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**How will families be informed about their children’s progress?**

Each student in kindergarten through 3rd grade will have his/her reading skills assessed at the beginning, middle, and end of the school year. These assessments will identify students who need intensive reading instruction and intervention. These assessments also provide useful information to the teacher to help tailor instruction to meet individual student needs. Families should receive these results in writing within a designated time frame.

**How will schools help students who are retained in 3rd grade because the students do not meet the promotion requirements?**

Beginning the 2023-2024 school year, students retained in 3rd grade will receive more intensive reading intervention services including:

- summer reading camps;
- Alabama Summer Achievement Programs (ASAP) shall be made available to all K-3 students in public elementary schools that are among the lowest performing 5% in reading;
- before and after school intervention tutoring throughout the year to support learning;
- reading Intervention that is grounded in the science of reading;
- frequent monitoring to help ensure students are progressing and on track to meet grade-level reading standards; The 2021 Alabama English Language Arts Course of Study; and
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**What is the Alabama Comprehensive Assessment Program (ACAP) Summative?**

The Alabama Comprehensive Assessment Program (ACAP) Summative is a standards-based criterion-referenced assessment designed to provide parents with information regarding students’ progress toward mastery of the 2021 Alabama English Language Arts Course of Study standards.

**The ACAP Summative English Language Arts Assessment consist of questions designed to best measure the Alabama Course of Study reading, writing, and language standards.**

The Board approved assessment is the reading portion of the 3rd Grade Alabama Comprehensive Assessment Program (ACAP) English Language Arts Assessment. The ACAP summative is a required test for all third-grade students to initiate a path to promotion. Students not demonstrating sufficient reading skills may be retained at the end of third grade, if unable to show proficiency by one of the other methods.
What are additional considerations for promotion from 3rd to 4th grade?

Good cause exemptions allow students who are reading below grade level to be promoted to the 4th grade but still receive interventions and other supports.

Third grade students who demonstrate an acceptable level of reading proficiency on an ALSDE-approved supplemental standardized assessment or reading portfolio may be promoted to 4th grade.

Good cause exemptions apply to:

- Students identifying as English language learners who have had less than three years of instruction in English as a second language.
- Students with disabilities who participate in the statewide English Language Arts reading assessment and who have an “Individual Education Plan” (IEP, aka Individualized Education Program) or a Section 504 plan that reflects that the student has received intensive reading intervention for more than two years and who still demonstrates a deficiency in reading or was previously retained in kindergarten, first grade, second grade, or third grade.
- Students who have received intensive reading intervention for two or more years and who still demonstrate a deficiency in reading and who were previously retained in kindergarten, first grade, or second grade for a total of two years. No student shall be retained more than once in the third grade.
- No student shall be retained more than twice in kindergarten through third grade.

ALSDE Literacy-Based Promotion Flow Chart

<table>
<thead>
<tr>
<th>Student Completes Third Grade ACAP Reading Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scores below ACAP reading cut score</td>
</tr>
<tr>
<td>Good Cause Exemption</td>
</tr>
<tr>
<td>IEPs Indicate Non-Participation</td>
</tr>
<tr>
<td>EL with Less than 3 Years of Instruction</td>
</tr>
<tr>
<td>IEP/SO4, Intensive Reading Intervention for more than 2 years or previously retained</td>
</tr>
<tr>
<td>Intensive Reading Intervention for 2 or more years &amp; previously retained</td>
</tr>
<tr>
<td>Supplemental Options to Proficiency</td>
</tr>
<tr>
<td>Supplemental Standardized Reading Assessment</td>
</tr>
<tr>
<td>“Earn acceptable score on Supplemental Standardized Reading Assessment”</td>
</tr>
<tr>
<td>“As determined and approved by State Superintendent of Education”</td>
</tr>
<tr>
<td>Student Reading Portfolio</td>
</tr>
<tr>
<td>“Demonstrate Mastery of Third Grade Minimum Essential State Reading Standards”</td>
</tr>
<tr>
<td>“The State Superintendent of Education and the task force shall establish criteria and mastery definition”</td>
</tr>
<tr>
<td>Promoted to 4th Grade</td>
</tr>
<tr>
<td>Score at or above ACAP reading cut score</td>
</tr>
<tr>
<td>Promoted to 4th Grade</td>
</tr>
<tr>
<td>“A student who is promoted to fourth grade with a good cause exemption shall continue to receive intensive reading intervention that includes specific reading strategies prescribed in the individual reading improvement plan of the student until the deficiency is improved.”</td>
</tr>
</tbody>
</table>

How can families and guardians help?

Families are the backbone of student learning. Families should talk regularly with teachers and ask questions about their children’s progress. For specific tips about how to help children at home, visit:

- [https://www.alabamaachieves.org/alabama-reading-initiative/](https://www.alabamaachieves.org/alabama-reading-initiative/)
- [https://alabamafamilycentral.org/programs](https://alabamafamilycentral.org/programs)
- [https://alabamapartnershipforchildren.org/resources](https://alabamapartnershipforchildren.org/resources)