

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

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

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

Date \_\_\_\_\_

# Student Reading Portfolio Checklist



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 the grade-level target on a screening instrument which meets the acquisition of reading skills criteria, the district shall immediately begin a **student reading portfolio** and shall provide notice to the parent of the deficiency. [70 O.S. § 1210.508C\(H\)\(2\)](#)

Students who can demonstrate evidence, through a STUDENT PORTFOLIO, that the student is reading on grade level as evidenced by demonstration of mastery of the state standards beyond the retention level may be granted a good-cause exemption to meet requirements for Good-Cause Exemption Four. [70 O.S. § 1210.508C\(L\)\(4\)](#)

Requirement	Date Completed
Reading teacher selects student reading portfolio documents.	
Include documentation 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 completed screening assessments.	
Include copies of benchmark/progress monitoring assessments.	
Include copy of the student's Individualized Program of Reading Instruction (IPRI).	
<p><b>The student portfolio shall include evidence demonstrating the student's mastery of the Oklahoma state standards in reading equal to grade level performance on the reading foundations/processes and vocabulary portions of the third grade assessment. 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></p> <ul style="list-style-type: none"> <li>○ Phonemic awareness;</li> <li>○ 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>○ Reading fluency (i.e., the student demonstrates timed letter and word identification, sight words, modeled paragraph reading);</li> <li>○ 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); and</li> <li>○ Comprehension (i.e., the student demonstrates ability to read and comprehend informational text independently and proficiently).</li> </ul> <p style="text-align: right;"><b>210:15-27-2 (b)(4)(A)</b></p>	

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The student portfolio shall include clear evidence that the standards assessed by the reading foundations/processes and vocabulary portions of the [third grade assessment](#) have been met. Such evidence could consist of chapter or unit tests from the district's adopted core reading curriculum that are aligned with the Oklahoma Academic Standards and teacher-prepared assessments.

Each standard and objective assessed by the reading foundations/processes and vocabulary portions of the third grade assessment must include a minimum of four (4) work samples of mastery whereby the student attained a grade of 70% or above, for a total of 36 work samples. Demonstrating mastery of each objective for each standard is required.

<i>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.</i>		Sample One-Date Completed	Sample Two-Date Completed	Sample Three-Date Completed	Sample Four-Date Completed
<b>Standard 2: Reading and Writing Process: Comprehension</b>	<b>3.2.R.1</b> Students will locate the main idea and key supporting details of a text or section of text.				
	<b>3.2.R.2</b> Students will compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.				
	<b>3.2.R.3</b> Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.				
<b>Standard 4: Vocabulary</b>	<b>3.4.R.1</b> Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.				
	<b>3.4.R.2</b> Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.				
	<b>3.4.R.3</b> Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.				
	<b>3.4.R.4</b> Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.				
	<b>3.4.R.5</b> Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.				

Signature of student's reading teacher and principal attests that it is an accurate assessment of the student's mastery of third grade on grade reading level. The portfolio includes 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; and the student possesses the required reading skills to be promoted to fourth grade.

<b>Student's Reading Teacher:</b> Certified Classroom Teacher responsible for the student's Reading Instruction	Signature
	Printed Name
Principal Approval	Signature