

Student's Name \_\_\_\_\_

School Site \_\_\_\_\_

School District \_\_\_\_\_



**2013-  
2014**

## Teacher Created On Grade Level Student Portfolio Checklist

*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
<b>Be selected by the student's reading teacher</b>	
<b>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</b>	
<b>Include copies of the screening assessments</b>	
<b>Include copies of benchmark/progress monitoring assessments</b>	
<b>Include copy of the student's Academic Progress Plan(APP)</b>	
<b>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:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Phonological awareness;</li><li><input type="checkbox"/> Phonics (i.e., The student demonstrates awareness of letter-sound correspondence for consonants, vowels, and consonant diagraphs, syllable types, and two to three syllable words);</li><li><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);</li><li><input type="checkbox"/> Automaticity/Fluency (i.e., The student demonstrates timed letter and word identification, sight words, modeled paragraph reading);</li><li><input type="checkbox"/> Comprehension (i.e., The student demonstrates ability to read and comprehend informational text independently and proficiently); and</li><li><input type="checkbox"/> Spelling/Writing (i.e., The student demonstrates proficiency in spelling and writing through spelling tests and writing samples).</li></ul>	
<b>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.</b> <ul style="list-style-type: none"><li><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</li><li><input type="checkbox"/> Teacher-prepared assessments that are aligned with the Oklahoma State Standards</li></ul>	

Student's Name \_\_\_\_\_

School Site \_\_\_\_\_

School District \_\_\_\_\_



2013-  
2014

## Teacher Created On Grade Level Student Portfolio Checklist

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-These samples may come from a reading series unit test, etc. which are 3<sup>rd</sup> grade level and prove the child is reading on grade level.**

**Sample  
One-Date  
Completed**

**Sample  
Two-Date  
Completed**

**Sample  
Three-Date  
Completed**

**Sample  
Four-Date  
Completed**

**Vocabulary**

**Subcomponents:**

Words in Context  
Affixes, Roots, and Stems  
Synonyms, Antonyms, and Homonyms

**Comprehension/Critical Literacy**

**Subcomponents:**

Literal Understanding  
Inferences and Interpretation  
Summary and Generalization  
Analysis and Evaluation

**Literature**

**Subcomponents:**

Literary Elements  
Figurative Language/Sound Devices

**Research and Information**

**Subcomponents:**

Accessing Information  
Using Resource Materials

**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