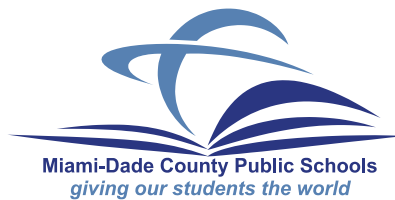


**2013-2014 Grade 3
Reading Student Portfolio
Program Guide**



Miami-Dade County Public Schools

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INTRODUCTION

The Grade 3 Reading Student Portfolio is administered to all students in grade 3 over the course of the second semester of the school year, between January 21 and May 2, 2014. The portfolio assessment consists of sets of reading passages and accompanying questions, to be selected and administered by the classroom teacher. All students in grade 3 must complete portfolio assessments and the results may be used to demonstrate reading proficiency to justify “good cause” promotion to grade 4 if specified criteria on the Grade 3 FCAT 2.0 Reading assessment are met. See Appendix A for a description of “good cause”.

PROGRAM OVERVIEW

As required by the statewide public school student progression law eliminating social promotion, Section 1008.25, Florida Statutes, a student may be promoted to grade 4 if the student demonstrates reading mastery through one of the following:

1. *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* - reading test score of Level 2 or higher,
or
2. *Grade 3 Reading Student Portfolio* - performance on each reading benchmark rated as acceptable (“good cause” criteria),
or
3. *Alternative Standardized Reading Assessment* administered prior to the end of the school year – reading percentile rank score of 50 or higher on the Iowa Test of Basic Skills (ITBS) Level 9,
or
4. *Alternative Assessment for Grade 3 Promotion* (administered at the end of summer reading camps) - reading percentile rank score of 45 or higher on the *Stanford Achievement Test, 10th Edition (SAT-10)*,
or
5. *Grade 3 Mid-Year Promotion* (administered in the fall, following retention) – raw score number correct of 24 or higher on the Iowa Test of Basic Skills (ITBS) Level 10.

The Grade 3 Reading Student Portfolio represents a student’s second opportunity to be promoted to grade 4 for the subsequent school year. It was developed as part of an ongoing effort to document student mastery of the Next Generation Sunshine State Standards (NGSSS) in reading that are assessed on the FCAT 2.0. The district established the portfolio committee which recommended that evidence be collected for **all** third grade students and that the evidence be uniform throughout the district in order to ensure equity across schools.

State Guidelines for the Grade 3 Reading Student Portfolio

The State Board of Education established guidelines for the portfolios. As per the guidelines, sixty percent of the passages must be literary and the remaining passages must be informational. The length of the passages may vary from 100-700 words, with an average of 500 words. See Appendix B for a complete list of the guidelines. The portfolio must measure the Grade 3 NGSSS Reading Benchmarks. See Appendix C for the reading benchmarks.

To assist teachers, the district developed the *Grade 3 Reading Student Portfolio*, which consists of a series of passages that meet the state requirements with accompanying questions in multiple choice format.

Because the purpose of the portfolio is to gather information on student reading proficiency over a period of time, the students must complete a series of passages at various times throughout the second semester rather than within a particular testing window. The evidence must be obtained through a **cold read**; that is, the first time a student sees a passage he/she must read the passage and respond to the accompanying questions without any assistance from an adult or other student.

According to the State Board of Education, to be accepted as meeting the portfolio option, a student's portfolio must include at least three examples of mastery per benchmark. The 2013-14 *Grade 3 Reading Student Portfolio* is comprised of **10** required reading passages which provide multiple opportunities to compile evidence of a student's reading mastery. In addition, supplemental passages may be used on a case-by-case basis if a student is close to demonstrating mastery, and requires a few instances of additional evidence. (New) Supplemental passages will need to be obtained from the Student Assessment and Educational Testing department as these passages will not be included in provided packets. The 2014 Portfolio Blueprint, showing the types of passages and number and types of questions per benchmark, is located in Appendix D. See page 7, Preparation of Materials, for more detailed information about supplemental materials.

SCHEDULE OF ACTIVITIES

2012-13 GRADE 3 READING STUDENT PORTFOLIO

Date	Activity
January 6-10	<p>Schools receive shipments of portfolios from Pride Enterprises.</p> <p>Schools receive Grade 3 Portfolio answer keys via password protected email.</p>
January 6-10	Mandatory screencast training for all Test Chairpersons.
January 10	Complete the online screencast verification form at https://www.surveymonkey.com/s/K2RXHTQ by this date.
January 21	Teachers sign the <i>2013-14 Grade 3 Reading Portfolio Security Form</i>
January 21 – May 2	Teachers administer portfolios to all grade 3 students.
Mid-May	<p>Schools receive 2014 Grade 3 FCAT 2.0 Reading scores.</p> <p>For students being recommended for promotion based on the portfolio, school-level staff complete documentation and second reader verifies scores.</p> <p>Schools deliver completed <i>Grade 3 Reading Portfolio Transmittal Form and Roster, Grade 3 Portfolio Promotion Recommendation Form(s), Score Summary Sheet(s), and Teacher-Selected Passage Form(s)</i> (if applicable) to Regional Center or appropriate office within 2 days of receiving FCAT scores.</p>
June 3	<p>Schools pick up signed forms and portfolios from the Regional Center or appropriate office.</p> <p>Principals may notify teachers and parents/guardians of the decision to promote or retain students.</p>
June 6	Schools update Integrated Student Information System (ISIS) to reflect approved promotions.

STUDENTS TO BE TESTED

All third grade students, including those classified as students with disabilities and/or English Language Learners (ELL), **must** complete a *Grade 3 Reading Student Portfolio*.

The only students with disabilities who **may** be exempted are students who have a current Individual Educational Plan (IEP), are not participating in the FCAT, **and** are taking an alternate assessment. For exemption from state or district assessments, **both** of the following criteria must be met:

- The student's demonstrated cognitive ability prevents the student from completing the required coursework and achieving the NGSSS, even with appropriate and allowable course accommodations.
- The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.

In such cases, alternate assessment information must be added to the Integrated Student Information System (ISIS), as required by the Florida Department of Education.

For further information regarding exemption from state assessment, refer to the five guiding questions on page 2 of insert D of the student's IEP.

Accommodations for Students with Disabilities, Section 504 Students, and English Language Learners (ELL)

Accommodations must be provided, as appropriate, for eligible students with disabilities, for students who are eligible under Section 504, and for students classified as ELL. **Because the activities in the *Grade 3 Reading Student Portfolio* require students to demonstrate reading ability, the reading passages cannot be read to students as an accommodation.** Following are permissible accommodations.

Accommodations for Students With Disabilities and Section 504 Students

The following accommodations are permitted, if needed, for students with disabilities with active IEPs or for students with active Section 504 Accommodation Plans. Teachers should follow the procedures outlined below and give special assistance only to those students who are eligible for such assistance, as per the current IEP or Section 504 Accommodation Plan.

- **Flexible Setting.** Students may read the passages and individually respond to the questions in a small-group setting under a teacher's supervision.

- **Flexible Scheduling.** Students may read the passages and respond to the questions during several brief sessions, as long as all testing is completed during the second semester of the school year.
- **Recording of Answers.** Students may mark answers on the pages with the questions or indicate their answers to a teacher. The teacher will then transcribe student's responses onto the pages with the questions and write his/her initials next to each transcription.
- **Mechanical Aids.** Students may use a magnifying device, a pointer, a noncalibrated ruler or template, or other similar devices to assist in maintaining visual attention to the passages and the questions.
- **Auditory or Sign Language Presentations.** The teacher may sign, provide oral interpretations of, or read general directions. The reading passages must be read by the student using visual or tactile means.
- **Dictionary.** Students who use sign language as their primary means of communication may use an English/sign or sign/English translation dictionary.

Accommodations for ELL

The guidelines for all ELL are as follows:

1. **Flexible Setting.** ELL may be offered the opportunity to read the passages and respond to the questions in a separate room with the ESOL or heritage language teacher. Because the students are not of legal age, parents must be informed of this option and should be asked for their preferences in the test administration.
2. **Assistance in the Heritage Language.** The heritage language teacher may answer students' questions about general directions or test questions in a way that the students would not be mistakenly led to infer the correct answer.
3. **Dictionary.** ELL students must have access to an English-to-heritage language dictionary and/or heritage language-to-English dictionary, such as those made available to ELL in an instructional setting. However, a dictionary written exclusively in the heritage or in English may not be used.
4. **Flexible Scheduling.** ELL may read the passages and answer the questions during brief sessions, but all the work must be completed during the second semester of the school year.

Special Formats for Students with Visual Impairments

Teachers of students who are visually impaired or blind will be sent the large print or the Braille format of the reading passages and activities for the *Grade 3 Reading Student Portfolio* and administration instructions. These materials will be sent directly to the students' home schools. The Braille format should be administered only to those students who require a Braille format, and administered only by the teacher of the Visually Impaired.

The home school will assess students who require the use of a large print format of the reading passages and activities. These students may be grouped with other students with disabilities. Each school must schedule the portfolio activities for these students, including the provision of any appropriate accommodations.

Notifying Parents/Guardians

Schools must notify parents/guardians about the grade 3 promotion requirements and the opportunities students will have to demonstrate reading proficiency. This can be done through newsletters, posters, bulletin boards, letters, and during teacher-parent meetings.

MAINTAINING TEST SECURITY

In order to maintain the security of the Grade 3 Student Reading Portfolio contents, all personnel involved with any aspect of this testing program must sign the *2013-14 Grade 3 Reading Portfolio Security Form* found in Appendix I (FM-7527). This form delineates the policies established by School Board Policy 2605.

SCHEDULING THE COLLECTION PERIOD

The reading passages included in the *Grade 3 Reading Student Portfolio* must be conducted in **a classroom setting during the second semester of the school year. Passages may not be completed as a homework assignment or outside the classroom.** As per State Board of Education action on January 21, 2003, reading activities and tests that took place in the first semester may not be included.

Because the portfolio should represent student reading mastery over a period of time, the teacher has many options regarding when and how the students read the passages and respond to questions.

- The passages must be read and questions answered during the second semester.

- The passages must be administered as a “cold read”, meaning that a student sees the passage for the first time and reads the passage independently.
- **At no time may the teacher or another individual read a portfolio passage to the student.**

The order or sequence in which the passages are administered should be determined at the school site. The order could be from the shortest to longest passage or the simplest to most complex passage. Another way to schedule the passages is to match the benchmark or theme being emphasized in weekly lesson plans and the passage(s) that contain questions most related to the benchmark or theme being taught. The sequence of passages may vary between schools and/or classrooms within a school.

Based on the students’ needs, each teacher should decide when they will independently read the passages, how much time they will have to read each passage and respond to the questions, the number of reading passages they will read each week, and if they will respond to the questions in writing or individually verbalize their responses to the teacher. (Please refer to the following section, *Administering the Test*, for additional information on this topic.) **It is recommended that no more than two passages be administered each week.**

PREPARATION OF MATERIALS

Copies of the district-provided reading passages and questions will be delivered directly to each school by Pride Enterprises. The number of copies provided is based on each schools’ grade 3 enrollment including an additional overage.

In the event that an additional demonstration is needed, please contact Student Assessment and Educational Testing at 305-995-7520 to request. **No more than a total of 2 additional passages should be used;** Passages from previous administrations will not be appropriate to use as in previous years.

Grade 3 Portfolio Materials

District-provided passages and questions 10	Required
Additional supplemental passages and questions. No more than 2 district provided.	Optional (if needed)

If a student is being recommended for promotion based partially on a passage identified as a supplemental passage, the teacher must complete the *Teacher Selected Passage Form*. See Appendix E for a copy of this form.

ADMINISTERING THE PORTFOLIO

The primary reading teacher is responsible for collecting evidence of each assigned student's mastery of the NGSSS benchmarks.

The reading passages and questions must be completed in **untimed classroom settings** during the second semester of the school year. Students must be given as long as they need to read the passage independently and answer the accompanying questions. **When students are not using the passages and questions, the materials must be kept in a secure limited-access location.**

Before students begin to read a passage, the teacher should discuss the multiple choice format, and explain how the students are to respond. The teacher may also answer questions about the directions, but may not read the passages or explain the meaning of words in the passages. Students are not allowed to use dictionaries or other aids to assist them in defining the words. (ELL may use an English-to-heritage language dictionary. Students who use sign language as their primary means of communication may use an English/sign or sign/English dictionary.)

While the students must read the passages independently, **the teacher may specify how the students respond to the questions.**

- The teacher may require students to write their answers on the page with the questions. In that case, the students must answer multiple choice questions by bubbling in the letter of the answer they select.
- The teacher may allow any student to verbally respond to the questions in a one-on-one setting if, in the teacher's professional judgment, a student's reading comprehension can more exactly be captured by verbally responding to a question. In the case that a student verbally responds to the questions, the teacher must record the answer verbatim on the student's response form.

If the teacher records a student's response, the teacher must write his or her initials next to each entry on the student's response form.

SCORING

The answer keys for the district-provided reading passages will be provided to each school under separate cover. The answer keys list the benchmark assessed and the correct response for each question.

A correct response for a multiple choice question is equal to one acceptable demonstration; each passage allows for the opportunity to accumulate a total between

six and nine demonstrations. In order to demonstrate mastery of each benchmark, a student is required a minimum of three acceptable demonstrations for each of the fourteen tested benchmarks. As a reminder, when answer keys are not in use, they must be placed in a secure access location. Staff members directly working with the portfolio are the only ones who should have access to them.

COLLECTING AND RECORDING EVIDENCE OF STUDENT MASTERY

The primary reading teacher must keep a record of all students' mastery on each of the fourteen reading benchmarks. Because the benchmarks are assessed throughout and across reading passages, it is important to maintain a record of the number of successful demonstrations for each benchmark achieved by each student.

Preliminary Recording of Mastery

During the portfolio collection period, the record of each demonstration of mastery can be kept informally. For this stage, teachers have the option of creating their own tracking system. The teacher could simply place a check (✓) on the student's answer sheet next to each demonstration of mastery, and then note the number of acceptable demonstrations per benchmark for a particular passage on the first page of the student's portfolio.

The teacher could also maintain a Score Summary Sheet (FM-6721) for each student (Appendix F). The chart should indicate the number of acceptable demonstrations per benchmark for each passage a student completes.

Recording Mastery for Students Who Will Be Recommended for Promotion

A *Score Summary Sheet* **must** be completed for each student who will be recommended for promotion based on the results of the *Grade 3 Reading Portfolio*. Page 1 of this form lists the titles of the district-provided passages and provides space for the teacher to check if the student had an acceptable demonstration on a question. If supplemental passages are used to show acceptable demonstrations of a benchmark or benchmarks, then both pages 1 and 2 of the form must be completed.

Second Reading of Responses

For each student who will be recommended for promotion, the student's responses must be scored by the primary teacher and independently verified by another instructional staff member, such as the school's reading coach.

The verification is conducted to confirm the accuracy of the score for each passage and to check that the appropriate number of acceptable demonstrations per benchmark is recorded on the *Score Summary Sheet*. Following verification, the *Score Summary Sheet* is forwarded to the principal.

RECOMMENDING STUDENTS FOR PROMOTION

For a student to be promoted to grade 4 based on his/her Grade 3 Reading Student Portfolio results, the recommendation must be 1) made by the reading teacher; 2) approved by the principal; and 3) accepted by the district Superintendent or his designated (Regional Superintendent). Two forms must be completed in this process: the *Grade 3 Portfolio Promotion Recommendation Form* (see Appendix G) and the *Grade 3 Reading Portfolio Transmittal Form and Roster* (see Appendix H). Documentation of results must accompany the forms, as outlined below.

Identification of Students Who May Be Considered for Promotion

Students who score FCAT Level 1 on the Grade 3 FCAT 2.0 Reading may be promoted for good cause if the student has demonstrated through the portfolio that he/she has mastery of each of the fourteen NGSSS benchmarks in reading. The teacher of a student who wishes to use the portfolio evidence to recommend that the student be promoted for good cause must complete the *Grade 3 Portfolio Promotion Recommendation Form*.

Completing the Promotion Recommendation Form

A *Grade 3 Portfolio Promotion Recommendation Form* must be completed for each student to be recommended for promotion to grade 4 based on his/her portfolio. The student's primary reading teacher must complete the section entitled, Documentation to Demonstrate Mastery of the 3rd Grade NGSSS, indicating that the student has provided **at least three acceptable demonstrations of mastery for each of the fourteen benchmarks.**

If student mastery of the benchmarks included any district-selected supplemental passages, the teacher must provide that information in the section of the form entitled, Evidence of Additional Portfolio Passages of the *Grade 3 Portfolio Promotion Recommendation Form*.

Procedures for School’s Transmission to Regional Centers

State law requires that recommendations for promotion based on a portfolio must originate with and be approved by the principal, and be accepted or rejected by the superintendent. In Miami-Dade County Public Schools, the Regional Center Superintendents accept or reject the recommendations or, in the case of charter schools, Charter School Operations personnel.

A *Grade 3 Reading Portfolio Transmittal Form and Roster*, listing the names of the students recommended for promotion, must be signed by the school principal and the second reader and submitted with the *Grade 3 Portfolio Promotion Recommendation Forms* to the designated administrator. See Appendix H for a sample of the *Grade 3 Reading Portfolio Transmittal Form and Roster*. The following documentation must be forwarded along with the form.

- *Grade 3 Reading Portfolio Transmittal Form and Roster* for the school.
- For each student:
 - *Grade 3 Portfolio Promotion Recommendation Form*;
 - *Score Summary Sheet*;
 - Student portfolio, including district-provided passages; and
 - *Supplemental Passage Forms*, passages, and student scored answers, if applicable.

Procedures for Transmission of Region Centers’ Decisions to the School

Regional Center staff review each student’s documentation, rendering a decision regarding the recommendation for each student, as indicated by checking “Promote” or “Retain”. A written explanation must be provided if a recommendation is denied.

The Regional Center keeps the original, signed *Grade 3 Reading Portfolio Transmittal Form and Roster* and copies of the signed *Grade 3 Portfolio Promotion Recommendation Forms*. Copies of the signed *Grade 3 Reading Portfolio Transmittal Form and Roster* and the original *Grade 3 Portfolio Promotion Recommendation Forms*, *Score Summary Sheets*, and portfolios from the Regional Centers are returned to the schools.

After receiving notification from the Regional Center, the principal is responsible for informing the teacher and the parents/guardians of each student of the final decision regarding promotion or retention.

MAINTENANCE OF THE PORTFOLIO AT THE SCHOOL SITE

The original approved or denied *Grade 3 Portfolio Promotion Recommendation Form* and the *Score Summary Sheet* must be retained in the student's cumulative folder, and the contents of the portfolio maintained as noted below.

Portfolio Records Maintenance

For students promoted based on portfolios	3 years
For retained students	1 year
For all other students	90 days

Upon request, parents and guardians may be provided with a copy of their child's *Grade 3 Portfolio Promotion Recommendation Form* or the progress on the score summary sheet may be discussed. **Portfolio passages are copyrighted and may not be copied or provided to parents and guardians.**

Students Who Withdraw from or Transfer to Schools

As with any other educational record, the student's *Grade 3 Reading Student Portfolio* **must** be transferred to the receiving school when a student transfers. Depending on the time of the year a student transfers, the documentation may vary from one demonstration to an almost completed portfolio.

The registrar at the school from which the student is withdrawing must send the contents of the student's portfolio to the receiving school. As with other transferred academic records, the receiving school will need to review the contents of the portfolio as well as other performance indicators and achievement data to evaluate the student's academic standing. The receiving school principal and the student's primary reading teacher will need to determine if they will consider the existing portfolio contents or if they will collect new or additional demonstrations to evaluate the student's reading proficiency.

Students who are new to the school district must participate in the portfolio process immediately when entering. Each new student should follow the school's or the teacher's administration schedule and, at a later date, read those passages that the student missed before entering the new school.

APPENDIX A – DESCRIPTION OF “GOOD CAUSE”

Section 1008.25, Florida Statutes, effective on January 7, 2003, changed the requirements for school district student progression plans. The law prohibits administrative placement that is without regard to student proficiency. Grade 3 reading proficiency is now the stated focus of accountability. School districts **may** exempt grade 3 students who demonstrate continued deficiency in reading from mandatory retention for good cause. The good cause exemptions are specified in law and limited to the following:

- ELL who have had less than two years of instruction in an English for Speakers of Other Languages program.
- Students with disabilities whose IEPs indicate that participation in statewide assessment programs is not appropriate.
- Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
- Students with disabilities who participated in the FCAT and who have IEPs or Section 504 plans that reflect that they have received intensive remediation in reading for more than two years but still demonstrate a deficiency in reading and were previously retained in kindergarten or grades 1, 2, or 3.
- Grade 3 students who have received intensive remediation in reading for two or more years but still have a deficiency in reading and were previously retained in kindergarten, grade 1, 2, or 3 for a total of two years.
- Students who demonstrate, through a student portfolio, that they are reading on grade level as evidenced by demonstration of mastery of the NGSSS in reading equal to at least a Level 2 performance on the FCAT.

APPENDIX B – SUMMARY OF PORTFOLIO GUIDELINES

The guidelines were released by the State Board of Education on January 21, 2003.

To be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio contents must:

- be an accurate picture of the student’s ability and only include student work that has been produced independently in the classroom.
- include evidence that the benchmarks assessed by the Grade 3 Reading FCAT 2.0 have been met. This includes passages that are approximately 60% literary text and 40% informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district’s/school’s adopted core reading curriculum that are aligned with the Next Generation Sunshine State Standards (NGSSS) or supplemental/teacher-prepared assessments that are aligned with the NGSSS.
- be an organized collection of evidence of the student’s mastery of the NGSSS Reading Benchmarks that are assessed by the Grade 3 Reading FCAT 2.0. For each benchmark, there must be at least three examples of mastery as demonstrated by a grade of C or above.
- be selected by the student’s teacher.
- be signed by the teacher and the principal as an accurate assessment of the required reading skills.

APPENDIX C – Next Generation Sunshine State Standards (NGSSS)
Reading Benchmarks
Assessed on the Grade 3 Reading Portion of the FCAT

Benchmark Number	Benchmark Wording
LA.3.1.6.3	The student will use context clues to determine meanings of unfamiliar words.
LA.3.1.6.7	The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meaning of unfamiliar complex words.
LA.3.1.6.8	The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meaning of words.
LA.3.1.6.9	The students will determine the correct meaning of words with multiple meaning in context. <i>Also assesses LA.3.1.6.6 The student will identify “shades of meaning” in related words (e.g., blaring, loud).</i>
LA.3.1.7.2	The student will identify the author’s purpose (e.g., to inform, entertain, explain in text and how and author’s perspective influences text.
LA.3.1.7.3	The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details strongly implied message and inference, and chronological order of events.
LA.3.1.7.4	The student will identify cause-and-effect relationships in text.
LA.3.1.7.5	The student will identify the text structure and author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.
LA.3.1.7.6	The student will identify themes or topics across a variety of fiction and nonfiction selections.
LA.3.1.7.7	The student will compare and contrast elements, settings, characters, and problems in two texts.
LA.3.2.1.2	The student will identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction.
LA.3.2.1.7	The student will identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.
LA.3.2.2.1	The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).
LA.3.6.1.1	The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.

APPENDIX D - 2014 PORTFOLIO BLUEPRINT PASSAGES AND BENCHMARKS

Tested Benchmarks	"A Day at Hull House"	"A Trip to the Beach"	"Longing for Lunch"	"People of the American Experience: Faith Ringgold"	"The Sky's the Limit"	"What will Carmen's Family Find?"	"History in the Making in Montgomery"	"So You Want a Pet?"	"The Machine that Changed the World"	"The Strangest Baby"	Benchmark Opportunity Totals
	Lit.*	Lit.	Lit.	Lit.	Lit.	Lit.	Inf.**	Inf.	Inf.	Inf.	
LA.3.1.6.3	1		2					2		1	6
LA.3.1.6.7			1	1			2	1	2		7
LA.3.1.6.8	1		2						2	1	6
LA.3.1.6.9		1	1	1		1	1			2	7
LA.3.1.7.2	1		1	1	1		1	1	1		7
LA.3.1.7.3		1			1	1	1	1	2		7
LA.3.1.7.4	1	2		1	1	2	1				8
LA.3.1.7.5	1			1		1	1		1	1	6
LA.3.1.7.6	1		1	1	1	1	2	1		1	9
LA.3.1.7.7	1	1	1		2	1	1				7
LA.3.2.1.2	2	2	1	1	1	2					9
LA.3.2.1.7	1	1	1	1	1	1				1	7
LA.3.2.2.1							2	2	1	1	6
LA.3.6.1.1							2	2	1	2	7

*Lit. refers to a Literary passage.

**Inf. refers to an Informational passage.

October 2013

APPENDIX E – SUPPLEMENTAL-SELECTED PASSAGE FORM



**MIAMI-DADE COUNTY PUBLIC SCHOOLS
20__ __ GRADE 3 READING PORTFOLIO**

**SUPPLEMENTAL SELECTED PASSAGE FORM FOR
STUDENTS BEING RECOMMENDED FOR PROMOTION**

Directions: This form is to be used for each passage added to the portfolio. The completed form must be stapled to the top of the supplemental reading passage and student responses that are submitted to the principal and to the Region Center. If the same passage was used in more than one student’s portfolio, this form must be completed for **each** student.

Student’s Name _____
 Student’s ID _____
 Teacher’s Name _____
 School Name and Number _____
 Name of Passage _____

Source of Passage (check one) <input type="checkbox"/> 3 rd Grade Basal <input type="checkbox"/> Supplemental Text <input type="checkbox"/> Magazine <input checked="" type="checkbox"/> Other	Name of Source/Publisher: _____ _____ _____ District provided
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Administered the Week of: _____
Type of Text: (check one)
 Informational or Literary

Benchmark(s) Tested by Passage: (must be multiple choice)

LA.3.1.6.3	_____	LA.3.1.7.5	_____
LA.3.1.6.7	_____	LA.3.1.7.6	_____
LA.3.1.6.8	_____	LA.3.1.7.7	_____
LA.3.1.6.9	_____	LA.3.2.1.2	_____
LA.3.1.7.2	_____	LA.3.2.1.7	_____
LA.3.1.7.3	_____	LA.3.2.2.1	_____
LA.3.1.7.4	_____	LA.3.6.1.1	_____

Duplicate as Needed.

FM-6720 REV (12/13)

APPENDIX F

2014 GRADE 3 READING STUDENT PORTFOLIO SCORE SUMMARY SHEET

Student's Name: _____ Student's ID Number: _____ School's Name and Number: _____

Directions: This form must be completed for each student who will be recommended for promotion based on the portfolio. Each time the student's response is an acceptable demonstration, place a ✓ in the "AD" column for the benchmark. In the "Number of Acceptable Demonstrations" column, write in the total number of acceptable demonstrations across all the passages for the particular benchmark. If supplemental passages are used, complete pages 1 and 2 of this form. The "Number of Acceptable Demonstrations" column on page 1 must reflect demonstrations on both district-provided and supplemental passages from page 2 as directed.

Tested Benchmarks	"A Day at Hull House"		"A Trip to the Beach"		"Longing for Lunch"		"People of the American Experience: Faith Ringgold"		"The Sky's the Limit"		"What Will Carmen's Family Find?"		"History in the Making: Montgomery"		"So You Want a Pet?"		"The Machine that Changed the World"		"The Strangest Baby"		Number of Acceptable Demonstrations	
	Qu	AD	Qu	AD	Qu	AD	Qu	AD	Qu	AD	Qu	AD	Qu	AD	Qu	AD	Qu	AD	Qu	AD		
LA.3.1.6.3	1				1 2										1 3					1		
LA.3.1.6.7					3		1						1 14		2		1 2					
LA.3.1.6.8	2				4 5												3 4			2		
LA.3.1.6.9			1		6		2				1		2							3 4		
LA.3.1.7.2	3				7		3		1				3		4		5					
LA.3.1.7.3			2						2		2		4		5		6 7					
LA.3.1.7.4	4		3 4				4		3		3 4		5									
LA.3.1.7.5	5						5				5		6				8			5		
LA.3.1.7.6	6				8		6		4		6		7 8		6					6		
LA.3.1.7.7	7		5		9				5		7		9									
LA.3.2.1.2	8 9		6 7		10		7		7		8 9											
LA.3.2.1.7	10		8		11		8		8		10									7		
LA.3.2.2.1													10 11		7 8		9			9		
LA.3.6.1.1													12 13		9 10		10			8 10		

Qu = Question Number
AD = Acceptable Demonstration by Student

Page 1 of 2

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APPENDIX F - CONTINUED

2014 GRADE 3 READING STUDENT PORTFOLIO SCORE SUMMARY SHEET

FOR SUPPLEMENTAL PASSAGES

Not included in the original portfolio, must be requested from Assessment, Research and Data Analysis as needed.

Directions: Complete this form according to the directions on page 1. Additional passages should only be used if needed. No more than 2 additional passages may be used.

Tested Benchmarks	Kites that Sail the Skies		The Strange Life of a Sponge		Subtotal of Acceptable Demonstrations from Supplemental Passages
	Qu	AD	Qu	AD	
LA.3.1.6.3			1 2		
LA.3.1.6.7	1				
LA.3.1.6.8	2 3 4		3		
LA.3.1.6.9	5		4		
LA.3.1.7.2			5		
LA.3.1.7.3	6 9				
LA.3.1.7.4	7 8				
LA.3.1.7.5	15		6		
LA.3.1.7.6					
LA.3.1.7.7	10		7		
LA.3.2.1.2					
LA.3.2.1.7	11		8		
LA.3.2.2.1			9		
LA.3.6.1.1	12 13 14		10		

Duplicate as Needed

APPENDIX G – PROMOTION RECOMMENDATION FORM



Miami-Dade County Public Schools

Grade 3 Portfolio Promotion Recommendation Form

Directions: All information must be completed and all supporting documentation attached. Student work must be independently produced in the classroom. A minimum of three examples of mastery for each of the fourteen reading benchmarks must be provided. The signatures of the teacher and the principal certify the portfolio contents as an accurate assessment of the NGSSS required reading skills. The primary reading teacher who assigns the reading grade on the report card should sign this form.

School: _____ School Number : _____ Date: _____

Student Information	Required Signatures (per 1008.25, F.S.)																																
<p style="text-align: center;">_____ (first name) (MI) (last name)</p> <p>ID# _____</p> <p>Accommodations for Student with Disabilities, Section 504, and Limited English Proficient students.</p> <p>_____ All allowable accommodations were used. _____ Allowable accommodations were used. Accommodations used: _____ _____ None of the allowable accommodations were used.</p>	<p>Teacher: _____ (print first name) (print last name)</p> <p>Teacher's Signature: _____</p> <p>Recommend Student for Promotion: Yes _____ No _____</p> <p>Principal: _____ (print first name) (print last name)</p> <p>Principal's Signature _____</p> <p>Recommend Student for Promotion: Yes _____ No _____</p>																																
<p style="text-align: center;">Documentation to Demonstrate Mastery of the 3rd Grade Next Generation Sunshine State Standards</p> <p>For each benchmark a minimum of 3 examples of mastery are required.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Benchmark</th> <th style="text-align: left;">Mastery</th> <th style="text-align: left;">Benchmark</th> <th style="text-align: left;">Mastery</th> </tr> </thead> <tbody> <tr> <td>LA.3.1.6.3</td> <td>Yes ___ No ___</td> <td>LA.3.1.7.5</td> <td>Yes ___ No ___</td> </tr> <tr> <td>LA.3.1.6.7</td> <td>Yes ___ No ___</td> <td>LA.3.1.7.6</td> <td>Yes ___ No ___</td> </tr> <tr> <td>LA.3.1.6.8</td> <td>Yes ___ No ___</td> <td>LA.3.1.7.7</td> <td>Yes ___ No ___</td> </tr> <tr> <td>LA.3.1.6.9</td> <td>Yes ___ No ___</td> <td>LA.3.2.1.2</td> <td>Yes ___ No ___</td> </tr> <tr> <td>LA.3.1.7.2</td> <td>Yes ___ No ___</td> <td>LA.3.2.1.7</td> <td>Yes ___ No ___</td> </tr> <tr> <td>LA.3.1.7.3</td> <td>Yes ___ No ___</td> <td>LA.3.2.2.1</td> <td>Yes ___ No ___</td> </tr> <tr> <td>LA.3.1.7.4</td> <td>Yes ___ No ___</td> <td>LA.3.6.1.1</td> <td>Yes ___ No ___</td> </tr> </tbody> </table>	Benchmark	Mastery	Benchmark	Mastery	LA.3.1.6.3	Yes ___ No ___	LA.3.1.7.5	Yes ___ No ___	LA.3.1.6.7	Yes ___ No ___	LA.3.1.7.6	Yes ___ No ___	LA.3.1.6.8	Yes ___ No ___	LA.3.1.7.7	Yes ___ No ___	LA.3.1.6.9	Yes ___ No ___	LA.3.2.1.2	Yes ___ No ___	LA.3.1.7.2	Yes ___ No ___	LA.3.2.1.7	Yes ___ No ___	LA.3.1.7.3	Yes ___ No ___	LA.3.2.2.1	Yes ___ No ___	LA.3.1.7.4	Yes ___ No ___	LA.3.6.1.1	Yes ___ No ___	<p style="text-align: center;">Evidence of Supplemental Portfolio Passages</p> <p>Check if applicable: <input type="checkbox"/> Used district-provided supplemental and/or teacher-selected passages for the following benchmark(s): _____</p> <p style="text-align: center;">Region Center Decision to Accept or Deny Recommendation for Promotion</p> <p>Accept Recommendation: _____ Signature of Region Center Assistant Superintendent</p> <p>Deny Recommendation: _____ Signature of Region Center Assistant Superintendent</p> <p>Explanation of Denial: _____</p>
Benchmark	Mastery	Benchmark	Mastery																														
LA.3.1.6.3	Yes ___ No ___	LA.3.1.7.5	Yes ___ No ___																														
LA.3.1.6.7	Yes ___ No ___	LA.3.1.7.6	Yes ___ No ___																														
LA.3.1.6.8	Yes ___ No ___	LA.3.1.7.7	Yes ___ No ___																														
LA.3.1.6.9	Yes ___ No ___	LA.3.2.1.2	Yes ___ No ___																														
LA.3.1.7.2	Yes ___ No ___	LA.3.2.1.7	Yes ___ No ___																														
LA.3.1.7.3	Yes ___ No ___	LA.3.2.2.1	Yes ___ No ___																														
LA.3.1.7.4	Yes ___ No ___	LA.3.6.1.1	Yes ___ No ___																														

This form must be maintained in the student's Cumulative Folder.

FM-6547 Rev. (10-12)

APPENDIX H – PORTFOLIO TRANSMITTAL FORM AND ROSTER



**MIAMI-DADE COUNTY PUBLIC SCHOOLS
GRADE 3 READING PORTFOLIO
TRANSMITTAL FORM AND ROSTER**

School Name: _____ School Number: _____

Our signatures acknowledge/certify that all appropriate administration and scoring procedures were followed for the recommendations submitted below and that the portfolios are accurate assessments of the students' reading skills.

Name of Principal _____ Signature of Principal _____ Date _____

Name of Second Reader _____ Signature of Second Reader _____ Date _____

Directions for the School: In the School Use Area, write the name and identification number of each student the school is recommending for promotion based on the student's Grade 3 Reading Student Portfolio.

School Use Area: Name of Student and Student Identification Number	Regional Center Use Area:	
	Decision	
	Promote	Retain

Signature of Regional Center Superintendent _____ Date _____

Duplicate as Needed.

Page _____ of _____

FM-6548 Rev. (11-07)

APPENDIX I – 2013-14 GRADE 3 READING PORTFOLIO SECURITY FORM

**2013-14 GRADE 3 READING PORTFOLIO
SECURITY FORM**

I, _____, have read and understand the
(Print Name)

general guidelines which have been taken from the *Miami-Dade County Public Schools: Standards, Guidelines, and Procedures for Test Administration and Test Security*.

- Under no condition shall the reading passages or the items be provided to teachers, students, or others who are not directly involved with the portfolio.
- Under no condition shall actual test items or reading passages be taught to students or reviewed by students before the portfolio is administered.

These policies were established in order to ensure the integrity of the testing process and the accuracy and validity of all test scores. These policies apply to all personnel involved with any aspect of the test process and is in effect for school, district, state, and national testing programs. Any school or district staff involved in assessment programs are required to abide by state policies established in statute and rule, specifically, the Florida Test Security Statute, Section 1008.24, as well as in district policy, specifically The School Board of Miami-Dade County Bylaws & Policies, 2605 regarding test security and the State Board of Education Rule, 6A-10.042, Maintenance of Test Security. Violations of test security provisions shall be subject to penalties as provided in statute and rule regarding test security.

Signature

Date

(FM-7527)
12/2013

APPENDIX J - WHO TO CONTACT FOR INFORMATION

Issue	Contact Office	Phone Number
Additional copies of student portfolios	Test Distribution Center	305-995-3743
Administration of the assessment portfolio/supplemental passages	Student Assessment and Educational Testing	305-995-7520
Security and assessment issues	Student Assessment and Educational Testing	305-995-7520
Alignment with instruction	Reading /Language Arts	305-995-3120
Requirements for teacher-selected passages	Student Assessment and Educational Testing	305-995-7520
Allowable accommodations for English language learners	Assigned District Supervisor of Bilingual Education and World Languages	305-995-2428
Allowable accommodations for students with disabilities	Exceptional Student Education	305-995-1721
Information on completing recommendations for promotion forms and what materials need to be transmitted to Region Centers	Curriculum and Instruction	305-995-4194

If you need additional copies of this program guide, you may download it from Student Assessment and Educational Testing website:

<http://oada.dadeschools.net/TestChairInfo/InfoForTestChair.asp>