Component 3 of the Third Grade Read to Achieve Portfolio

Franklin County Schools

All third grade students will respond to standards-based secure passages. These passages will be one part of a portfolio that may be used for a “good cause” exemption if the student does not pass the EOG. These passages will also help with formative assessment and EOG prep.

All passages will be supplied by Central Office.

~~Passages may be picked up in monthly increments from the Accountability Office by the school level test coordinator.~~  Assistant Principals may arrange with Mrs. Faulkner to pick up passages.

~~Passages will be kept in a secure location by the school level testing coordinator until they are given to teachers at the appropriate time. Teachers will pick up passages once per week. Once the passages are complete they will be kept in the student’s Read to Achieve Portfolio.~~  Each school may determine where the passages are kept as long as the location is secure (for example, a locked filing cabinet in the teacher’s room).

Each third grade teacher will have a folder for each passage and will be labeled by week provided by Central Office

 For example, Smith, Week 1 passage 1

 Smith, Week 1 passage 2

 Smith, Week 1 passage 3

Each third grade student will have a folder provided by the Central Office. This folder will be green in color.

After the passages are given and scored they are to be placed in the student’s green folder and kept in a locked file drawer/cabinet in the classroom. If there is no locked area in the class they have to be kept in a secure place in the school. Schools should consider making sure there is a locked place in each room otherwise teachers will be going back and forth to the AP to get passages, turn passages in, etc. In addition, there are other items that have to go in the green folder such as PEP if the student has one and the required Reading 3D summary reports.

~~For students to master the passage they must answer 4 out of 5 multiple choice questions correctly.~~ If only looking at one passage by itself, mastery is demonstrated when 4 out 5 answers are correct, but teachers may now calculate by using the 70% model.

 The General Assembly's Read to Achieve law allows a student portfolio

as one of several options to promote a child to 4th grade. G.S. §115C-83.1C(8) states:

“Student reading portfolio” means . . . [f]or each benchmark

[12 standards], there shall be three examples of student work demonstrating mastery by a grade of seventy percent (70%) or above. (emphasis added)

It is a teacher’s decision about how to calculate the 70% or above, however, two options include:

1. After a student has attempted three passages in a standard, teachers may divide the total number of items attempted (15) into the total number of correct items across the three passages to determine if the student met the 70% passing requirement. For example, a student who answers 11 of 15 items correct will have achieved 73% correct, which meets the 70% requirement.
2. Teachers may average the scores of three passages. If a student has at least 70%, he/she has met the standard.

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The student score recording log will be placed on the teacher shared drive and needs to be maintained weekly. This form is very important and must be maintained accurately. Go to <http://www.livebinders.com/play/play?id=850102> click on the “portfolio electronic forms” then click on “score summary sheets” to see an example. The form will be shared with each third grade teacher with directions provided by the CRT. Each teacher will have to add his/her student names to the tabs and save. This will be on teacher shared but will be password protected. Administrators will be given access for monitoring purposes. We will have to revisit this, so it is imperative that a passage log is kept in each student’s folder, because anyone who inherits the folder needs to understand which passages have been done and how the student performed. Remember, these passages follow a student from school to school, to Summer Camp, and until November.

The primary reading teacher is responsible for keeping the portfolio and making sure it is secure.

It is not required that teachers score in pairs, but they may. After the portfolio is complete (not each week) it will be double-checked by the CRT and School Level Test Coordinator. This may be monitored throughout the semester, but will be finalized at the end of the year with signatures and placed in the student’s cumulative record.

IEP accommodations are to be followed that you do all year in your classroom. No read aloud, no help with passages for any student. These are “classroom accommodations” see below”

 Andrea,

The passages in the portfolio are to be used as classroom assignments. So students are to use classroom accommodations; they do not need to be on the IEP.

Nancy Carolan, Ph.D.

Section Chief, Testing Policy and Operations

Only three passages may be given per week and must be a “cold read”. If there are only two days due to inclement weather, short week, etc. in a week or a student is out multiple days then two passages may be given in one day, but not back to back. They must be given in separate time periods like one in the afternoon and one in the morning. Again, only three passages per week.

*If a child is absent in a week or there is inclement weather you can give 2 passages in a day. It, of course, is not best practice but sometimes it can't be helped. It would be best not to do the passages back-to-back but at separate times in a day.*

Carolyn Guthrie

Director, K-3 Literacy

A student’s portfolio must include at least three examples of mastery per standard and must include all passages attempted. There is nothing that prohibits a school from electing to give all passages to all students even if they have mastered three.

*Our LEA is going to give the passages to all third grade students. Is there a policy that prohibits allowing a student to do more than three passages for a standard even if they passed the first three?*

*This is coming up because we want to take some burden off of the teachers as they are “freaking out”. If we could just give the passages to all students then it is easier to manage and even a student who passes three could benefit by continuing with their classmates and potentially pass more. In addition these passages would be more meaningful than using some of those “packaged passages” to prepare for the EOG. Linda P. Frederickson*

*No, they can do more even if they have completed 3 for a standard. I want to package/bottle you and your last statement and shout it from the rooftops. It's all in the attitude. People are getting so worked up over this and it really can be used for good instructional support!*

*Carolyn Guthrie*

*Director, K-3 Literacy*

*Department of Public Instruction*

No proctors required.

The Guidebook indicates the primary reading teacher is responsible for the portfolio and scoring of the passages, but does not say reading teacher is the only person who may administer. Best practice however is that the primary reading teacher administer the reading passages as this is not supposed to be a disruption of normal reading instruction, but a part of routine instruction.

Passages may be given during regular reading time or other time as decided by the school leadership team. “You don’t have to shut down the school or cause panic”. Keep it calm for the students, teachers, and parents. This should become part of the weekly routine as part of good instructional practice. They may be given independently, small group, or whole class. They may not be sent home to complete.

~~The student score and standards may be shared with the parents, but the passages may not. They are secure passages.~~  Beginning 2-7-14, passages may be reviewed with students after they are given for instructional purposes. They may be reviewed with parents as well. They may not be sent home or photocopied. This will allow teachers and students to look at the types of questions and especially the vocabulary. It is ESSENTIAL teachers are using the North Carolina Common Core Standards Terminology during instruction i.e. “Central Message” vs. “Main Idea.

These passages are a good thing because they are based on the standards we are required to teach. They are the same type of passages that were used on the EOG last year and BOG this year. On-going results will give us valuable feedback prior to the EOG. Thus, being helpful verses an “autopsy”. Using these passages can now take the place of some other passages you have been pulling for formative assessment and EOG prep. In other words, don’t look at it as extra work. Look at it as helpful diagnostic information.

In addition, the Central Office will give a schedule of which standards will be assessed each week. This is not based on the passages themselves as no one is previewing the passages. The schedule is based on the standards. This will allow teachers to maximize the use of the data and have opportunities to focus instruction appropriately.

We will give three passages the first week for practice and they will not count regardless of how the student does on them. They will not be recorded on the student score sheet. Teachers and students may use them in the class setting for instructional purposes, but then the passages must be kept secure. The score on the practice passages and the passages may only be shown to parents in the class setting. They may not be sent home, photocopied, etc. Parents may not take pictures or otherwise replicate copies of the passages.

Every principal, assistant principal, and anyone working with third grade students is highly encouraged to utilize the Read to Achieve LiveBinder… <http://www.livebinders.com/play/play?id=850102>

Per June Atkinson:

Students with a scale score of 442 or higher on the Beginning of Grade 3 English Language Arts/Reading Test have demonstrated proficiency and have met the reading promotion standards of Read to Achieve. These students, however, will have to take the End-of-Grade 3 English Language Arts/Reading Test at the end of the school year for inclusion in the growth analysis.

It is not appropriate to require these students to participate in the

portfolio unless it is an instructional activity. Currently in Franklin County we are looking at it as Instructional Activity if the above guidelines in our plan are followed.

Per June Atkinson:

Good Cause For the school year 2013-14, the Good Cause Exemption for students

Exemption for Students with disabilities, as defined in G.S. §115C-106.3(1), whose with Disabilities individualized education program indicates the use of alternative assessments and reading interventions will include students who take NCExtend 1 and NCExtend 2. This is the final year NCExtend 2 tests will be available for administration. All students except Extend 1 will take the EOG so students should have the opportunity to use these passages for instructional purposes. Just as with any instructional assignment, a teacher may stop the process if a student is having too much difficulty or stress.

Updated 2-7-14 by Andrea Faulkner, Accountability and Linda Frederickson, C and I