



**We Teach
Alabama**

ALABAMA STATE DEPARTMENT of EDUCATION

ALABAMA LITERACY ACT

THIRD-GRADE LITERACY ACT PORTFOLIO

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 [ALSDE 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 60 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 accurately assesses 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.



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District: Morgan County Schools

School: _____

School Year: **2023-24**

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

ADDITIONAL SERVICES AND SUPPORT (Indicate all that apply)							
IEP	Yes/No	EL	Yes/No	Resource Classroom	Yes/No	Summer Reading Camp	Yes/No
504 Plan	Yes/No	Speech	Yes/No	Extended School Year	Yes/No	Before/Afterschool Program (or both)	Yes/No
Screened for Characteristics of Dyslexia	Yes/No	Screening profile reflected Characteristics of Dyslexia (Deficits in at least 3 of 5 skills) AL Dyslexia Resource Guide	Yes/No	Screeners resulted in Dyslexia-specific Intervention		Other (please explain)	
Previously Retained?	Yes/No	If retained, what grade(s)?					

PARENT/TEACHER CONFERENCES				
Grading Period	Date	Report Card Grade	Attendance %	Comments
1 st Nine Weeks				



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2 nd Nine Weeks				
3 rd Nine Weeks				
4 th Nine Weeks				

(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 <u>K</u>		Year _____ Grade <u>1st</u>		Year _____ Grade <u>2nd</u>		Year _____ Grade <u>3rd</u>		Year _____ Grade <u>3rd</u> (if repeating)	
		Score/ Percentile	Benchmark	Score/ Percentile	Benchmark	Score/ Percentile	Benchmark	Score/ Percentile	Benchmark	Score/ Percentile	Benchmark
€ aimswebPlus*	B		239		316		385		436		436
€ IStation											
€ NWEA-MAP	M		314		371		439		485		485
€ mCLASS*											
€ iReady	E		352		413		471		508		508
€ Star											

Benchmark (if applicable) = Add benchmark targets specific to your district's assessment (mCLASS: Composite Score; iReady: Scaled Score; Star: Unified Scaled Score; aimswebPlus: Composite Score; Istation: ER-Scaled Score; NWEA-MAP: RIT Scaled Score). **Score = Actual Student Score**

(Section 1b) ACAP SUMMATIVE ASSESSMENT - READING SUBTEST							
Year _____ Grade <u>2nd</u>		Year _____ Grade <u>3rd</u>		Year _____ Grade _____		Year _____ Grade _____	
Score	Target	Score	Target	Score	Target	Score	Target



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	448		452				
(Section 1c) ACAP SUPPLEMENTAL READING TEST							
Year _____ Grade 3		Year _____ Grade 3 (If taken a second time)					
Score	Target	Score	Target				
	452		452				

(Section 2) MINIMUM ESSENTIAL STANDARDS

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 in order to be promoted to fourth grade. 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. 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.

No.	Essential Skills	2021 ELA Course of Study Standards	Evidence to be Collected	Evidence Notes (date and type)
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3-1	Decode multisyllabic words with common syllable patterns in isolation and in context	<p>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].</p> <p>8b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words [in isolation and in context].</p>	<ul style="list-style-type: none">• (8a)1. Open Court: Unit 1 Lesson 1 p1-2; or Lesson 2 p15-16; vowel-consonant-e• (8a)2. Open Court: Unit 1 Lesson 4 p43-44; vowel team & schwa• (8a)3. Open Court: Unit 2 Lesson 1 p79-80; vowel teams• (8b)1. Syllable Type 1 & 2• (8b)2. Syllable Type 3-5• (8b)3. Syllable Type 6-7	
3-2	Encode multisyllabic words with common syllable patterns in isolation and in context	<p>32a. Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words.</p> <p>32b. Encode multisyllabic words, using common syllable patterns: open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or schwa syllables</p>	<ul style="list-style-type: none">• (32a)1. and (32b)1. Spelling Test (Vowel teams, VCe, Open Court Units 3-6)• (32a)2. and (32b)2. Spelling Test (R-Controlled and Consonant -le, Open Court Units 1-3)• (32a)3. and (32b)3. Spelling test (Closed and Open Syllable Types, Open Court 1	
3-3	Read grade-appropriate text accurately, automatically at a pace that supports comprehension.	<p>10. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate that supports comprehension.</p>	<p><i>(Lexile level of 520L-820L)</i> <i>Common assessments should be cold reads</i> from adopted core reading program</p> <ul style="list-style-type: none">• (10)1. Open Court Oral Fluency Assessment: Unit 1 Lesson 1,2,3,4,5, or 6• (10)2. Open Court Oral Fluency Assessment: Unit 2 Lesson 1,2,3,4,5, or, 6• (10)3. Open Court Oral Fluency Assessment: Unit 3 Lesson 1,2,3,4,5, or 6	<ul style="list-style-type: none">• Accuracy - 90% or greater; Fluency - 80-95 wpm (The Alabama Literacy Act defines fluency as the ability to read with accuracy, appropriate rate, and proper expression.)



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3-4	Read high-frequency words commonly found in third grade text accurately and automatically.	12. Read high-frequency words commonly found in grade-appropriate text accurately and automatically.	<ul style="list-style-type: none">• (12)1. Open Court High Frequency Words: List 1• (12)2. Open Court High Frequency Words: List 2• (12)3. Open Court High Frequency Words: List 3	
3-5	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content.	13. Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.	Teachers must choose THREE Vocabulary Assessments from the Open Court End of Unit assessments: Book 1, Unit 1, p82-83 Book 1, Unit 2, p145-146 Book 1, Unit 3, p207-208 Book 2, Unit 4, p51-52 Book 2, Unit 5, p113-114 Book 2, Unit 6, p178-179	
3-6	Read and comprehend literary and informational texts.	19. Determine the explicit or implied main idea and supporting details of a text. 19b. Recount or summarize the key ideas from the text.	<ul style="list-style-type: none">• 19a) Teachers must choose THREE assessments from Open Court for 19a: Unit 1 Lesson 4 Unit 1 Lesson 5 Unit 2 Lesson 1 Unit 2 Lesson 5 Unit 3 Lesson 2 Unit 3 Lesson 4 Unit 4 Lesson 5 Unit 5 Lesson 1	



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			Unit 5 Lesson 2 Unit 5 Lesson 6 Unit 6 Lesson 1 Unit 6 Lesson 3	
			<ul style="list-style-type: none">(19b) Teachers must choose THREE ReadWorks passages with a Lexile level of 520L-820L for 19b: The Perfect Sandcastle My Bean Plant Looking for a Bear An Adventure in Africa Do you know what to do if disaster strikes?	
(Section 3) INTERVENTION AND PROGRESS MONITORING				
<i>This space is intended to provide anecdotal notes or context regarding instructional supports the student has received over the course of the year.</i>				
	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
Tier I – High-Quality Classroom Instruction <ul style="list-style-type: none">Core Reading Program<ul style="list-style-type: none">Amplify: Core Knowledge LA (CKLA)McGraw Hill: Open Court (2016)Other: _____				
Tier II – Intervention <ul style="list-style-type: none">Additional small group instructionFocus on lowest deficit skillPush-in/Pull-outProvided by: _____				



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(Classroom teacher, interventionist, etc.)				
Tier III – Intervention <ul style="list-style-type: none">• Intensive small group instruction (Select the assessment used)• Approved dyslexia specific intervention used:<ul style="list-style-type: none">€ Take Flight€ SPIRE€ Project Read€ Phonics First• Additional approved programs:<ul style="list-style-type: none">€ Reading Horizons€ Voyager Read Well€ Winsor Learning Souday System€ IMSE€ Voyager Sound Partners				

(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												



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(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 60 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 Afterschool 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

Promotion Recommendation

Based on the evidence presented in this LAP, this student is ____recommended / ____not recommended for promotion to fourth grade.



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	Recommended	Not Recommended
Teacher Signature		
Principal Signature		
Superintendent Signature		
Considerations for additional review team member signatures (e.g. Special Education, Local Reading Specialist, Interventionist, EL Teacher, etc.)		

Additional Comments: