

Guidance for Meeting Standard (c): Documentation Requirements

Requirement	Example of Documentation*
Identify and diagnose K-4 students who have difficulty learning to read as defined by Standard s. 121.02(1)(c).	<ul style="list-style-type: none"> List of students who have difficulty learning to read as defined by Standard (c) Copies of formative, interim, and summative reading assessments used and/or reading assessment scores
Assign identification and diagnosis of reading difficulties to a qualified staff person.	<ul style="list-style-type: none"> Name and certification of staff person(s) directing identification and diagnosis. A qualified staff person has at least six semester credits of coursework about measurement of reading skills and achievement or the diagnosis of reading difficulties. Individuals without these credentials must be directed by the district reading specialist required under s. 118.015, Stats.
Provide instruction directed to address reading difficulties; this instruction is coordinated with all other reading instruction <i>Please note: Reading interventions delivered to meet the Standard (c) requirement do not need to be “pull-out” services. Please see the FAQ document for more information.</i>	<ul style="list-style-type: none"> Record of the names of children who participated, the interventions provided, evidence of progress, and when services were completed. A copy of the plan for both universal reading instruction and interventions.
Develop a written plan to improve reading performance if fewer than 80% of pupils in a district or school score at or below the minimal proficiency level on the test administered under 2.121.02(1)(r), Stats.	<ul style="list-style-type: none"> A copy of the plan developed to improve reading performance. Please see the FAQ document for more information.

*Please note that this documentation does not need to be separate from any documentation system already in place for an MLSS/RtI system.

For more information, please see the FAQ document.