Florida Department of Education
2015 Third-Grade Portfolio – District Guidance

Section 1008.25, Florida Statutes (F.S.), and State Board Rule 6A-1.094221 provide the use of the third-grade student portfolio as a means for good cause promotion. In an effort to assist districts with the delivery of the student portfolio, the Just Read, Florida! office has created the Florida Department of Education Third-Grade Portfolio (FDOE Portfolio) in partnership with Flagler, Charlotte, Collier and Sarasota school districts. The following information will provide districts with the guidance necessary to complete a portfolio with identified students. A separate document entitled Third-Grade Portfolio – Teacher Guidance is available for distribution to teachers for test preparation and administration.

The FDOE Portfolio must meet the following criteria as stated in the State Board Rule. Portfolio items must:
(a) Be selected by the student's teacher,
(b) Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom,
(c) Include evidence that the standards assessed by the Grade 3 English Language Arts (ELA) assessment have been met. Evidence is to include multiple choice items and passages that are approximately sixty (60) percent literary text and forty (40) percent information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the English Language Arts Florida Standards or teacher-prepared assessments,
(d) Be an organized collection of evidence of the student's mastery of the English Language Arts Florida Standards that are assessed by the Grade 3 English Language Arts assessment (ELA). For each standard, there must be at least three (3) examples of mastery as demonstrated by a grade of seventy (70) percent or above on each example, and
(e) Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The FDOE Portfolio provides classroom teachers with tools and resources which may be used to document evidence of a student's mastery of the third-grade ELA standards. Students should be able to understand the text, read with fluency and respond to a variety of questions based on the text read.

The Just Read, Florida! office has compiled an inventory of reading passages with accompanying questions available in the Item Bank and Test Platform (IBTP). The Just Read, Florida! office will continue to expand the inventory of assessments/passages which may be used exclusively or in conjunction with other examples of evidence collected by the teacher to document the successful completion of the student's portfolio. School districts may also require additional specifications on the content of the student portfolio used by their teachers for documentation of performance. It is important to note that all examples of evidence used to document student performance must meet the criteria identified in state board rule as stated above. Each individual passage in the FDOE Portfolio is followed by questions addressing various third-grade ELA standards. Some standards are not listed on the matrix and the class record form, but all ELA standards must be taught.

The student portfolio may consist of some or all of the following resources:
- State-developed Third-Grade Student Portfolio – located in the Florida Interim Assessment Item Bank and Test Platform (IBTP) through the Single Sign-On (SSO);
- Adopted Core Reading Program – consists of end of chapter or unit tests; and
- Teacher, school or district-prepared assessment examples.

Optional/Organizational Documents:
- The Classroom Record Form – may be used to track student performance on the Florida ELA Standards.
- FDOE Third-Grade Portfolio Matrix – provides the title of each passage, the word count and the standards addressed within each passage.

Teachers should pay close attention to individual standards within each passage and identify any student who consistently demonstrates a lack of understanding of an individual standard. In this situation, the teacher should reteach the standard and provide the student ample opportunities to demonstrate understanding through additional alternative assessments.
- **There must be three examples of successful completion at 70 percent or above.**
- **The completed portfolio should reflect, as closely as possible, a 60 percent literature and 40 percent informational text collection.**


Step-by-Step District Guide to FDOE Third-Grade Portfolio
Via the SSO

1. **Access the FDOE Third-Grade Portfolio in IBTP**
   - Go to www.fldoe.org.
   - Click **Single Sign-On** under **Additional Resources.**
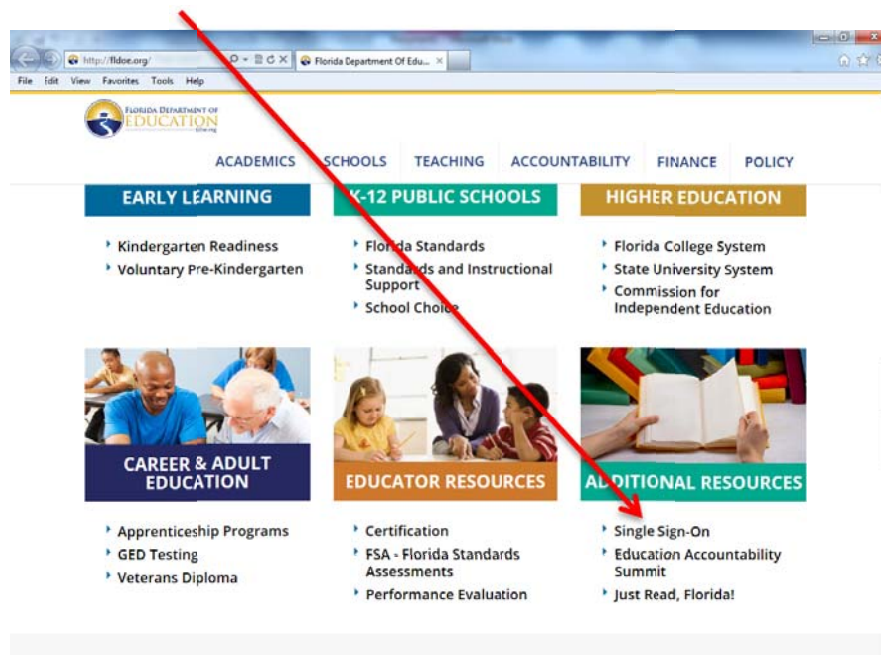
- Log in to **Single Sign-On** with your credentials:
  - Select the **Educators option**.
  - If prompted to select an organization, use the drop down list to choose the school district (or SSO Hosted Users if the school district is not listed), and click **Continue to Sign In**.
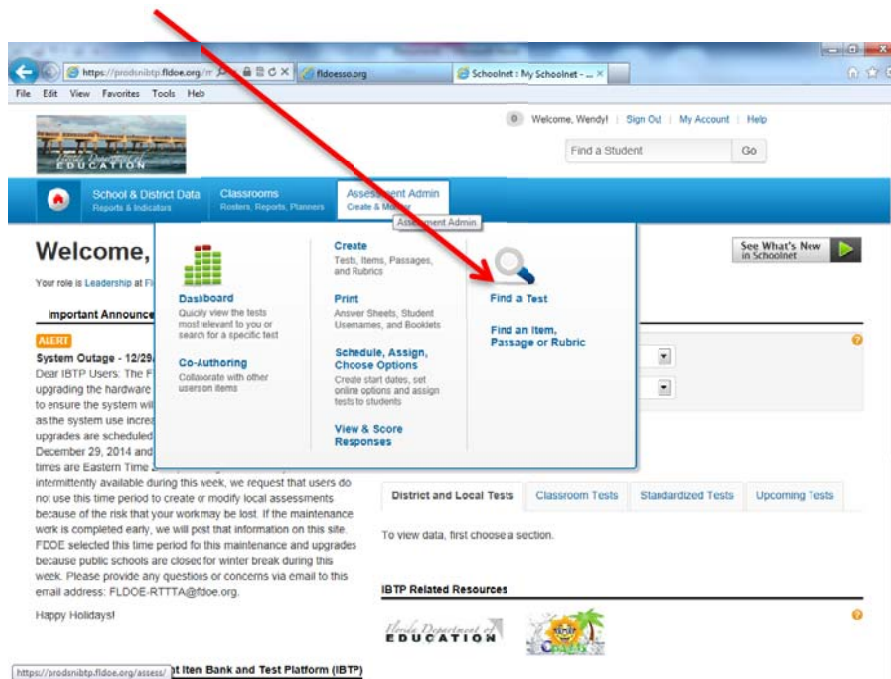 - Enter your username and password and proceed to log in.
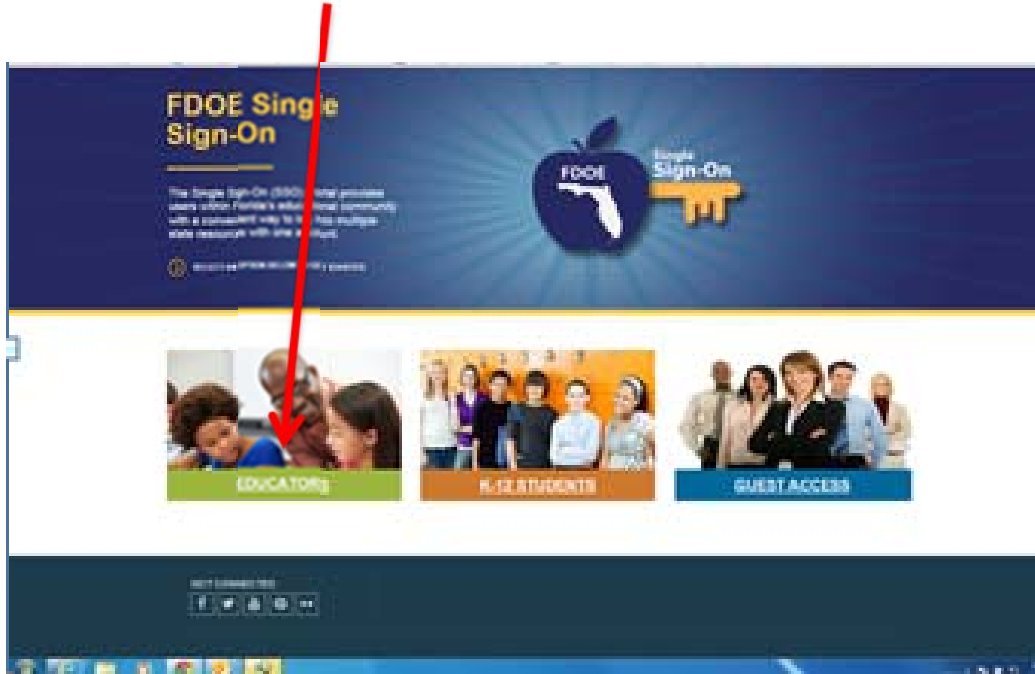
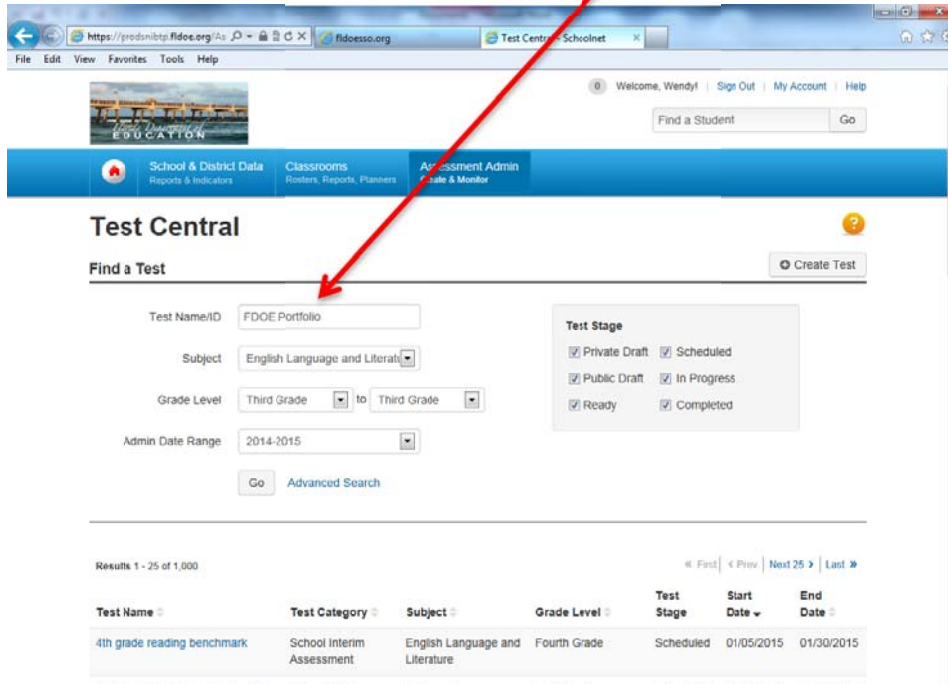- Click on **IBTP-Test Platform** under **Resources & Assessments** on your personal welcome page. If IBTP is not available, contact your District SSO Administrator.
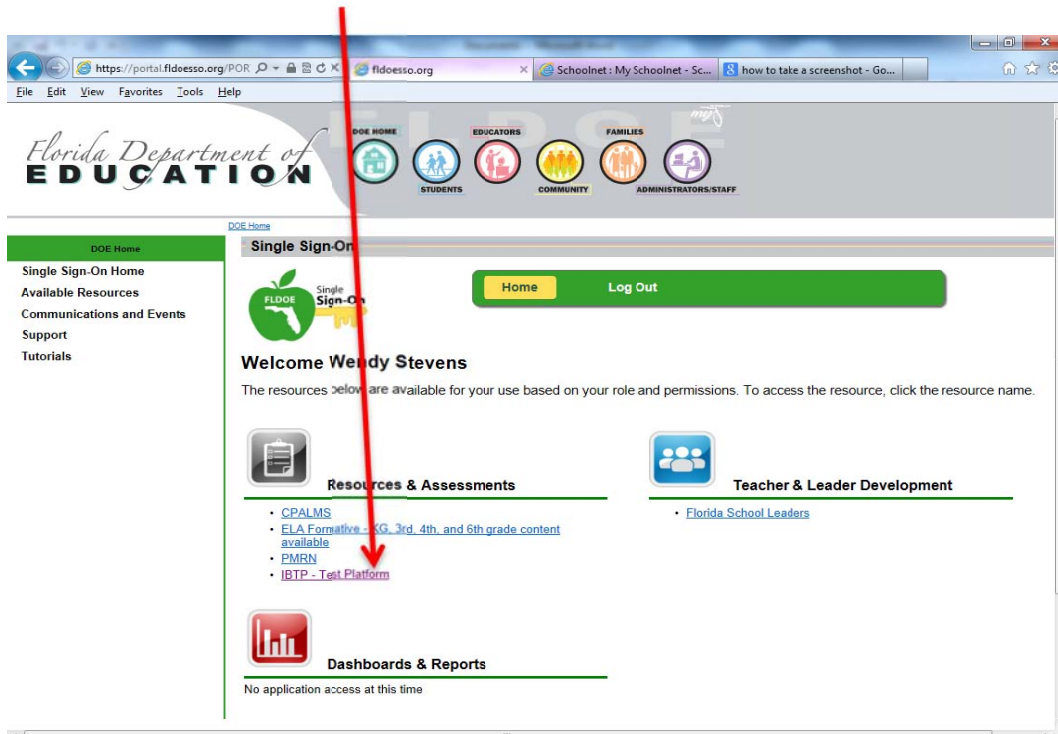
- On the IBTP home page, Click on **Assessment Admin**
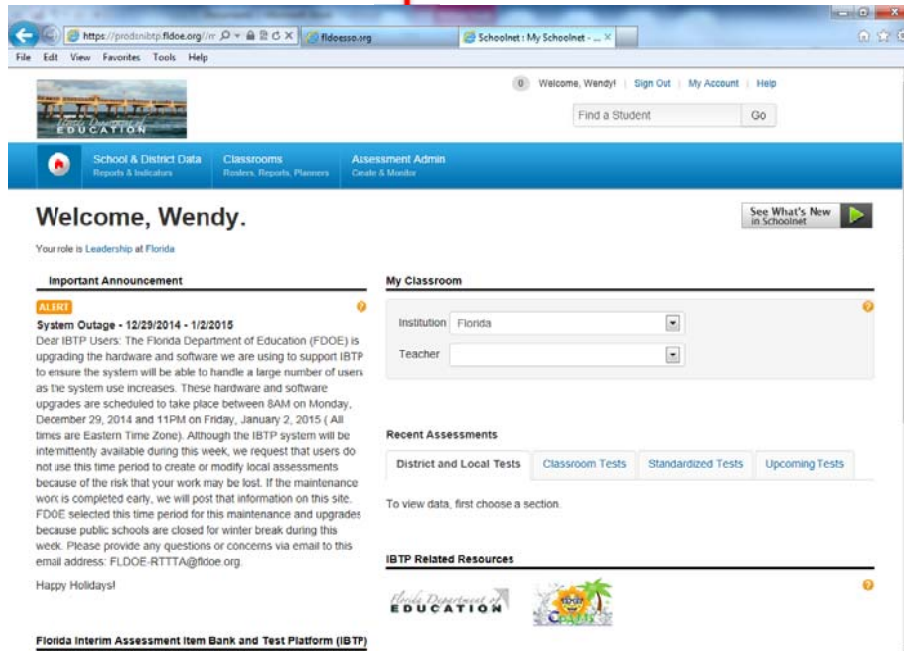
- Then, click **Find a Test**

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- Enter the Test Name/ID: **FDOE Portfolio or the Test ID #**
- Subject: **English Language and Literature**
- Grade Level: **Third Grade**
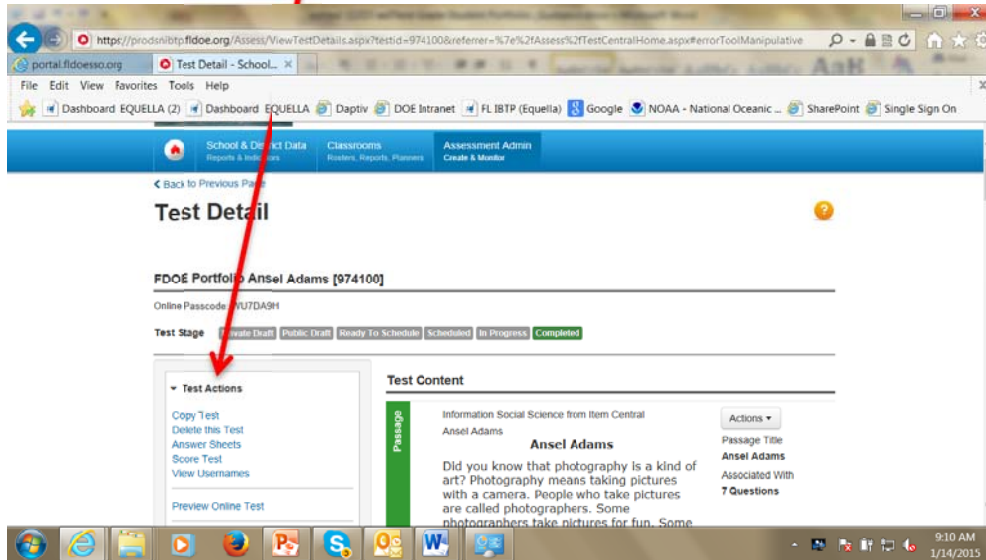- Click the **Go** button


2. **Create and Assign an Assessment**
   - A list of the titles for all the portfolio passages/questions will populate. Choose an assessment to copy, release and assign to schools/teachers.
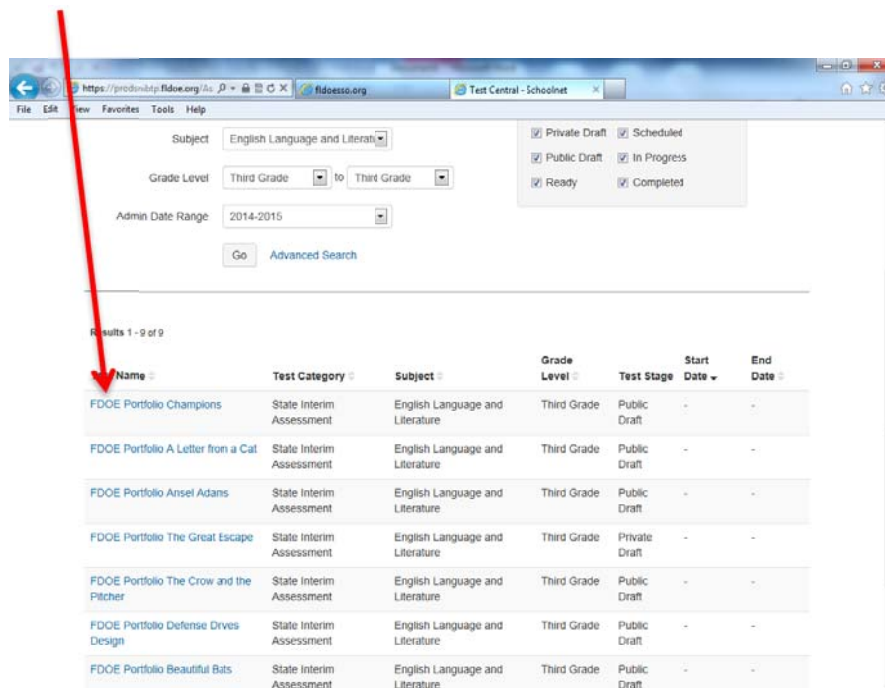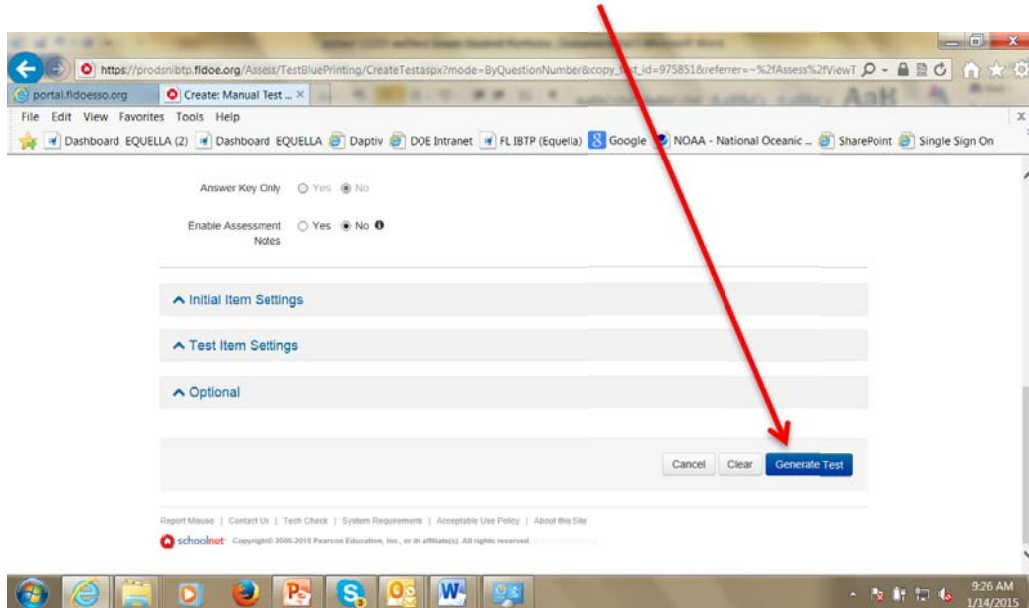
- To make a copy of the selected test, open the test to bring up the **Test Detail** view and click **Copy Test** under **Test Actions**.


- Edit the test name in the **Test Name** field to make it unique to your district by including your district in the test name.
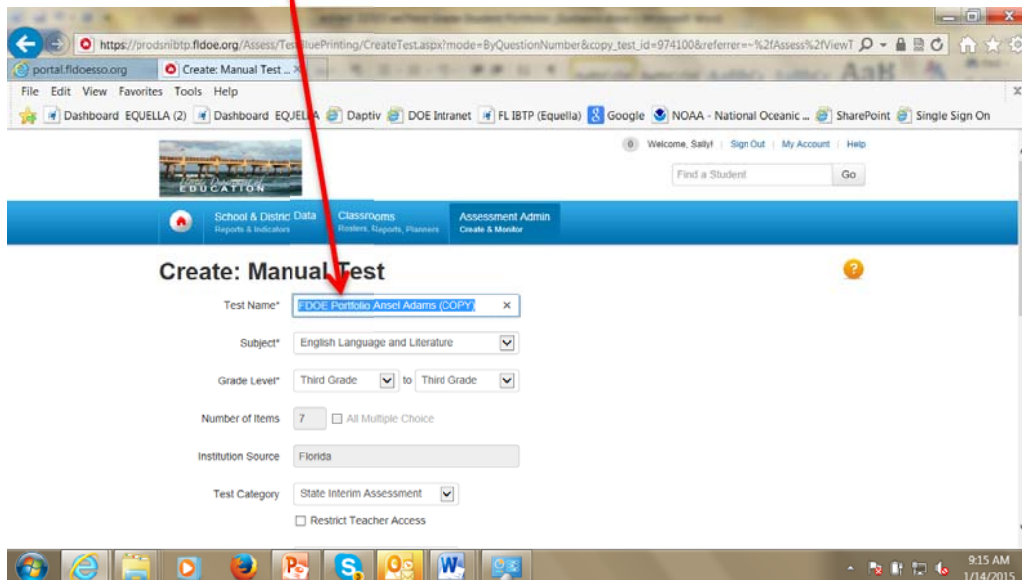
- Scroll to the bottom of the page and click **Generate Test**.

- This will bring up the **Test Detail** view of the test. At this stage, you can edit items and add or delete items. For more detailed information about editing tests, see IBTP Multi-topic Tutorial **Creating Assessments**, **Chapter 4 – Modifying Test Forms** at http://www.cpalms.org/PD/flibtp.aspx. To view the final version of the test as students will see it, click **Preview Online Test.**
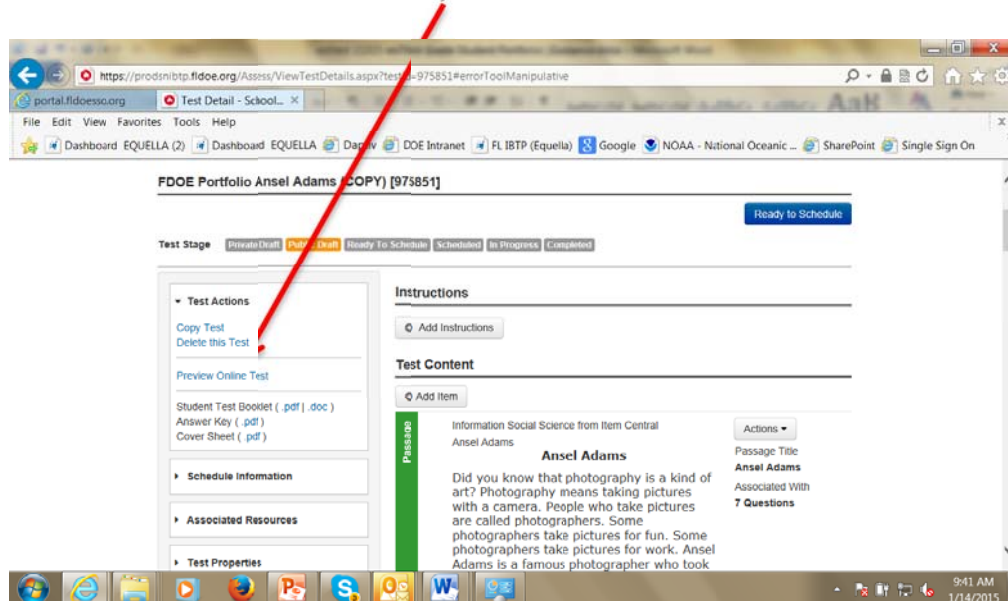
- After previewing the student view of the test, close the preview window to return to the **Test Detail** view. The test can still be edited at this stage. When you are ready to schedule the test, click **Make Public** to move the test to the next stage. For more detailed information about scheduling and assigning tests, see IBTP Multi-topic Tutorial **Creating Assessments**, **Chapter 5 – Scheduling Tests** and **Single-topic Tutorial Assessment Development Part 4** at http://www.cpalms.org/PD/flibtp.aspx.
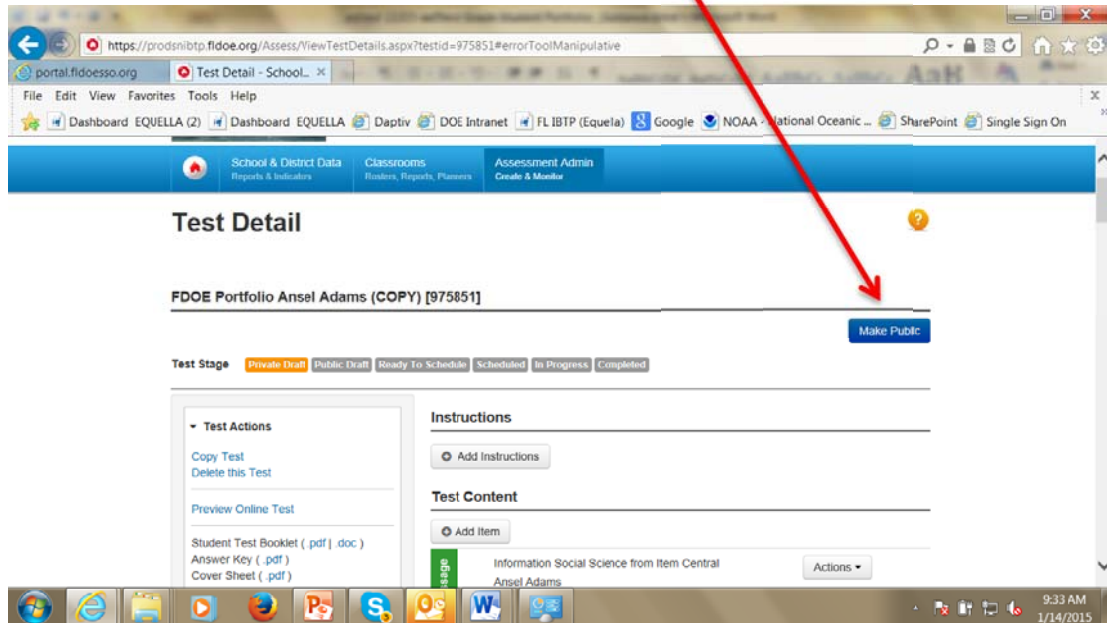

- Click **Ready to Schedule** to move the test to the next stage. **At this stage, you will not be able to make changes to the test.** However, you can always make a copy of the test and make edits to the new version.
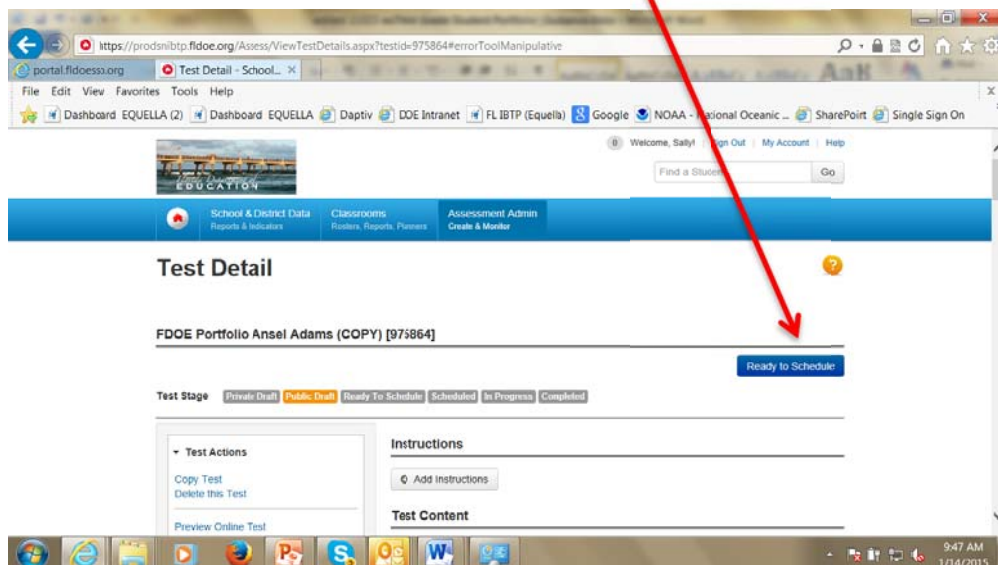
- Click **Schedule** to move the test to the next stage.
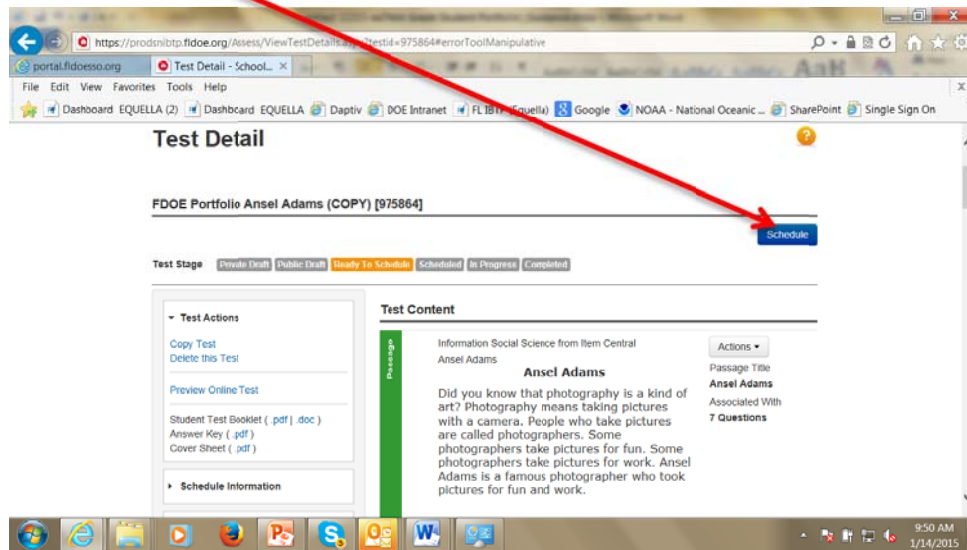
- This opens the window for **Schedule a Test: Test Setting**. Enter the start date and end date for the testing window, as well as other settings.
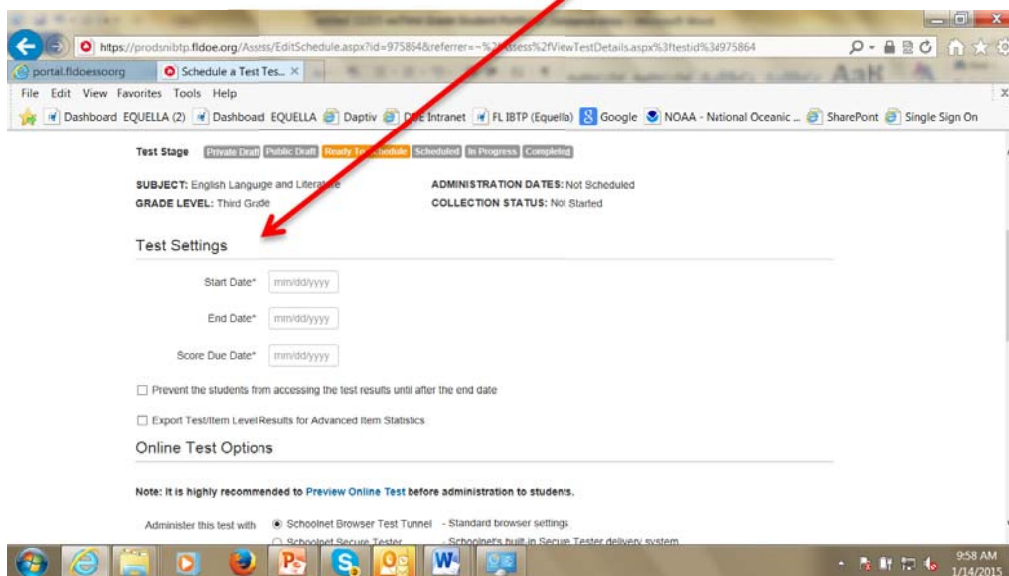
- The IBTP system will automatically generate an online passcode unique to this test. Students will need this passcode to access the test for computer-based testing. Once the test is assigned to specific teachers/class sections, the teachers will have access to this passcode and can provide it to their students on test day.
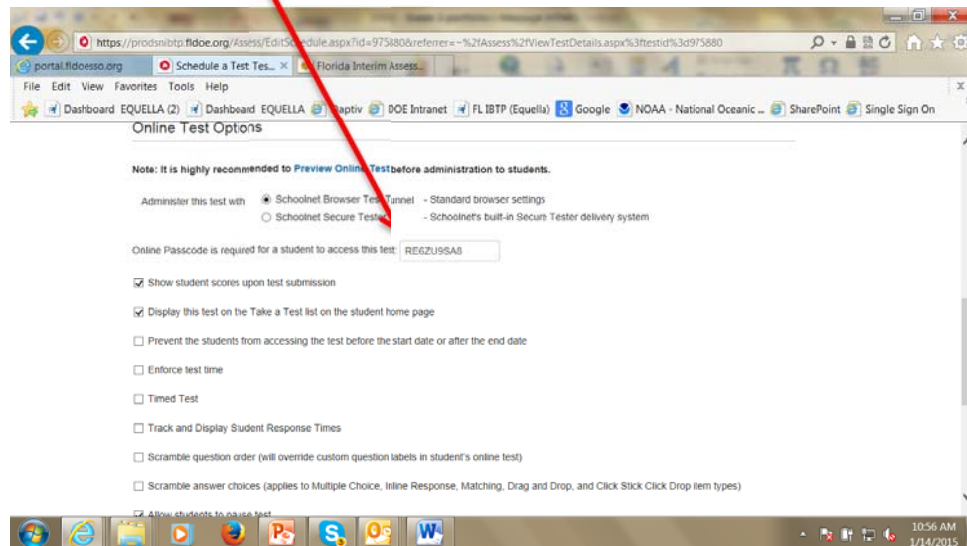

- To assign the test to specific class sections, click **Edit Assignment** at the bottom of the page.
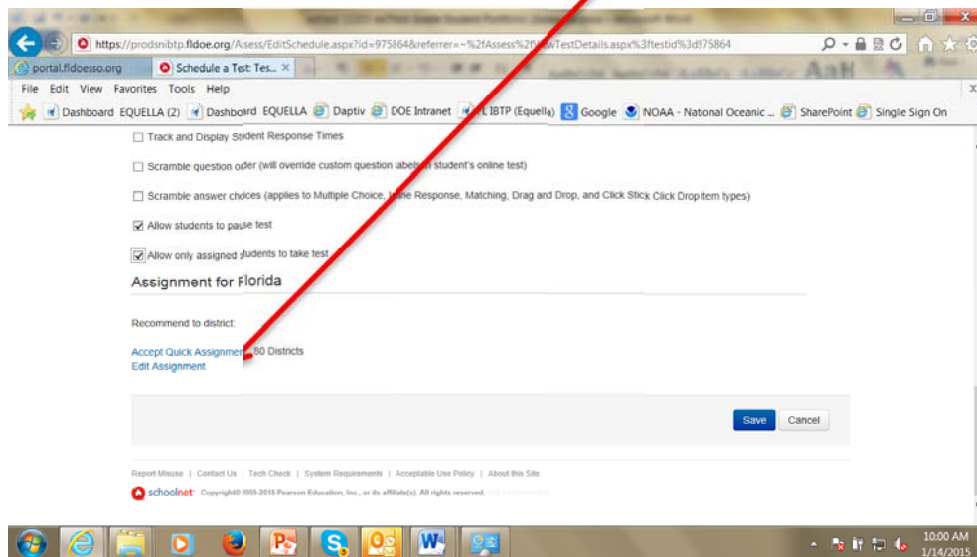
- In the **Course** field, enter **Language Arts – Grade Three**.
- Select **Elementary Program** from the dropdown menu in the **Department** field
- Click **Go**.
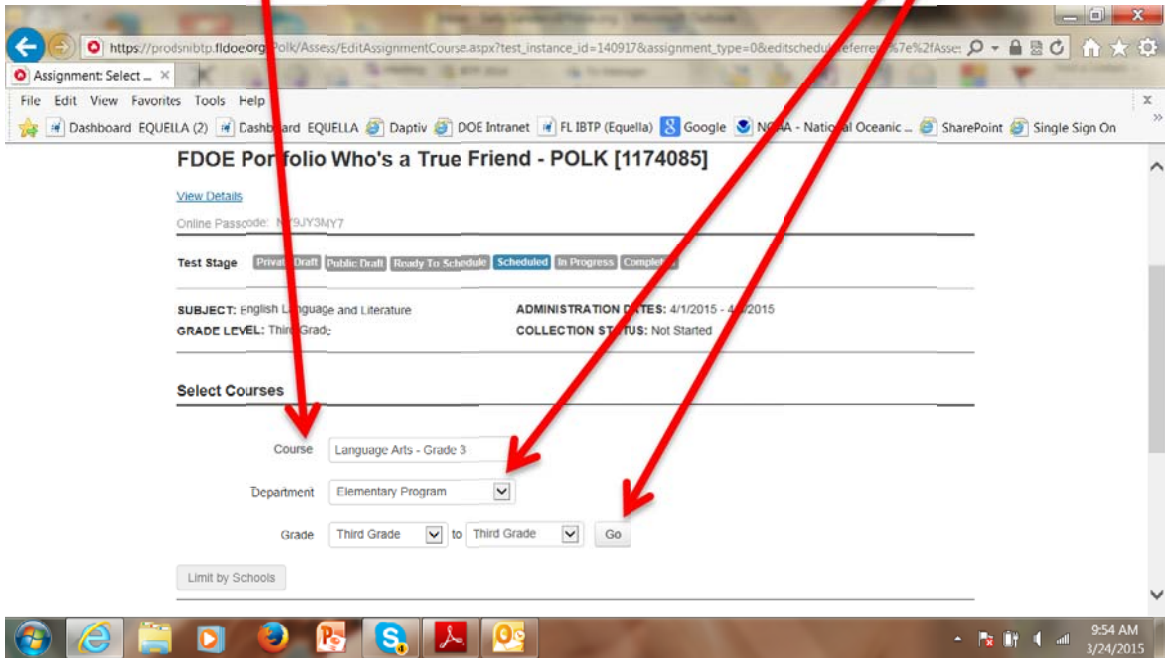
- Scroll down the page to view the course name and number – **Language Arts - Grade Three, Course # 5010044**. Check the box to select this course and click **Add Selected.**
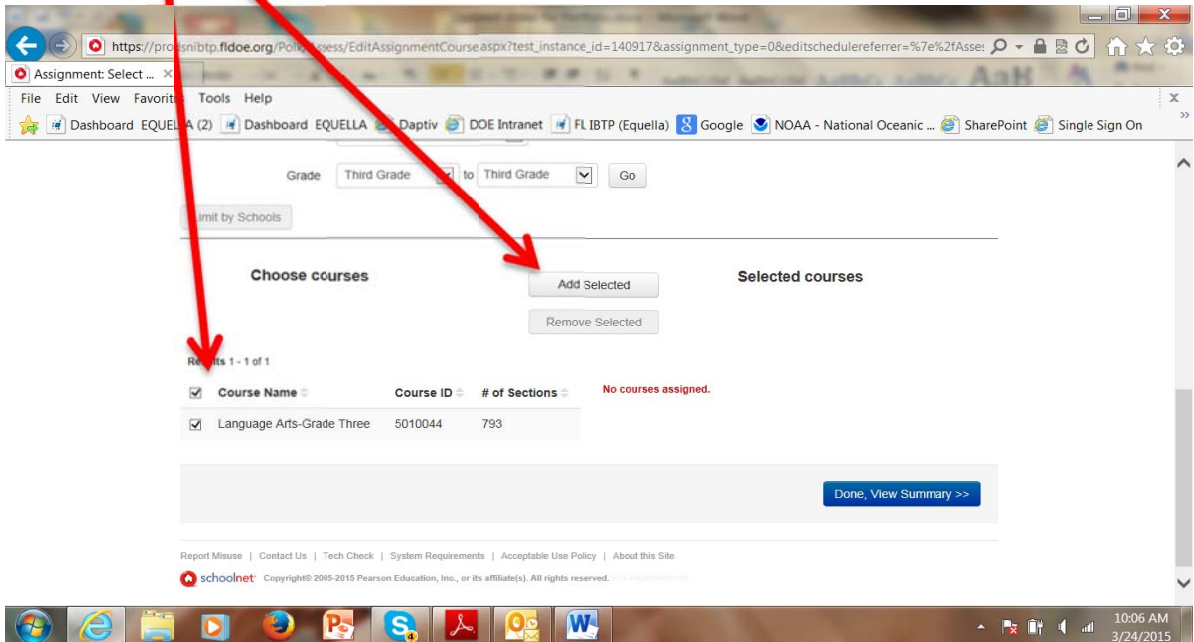
- To confirm the appropriate course sections have been added, click **Done, View Summary**.
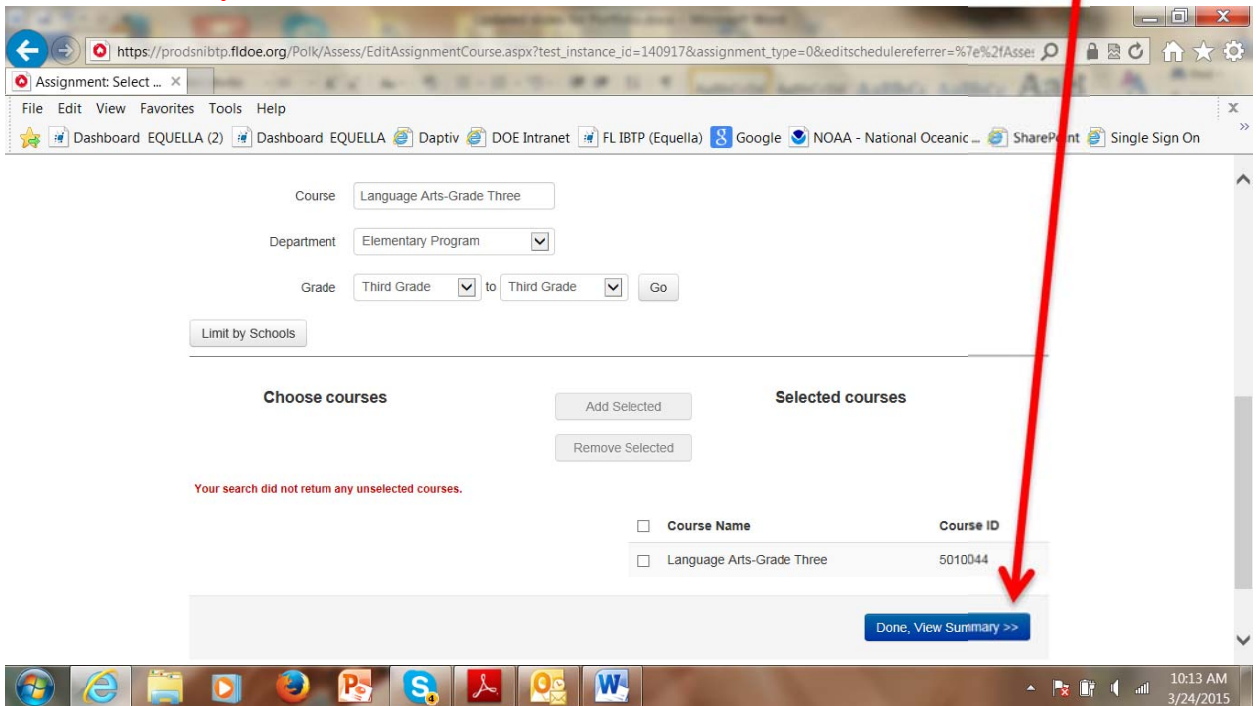
- This brings up the **Assignment: Summary** page. Confirm that the test has been scheduled to the appropriate course sections and during the intended date range.
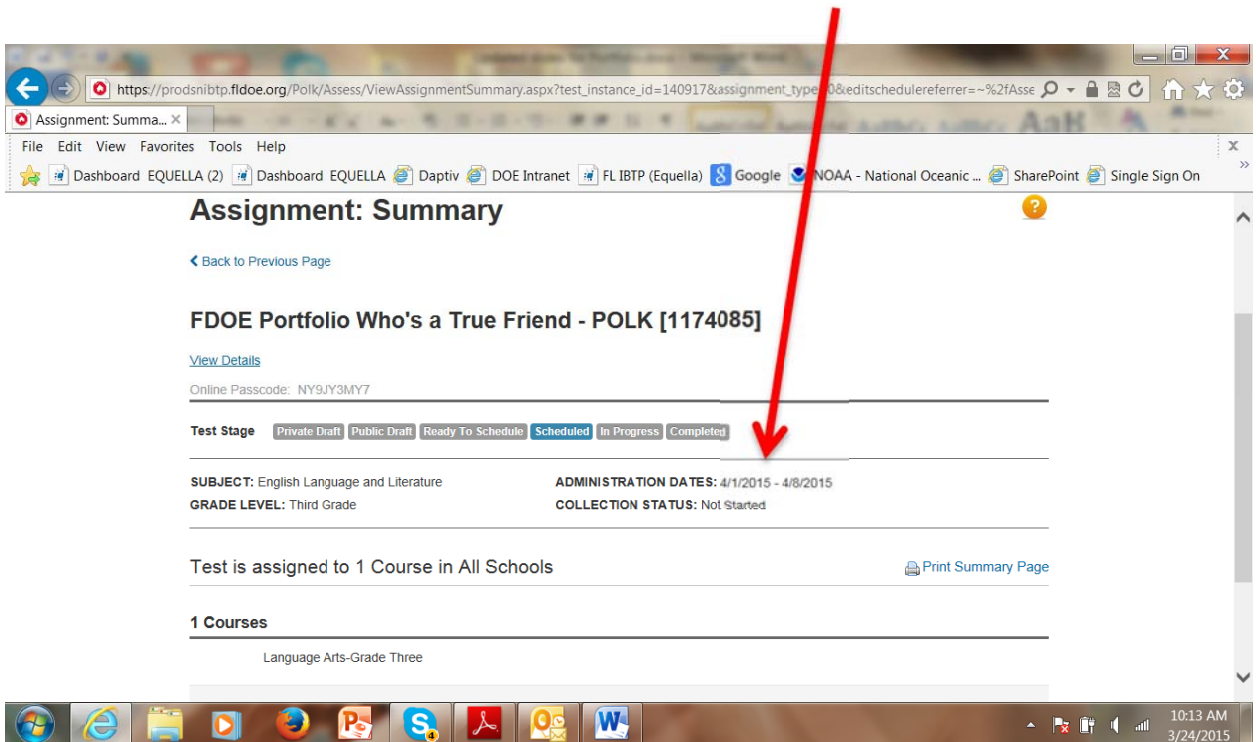
3. **Test Administration:** The test is now scheduled, assigned and available for either computer-based or paper-based administration. Grade 3 teachers should be notified of the test name(s) and availability. The district should provide the document, Third-Grade Portfolio – Teacher Guidance, to assist teachers with steps for test preparation and administration.

- **Computer-based test administration**: The district can provide the available test names and Test ID Numbers unique to the district portfolio assessments and date range of availability. Teachers can access and administer the test to their students at any time during the designated date range, using the directions in the Teacher-Guidance document.

- **Paper-based test administration**: The district may either direct teachers to print test booklets using the directions in the Teacher-Guidance document or use the following process to print test booklets and distribute them to the teachers.
   o From the **Test Detail** view, select **Student Test Booklet** under **Test Actions** to generate and print the test booklets.