounds)	141+	105-140	80-104	0-79
Nonsense Word Fluency (Words Recoded Correctly)	45+	31-44	24-30	0-23
Word Reading Fluency	70+	55-69	47-54	0-46
Oral Reading Fluency (Words Correct)	136+	114-135	96-113	0-95
Oral Reading Fluency (Accuracy)		96+	91-95	0-90
Maze	22.5+	15.5-22	12-15	0-11.5

Timeline

Students are given three opportunities to score above *well below*.

- EOY benchmark in April
- Second opportunity at end of May
- Third opportunity after optional summer learning opportunity

Decision Making Flowchart



*Passed for this requirement only. Local pupil progression determines other promotion requirements, such as grades and absenteeism.

Good Cause Exemption

All third grade students must be assessed using the approved literacy screener. A third grade student with scores on the literacy screener that fall within the lowest achievement level may be promoted to the fourth grade through a good-cause exemption. To qualify for a good-cause exemption one of the following conditions should be met. For the purposes of this Section, intensive reading intervention includes targeted intervention in a small group with progress monitoring documented through an individual reading improvement plan.

- A student with Limited English Proficiency who has been enrolled in an English language assistance program for fewer than two years. If a student comes from out of state and was in an English language assistance program, then those years count.
- An Individualized Education Program (IEP) indicates that the screener is not appropriate for the student with a disability for the purpose of retention. (For more information, see the [Individualized Education Program \(IEP\) Team Decision-Making Guidelines for Assessment Accommodations](#).)
- A student's Individualized Education Program or Section 504 Plan reflects that intensive reading intervention has been received for two years. The IEP or 504 Plan must include a reading goal.
- A student with an Individualized Education Program or Section 504 Plan was previously retained in kindergarten, first, or second grade.
- A student who has not met [Bulletin 1508](#) eligibility criteria as a student with an exceptionality, has been previously retained in kindergarten, first, second, or third grade, **and** has received intensive evidence-based structured literacy intervention for two or more years. Intervention should be documented through an individual reading improvement plan.

Please note that intensive reading intervention includes targeted intervention in a small group with progress monitoring documented through an individual reading improvement plan.

- A student has been diagnosed with dyslexia as documented on an IEP or 504 Plan with accompanying supporting documents or medical diagnosis documentation. This does not include students with characteristics of dyslexia.
- A student demonstrates an acceptable level of proficiency on a BESE-approved alternative standardized assessment. (Alternative assessments will be presented for BESE approval upon recommendation of LDOE.)
- A student, including a student who receives accommodations, who has scores in the Mastery achievement level on the English Language Arts section of the LEAP 2025 assessment.

Note: Regardless of a student qualifying for a good-cause exemption, literacy screening, intervention, and progress monitoring should continue.

Good Cause Exemption Questions

If the answer is yes to any of the following questions, then the student falls under the Good Cause Exemption rule.

1. I am a regular education student.
 - a. Has the student been previously retained in kindergarten through grade three **and** has received two years of intensive reading intervention as documented through an individual reading improvement plan?
 - b. Did the student score Mastery on the third grade LEAP ELA portion?
2. I am a student with an IEP or 504 plan.
 - a. Has the student been previously retained in kindergarten through grade three **and** has received two years of intensive reading intervention as documented through an individual reading improvement plan?
 - b. Does the student's IEP indicate that the literacy screener is not appropriate for the student?
 - c. Does the student have an IEP or 504 Plan with a reading goal and has received two years of intensive reading intervention as documented through an individual reading improvement plan?
 - d. Has the student been diagnosed as a student with dyslexia (not characteristics of dyslexia)?
 - e. Did the student score Mastery on the third grade LEAP ELA portion?
3. I am an English Learner.
 - a. Has the student been enrolled in an English language assistance program for fewer than two years?
 - b. Has the student been previously retained in kindergarten through grade three **and** has received two years of intensive reading intervention as documented through an individual reading improvement plan?
 - c. Did the student score Mastery on the third grade LEAP ELA portion?
4. I am a student with Dyslexia.
 - a. Has the student been diagnosed as a student with dyslexia (not characteristics of dyslexia)?
 - b. Did the student score Mastery on the third grade LEAP ELA portion?
 - c. Has the student been previously retained in kindergarten through grade three **and** has received two years of intensive reading intervention as documented through an individual reading improvement plan?

Dyslexia Screening

A student who does not score above the lowest achievement level on the literacy screener after three attempts shall be screened for dyslexia and shall not be promoted to the fourth grade unless promoted for good cause.

If a dyslexia screening indicates that the student is at-risk for dyslexia, an immediate referral should be made to the School Building Level Committee (SBLC) to obtain parent permission to initiate the preliminary gathering of data and a review. SBLC members on committees reviewing data for a student who is identified as at-risk for dyslexia should include a teacher of the student identified for review, a speech-language pathologist, educational diagnostician, dyslexia practitioner, dyslexia therapist, and/or a person trained in the identification of dyslexia, a principal or their designee, and a parent or guardian. The SBLC will determine if relevant data indicates the need for further action that may include: additional assessment; continuation of specialized instructional interventions and progress monitoring; development of a 504 Plan to provide classroom accommodations; referral to pupil appraisal for support services or for an evaluation to determine eligibility for special services as provided by IDEA; or return to the the regular classroom without further strategies or interventions.

Excessive Absenteeism

Regardless of the number of absences, third grade students are held to this requirement. School personnel should work with families to communicate attendance policies and inform them of the requirement to score above *well below* on the end-of-year literacy screener.

Family Communication

Family communication is essential. Schools should share information about Act 422 with families at the beginning of the school year, as well as after each benchmark. It is recommended that schools have families sign the Family Information Letter as documentation they have received the information.

- [Third Grade Promotion Family Information Letter](#)
- [Third Grade Promotion Flyer](#)

Teacher Resources

The following resources are available in the [Louisiana Literacy Library](#):

[LIFT](#): A foundational skills diagnostic assessment and a library of resources to assist teachers in addressing gaps in foundational skills for students in grades 3+.

[FIRE](#): An advanced foundational skills curriculum for students in grades 3-5 that provides instruction in advanced spelling patterns, grammar, and morphology.

[DIBELS Professional Development Series](#): A comprehensive scope and sequence to support DIBELS and mCLASS implementation.

[Decoding Multisyllabic Words in Grades 3-12](#): Provides background knowledge required to teach word analysis and syllable types, as well as morphology. The resource also includes several strategies to teach both word analysis and morphology.

[LDOE Professional Learning Platform Literacy Series](#): Codes for literacy courses on the Louisiana Professional Learning Platform, such as DIBELS PD Series and Content Literacy Series.

[K-2 Writing PD Series](#): Provides information on effective writing instruction in grades K-2.

[3-12 Literacy Support PD Series](#): Provides information on literacy support for students in grades 3-12.

[FUEL](#): These fluency supports aligned to ELA Guidebooks 3-5 (2022) are used to provide targeted individualized support to students during small-group instruction.
