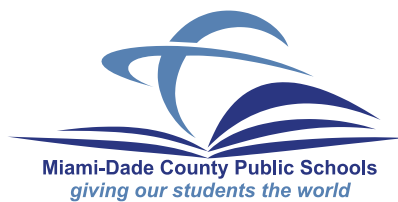
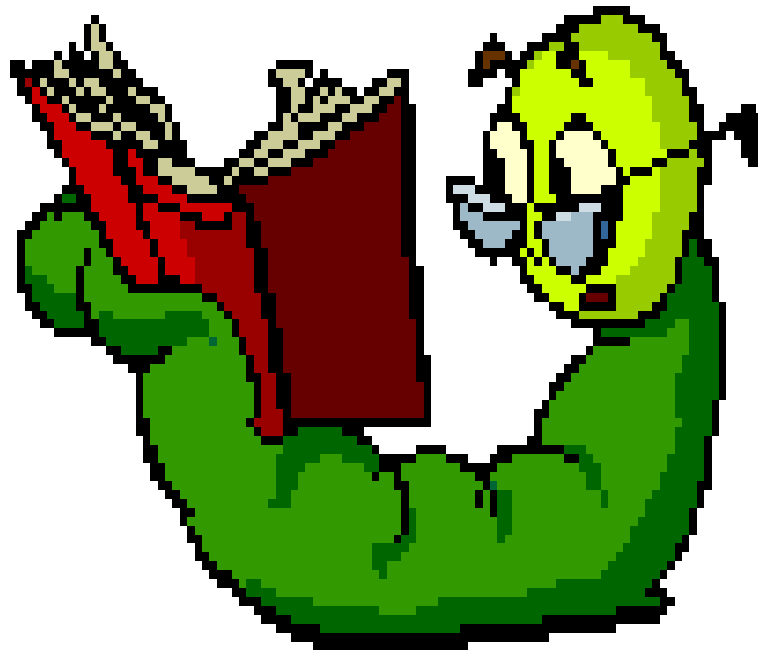


**2014-2015 Grade 3
Reading Student Portfolio
Program Guide**



Miami-Dade County Public Schools

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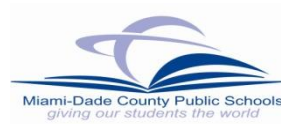


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INTRODUCTION

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 20 and May 1, 2015. The portfolio assessment consists of sets of reading passages and accompanying questions, which are aligned to the new Florida Standards. All students in grade 3 should complete the portfolio assessment. The results may be used to demonstrate reading proficiency to justify “good cause” promotion to grade 4 if specified criteria on the Grade 3 *Florida Standards Assessment* (FSA) are not 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 Standards Assessment (FSA)* – English Language Arts score of Level 2 or higher,
or
2. *Grade 3 Reading Student Portfolio* - performance on each grade 3 Language Arts Florida Standards 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 Language Arts Florida Standards (LAFS) in reading that are assessed on the FSA. 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. The portfolio must measure the Grade 3 Language Arts Florida Standards (LAFS). See Appendix B for the tested LAFS.

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 standard. The 2014-15 *Grade 3 Reading Student Portfolio* is comprised of **16** reading passages which provide multiple opportunities to compile evidence of a student's reading mastery. As such, **no other supplemental passages will be allowed, as an adequate number of opportunities have been provided.** The 2014-15 Portfolio Blueprint, showing the types of passages and number and types of questions per standard, is located in Appendix C.

SCHEDULE OF ACTIVITIES

2014-15 GRADE 3 READING STUDENT PORFOLIO

| Date | Activity |
|--------------------|---|
| Week of February 2 | <p>Schools receive shipments of portfolios from Pride Enterprises.</p> <p>Schools receive Grade 3 Portfolio answer keys via password protected email.</p> |
| February 2-6 | Mandatory screencast training for all Test Chairpersons. |
| February 6 | <p>Complete the online screencast verification form at https://www.surveymonkey.com/s/VH35SKM by this date.</p> <p>Test Chairpersons sign the <i>2014-15 Grade 3 Reading Portfolio Security Form</i></p> |
| February – May 1 | Teachers administer portfolios to all grade 3 students within the 2 nd semester. |
| Mid-May | <p>Schools receive 2015 Grade 3 FSA 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 FSA 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 5 | 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), should 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 FSA, **and** are taking an alternate assessment.

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

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 *Grade 3 Reading Portfolio Security Form* found in Appendix G (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 standard or theme being emphasized in weekly lesson plans and the passage(s) that contain questions most related to the standard 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.

ADMINISTERING THE PORTFOLIO

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

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.)

The 2014-15 portfolio includes 16 passages and an adequate number of opportunities for students to demonstrate mastery of each standard. As such, no supplemental passages will be allowed.

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 standards 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 various number of demonstrations. In order to demonstrate mastery of each standard, a student is required a minimum of three acceptable demonstrations for each of the tested standards. 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 standards. Because the standards are assessed throughout and across reading passages, it is important to maintain a record of the number of successful demonstrations for each standard 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 standard 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 D). The chart should indicate the number of acceptable demonstrations per standard 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*. 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.

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 standard 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 E) and the *Grade 3 Reading Portfolio Transmittal Form and Roster* (see Appendix F). Documentation of results must accompany the forms, as outlined by the district.

Identification of Students Who May Be Considered for Promotion

Students who score a Level 1 on the Grade 3 FSA English Arts assessment may be promoted for good cause if the student has demonstrated through the portfolio that he/she has mastery of each of the tested standards 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 LAFS, indicating that the student has provided **at least three acceptable demonstrations of mastery for each of the tested standards.**

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 F 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*; and
 - Student portfolio

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.

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 June 20, 2014, was modified 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:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program (for 2014-15 school year the date is May 1, 2013).
2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s. 1008.212.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized Reading assessment or, upon implementation, the English Language Arts assessment.
5. Students with disabilities who take the statewide, standardized Reading assessment or, upon implementation, the English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive remediation in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
6. Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. **A student may not be retained more than once in grade 3.**
7. Students who have received intensive remediation in Reading or English language arts for 2 or more years but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.

**APPENDIX B – English Language Arts Florida Standards (LAFS)
Assessed on the Grade 3 Florida Standards Assessment**



Grade 3 English Language Arts Standards Coverage

| Reporting Category | Genre | Standard | Percentage of Assessment |
|------------------------------|------------------------------------|--|---------------------------------|
| Key Ideas and Details | Literature | LAFS.3.RL.1.1 | 15-25% |
| | | LAFS.3.RL.1.2 | |
| | | LAFS.3.RL.1.3 | |
| | Informational | LAFS.3.RI.1.1 | |
| | | LAFS.3.RI.1.2 | |
| | | LAFS.3.RI.1.3 | |
| Craft and Structure | Literature | LAFS.3.RL.2.4 Also assesses LAFS.3.RF.3.3 and LAFS.3.RF.4.4 | 25-35% |
| | | LAFS.3.L.2.3.a | |
| | | LAFS.3.L.3.4 | |
| | | LAFS.3.L.3.5 | |
| | | LAFS.3.RL.2.5 | |
| | | LAFS.3.RL.2.6 | |
| | | Informational | |
| | LAFS.3.L.2.3.a | | |
| | LAFS.3.L.3.4 | | |
| | LAFS.3.L.3.5 | | |
| | LAFS.3.RI.2.5 | | |
| | LAFS.3.RI.2.6 | | |
| | LAFS.3.RL.3.7 | | |
| | LAFS.3.SL.1.2 | | |
| LAFS.3.SL.1.3 | | | |
| LAFS.3.RL.3.9 | | | |
| Informational | LAFS.3.RI.3.7 | | |
| | LAFS.3.SL.1.2 | | |
| | LAFS.3.SL.1.3 | | |
| | LAFS.3.RI.3.8 | | |
| | LAFS.3.RI.3.9 | | |
| Language and Editing | Literature or Informational | LAFS.3.L.1.1 | 15-25% |
| | | LAFS.3.L.1.2 | |

APPENDIX C - 2015 PORTFOLIO BLUEPRINT PASSAGES AND STANDARDS

MDCPS Grade 3 Portfolio Assessments

LAFS Distribution

| | "Bessie's Song to Her Doll" | " Bike-a-Thon" | "Busy Beavers" | "Grandma and the Big Hairy Spider" | "Lulu and Henry" | "Sunflower Hill" | "Then and Now" | "Something New" "The New Glasses" | "Orion Becomes A Constellation" "The Myth of Orion" | "Planning a Party" | "Ready-Set-Freeze" | "Sandcastles" | "Land of the Lost" | "Moon Gazing" | "Dolphins" "Talkers and Actors" | "Ladybugs" "Zane's Insect Field Guide" | Total Items Per LAFS |
|--------------|-----------------------------|----------------|----------------|------------------------------------|------------------|------------------|----------------|--------------------------------------|--|--------------------|--------------------|---------------|--------------------|---------------|------------------------------------|---|----------------------|
| LAFS | Lit | Lit | Lit | Lit | Lit | Lit | Lit | Lit | Lit | Inf | Inf | Inf | Inf | Inf | Inf | Inf | |
| 3.RL.1.1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | | 8 |
| 3.RL.1.2 | 2 | 1 | | 2 | 1 | 1 | 1 | | | | | | | | | | 7 |
| 3.RL.1.3 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | | | | | | | | 11 |
| 3.RL.2.4 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | | 11 |
| 3.RL.2.5 | 2 | 2 | | 1 | 2 | 2 | 1 | | 1 | | | | | | | | 11 |
| 3.RL.2.6 | 1 | | 1 | 1 | 2 | 1 | 1 | | | | | | | | | | 7 |
| 3.RL.3.7 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | | 1 | | | | | | | | 11 |
| 3.RL.3.9 | | | | | | | | 3 | 3 | | | | | | | | 6 |
| 3.RI.1.1 | | | | | | | | | | 1 | 1 | 2 | 1 | | 1 | 1 | 7 |
| 3.RI.1.2 | | | | | | | | | | 1 | 2 | 1 | 1 | 1 | | | 6 |
| 3.RI.1.3 | | | | | | | | | | 2 | 1 | 1 | 1 | 2 | 1 | | 8 |
| 3.RI.2.4 | | | | | | | | | | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 11 |
| 3.RI.2.5 | | | | | | | | | | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 8 |
| 3.RI.2.6 | | | | | | | | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 7 |
| 3.RI.3.7 | | | | | | | | | | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 10 |
| 3.RI.3.8 | | | | | | | | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 7 |
| 3.RI.3.9 | | | | | | | | | | | | | | | 3 | 3 | 6 |
| Total | 10 | 7 | 8 | 8 | 7 | 8 | 8 | 8 | 8 | 11 | 9 | 10 | 10 | 9 | 11 | 10 | 142 |

APPENDIX D

APPENDIX F - 2015 GRADE 3 READING STUDENT PORTFOLIO SCORE SUMMARY SHEET

2015 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 standard. In the "Number of Acceptable Demonstrations" column, write in the total number of acceptable demonstrations across all the passages for the particular standard. Complete pages 1 and 2 of this form. The "Number of Acceptable Demonstrations" column on page 1 must reflect demonstrations from page 2 as directed.

| Tested Standards | "Dolphins" "Talkers and Actors" | | "Ladybugs" "Zane's Insect Field Guide" | | "The Land of the Lost" | | "Moon Gazing" | | "Planning a Party" | | "Ready Set Freeze!" | | "Gandine and the Big Hairy Spider" | | "The Bike-A-Thon Discovery" | | "Lulu and Henry" | | "How Orion Became a Constellation" "The Myth of Orion, the Constellation" | | Number of Acceptable Demonstrations | |
|------------------|---------------------------------|----|--|----|------------------------|----|---------------|----|--------------------|----|---------------------|----|------------------------------------|----|-----------------------------|----|------------------|----|---|----|-------------------------------------|---|
| | Qu | AD | Qu | AD | Qu | AD | Qu | AD | Qu | AD | Qu | AD | Qu | AD | Qu | AD | Qu | AD | Qu | AD | | |
| 3.RL.1.1 | | | | | | | | | | | | | 2 | | 1 | | | | | 4 | | |
| 3.RL.1.2 | | | | | | | | | | | | | 7 | | 5 | | | | | | | |
| 3.RL.1.3 | | | | | | | | | | | | | 3 | | 7 | | 5 | | | 2 | | |
| 3.RL.2.4 | | | | | | | 9 | | | | | | 1 | | 2 | | 1 | | | 3 | | |
| 3.RL.2.5 | | | | | | | | | | | | | 4 | | 3 | | 2 | | 4 | 7 | | |
| 3.RL.2.6 | | | | | | | | | | | | | 5 | | | | 3 | | 7 | | | |
| 3.RL.3.7 | | | | | | | | | | | | | 6 | | 6 | | 6 | | | 5 | | |
| 3.RL.3.9 | | | | | | | | | | | | | | | | | | | | 1 | 6 | 8 |
| 3.RI.1.1 | 1 | | 1 | | 1 | | | | 5 | | 4 | | | | | | | | | | | |
| 3.RI.1.2 | | | | | 3 | | 1 | | 9 | | 3 | | | | | | | | | | | |
| 3.RI.1.3 | 8 | | | | 10 | | 2 | 5 | 7 | 10 | 2 | | | | | | | | | | | |
| 3.RI.2.4 | 3 | | 3 | | 2 | 4 | 3 | 9 | 1 | 2 | 1 | | | | | | | | | | | |
| 3.RI.2.5 | 2 | | 2 | | 6 | | 6 | | 3 | 4 | 6 | | | | | | | | | | | |
| 3.RI.2.6 | 5 | | 5 | | 9 | | 4 | | 8 | | 7 | | | | | | | | | | | |
| 3.RI.3.7 | 7 | 10 | 7 | 9 | 5 | 7 | 7 | | 6 | | 8 | | | | | | | | | | | |
| 3.RI.3.8 | 4 | | 4 | | 8 | | 8 | | 11 | | 9 | | | | | | | | | | | |
| 3.RI.3.9 | 6 | 9 | 6 | 8 | | | | | | | | | | | | | | | | | | |
| | 11 | | 10 | | | | | | | | | | | | | | | | | | | |

Qu = Question Number
AD = Acceptable Demonstration by Student

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APPENDIX D - CONTINUED

**2015 GRADE 3 READING STUDENT PORTFOLIO
SCORE SUMMARY SHEET CONTINUED**

| Tested Standards | "Something New" "The New Glasses" | | "Sunflower Hill" | | "Then and Now" | | "Sandcastles" | | "Busy Beavers" | | "Bessie's Song to Her Doll" | | Subtotal of Acceptable Demonstrations |
|------------------|--------------------------------------|----|------------------|----|----------------|----|---------------|---------|----------------|----|-----------------------------|----|---------------------------------------|
| | Qu | AD | Qu | AD | QU | AD | QU | AD | QU | AD | QU | AD | |
| 3.RL.1.1 | | | 2 | | 1 | | | | 3 8 | | 4 | | |
| 3.RL.1.2 | | | 5 | | 7 | | | | | | 1 6 | | |
| 3.RL.1.3 | 1 2 | | 8 | | 5 6 | | | | 4 | | 8 | | |
| 3.RI.2.4 | 3 | | 1 | | 4 | | | | 1 6 | | 2 3 | | |
| 3.RL.2.5 | | | 3 7 | | 8 | | | | | | 9 10 | | |
| 3.RL.2.6 | | | 4 | | 3 | | | | 2 | | 5 | | |
| 3.RL.3.7 | 5 7 | | 6 | | 2 | | | | 5 7 | | 7 | | |
| 3.RL.3.9 | 4 6 8 | | | | | | | | | | | | |
| 3.RI.1.1 | | | | | | | | 2 5 | | | | | |
| 3.RI.1.2 | | | | | | | | 9 | | | | | |
| 3.RI.1.3 | | | | | | | | 3 | | | | | |
| 3.RI.2.4 | | | | | | | | 1 10 | | | | | |
| 3.RI.2.5 | | | | | | | | 6 | | | | | |
| 3.RI.2.6 | | | | | | | | 8 | | | | | |
| 3.RI.3.7 | | | | | | | | 4 | | | | | |
| 3.RI.3.8 | | | | | | | | 7 | | | | | |
| 3.RI.3.9 | | | | | | | | | | | | | |

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APPENDIX E – 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 nineteen English Language Arts Standards must be provided. The signatures of the teachers and the principal certify the portfolio contents as an accurate assessment of the LAFS required reading skills. The primary reading teacher who assigns the reading grade on the report card should sign this form.

School: _____ School Number : _____ Date: _____

| <p style="text-align: center;">Student Information</p> <p>_____</p> <p style="text-align: center;">(first name) (MI) (last name)</p> <p>ID# _____</p> <p>Accommodations for Students with Disabilities, Section 504, and English Language Learners.</p> <p>____ Allowable accommodations were used. Accommodations used: _____</p> | <p style="text-align: center;">Required Signatures (per 1008.25,F.S.)</p> <p>Teacher: _____</p> <p style="text-align: center;">(print first name) (print last name)</p> <p>Teacher's Signature: _____</p> <p>Recommend Student for Promotion: YES _____ No _____</p> <p>Principal: _____</p> <p style="text-align: center;">(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 English Language Arts Florida Standards</p> <p>For each standard a minimum of 3 examples of mastery are required.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Standard</th> <th style="text-align: left;">Mastery</th> <th style="text-align: left;">Standard</th> <th style="text-align: left;">Mastery</th> </tr> </thead> <tbody> <tr> <td>3.RL.1.1</td> <td>Yes__ No__</td> <td>3.RI.1.1</td> <td>Yes__ No__</td> </tr> <tr> <td>3.RL.1.2</td> <td>Yes__ No__</td> <td>3.RI.1.2</td> <td>Yes__ No__</td> </tr> <tr> <td>3.RL.1.3</td> <td>Yes__ No__</td> <td>3.RI.1.3</td> <td>Yes__ No__</td> </tr> <tr> <td>3.RL.2.4</td> <td>Yes__ No__</td> <td>3.RI.2.4</td> <td>Yes__ No__</td> </tr> <tr> <td>3.RL.2.5</td> <td>Yes__ No__</td> <td>3.RI.2.5</td> <td>Yes__ No__</td> </tr> <tr> <td>3.RL.2.6</td> <td>Yes__ No__</td> <td>3.RI.2.6</td> <td>Yes__ No__</td> </tr> <tr> <td>3.RL.3.7</td> <td>Yes__ No__</td> <td>3.RI.3.7</td> <td>Yes__ No__</td> </tr> <tr> <td>3.RL.3.9</td> <td>Yes__ No__</td> <td>3.RI.3.8</td> <td>Yes__ No__</td> </tr> <tr> <td></td> <td></td> <td>3.RI.3.9</td> <td>Yes__ No__</td> </tr> </tbody> </table> | Standard | Mastery | Standard | Mastery | 3.RL.1.1 | Yes__ No__ | 3.RI.1.1 | Yes__ No__ | 3.RL.1.2 | Yes__ No__ | 3.RI.1.2 | Yes__ No__ | 3.RL.1.3 | Yes__ No__ | 3.RI.1.3 | Yes__ No__ | 3.RL.2.4 | Yes__ No__ | 3.RI.2.4 | Yes__ No__ | 3.RL.2.5 | Yes__ No__ | 3.RI.2.5 | Yes__ No__ | 3.RL.2.6 | Yes__ No__ | 3.RI.2.6 | Yes__ No__ | 3.RL.3.7 | Yes__ No__ | 3.RI.3.7 | Yes__ No__ | 3.RL.3.9 | Yes__ No__ | 3.RI.3.8 | Yes__ No__ | | | 3.RI.3.9 | Yes__ No__ | <p style="text-align: center;">Region Center Decision to Accept or Deny Recommendation for Promotion</p> <p>Accept Recommendation: _____</p> <p style="text-align: center;">Signature of Region Center Assistant Superintendent</p> <p>Deny Recommendation: _____</p> <p style="text-align: center;">Signature of Region Center Assistant Superintendent</p> <p>Explanation of Denial: _____</p> |
| Standard | Mastery | Standard | Mastery | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.RL.1.1 | Yes__ No__ | 3.RI.1.1 | Yes__ No__ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.RL.1.2 | Yes__ No__ | 3.RI.1.2 | Yes__ No__ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.RL.1.3 | Yes__ No__ | 3.RI.1.3 | Yes__ No__ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.RL.2.4 | Yes__ No__ | 3.RI.2.4 | Yes__ No__ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.RL.2.5 | Yes__ No__ | 3.RI.2.5 | Yes__ No__ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.RL.2.6 | Yes__ No__ | 3.RI.2.6 | Yes__ No__ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.RL.3.7 | Yes__ No__ | 3.RI.3.7 | Yes__ No__ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.RL.3.9 | Yes__ No__ | 3.RI.3.8 | Yes__ No__ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3.RI.3.9 | Yes__ No__ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

FM- 6547 (1/15)

APPENDIX F – 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 _____

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APPENDIX G –GRADE 3 READING PORTFOLIO SECURITY FORM

**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 H - 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 | 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 |
| 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>