



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Eric G. Mackey, Ed.D.
State Superintendent of Education

October 7, 2021

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Eric G. Mackey *EGM*
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.

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of Education

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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:

Audience	Support
ARI LEA Representative & Principals	Lunch and Learn Sessions following Coaching Communities
Elementary Curriculum Coordinators	Curriculum & Instruction Meetings January 18, 19, 26, and 27 through afternoon breakout sessions
Local Reading Specialists	Upcoming Coaching Communities <ul style="list-style-type: none">• November 15-19 or November 29-December 3• January 18-21 or January 24-27• February 22-25 or February 28-March 4• April 11-15 or April 18-22
Local Reading Specialists and Teachers	Job embedded training for LEAs, local reading specialists, and teachers through ongoing Regional Literacy Leadership Specialist Support and Regional Literacy Specialist Support

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
ARI Central Office Contacts
Mrs. Angela Martin
Mr. Andy Craig

Dr. Elisabeth Davis
Mrs. Bonnie Short
Mrs. Reeda Betts
Ms. Karen Rutledge-Bell

FY22-2004



**We Teach
Alabama**

ALABAMA STATE DEPARTMENT *of* EDUCATION

ALABAMA LITERACY ACT

THIRD-GRADE READING

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.

Students who score at the lowest achievement level on the reading subtest of the ACAP Summative Assessment for third grade, do not earn an acceptable score on the ACAP Supplemental Reading Test after attending Summer Reading Camp, do not meet the requirements in the Literacy Act Portfolio, **and** do not meet one of the Good Cause Exemptions will not be promoted to fourth grade.

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.



District _____

School _____

School Year 20 _____ - 20 _____

LITERACY ACT PORTFOLIO (LAP)

STUDENT'S LEGAL NAME	(L)	(F)	(M)
STUDENT ID NUMBER			
SCHOOL		GRADE LEVEL	
CLASSROOM TEACHER			
PARENT/GUARDIAN NAME			
ETHNICITY		GENDER	

ADDITIONAL SERVICES AND SUPPORT (Indicate all that apply)

IEP	Yes/No	EL	Yes/No	Summer Reading Camp	Yes/No	Screened for Dyslexia Characteristics	Yes/No
504 Plan	Yes/No	Speech	Yes/No	Extended School Year	Yes/No	Before-/After-School Program (or both)	Yes/No
Resource Classroom	Yes/No	Previously Retained?	Yes/No	If retained, what grade(s)?		Other (please explain)	
Virtual More than one 9 weeks (Current Year)	Yes/No	Virtual More than one 9 weeks (Last Year)	Yes/No				

PARENT/TEACHER CONFERENCES

Grading Period	Date	Report Card Grade	Attendance %	Comments
1st Nine Weeks				
2nd Nine Weeks				
3rd Nine Weeks				
4th Nine Weeks				



District _____

School _____

School Year 20 _____ - 20 _____

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)

State-Approved Universal Screener (select the assessment used)		Year _____ Grade _____		Year _____ Grade _____		Year _____ Grade _____		Year _____ Grade _____	
		Score/ Percentile	Bench- mark	Score/ Percentile	Bench- mark	Score/ Percentile	Bench- mark	Score/ Percentile	Bench- mark
<input type="checkbox"/> Amplify: mCLASS <input type="checkbox"/> Curriculum Associates: iReady <input type="checkbox"/> Istation <input type="checkbox"/> NWEA:map <input type="checkbox"/> Pearson:aimsweb PLUS <input type="checkbox"/> Renaissance: STAR CBM	B								
	M								
	E								

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

	Year _____ Grade _____		Year _____ Grade _____		Year _____ Grade _____		Year _____ Grade _____	
	Score	Target	Score	Target	Score	Target	Score	Target

(Section 1c) ACAP SUPPLEMENTAL READING TEST

	Date _____		Date _____		Date _____		Date _____	
	Score	Benchmark	Score	Benchmark	Score	Benchmark	Score	Benchmark



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.)

2021-2022	2022-2023
<p>Material options to use as evidence:</p> <ul style="list-style-type: none"> • Unit tests from adopted core reading program (2021-2022) • ReadWorks passage with a Lexile level of 520L-820L • High Frequency Word List (3rd grade) from adopted reading program (2021-2022) or Fry Word List (using words 201-300) • Cold read of multisyllabic decodable text (based upon third grade phonics progression) • Cold reads (Lexile level of 520L-820L) 	<p>Material options to use as evidence:</p> <ul style="list-style-type: none"> • TBD
<p>Student Response Options for all students:</p> <ul style="list-style-type: none"> • Oral reading fluency passage including words per minute (WPM) and accuracy • Re-telling of text read by student (orally or written) • Transcribed conversations (if student has answered orally) • Multiple choice, short answer, or written responses to questions after silent reading • Written spelling assessment (no multiple choice) 	<p>Student Response Options for all students:</p> <ul style="list-style-type: none"> • TBD
<p>Accommodations:</p> <ul style="list-style-type: none"> • 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.



LITERACY ACT PORTFOLIO (LAP)

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.

#	Essential Skills	Current ELA Course of Study	New 2021 ELA Course of Study	Evidence (date and type)
3-1	Decode multisyllabic words with common syllable patterns in isolation and in context	Decode words with common Latin suffixes. [RF.3.3b] Decode multisyllable words. [RF.3.3c]	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]. 8b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words [in isolation and in context].	
3-2	Encode multisyllabic words with common syllable patterns in isolation and in context	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] Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [L.3.2f]	32a. Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words. 32b. Encode multisyllabic words, using common syllable patterns: open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or schwa syllables	
3-3	Read grade-appropriate text accurately, automatically at a pace that supports comprehension.	Read on-level text with purpose and understanding. [RF.3.4a]	10. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.	
3-4	Read high-frequency words commonly found in third grade text accurately and automatically.	Read grade-appropriate irregularly spelled words. [RF.3.3d]	12. Read high-frequency words commonly found in grade-appropriate text accurately and automatically.	



LITERACY ACT PORTFOLIO (LAP)

3-5	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content.	<p>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]</p> <p>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]</p>	13. Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.	
3-6	Read and comprehend literary and informational texts.	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RL.3.1]</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea. [RI.3.2]</p>	<p>19. Determine the explicit or implied main idea and supporting details of a text.</p> <p>19b. Recount or summarize the key ideas from the text.</p>	



District _____

School _____

School Year 20 _____ - 20 _____

LITERACY ACT PORTFOLIO (LAP)

(Section 3) INTERVENTION AND PROGRESS MONITORING				
	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
Tier I – High-Quality Classroom Instruction <input type="checkbox"/> Core Reading Program <input type="checkbox"/> Amplify: Core Knowledge LA (CKLA) <input type="checkbox"/> McGraw Hill: Open Court (2016) <input type="checkbox"/> Other: _____				
Tier II – Intervention <input type="checkbox"/> Additional small-group instruction <input type="checkbox"/> Focus on lowest deficit skill <input type="checkbox"/> Push-in/Pull-out <input type="checkbox"/> Provided by: _____ ○ (Classroom teacher, interventionist, etc.)				
Tier III – Intervention <input type="checkbox"/> One-to-one instruction <input type="checkbox"/> Intensive small-group instruction <input type="checkbox"/> Approved dyslexia specific intervention used: ○ Take Flight ○ SPIRE ○ Project Read ○ Phonics First <input type="checkbox"/> Additional approved programs: <input type="checkbox"/> Reading Horizons <input type="checkbox"/> Voyager Read Well <input type="checkbox"/> Winsor Learning Souday System <input type="checkbox"/> IMSE <input type="checkbox"/> Voyager Sound Partners				



District _____

School _____

School Year 20 _____ - 20 _____

LITERACY ACT PORTFOLIO (LAP)

(Section 3 continued) ADDITIONAL ASSESSMENT OR PROGRESS MONITORING DATA

Nine Weeks	Date	Assessment	Score	Date	Assessment	Score	Date	Assessment	Score	Date	Assessment	Score
1 st												
2 nd												
3 rd												
4 th												

(Section 4) SUMMER READING CAMP

Camp Location		Teacher Name	
Pre-Test Level Approved Assessment: (From state-approved list)		Post-Test Level	
Progress (<i>see scale below</i>)		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)

Date Before-School Tutoring Began		Schedule (day & time)		Teacher providing tutoring		Progress? Yes/No
Date After-School Tutoring Started		Schedule (day & time)		Teacher providing tutoring		Progress? Yes/No

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



District _____

School _____

School Year 20 _____ - 20 _____

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.

	Recommended	Not Recommended
Teacher Signature		
Principal Signature		
Superintendent Signature		

Additional Comments: