

Student Reading Portfolio Checklist



2014-
2015

Student's Name _____

School Site _____

School District _____

If a third-grade student is identified at any point of the academic year as having a significant reading deficiency, which shall be defined as scoring below proficient on a screening instrument which meets the acquisition of reading skills criteria pursuant to subsection B of this section, the district shall immediately begin a **student reading portfolio** as provided by subsection K of this section and shall provide notice to the parent of the deficiency pursuant to subsection I of this section. [70 O.S. § 1210.508C\(H\)\(2\)](#)

Students who can demonstrate evidence through a STUDENT PORTFOLIO that the student has mastered state standards beyond the retention level and that the student is reading on grade level or higher may be granted a good cause exemption to meet requirements for Good Cause Exemption Four [70 O.S. § 1210.508C\(K\)\(4\)](#)

Requirement	Date Completed
Be selected by the student's reading teacher	
Include only work that has been independently produced by the student in the third grade, including programs of reading instruction provided after regular school hours, on Saturdays, and during the summer following the student's third grade year	
Include copies of the screening assessments	
Include copies of benchmark/progress monitoring assessments	
Include copy of the student's Academic Progress Plan(APP)	
<p>Such evidence shall be documented through an organized collection of work representing the student's mastery of such standards, including a demonstration of mastery of all of the following essential components of reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Phonological awareness; <input type="checkbox"/> Phonics (i.e., The student demonstrates awareness of letter-sound correspondence for consonants, vowels, and consonant digraphs, syllable types, and two to three syllable words); <input type="checkbox"/> Vocabulary (i.e., The student demonstrates ability to determine the meaning of general academic-specific and domain-specific words and phrases in a text relevant to a grade three topic or subject area); <input type="checkbox"/> Automaticity/Fluency (i.e., The student demonstrates timed letter and word identification, sight words, modeled paragraph reading); <input type="checkbox"/> Comprehension (i.e., The student demonstrates ability to read and comprehend informational text independently and proficiently); and <input type="checkbox"/> Spelling/Writing (i.e., The student demonstrates proficiency in spelling and writing through spelling tests and writing samples). 	
<p>Multiple choice items and passages that are approximately 50 percent literary text and 50 percent expository text that are between 200-600 words with an average of 350 words.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Such evidence could include chapter or unit tests from the district's adopted core reading curriculum that are aligned with the Oklahoma State Standards <input type="checkbox"/> Teacher-prepared assessments that are aligned with the Oklahoma State Standards 	

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The purpose of the teacher created on grade level student portfolio is evidence that the student is reading on grade level.

The teacher will provide a minimum of four samples to show evidence that the child is reading on grade level. These samples may come from the core curriculum reading series, unit tests, formative assessments, etc. as long as they are on 3rd grade level with 70% mastery.

These 3rd grade level samples may be accumulated throughout the year. For example, provide one sample for first nine weeks, next sample during the second nine weeks, third sample during the third nine weeks, and fourth sample during the fourth nine weeks.

Please note: It is not necessary to have four samples for each subcomponent. It is necessary to have a representation of the main sections: Vocabulary, Comprehension/Critical Literacy, Literature, Research and Information.

OKLA. State Reading Standards from OCCT- <i>These samples may come from a reading series unit test, etc. which are 3rd grade level and prove the child is reading on grade level.</i>	Sample One-Date Completed	Sample Two-Date Completed	Sample Three-Date Completed	Sample Four-Date Completed
<u>Vocabulary</u> Subcomponents: Words in Context Affixes, Roots, and Stems Synonyms, Antonyms, and Homonyms				
<u>Comprehension/Critical Literacy</u> Subcomponents: Literal Understanding Inferences and Interpretation Summary and Generalization Analysis and Evaluation				
<u>Literature</u> Subcomponents: Literary Elements Figurative Language/Sound Devices				
<u>Research and Information</u> Subcomponents: Accessing Information				

Signature of student's reading teacher, principal, and superintendent attesting that it is an accurate assessment of the student's mastery of third grade on grade reading level and the student possesses the required reading skills to be promoted to fourth grade.

Student's:	Signature
Reading Teacher's Name	
Principal's Name	
Superintendent's Name	