Early Literacy and Mathematics: Assessment and Intervention

[Iowa Code 279.68](), as amended by [House File 2618]() and [House File 784](), promotes effective assessment, instruction, and intervention practices to support all students to become proficient in reading and mathematics. Taken together, these separate requirements are combined into a common set of assessment, intervention and decision-making practices.

Screening

All public K-6 students are screened three times per year. Approved screening assessments are provided on the [approved literacy assessments]() and [approved mathematics assessments]() lists.

Student Identification, Required Actions and Exit

Grades	Student Identification [1] (Literacy and Mathematics)	Required Actions	Exit
K–3	Below benchmark two consecutive screening windows (i.e., *Persistently At-Risk*)	● Targeted Intervention [3] ● Progress Monitoring - At least every other week ● Home Engagement	Above benchmark, two consecutive screening windows
4–6	● Continuation of *Persistently At-Risk* from Grade 3, followed by below benchmark performance(s), <u>or</u> ● New screening data falling below the benchmark twice consecutively (*Persistently At-Risk)*, <u>or</u> ● Most recently, *Not Yet Proficient* on the Iowa Statewide Assessment of Student Progress (ISASP) [2]		● Performs above benchmark on two consecutive screening windows, <u>or</u> ● ISASP *Proficient* or *Advanced* on Reading or Mathematics, as indicated [2]
Grade 6+	Continue targeted supports and grade-appropriate monitoring of student progress towards grade-level standards		

[1] In mathematics, these calculations begin in the 2025-2026 year.

[2] Literacy status is determined using the ISASP Reading assessment. This score represents performance on the reading-specific items, independent of the Language/Writing portions, which are included in the broader ELA Composite. Individual student-level performance can be found in the On-Demand reports, available shortly after the ISASP is completed.

[3] The [Personalized Reading Plan]() and [Personalized Mathematics Plan]() are available to document required interventions.

Home Engagement

There are four components of parent and guardian communication that can increase school and home collaboration and student success.

1. Home Communication - Notification to parents or guardians of their child's performance and instructional needs. Clearly and in parent-friendly language, share screening data and level of risk, intervention focus and plan.
2. Home Input - This may include information from the parents or guardians about the student's strengths and needs in the impacted area.
3. Intervention Plan and Home Support - Description of intervention plans, including conversation with parents about what the family can do to support the child's needs and specific interventions.
4. Reporting of Student Progress - Ongoing, regular feedback on the child's progress, including the progress monitoring data.

Retention

[HF2618](#) requires that at the end of each school year, parents of students who are *Persistently At-Risk* or *Not Yet Proficient* in literacy (i.e., not applicable to mathematics) be informed of their right to request current grade level retention.

Definitions

At-Risk (AR) - A student who performed below the screening benchmark during a single screening window is considered At-Risk. If, during the subsequent screening window, performance again is below the benchmark, the student's status changes to *Persistently At-Risk*. No actions are required for *At-Risk* status. However, best practices indicate the value of early intervention. The recommendation is to provide intervention and monitor students at risk.

Persistently At-Risk (PAR) - Falling below established risk benchmarks for two consecutive screening periods identifies a student as *Persistently At-Risk* (PAR) and requires intervention, progress monitoring and home communication.

Not Reading Proficiently (per HF2618) - A term used in HF2618 to describe a student who fell below grade-level proficiency standards during the most recent ISASP Reading assessment. For the purpose of the early literacy requirement, *Not Reading Proficiently* is functionally equivalent to *Persistently At-Risk*.

Personalized Reading / Mathematics Plan - These are the formal intervention plans available to schools to organize and write intervention plans. The intervention plan template available in Iowa's MTSS Data System (i.e., Panorama Student Success) meets the requirements for writing and monitoring the intervention requirement.

Universal Screening - Required literacy and mathematics fall, winter and spring screening periods during which all students are assessed to determine risk and likelihood of future success. Each approved universal screening assessment has established benchmarks that determine risk for each screening window.

Progress Monitoring - These are the weekly to bi-weekly skill checks of student progress. Individual student performance during these assessments provides an indication of the rate of student progress in relation to grade-level targets as well as individual student-specific goals. These assessments are typically brief, sensitive to growth, and able to be repeated during subsequent weeks.

ISASP Performance Standards - A level of performance established by a standard-setting process that places individual student performance into one of three categories: *Not Yet Proficient*, *Proficient*, and *Advanced*. These determinations are made annually, following the conclusion of the spring ISASP assessment.