October 7, 2021

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Eric G. Mackey

State Superintendent of Education

RE: Third-Grade Portfolio From the Literacy Task Force

The Literacy Task Force (LTF) is charged with developing the portfolio requirements for third grade students who do not meet the requirements for promotion on the Alabama Comprehensive Assessment Program (ACAP) Summative Assessment or the ACAP Supplemental Assessment as outlined in the Alabama Literacy Act 2019-523. A portfolio document (attached) has been created by the LTF for use by schools/districts to document the information to be collected. At a minimum, a reading portfolio should:

- Be started for all rising third graders who scored at the lowest level in reading on the ACAP in second grade.
- Be started at any time during the student’s third grade year, including at the beginning of summer camp, as needed.
- Be required of additional students as data is revealed or for students new to the district/school.
- Be based upon input from the school-level team.
- Follow the student to a new school or school district if the student moves.

As previously outlined in the FY21-2111 memorandum, essential standards determined by the LTF will guide the core components to be collected on each student in an ongoing fashion during the school year. Each standard assessed must include a minimum of three (3) work samples of mastery whereby the student earned a grade of 70% or above on each example. Demonstrating mastery of each standard is required; however, accommodations are outlined in the document guidance and multiple standards may be covered in one work sample.

In addition to focusing on Essential Standards for third graders referenced in FY21-2111 Memorandum, the Alabama Literacy Task Force determined minimum essential standards in all grades leading up to third grade. The ALTF Essential Skills and Minimum Essential Standards (K-3) completed list for grades kindergarten through third grade is linked here and is intended to help schools look at standards that should be emphasized to a stronger degree at each of the grade levels.
As you reflect on the Alabama Literacy Act (ALA), use the updated Promotion Based Decisions Visual to support your understanding of the promotion paths for third graders. The ARI will provide additional supports and guidance for LEAs on these promotion paths and the essential standards through the following:

<table>
<thead>
<tr>
<th>Audience</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARI LEA Representative &amp; Principals</td>
<td>Lunch and Learn Sessions following Coaching Communities</td>
</tr>
<tr>
<td>Elementary Curriculum Coordinators</td>
<td>Curriculum &amp; Instruction Meetings January 18, 19, 26, and 27 through afternoon breakout sessions</td>
</tr>
<tr>
<td>Local Reading Specialists</td>
<td>Upcoming Coaching Communities</td>
</tr>
<tr>
<td></td>
<td>• November 15-19 or November 29-December 3</td>
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<td></td>
<td>• January 18-21 or January 24-27</td>
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<td></td>
<td>• February 22-25 or February 28-March 4</td>
</tr>
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<td></td>
<td>• April 11-15 or April 18-22</td>
</tr>
<tr>
<td>Local Reading Specialists and Teachers</td>
<td>Job embedded training for LEAs, local reading specialists, and teachers through ongoing Regional Literacy Leadership Specialist Support and Regional Literacy Specialist Support</td>
</tr>
</tbody>
</table>

We look forward to seeing success for our students as we all work together for “Every Child. Every Chance. Every Day.” If you have questions, please contact your Regional Literacy Leadership Specialist or Mrs. Bonnie Short, ARI Coordinator, by email, at bonnie.short@alsde.edu, or by telephone at 334.694.4632.

EGM:BS:KJ

Attachments

cc: LEA Chief School Financial Officers Dr. Elisabeth Davis
    ARI Central Office Contacts Mrs. Bonnie Short
    Mrs. Angela Martin Mrs. Reeda Betts
    Mr. Andy Craig Ms. Karen Rutledge-Bell

FY22-2004
At a minimum, a reading portfolio should be started for all rising third graders who scored at the lowest achievement level on the reading subtest of the ACAP Summative Assessment in second grade. Additionally, a portfolio may be started at any time during the student’s third grade year, including at the beginning of summer camp. Based upon input from the school-level team, additional students may require portfolios, as well. A portfolio will follow the student to a new school or school district if the student moves.

Students who meet the definition of a “good cause exemption” are not exempt from the ACAP Summative Assessment, Summer Camp attendance, the ACAP Supplemental Reading Test, or completion of the Literacy Act Portfolio. For English Learners (EL) in their first 12 months in a U.S. school, please reference the Alabama State Department of Education Implementation Guidance of the Alabama Literacy Act (ALA) for English Learners.

All students who score at the lowest achievement level on the reading subtest of the ACAP Summative Assessment in third grade should attend Summer Reading Camp at the end of their third-grade year. At the conclusion of the required 70 hours of Summer Reading Camp, students who scored at the lowest achievement level on the reading subtest of the ACAP Summative in third grade will be administered the ACAP Supplemental Reading Test. If students do not earn an acceptable score on the ACAP Supplemental Reading Test, then the Literacy Act Portfolio will be considered as an option for promotion to 4th Grade. If a student has not met the requirements of the portfolio at the end of Third Grade Summer Reading Camp, principals should determine if the student meets one of the Good Cause Exemptions.

The student reading portfolio must include clear evidence that the third-grade minimum essential state reading standards required for promotion to fourth grade have been met.

Each standard and assessed portion must include a minimum of three (3) work samples of mastery whereby the student earned a grade of 70% or above on each example. Demonstrating mastery of each standard is required.

The student portfolio shall include copies of any screening, diagnostic, or progress monitoring assessments administered, as well as a copy of the Student Reading Improvement Plan (SRIP). Access for ELLs 2.0 data should also be included for English Learners.

The student portfolio shall be signed by the certified classroom teacher responsible for the student’s reading instruction, the principal of the school, and the local superintendent, attesting that:

1. The portfolio is an accurate assessment of the student’s reading achievement level;
2. The portfolio includes only work that has been independently produced by the student in the third grade, including reading instruction provided before or after regular school hours, and during the summer following the student’s third grade year; and
3. The student has mastered the minimum essential reading standards to be promoted to fourth grade.
# LITERACY ACT PORTFOLIO (LAP)

<table>
<thead>
<tr>
<th>STUDENT'S LEGAL NAME</th>
<th>(L)</th>
<th>(F)</th>
<th>(M)</th>
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</thead>
<tbody>
<tr>
<td>STUDENT ID NUMBER</td>
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<tr>
<td>SCHOOL</td>
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<tr>
<td>GRADE LEVEL</td>
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<tr>
<td>CLASSROOM TEACHER</td>
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<td>PARENT/GUARDIAN NAME</td>
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<tr>
<td>ETHNICITY</td>
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<tr>
<td>GENDER</td>
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## ADDITIONAL SERVICES AND SUPPORT (Indicate all that apply)

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<td>Summer Reading Camp</td>
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<td>Screened for Dyslexia Characteristics</td>
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<td>504 Plan</td>
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<td>Before-/After-School Program (or both)</td>
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<td>If retained, what grade(s)?</td>
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<td>Other (please explain)</td>
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<td>Virtual More than one 9 weeks (Current Year)</td>
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<td>Virtual More than one 9 weeks (Last Year)</td>
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## PARENT/TEACHER CONFERENCES

<table>
<thead>
<tr>
<th>Grading Period</th>
<th>Date</th>
<th>Report Card Grade</th>
<th>Attendance %</th>
<th>Comments</th>
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<tr>
<td>1st Nine Weeks</td>
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<td>2nd Nine Weeks</td>
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<td>3rd Nine Weeks</td>
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<td>4th Nine Weeks</td>
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</table>
LITERACY ACT PORTFOLIO (LAP)

(Section 1a) ASSESSMENT DATA and (Section 5) Grade Level Target
Please enter any applicable data (B=Beginning of Year; M=Middle of Year (end of second nine weeks); E=End of Year)

<table>
<thead>
<tr>
<th>State-Approved Universal Screener (select the assessment used)</th>
<th>Year _____ Grade _____</th>
<th>Year _____ Grade _____</th>
<th>Year _____ Grade _____</th>
<th>Year _____ Grade _____</th>
<th>Year _____ Grade _____</th>
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</thead>
<tbody>
<tr>
<td>□ Amplify: mCLASS</td>
<td>Score/Percentile</td>
<td>Score/Percentile</td>
<td>Score/Percentile</td>
<td>Score/Percentile</td>
<td>Score/Percentile</td>
</tr>
<tr>
<td>□ Curriculum Associates: iReady</td>
<td>Benchmark</td>
<td>Benchmark</td>
<td>Benchmark</td>
<td>Benchmark</td>
<td>Benchmark</td>
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<tr>
<td>□ iStation</td>
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<td>□ NWEA:map</td>
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<td>□ Pearson:aimsweb PLUS</td>
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<td>□ Renaissance: STAR CBM</td>
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Benchmark (if applicable) = Add benchmark targets specific to your district’s assessment (Amplify mClass: Composite Score; iReady: Scaled Score; STAR: Unified Scaled Score; Aimsweb+: Composite Score; Istation: ER-Scaled Score; NWEA-MAP: RIT Scaled Score)

Score = Actual Student Score

(Section 1b) ACAP SUMMATIVE ASSESSMENT - READING SUBTEST

<table>
<thead>
<tr>
<th>Year _____ Grade _____</th>
<th>Year _____ Grade _____</th>
<th>Year _____ Grade _____</th>
<th>Year _____ Grade _____</th>
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</thead>
<tbody>
<tr>
<td>Score</td>
<td>Target</td>
<td>Score</td>
<td>Target</td>
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(Section 1c) ACAP SUPPLEMENTAL READING TEST

<table>
<thead>
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<th>Date_________</th>
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<td>Benchmark</td>
<td>Score</td>
<td>Benchmark</td>
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<th>Year _____ Grade _____</th>
<th>Year _____ Grade _____</th>
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<th>Year _____ Grade _____</th>
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<tbody>
<tr>
<td>Score</td>
<td>Target</td>
<td>Score</td>
<td>Target</td>
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<tbody>
<tr>
<td>Score</td>
<td>Benchmark</td>
<td>Score</td>
<td>Benchmark</td>
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<th>Year _____ Grade _____</th>
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<tbody>
<tr>
<td>Score</td>
<td>Target</td>
<td>Score</td>
<td>Target</td>
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<tbody>
<tr>
<td>Score</td>
<td>Benchmark</td>
<td>Score</td>
<td>Benchmark</td>
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<th>Year _____ Grade _____</th>
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<td>Score</td>
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<tr>
<td>Score</td>
<td>Benchmark</td>
<td>Score</td>
<td>Benchmark</td>
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<th>Year _____ Grade _____</th>
<th>Year _____ Grade _____</th>
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<td>Score</td>
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<td>Score</td>
<td>Benchmark</td>
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</table>
**LITERACY ACT PORTFOLIO (LAP)**

**(Section 2) MINIMUM ESSENTIAL STANDARDS**

Evidence of independently produced student work, which might include the following: (Each standard should have 3 samples included. Some samples may be used as evidence for multiple standards.)

<table>
<thead>
<tr>
<th>2021-2022</th>
<th>2022-2023</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Material options to use as evidence:</strong></td>
<td><strong>Material options to use as evidence:</strong></td>
</tr>
<tr>
<td>• Unit tests from adopted core reading program (2021-2022)</td>
<td>• TBD</td>
</tr>
<tr>
<td>• ReadWorks passage with a Lexile level of 520L-820L</td>
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<tr>
<td>• High Frequency Word List (3rd grade) from adopted reading program (2021-2022)</td>
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<tr>
<td>or Fry Word List (using words 201-300)</td>
<td></td>
</tr>
<tr>
<td>• Cold read of multisyllabic decodable text (based upon third grade phonics progression)</td>
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<tr>
<td>• Cold reads (Lexile level of 520L-820L)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student Response Options for all students:</strong></th>
<th><strong>Student Response Options for all students:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Oral reading fluency passage including words per minute (WPM) and accuracy</td>
<td>• TBD</td>
</tr>
<tr>
<td>• Re-telling of text read by student (orally or written)</td>
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<tr>
<td>• Transcribed conversations (if student has answered orally)</td>
<td></td>
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<tr>
<td>• Multiple choice, short answer, or written responses to questions after silent reading</td>
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<tr>
<td>• Written spelling assessment (no multiple choice)</td>
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</tbody>
</table>

**Accommodations:**

- Students with an IEP, I-ELP, or 504 Plan may respond using the student response options above in addition to accommodations outlined in their plan as noted for ACAP Reading.

Passages should be administered as a cold read, meaning that a student sees the passage for the first time, reads the passage, and answers the questions independently. Provide multiple choice items and passages that are approximately 60 percent literary text and 40 percent expository text that are between 200-700 words with an average of at least 400 words.
Each standard must include a minimum of three (3) work samples of mastery whereby the student earned a grade of 70% or above on each example. Demonstrating mastery of each standard is required. Some work samples may be used as evidence for multiple standards. All minimum essential standards must be mastered to be promoted to fourth grade.

<table>
<thead>
<tr>
<th>#</th>
<th>Essential Skills</th>
<th>Current ELA Course of Study</th>
<th>New 2021 ELA Course of Study</th>
<th>Evidence (date and type)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-1</td>
<td>Decode multisyllabic words with common syllable patterns in isolation and in context</td>
<td>Decode words with common Latin suffixes. [RF.3.3b]</td>
<td>Decode multisyllabic words. [RF.3.3c]</td>
<td>8a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or schwa syllables [in isolation and in context].</td>
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<td>8b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words [in isolation and in context].</td>
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<tr>
<td>3-2</td>
<td>Encode multisyllabic words with common syllable patterns in isolation and in context</td>
<td>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [L.3.2e]</td>
<td>32a. Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words.</td>
<td>32b. Encode multisyllabic words, using common syllable patterns: open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or schwa syllables</td>
</tr>
<tr>
<td>3-3</td>
<td>Read grade-appropriate text accurately, automatically at a pace that supports comprehension.</td>
<td>Read on-level text with purpose and understanding. [RF.3.4a]</td>
<td>10. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.</td>
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<tr>
<td>3-4</td>
<td>Read high-frequency words commonly found in third grade text accurately and automatically.</td>
<td>Read grade-appropriate irregularly spelled words. [RF.3.3d]</td>
<td>12. Read high-frequency words commonly found in grade-appropriate text accurately and automatically.</td>
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</tbody>
</table>
## LITERACY ACT PORTFOLIO (LAP)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>3-5</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content.</td>
<td>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [L.3.4b] Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [L.3.4c]</td>
</tr>
<tr>
<td>3-6</td>
<td>Read and comprehend literary and informational texts.</td>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RL.3.1] Determine the main idea of a text; recount the key details and explain how they support the main idea. [RI.3.2]</td>
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<tr>
<td></td>
<td>13. Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.</td>
<td>19. Determine the explicit or implied main idea and supporting details of a text. 19b. Recount or summarize the key ideas from the text.</td>
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</table>
## (Section 3) INTERVENTION AND PROGRESS MONITORING

<table>
<thead>
<tr>
<th>Tier I – High-Quality Classroom Instruction</th>
<th>1st Nine Weeks</th>
<th>2nd Nine Weeks</th>
<th>3rd Nine Weeks</th>
<th>4th Nine Weeks</th>
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<tbody>
<tr>
<td>□ Core Reading Program</td>
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<tr>
<td>□ Amplify: Core Knowledge LA (CKLA)</td>
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<tr>
<td>□ McGraw Hill: Open Court (2016)</td>
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<tr>
<td>□ Other: ____________________________</td>
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<tr>
<th>Tier II – Intervention</th>
<th>1st Nine Weeks</th>
<th>2nd Nine Weeks</th>
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<tbody>
<tr>
<td>□ Additional small-group instruction</td>
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<tr>
<td>□ Focus on lowest deficit skill</td>
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<tr>
<td>□ Push-in/Pull-out</td>
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<td>□ Provided by: __________________________</td>
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<tr>
<td>□ (Classroom teacher, interventionist, etc.)</td>
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<thead>
<tr>
<th>Tier III – Intervention</th>
<th>1st Nine Weeks</th>
<th>2nd Nine Weeks</th>
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<tbody>
<tr>
<td>□ One-to-one instruction</td>
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<tr>
<td>□ Intensive small-group instruction</td>
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<tr>
<td>□ Approved dyslexia specific intervention used:</td>
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<tr>
<td>□ Take Flight</td>
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<td>□ SPIRE</td>
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<td>□ Project Read</td>
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<td>□ Phonics First</td>
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<tr>
<td>□ Additional approved programs:</td>
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<tr>
<td>□ Reading Horizons</td>
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<tr>
<td>□ Voyager Read Well</td>
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<td>□ Winsor Learning Sunday System</td>
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<td>□ IMSE</td>
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<td>□ Voyager Sound Partners</td>
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</table>
LITERACY ACT PORTFOLIO (LAP)

### (Section 3 continued) ADDITIONAL ASSESSMENT OR PROGRESS MONITORING DATA

<table>
<thead>
<tr>
<th>Nine Weeks</th>
<th>Date</th>
<th>Assessment</th>
<th>Score</th>
<th>Date</th>
<th>Assessment</th>
<th>Score</th>
<th>Date</th>
<th>Assessment</th>
<th>Score</th>
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<tbody>
<tr>
<td>1st</td>
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### (Section 4) SUMMER READING CAMP

<table>
<thead>
<tr>
<th>Camp Location</th>
<th>Teacher Name</th>
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</thead>
<tbody>
<tr>
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</table>

Pre-Test Level
Approved Assessment: (From state-approved list)

Post-Test Level

Progress (see scale below)

Successful Completion of required 70 hours? If not, why?

[1 = Regression from pre- to post-assessment 2 = Maintained pre-assessment level 3 = Growth from pre- to post-assessment]

### (Section 5) Before- and/or After-School Programs (supplemental evidence-based reading intervention delivered by a teacher or tutor with specialized reading training)

<table>
<thead>
<tr>
<th>Date Before-School Tutoring Began</th>
<th>Schedule (day &amp; time)</th>
<th>Teacher providing tutoring</th>
<th>Progress? Yes/No</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date After-School Tutoring Started</th>
<th>Schedule (day &amp; time)</th>
<th>Teacher providing tutoring</th>
<th>Progress? Yes/No</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

[1 = Regression from pre- to post-assessment 2 = Maintained pre-assessment level 3 = Growth from pre- to post-assessment]
**LITERACY ACT PORTFOLIO (LAP)**

**Promotion Recommendation**
Based on the evidence presented in this LAP, this student is recommended/not recommended for promotion to fourth grade.

<table>
<thead>
<tr>
<th></th>
<th>Recommended</th>
<th>Not Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Signature</td>
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<tr>
<td>Principal Signature</td>
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<tr>
<td>Superintendent Signature</td>
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**Additional Comments:**