Grade 3 Student Reading Portfolio

Implementation Guide

INTRODUCTION

The Grade 3 Student Reading Portfolio should be completed for any student in grade 3 who is taught the North Carolina Standard Course of Study and who is having difficulties in reading as determined by a comprehensive balanced assessment system including formative, benchmark and summative assessments, observations, historical data and classroom performance. The portfolio contents consist of three basic components that are integral elements of the Read to Achieve Act. The first component is hard copy evidences of student summary pages from mClass Reading 3D of benchmarking and progress monitoring results. The second component is the copy of the student's Personal Education Plan (PEP), if applicable, that is evaluated and updated periodically throughout the year. The third component begins in January of a student's third-grade year and consists of the administration of reading passages and accompanying questions, based on third-grade reading standards. These passages are selected from an approved set of secure passages provided to each local education agency (LEA) from the North Carolina Department of Public Instruction and are administered by the classroom teacher. The results and completed evidences of these portfolios may be used to demonstrate reading proficiency and to justify a good cause exemption for promotion to fourth grade. *See the list of Good Cause Exemptions in Appendix A

Part 1: The General Assembly's North Carolina Read to Achieve Act

In July of 2012, the North Carolina General Assembly passed the 2012 budget act, House Bill 950/S.L. 2012-142 Section 7A, which included the Read to Achieve Act as part of the Excellent Public Schools Act. Following the directives from the Read to Achieve Act, a third-grade student may be promoted to grade 4 if the student demonstrates reading proficiency through one of the following:

1. *North Carolina End-of-Grade (EOG) Reading Test at Third Grade* - reading test score of Level 3 or 4,
    Or
2. Completion of *Grade 3 Student Reading Portfolio* - (Good Cause Exemption)
    Or
3. Retest of the *North Carolina End-of-Grade (EOG) Reading Test at Third Grade* - administered before the end of the school year – reading test score of Level 3 or 4,
    Or
4. *North Carolina Read to Achieve Test* - administered at the end of the third-grade year (after initial administration of the EOG and/or EOG retest) with a reading test score of Level 3 or 4 (Good Cause Exemption)
    Or
5. Completion of the *Grade 3 Student Reading Portfolio or passing the Read to Achieve Test* after participating in Summer Reading Camp
    Or
6. Completion of the *Grade 3 Student Reading Portfolio or passing the Read to Achieve Test at mid-year promotion* – before November 1 of the school year following Summer Reading Camp

The Grade 3 Student Reading Portfolio represents a student's opportunity to be promoted to grade 4 for the subsequent school year. It was developed as part of an ongoing effort to certify student mastery of the North Carolina Standard Course of Study (NCSCoS) in reading that is assessed on the NC Reading EOGs. The portfolio shows documented evidence of the use of formative assessments along with goal setting and intervention strategies. The NC Department of Public Instruction established the portfolio's contents in an effort to ensure that the evidences of proficiency on the standards are equitable across all schools and uniform throughout the state.

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Part 2: State Guidelines for the Grade 3 Student Reading Portfolio
The following guidelines were approved by the NC State Board of Education in October of 2013. The portfolio must contain the following three components to be considered complete:

Component 1: Evidence of all benchmarking and progress monitoring results from the mClass Reading 3D formative, diagnostic assessment system for those students being taught with the North Carolina Standard Course of Study (NCSCoS) and being assessed with this system. Progress monitoring assessment intervals should follow the state-recommended guidelines for the Reading 3D assessment system. The state recommends that teachers use multiple sources of data and comprehensive balanced assessments to make decisions about instruction for individual students and core classes. Reading 3D data is included in the portfolio because it is a requirement for all students under the Read to Achieve Act, but this system should not be used as the sole source for decisions made on instruction.

Component 2: Evidence of an ongoing Personal Education Plan (PEP) **established by the end of the first nine weeks of instruction, if applicable,** with goals, interventions, and instructional strategies based on student data that matches the needs of the individual student. The PEP must show evidence of collaboration with the student's parent/guardian. If schools have been trained in the three-tier Responsiveness to Instruction (RtI) framework, then they may follow the problem-solving guidelines for grade level and individual concerns and use this documentation for the student's PEP. (See Appendix G)

Component 3: Evidence of proficiency on 36 completed passages, three passages for each of twelve standards. **A student's portfolio must include at least three examples of mastery per standard and must include all passages attempted.**   Mastery equates to 4 out of 5 questions correct on each passage. The portfolio must measure the Grade 3 NCSCoS Reading Standards. To assist teachers, the NC Department of Public Instruction developed the Grade 3 Student Reading Portfolio, which consists of a series of passages that are based on grade-three reading standards with accompanying questions in multiple choice format. The purpose of the portfolio is to gather information on a student's reading proficiency **over a period of time**; therefore, the student must complete passages at various times throughout the second semester rather than within a particular testing window. The evidence must be obtained through a **cold read**; that is, the first time a student sees a passage he/she must read the passage and respond to the accompanying questions **without any assistance from an adult or other student.**

* See Appendix B for a complete list of the guidelines.
* See Appendix C for the reading standards.

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Part 3:

SCHEDULE OF ACTIVITIES
2013-14 GRADE 3 STUDENT READING PORTFOLIO

Date	Activity	Notes
BOY Benchmark for mClass Reading 3D (15-day period within the first 25 days of instruction)	**Component #1:**Teachers conduct Beginning of Year (BOY) assessments for mClass Reading 3D on each individual student	Individual student summary reports are available at any time during the school year through the electronic system for teachers to copy and place in a portfolio folder as needed to document evidence of completion.
September – December	Ongoing use of the problem-solving model including progress monitoring within the instructional cycle	Problem solving model includes a problem identification, problem analysis, plan implementation (with goal setting), and plan evaluation. Evidence of progress monitoring must be documented in the portfolio through student summary reports.
October 8,9, 2013	State- level Regional Accountability Coordinators trained on the portfolio process	
Mid to late October 2013	Regional Accountability Coordinators train the district Testing Coordinators on the portfolio process and contents	
By end of first nine weeks of instruction	**Component #2:** Teachers develop Personal Education Plans (PEPs), if applicable, for students at risk of academic failure in reading	PEP templates and procedures are the decision of each LEA, but copies must be placed in the portfolio, when applicable. Schools trained in the three tier Responsiveness to Instruction (RtI) framework, may follow the problem-solving guidelines for grade level and individual concerns. (See Appendix G)
Late November	**Component #3**: Portfolio materials (secured passages based on third-grade reading standards) delivered to districts for distribution to schools	
December	Schools familiarize teachers with portfolio procedures	Procedures outlined in the Implementation Guide for the Student Reading Portfolio
January of 2014 (dates vary among LEAs)	Middle of Year (MOY) assessments for mClass Reading 3D conducted	Individual summary sheets placed in appropriate individual student portfolios as applicable
January –May	Teachers administer portfolio passages to students (no more than 3 per week)	Ongoing use of the problem-solving model including progress monitoring within the instructional cycle
Day 174 of school year (before EOG testing begins)	Teachers stop administering portfolio passages and document names of students who have a completed portfolio	
Last 10 days of school (late May to June)	Students take EOGs	
After administration of EOG	Documentation of Good Cause Exemptions based on ESL instruction, students on Extended Content Standards, completed portfolios, and previous retentions	
Last 10 days of school (late May to June)	Retakes of EOGs and/or administration of Read to Achieve Test	Only needed for students who did not show proficiency on the first administration of the EOG and did not qualify for a Good Cause Exemption
Mid June – Late June	Summer Reading Camps begin for students who have not shown proficiency on third-grade standards. Incomplete portfolios can be continued during summer reading camps.	

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Part 4: Which students need a portfolio?
The Grade 3 Student Reading Portfolio should be completed for any student in grade 3 **who is being taught the North Carolina Standard Course of Study** and is having difficulties in reading as determined by assessments, observations, and classroom performance.   However, a teacher may develop a portfolio for any student in the classroom.

The following students will qualify for a Good Cause Exemption under separate headings:

- **Students with disabilities who have an Individualized Education Program (IEP), are receiving instruction in the Extended Content Standards, and participate in an alternative assessment (i.e.,*NCEXTEND1*)**
- **English Language Learners who have participated in English as a Second Language (ESL) instruction for less than two years by the end of their third-grade year, and**
- **Students who have been retained more than once before third grade**

On a case by case basis where appropriate documentation exists, students with disabilities, including students receiving services under Section 504, and students identified as English Language Learner (ELL) students who have participated in more than two years of ESL instruction/LEP identification and meet the state testing accommodations criteria may receive testing accommodations.

The activities in the Grade 3 Student Reading Portfolio require students to demonstrate reading ability; **therefore reading aloud or signing/cueing the selections, test questions, or answer choices for the portfolio invalidates the assessment's results.**

Please see chart on the following page that clarifies acceptable accommodations for identified students.

Approved Accommodations for the Grade 3 Student Reading Portfolio

Accommodations	Students with Disabilities/Section 504	Students Identified as Limited English Proficient
Assistive Technology Devices	Yes	No
Braille Edition	Yes	No
Braille Writer/Slate and Stylus (Braille Paper)	Yes	No
Dictation to a Scribe	Yes	No
Interpreter/Transliterator Signs/Cues Test	No[1]	No
Large Print Edition	Yes	No
Magnification Devices	Yes	No
Multiple Testing Sessions	Yes	Yes
One Test Item Per Page Edition	Yes	No
Scheduled Extended Time	Yes	Yes
Student Marks Answers in Test Book	Yes	No
Student Reads Test Aloud to Self	Yes	Yes
Test Administrator Reads Test Aloud	No[1]	No[1]
Testing in a Separate Room	Yes	Yes
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (LEP only)	Yes[2]	Yes

[1] Reading aloud or signing/cueing the selections, test questions and answer choices from the North Carolina Grade 3 Student Reading Portfolio invalidates the results from the Assessment..

[2] Only students with disabilities who are also identified as limited English proficient (LEP) and have scored below 5.0 on the most recent administration of the reading subtest of the ACCESS for ELLs® are eligible for this accommodation.

Note: To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of any restrictions for appropriate use of these accommodations.

Note: *North Carolina Guidelines for LEP Testing Accommodations* If a student scores below Level 5.0 Bridging on the reading subtests of the W-APT™/ACCESS for ELLs, the student is eligible to receive state-approved LEP testing accommodations on all state tests.

If the LEP team/committee determines testing with accommodations is appropriate, documentation must exist in the student's current LEP plan/documentation to substantiate the provision of these accommodations. The documented accommodations must be used routinely during (a) classroom instruction and (b) similar classroom assessments that measure the same construct.

*Note: It is recommended that English Language learners (ELL) and retained students being taught with the North Carolina Standard Course of Study (NCSCoS) have a portfolio even though they will qualify for a Good Cause Exemption under a separate heading.

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Part 5: Administering the Portfolio Passages:

The reading passages included in the **Grade 3 Student Reading Portfolio** must be conducted in **a classroom setting during the second semester of the school year. Passages may not be completed as a homework assignment or outside of the classroom. Only students who have an accommodation for separate room may complete the portfolios outside of the classroom setting.**

The portfolio should represent student reading mastery of standards over a period of time; therefore, a teacher has many options regarding when and how the students read the passages and respond to the questions. The passages must be administered as a "cold read", meaning that a student sees the passage for the first time and reads the passage and answers the questions independently.
At no time may the teacher or another individual read a portfolio passage to the student, assist students with individual words, interpret meanings of words or provide any additional assistance that would support the student independently reading the passage and completing the questions.

The order or sequence in which the passages are administered may be determined at the school site.   One way to schedule the passages is to match the standard being emphasized in weekly lesson plans with the passage(s) that contain questions most related to the standard being taught. The sequence of passages may vary between schools and/or classrooms within a school. Based on the students' needs, each teacher should decide when the student will independently read the passages.   **No more than three passages should be administered each week**. Each administration date must be recorded on the actual passage **and** on the recording sheet.

Part 6: Portfolio Procedures: The student's primary reading teacher is responsible for collecting evidence for the student's reading portfolio.   Teachers are encouraged to review and analyze multiple forms of data when making decisions about instruction and collecting evidence. However, the following three components are integral elements of Read to Achieve and are the ones that should be housed in the portfolio to show evidence of completion.

1. **Component 1: Benchmarking and Progress Monitoring in mClass Reading 3D**
   Teachers should print student summary pages that include benchmarking and progress monitoring scores for mClass Reading 3D and include the summary sheets in the individual student portfolio.
2. **Component 2: Personal Education Plan (PEP), if applicable**
   All updates, reviews and changes to the PEP must be documented and kept in the individual student portfolio.
3. **Component 3: Student North Carolina Standard Course of Study (NCSCoS) Portfolio Passages**
   All attempted passages must be contained in the portfolio. The reading passages and questions must be completed in **untimed classroom settings** during the second semester of the school year. As long as students are engaged and working, they must be given as long as they need to read the passage independently and answer the accompanying questions.

When students are not using the passages and questions, the materials must be kept in a secure, limited-access location.

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Before students begin to read a passage, the teacher may discuss the multiple-choice format, and explain how the students are to respond. The teacher may also answer questions about the directions, but he/she may not read the passages or explain the meaning of words in the passages. Students are not allowed to use dictionaries or other aids to assist them in defining the words. (English Language Learners [ELLs] may use an English-to-heritage language dictionary.)

SCORING
The answer keys for the reading passages will be provided to each school. The answer key lists the standards assessed and the correct response for each question. In order to demonstrate mastery of each standard, a student is required to complete a minimum of three passages per standard with four out of five questions correct on each passage. There are ten sample passages for each standard, so a student who is not successful on a passage does have other opportunities to show proficiency for a standard. As a reminder, when answer keys are not in use, they must be placed in a secure location.   Staff members directly working with the portfolio are the only ones who should have access to the answer keys. The student's primary reading teacher is responsible for scoring the portfolio passages.

Part 7:   COLLECTING AND RECORDING EVIDENCE OF STUDENT MASTERY
The primary reading teacher must keep a record in the student's portfolio of the student's mastery on each of the reading standards. A score summary sheet will be provided for the teacher to record passages attempted, the date of the administration, and the appropriate scores for each passage. Portfolios may be stored in the teacher's classroom, but they must be kept in a secure, location (e.g., file cabinet, file storage box not accessible to students.)

Recording Mastery for Students Who Will Be Recommended for Promotion
A **Score Summary Sheet** (Appendix D) **must** be completed for each student who will be recommended for promotion based on the results of the **Student Reading Portfolio**. <u>**All attempted and dated passages must be kept in the reading portfolio along with the Score Summary Sheet.**</u>

Second Reading of Responses
For each student who will be recommended for promotion, the student's responses must be scored by the primary teacher and the scores verified by another instructional staff member. The verification is conducted to confirm the accuracy of the scores for each passage. The verification process should occur when a student has a completed portfolio.

All evidences of Component 1 with student summary pages from mClass Reading 3D, Component 2 with Personal Education Plan (PEP) documentation (if applicable), and Component 3 which includes all passages attempted and scored are placed in a portfolio folder within the student's cumulative folder. Component 3 attempts and results must be documented on the Score Summary Sheet. A copy of the **Score Summary Sheet** is forwarded to the principal along with a **Promotion Recommendation Form** (Appendix E).

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Completing the Promotion Recommendation Form

A **Promotion Recommendation Form** must be completed for each student to be recommended for promotion to grade 4 based on his/her portfolio. The student's primary reading teacher must complete the three sections of this form.

- Documentation of evidence of Component 1
- Documentation of evidence of Component 2 (if applicable) and
- Documentation to Demonstrate Mastery of the Grade 3 North Carolina Standard Course of Study (NCSCoS), indicating that the student has demonstrated proficiency on **at least three passages for each of the twelve standards**

RECOMMENDING STUDENTS FOR PROMOTION

For a student to be promoted to grade 4 based on his/her Grade 3 Student Reading
Portfolio results and evidences, and thus a Good Cause Exemption, the recommendation must be:

1) made by the reading teacher,
2) verified by a second reader (instructional staff member),
2) certified by the principal, and
3) accepted, approved and signed by the district Superintendent or his/her designee.

The principal receives and signs each individual Promotion Recommendation Form and then completes a **Portfolio Promotion Roster** (Appendix F) for his/her school which includes all students recommended for promotion by completion of a Student Reading Portfolio. The Portfolio Promotion Roster is sent to the superintendent (or designee) for his/her signature.

Incomplete Portfolios

If a student does not complete the recommended number of passages for promotion during the second semester of his/her third-grade year, then the incomplete portfolio contents can follow the student to summer reading camp. Further instructions about the administration of the portfolio during summer reading camps will be forthcoming in spring of 2014.

Appendix A

Good Cause Exemptions

1. Limited English Proficient students with less than two years of instruction in an English as a Second Language program.
2. Students with disabilities, as defined in G.S. 115C-106.3(1), whose individualized education program indicates the use of alternative assessments and reading interventions. (based on Extended Content standards)
3. Students who demonstrate reading proficiency appropriate for third-grade students on an alternative assessment approved by the State Board of Education. Teachers may administer the alternative assessment following the administration of the State-approved standardized test of reading comprehension typically given to third-grade students at the end of the school year, or after a student's participation in the local school administrative unit's summer reading camp.
4. Students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third-grade students. Teachers may submit the student reading portfolio at the end of the school year or after a student's participation in the local school administrative unit's summer reading camp. The student reading portfolio and review process shall be established by the State Board of Education.
5. Students who have (i) received reading intervention and (ii) previously been retained more than once in kindergarten, first, second, or third grades.

Appendix B

To be accepted as meeting the NC Third-Grade Reading Portfolio option for demonstrating mastery of the required reading skills, the student portfolio must contain the following three components to be considered complete:

- Include evidences of all three Components
    - Component 1: Evidences of completion of benchmarking and progress monitoring measures using the mClass Reading 3D formative, diagnostic assessment system. Hard copies of individual student summary pages may be used for these evidences.
    - Component 2: Hard copy documentation of an individual student's Personal Education Plan (PEP), if applicable. If schools have been trained in the three-tier Responsiveness to Instruction (RTL) framework, then they may follow the problem-solving guidelines for grade-level and individual concerns and use this documentation for the student's PEP (see Appendix G).
    - Component 3: Evidence of proficiency on 36 completed passages. A minimum of three examples of mastery for each of the twelve standards must be provided.
- Specific Information for Component 3
    - Evidence must be an accurate picture of the student's ability and only include student work that has been produced independently in the classroom (unless student requires the *Testing in a Separate Room* accommodation)
    - Evidence must be obtained through a cold read
    - Evidence must be selected by the student's teacher from the designated passages
    - Evidence must be kept in a secure setting
    - Students must be limited to three passage attempts per week
    - Attempts and results must be documented on the Score Summary Sheet (all attempted passages must be scored, dated, and included in the portfolio)
    - The student's responses in the completed portfolio must be verified by another instructional staff member
- The *Promotion Recommendation Form* must be completed and the form signed by (1) the primary reading teacher, (2) the instructional staff member who verified the student's responses, and (3) the principal verifying that the portfolio is an accurate assessment of the required reading skills.   10

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Appendix C

North Carolina Standard Course of Study

Third-Grade Reading Standards

3.RL.1 — Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RL.2 — Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

3.RL.3 — Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

3.RL.4 — Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

3.RL.5 — Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

3.RL.6 — Distinguish their own point of view from that of the narrator or those of the characters.

3.RL.7 — Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

3.RL.8 — (Not applicable to literature)

3.RL.9 — Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

3.RL.10 — By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

3.RI.1 — Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RI.2 — Determine the main idea of a text; recount the key details and explain how they support the main idea.

3.RI.3 — Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

3.RI.4 — Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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3.RI.5 — Identify the front cover, back cover, and title page of a book.

3.RI.6 — Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

3.RI.7 — Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

3.RI.8 — Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

3.RI.9 — With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

3.RI.10 — Actively engage in group reading activities with purpose and understanding.

3.L.4.a — Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: Use sentence-level context as a clue to the meaning of a word or phrase.

3.L.5.a — Demonstrate understanding of word relationships and nuances in word meanings: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

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Student Reading Portfolio

Sample of Score Summary Sheet

Student Name: _____ **ID#:** _____

Teacher Name: _____

Portfolio Assessment: Student Score Summary Sheet

Date of Administration			Standard Name and Number		
			Date of Administration		
	Selection #1	____of 5		Selection #6	____of 5
	Selection #2	____of 5		Selection #7	____of 5
	Selection #3	____of 5		Selection #8	____of 5
	Selection #4	____of 5		Selection #9	____of 5
	Selection #5	____of 5		Selection #10	____of 5
			Standard Name and Number		
	Selection #1	____of 5		Selection #6	____of 5
	Selection #2	____of 5		Selection #7	____of 5
	Selection #3	____of 5		Selection #8	____of 5
	Selection #4	____of 5		Selection #9	____of 5
	Selection #5	____of 5		Selection #10	____of 5

Appendix E – Promotion Recommendation Form

All information must be completed and all supporting documentation must be included in the student portfolio housed in the cumulative record.

Component 1: Student Summary Sheet – benchmarking and progress monitoring results from mClass Reading 3D

Component 2: Copy of PEP, if applicable

Component 3: A minimum of three examples of mastery for each of the twelve standards must be provided. Student work must be independently produced in the classroom. The signatures of the primary reading teacher, the instructional staff member who verified the student responses, and principal certify the portfolio contents as an accurate assessment of the NCSCoS required reading skills. The primary reading teacher who assigns the reading grade on the report card should sign this form.

School Name: _____ School Number: _____ Date: _____

Student Information:

Name (first name, MI, last name): _____

Student ID Number: _____

Accommodations for Students with Disabilities, Section 504, and English Language Learners:

      All required accommodations were provided   ☐ Yes   ☐ No

_____

Component 1: Student Summary Sheet: Reading 3D   ☐Yes   ☐No

Component 2: Copy of PEP, if applicable   ☐Yes   ☐No

Component 3: Documentation to Demonstrate Mastery of the Grade 3 NCSCoS Reading Standards – Verification of 36 proficient passages (three passages for each of twelve standards) is documented on the Student Score Summary Sheet located in the student cumulative folder   ☐Yes   ☐No

Required Signatures:

Teacher: _____ (print first and last name)	Principal: _____ (print first and last name)
Teacher's Signature: _____	Principal's Signature: _____
Recommend Student for Promotion: ☐Yes ☐No	Recommend Student for Promotion: ☐Yes ☐No
Second Reader Verification _____ (print first and last name) Second Reader Signature: _____ Recommend Student for Promotion: ☐Yes ☐No	

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Appendix F – Portfolio Promotion Roster

North Carolina Public Schools
Grade 3 Reading Portfolio
Promotion Roster

School Name: _____   School Number: _____

Our signatures acknowledge/certify that all appropriate administration and scoring procedures were followed for the recommendations submitted below and that the portfolios are accurate assessments of the students' reading skills.

_____   _____   _____
Name of Principal   Signature of Principal   Date

Name of Student	Student ID Number

_____   _____
Signature of Superintendent   Date

Appendix G

PEP Memo for RtI Three-Tier Framework

June 8, 2012

To: LEAs/Schools Implementing North Carolina Responsiveness to Instruction (NCRtI)

From: Maria Pitre-Martin, Director

                Division of K-12 Curriculum and Instruction

RE: **North Carolina's Three-Tier Responsiveness to Instruction (RtI) Model and Personalized Education Plans (PEP)**

Attached you will find forms, including directions, which may be used to document the problem- solving process within NC's three-tier RtI model. Please note these forms are designed to facilitate the problem solving process at all three tiers, with the first tier being the foundational core curricula for all students.

The forms are also designed to ensure the requirements of *G.S. 115C-105.41 (Students who have been placed at risk of academic failure; personal education plans)* are met if LEAs are implementing NC's three-tier RtI Model and select to use these forms.   Students' PEP will vary depending upon individual student needs; Some may include forms from all three tiers, while others may include only Tier I forms.

These forms are designed for use by LEAs/schools who have been trained and are implementing North Carolina's RtI model. Training specific to the forms will be provided as LEAs/schools transition to the new three-tier model or begin implementation of RtI.

For information regarding the new three tier model or implementation of RtI, please contact Amy Jablonski amy.jablonski@dpi.nc.gov

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Appendix H

Teacher Signature Sheet

Ethical practices for administering North Carolina assessments include but are not limited to (1) informing students about the assessments and why the assessments are important, (2) informing students and parents how the assessments and results will be used, (3) ensuring all eligible students take the assessments, (4) encouraging students to attempt to respond to all assessment items and do their best, (5) preparing students to take the assessments, and (6) sharing the results of the assessments along with any available interpretation of the scores with students and parents within the allotted timelines. In addition, the importance of maintaining test security at all times must be stressed. Ethical practices ensure validity of the results.

Testing should be conducted in a fair and ethical manner, which includes:

Security
- assuring adequate security of the testing materials before, during, and after testing and during scoring
- assuring student confidentiality

Preparation
- training staff in appropriate testing practices and procedures
- providing an appropriate atmosphere

Administration
- developing a local policy for the implementation of fair and ethical testing practices and for resolving questions concerning those practices
- assuring all students who should be tested are tested

Scoring, Analysis and Reporting
- interpreting assessment results to the appropriate audience
- providing adequate data analyses to guide curriculum implementation and improvement

_____
School Name

_____
Printed Teacher Name

_____   _____
Teacher Signature   Date

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