

Move on When Reading Criteria for New Exemption
Approved by the Board March 26, 2018

The newest exemption to the 3rd grade retention requirement may be used for students at the end of the 2017-2018 school year and states that a student may be promoted if she/he *“has demonstrated or subsequently demonstrates sufficient reading skills or adequate progress towards sufficient reading skills as evidenced through a collection of reading assessments approved by the state board of education, which includes an alternative standardized reading assessment approved by the state board.”*

For this exemption, local education agencies may utilize the list of approved assessment vendors listed on the subsequent attachment or may utilize a different assessment that meets the criteria below. The criteria was developed with the Arizona Department of Education, staff from the Arizona State Board of Education, and a group of literacy experts from around the state.

This list will be used by schools and districts to determine if the data collected from their literacy assessment tool(s) may be used to exempt a student from retention who has failed to meet the MOWR cut score on the reading portion of the 3rd grade statewide English language arts exam. These data may come from multiple valid assessments of the 3rd grade English language arts standards, which focus on sufficient reading skills to support comprehension of 3rd grade literary and informational texts.

***Criteria for Valid Literacy Assessments for use with the Move On When Reading
Collection of Assessments Exemption***

1. The assessment(s) is technically adequate with reliability and validity information available on the publisher’s website and/or in technical reports.
2. The assessment(s) is aligned to the Arizona English Language Arts 3rd grade Reading Literature, Reading Informational Texts, and Reading: Foundational Skills Standards.
3. The assessment(s) is a reliable and valid test of 3rd grade reading comprehension that uses informational and literary passages from a variety of genres.
4. The assessment(s) is norm-referenced to compare student skills to a defined population used in standardizing the test.
 - a. The vendor(s) must be able to provide norming studies from the past ten years.
5. Scores from the assessment(s) can be converted into percentiles, standard scores, grade-equivalent scores, and/or categories of proficiency.

Test administration adheres to the directions, materials, and scoring procedures provided by the assessment vendor(s).