

Bulletin 1566, [revised October 2022](#), requires that third and fourth grade students who score below grade-level on an end-of-year literacy assessment must receive 30 hours of summer literacy interventions consisting of explicit, targeted literacy instruction based on the science of reading or they will be retained. This guidance provides clarity on how to determine which students should receive summer literacy interventions as well as resources to support the assessment process and instructional planning. This applies to the 2022-23 and 2023-24 school years only.

**Who should be assessed at the end of the school year? (Appendix A)**

- All third grade students
- Fourth graders who scored Basic or below on their most recent LEAP test results
- The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.

**What assessment should be used to determine if a student requires summer literacy interventions?**

To determine a student’s eligibility for summer, LEAs should use the following assessment:

- The Louisiana State Literacy Screener (DIBELS 8th edition)

**What cut scores should be used to determine if students require summer literacy interventions?**

1. If using the Louisiana State Literacy Screener (DIBELS 8th edition), use the composite score. Any student who scores *below benchmark* or *well below benchmark* will require summer literacy interventions.
2. If using the LIFT resources from the Department, use the national literacy norms from Hasbrouck & Tindal (2017) (See Appendix E).

**What instructional materials should be used during the summer program?**

LEAs may:

- utilize [LIFT Kit resources](#) to provide targeted literacy interventions.
- use [FIRE lessons](#) to pre-teach upcoming grade level lessons.
- resources included as a part of your high quality instructional materials.
- LDOE-approved [literacy intervention materials](#).
- contract with Department-approved tutoring providers.
  - [Real-time Early Access to Literacy \(REAL\) Tutoring Service Provider Guide](#)
  - [Steve Carter Literacy Tutoring program](#) (Tutors are required to be trained in the science of reading.)
  - [Accelerate resources](#)

**How should summer literacy instruction be structured?**

Schools may use existing summer learning programs and structures that provide literacy instruction based on the science of reading. Below is a sample of the literacy block.

Literacy Block - 2 hours, 15 days	
Time	Structure
20 minutes	FIRE lessons - use upcoming grade level - whole group
30 minutes	Small group instruction (no more than 5 kids in a group) - Use LIFT diagnostic and/or screener results to identify skills for which students need support. Then, find appropriate resources included with HQIM literacy intervention materials and/or resources from the LIFT Library. Group 1 - 15 minutes while others work independently Group 2 - 15 minutes while others work independently
40 minutes	Whole group foundational skills lessons - Use LIFT diagnostic and/or screener results to identify skills for which students (and/or groups of students) need support, and then provide targeted support in those specific areas.
30 minutes	Small group instruction (no more than 5 kids in a group) - using LIFT materials or other HQIM literacy intervention materials Group 1 - 15 minutes while others work independently Group 2 - 15 minutes while others work independently

**What other requirements should be considered during planning?**

- No tuition or fees can be charged for the attendance of an eligible student.
- Transportation must be offered.

**What if a child does not attend the summer program or misses some days?**

- A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.
- Prior to retaining a student, a meeting of the SBLC committee may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student.

**Who should I contact with questions?**

Please send all questions to [louisianaliteracy@la.gov](mailto:louisianaliteracy@la.gov).

**Appendix A**  
**Student Eligibility**

**Third Grade Students**

- Any third grade student who scores below benchmark on the EOY literacy screener (DIBELS 8th) is **required** to attend the summer program.
- The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team. LEAs are still encouraged to include these students in the summer program.

**Fourth Grade Students**

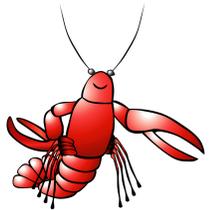
- Any fourth grade student who scores below benchmark on the EOY literacy screener (DIBELS 8th) is **required** to attend the summer program.
- Any fourth grade student who scored Mastery or above on their 3rd grade LEAP assessment the prior year or scores at grade level on the MOY literacy screener is excluded from this policy.
- The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team. LEAs are still encouraged to include these students in the summer program.

Appendix B

*Student Copy*

**Quest for the Best**

Once upon a time there were two friends, Peggy Pelican and Cam Crawfish. These two friends loved to eat yummy food and would go all over the state to find new places to eat. Peggy’s favorite food was gumbo, and Cam’s favorite food was red beans and rice. One day, Peggy asked Cam to go on a quest to find the best gumbo and red beans and rice in the entire state.



Peggy said, “I can’t wait to find the best gumbo in our state. It will be a great adventure for us!” Cam was also excited to start this quest for the best, but he did not think he could find red beans and rice that tasted better than his mom’s. “I am excited to start this quest, but I know no one makes better red beans and rice than my mom!”



The next day, Peggy and Cam set off on their fun food adventure. They ate bowls and bowls of gumbo and red beans and rice. At the end of the day, they were so full they could barely move! “I have eaten so much today, but I still don’t think I’ve found the

best gumbo,” said Peggy. Cam said, “I like trying all of these different styles of red beans and rice, but I still haven’t found one that comes close to being as good as my mom’s.”

Day after day, Peggy and Cam continued on their quest to find the best. Peggy kept finding better bowls of gumbo, but Cam never found one he liked better than his mom’s. One day, Cam told Peggy, “We have tried so many places in our great state, but there is one last place I would like you to try.” Peggy agreed, and Cam brought Peggy to his favorite restaurant, his house.

Cam’s mom made a big bowl of gumbo and a big bowl of red beans and rice. Peggy and Cam ate every bite and asked for more. At the end of the meal, Peggy looked at Cam and told him, “Our quest for the best is over. Your mom makes the best gumbo and red beans and rice I’ve ever eaten!” Cam nodded and said, “It’s been fun trying other places, but the best food can always be found at home.”

Appendix C

***Teacher Copy***

**How to use this assessment:**

Use this passage to mark words read incorrectly as the student reads. This is a **timed reading**, and you will need a timer to administer this reading record. Students should be able to easily read this passage **within three minutes**. If they are not able to read the passage within three minutes, stop them at that point, and use a bracket to denote where the reading stopped.

**Teacher Recording Document:** Place the student passage in front of the student and tell them that they are going to read a story about two friends who are looking for the best gumbo and red beans and rice in Louisiana. Tell them to do their very best reading. Begin timing when they read the first word. **You will need a copy of this document for each student.**

**Quest for the Best**

Once upon a time there were two friends, Peggy Pelican and Cam Crawfish.	13
These two friends loved to eat yummy food and would go all over the state to find	29
new places to eat. Peggy’s favorite food was gumbo, and Cam’s favorite food was	43
red beans and rice. One day, Peggy asked Cam to go on a quest to find the best	61
gumbo and red beans and rice in the entire state.	71
Peggy said, “I can’t wait to find the best gumbo in our state. It will be a great	88
adventure for us!” Cam was also excited to start this quest for the best, but he did	105
not think he could find red beans and rice that tasted better than his mom’s. “I am	122
excited to start this quest, but I know no one makes better red beans and rice than my	140
mom!”	141

The next day, Peggy and Cam set off on their fun food adventure. They ate	156
bowls and bowls of gumbo and red beans and rice. At the end of the day, they were	174
so full they could barely move! “I have eaten so much today, but I still don’t think	191
I’ve found the best gumbo,” said Peggy. Cam said, “I like trying all of these different	206
styles of red beans and rice, but I still haven’t found one that comes close	221
to being as good as my mom’s.”	228
Day after day, Peggy and Cam continued on their quest to find the best. Peggy	243
kept finding better bowls of gumbo, but Cam never found one he liked better	257
than his mom’s. One day, Cam told Peggy, “We have tried so many places	271
in our great state, but there is one last place I would like you to try.” Peggy agreed,	289
and Cam brought Peggy to his favorite restaurant, his house.	299
Cam’s mom made a big bowl of gumbo and a big bowl of red beans and rice.	316
Peggy and Cam ate every bite and asked for more. At the end of the meal, Peggy	333
looked at Cam and told him, “Our quest for the best is over. Your mom makes the	350
best gumbo and red beans and rice I’ve ever eaten!” Cam nodded and said,	364
“It’s been fun trying other places, but the best food can always be found at home.”	380

Total Words Read Correctly \_\_\_\_\_ Time (in Seconds) \_\_\_\_\_ Number of Errors \_\_\_\_\_

AppendixD

Reading Fluency Scoring

**Step 1:** Calculate Accuracy Rate

Number of Words Read Correctly/Total Number of Words Read \* 100

**Step 2:** Calculate Words Correct Per Minute (WCPM)

Total Words Read - Total Errors = Words Correct (WC)

WC / Number of Seconds Spent Reading (ex. 2 minutes = 120 seconds) \* 60

Ex:  $180/120*60 = 90$  WCPM

Assessment administrators may also use the [Words Correct Per Minute \(WCPM\) Calculator](#).

Appendix E

**COMPILED ORF NORMS**

Hasbrouck & Tindal (2017)

From Hasbrouck, J. & Tindal, G. (2017). *An update to compiled ORF norms* (Technical Report No. 1702). Eugene, OR. Behavioral Research and Teaching, University of Oregon.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
<b>1</b>	90		97	116
	75		59	91
	<b>50</b>		29	60
	25		16	34
	10		9	18
<b>2</b>	90	111	131	148
	75	84	109	124
	<b>50</b>	50	84	100
	25	36	59	72
	10	23	35	43
<b>3</b>	90	134	161	166
	75	104	137	139
	<b>50</b>	83	97	112
	25	59	79	91
	10	40	62	63

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
<b>4</b>	90	153	168	184
	75	125	143	160
	<b>50</b>	94	120	133
	25	75	95	105
	10	60	71	83
<b>5</b>	90	179	183	195
	75	153	160	169
	<b>50</b>	121	133	146
	25	87	109	119
	10	64	84	102
<b>6</b>	90	185	195	204
	75	159	166	173
	<b>50</b>	132	145	146
	25	112	116	122
	10	89	91	91

\*WCPM = Words Correct Per Minute