

May 21, 2009

2009

FCAT  
Florida Comprehensive Assessment Test®

# Reading and Mathematics Grade 3

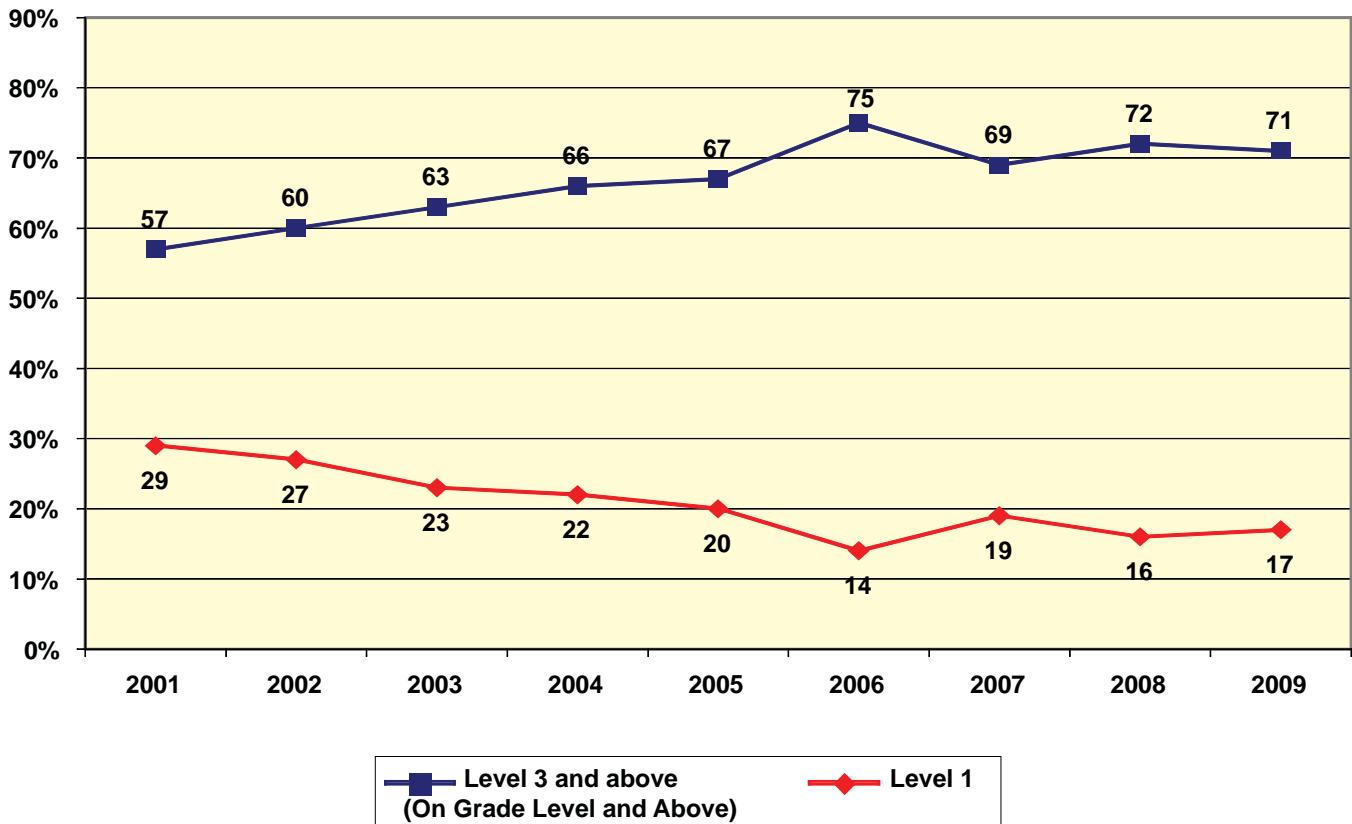


Florida Department of Education \_\_\_\_\_

# **2009 FCAT Reading and Mathematics Grade 3**

Percentages displayed in this document for 2008 may reflect minor differences with percentages published in last year's press packet. These differences are the result of routine updates made to student demographic data subsequent to last year's FCAT release.

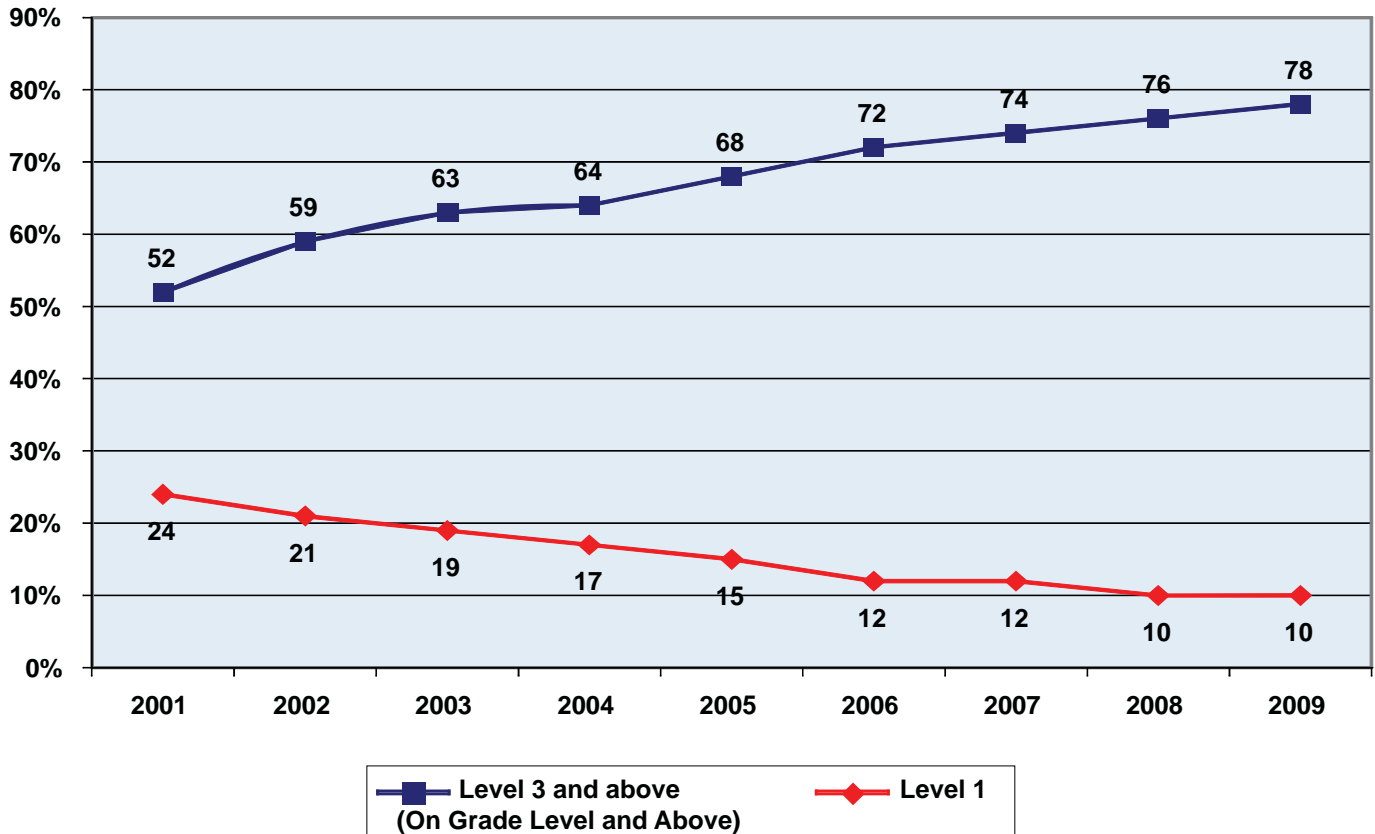
## FCAT Reading by Achievement Level Grade 3



In 2009, 71 percent of all students in Grade 3 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This represents an increase from 57 percent in 2001, 60 percent in 2002, 63 percent in 2003, 66 percent in 2004, 67 percent in 2005, a decrease from 75 percent in 2006, an increase from 69 percent in 2007, and a decrease from 72 percent in 2008, for a total increase of 14 percentage points since 2001. In 2009, 17 percent of all students in Grade 3 were performing at Achievement Level 1 on FCAT Reading. This represents a decrease from 29 percent in 2001, 27 percent in 2002, 23 percent in 2003, 22 percent in 2004, 20 percent in 2005, an increase from 14 percent in 2006, a decrease from 19 percent in 2007, and an increase from 16 percent in 2008, for a total decrease of 12 percentage points since 2001.

Source: K20 Education Data Warehouse  
Florida Department of Education, May 2009

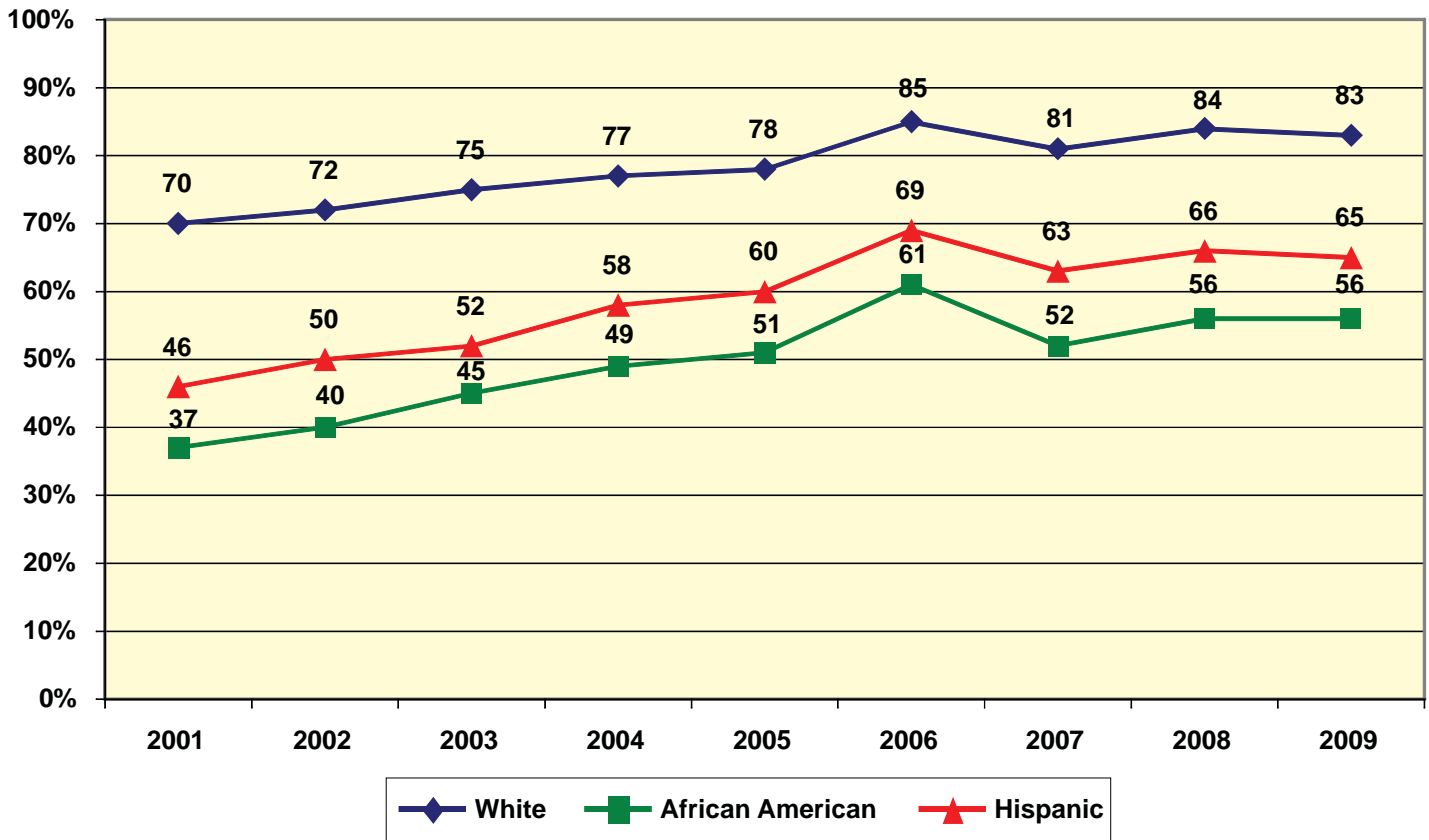
# FCAT Mathematics by Achievement Level Grade 3



In 2009, 78 percent of all students in Grade 3 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This represents an increase from 52 percent in 2001, 59 percent in 2002, 63 percent in 2003, 64 percent in 2004, 68 percent in 2005, 72 percent in 2006, 74 percent in 2007, and 76 percent in 2008, for a total increase of 26 percentage points since 2001. In 2009, 10 percent of all students in Grade 3 performed at Achievement Level 1 on FCAT Mathematics. This represents a decrease from 24 percent in 2001, 21 percent in 2002, 19 percent in 2003, 17 percent in 2004, 15 percent in 2005, 12 percent in 2006, 12 percent in 2007, and is equal to 10 percent in 2008, for a total decrease of 14 percentage points since 2001.

Source: K20 Education Data Warehouse  
Florida Department of Education, May 2009

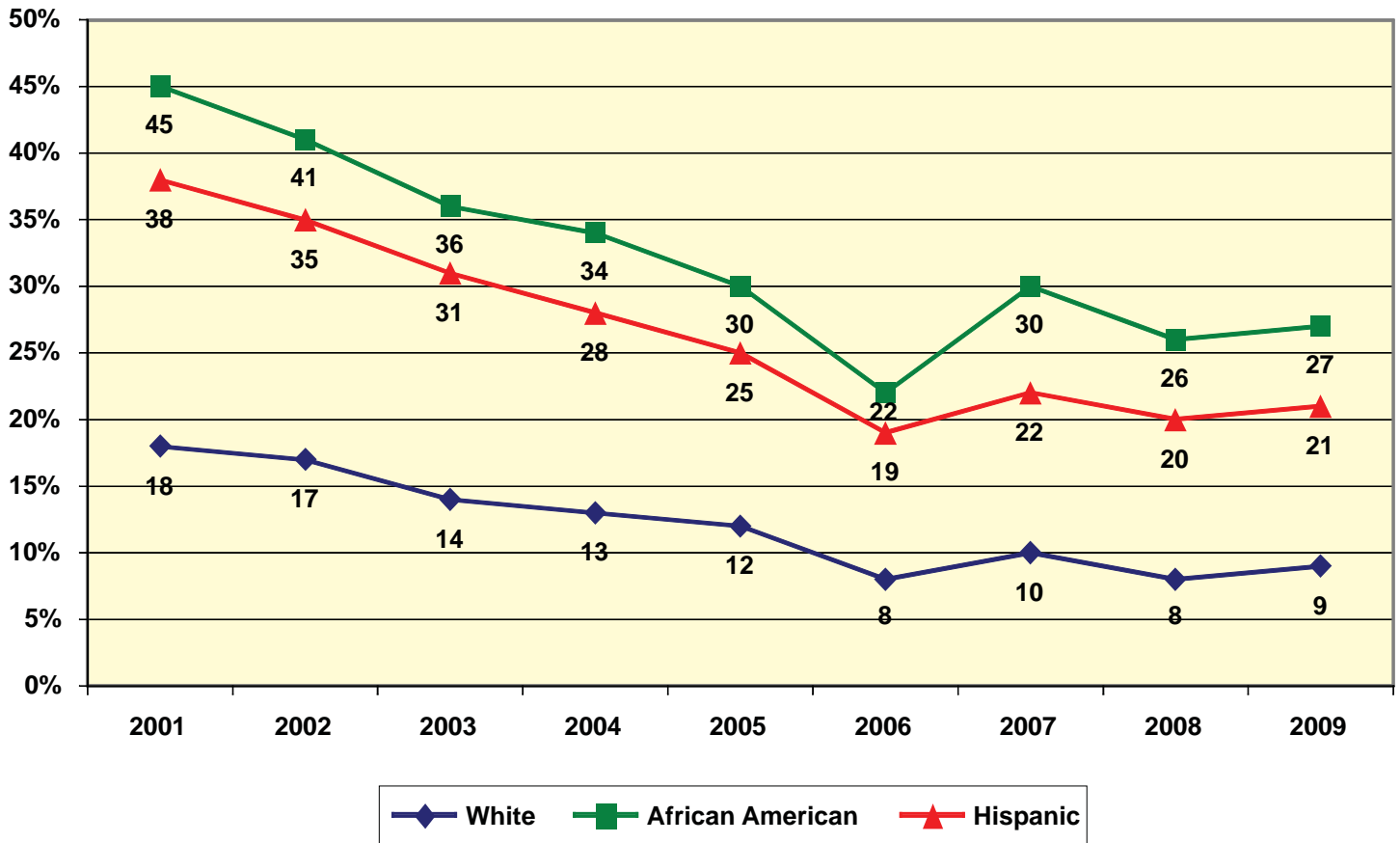
# FCAT Reading Achievement Level 3 and Above (On Grade Level and Above) Grade 3



In 2009, 83 percent of White students in Grade 3 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This represents an increase from 70 percent in 2001, 72 percent in 2002, 75 percent in 2003, 77 percent in 2004, 78 percent in 2005, a decrease from 85 percent in 2006, an increase from 81 percent in 2007, and a decrease from 84 percent in 2008, for a total increase of 13 percentage points since 2001. In 2009, 65 percent of Hispanic students in Grade 3 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This represents an increase from 46 percent in 2001, 50 percent in 2002, 52 percent in 2003, 58 percent in 2004, 60 percent in 2005, a decrease from 69 percent in 2006, an increase from 63 percent in 2007, and a decrease from 66 percent in 2008, for a total increase of 19 percentage points since 2001. In 2009, 56 percent of African American students in Grade 3 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This represents an increase from 37 percent in 2001, 40 percent in 2002, 45 percent in 2003, 49 percent in 2004, 51 percent in 2005, a decrease from 61 percent in 2006, an increase from 52 percent in 2007, and is equal to 56 percent in 2008, for a total increase of 19 percentage points since 2001.

Source: K20 Education Data Warehouse  
Florida Department of Education, May 2009

# FCAT Reading Achievement Level 1 Grade 3

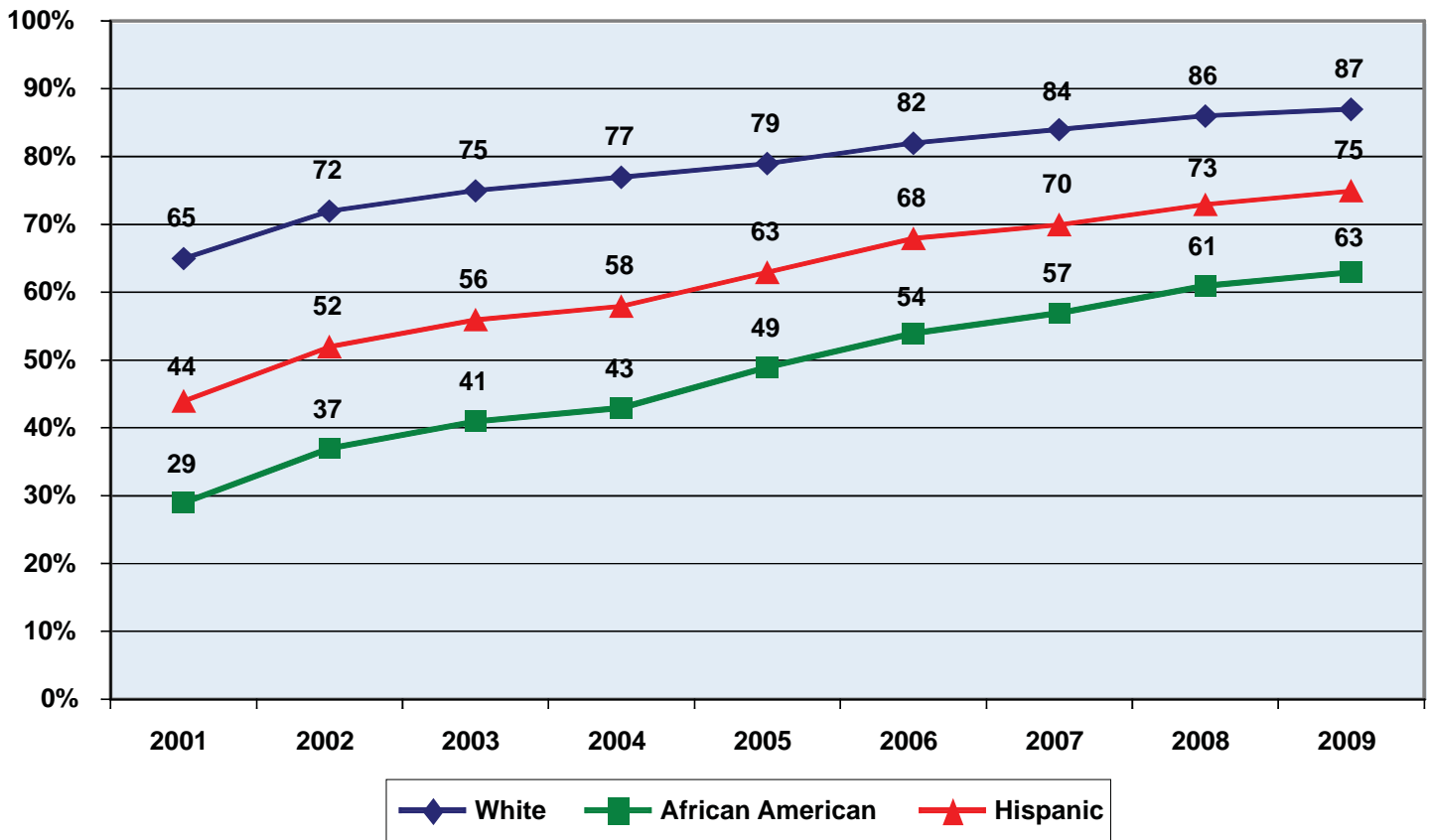


In 2009, 9 percent of White students in Grade 3 were performing at Achievement Level 1 on FCAT Reading. This represents a decrease from 18 percent in 2001, 17 percent in 2002, 14 percent in 2003, 13 percent in 2004, 12 percent in 2005, an increase from 8 percent in 2006, a decrease from 10 percent in 2007, and an increase from 8 percent in 2008, for a total decrease of 9 percentage points since 2001. In 2009, 21 percent of Hispanic students in Grade 3 were performing at Achievement Level 1 on FCAT Reading. This represents a decrease from 38 percent in 2001, 35 percent in 2002, 31 percent in 2003, 28 percent in 2004, 25 percent in 2005, an increase from 19 percent in 2006, a decrease from 22 percent in 2007, and an increase from 20 percent in 2008, for a total decrease of 17 percentage points since 2001. In 2009, 27 percent of African American students in Grade 3 were performing at Achievement Level 1 on FCAT Reading. This represents a decrease from 45 percent in 2001, 41 percent in 2002, 36 percent in 2003, 34 percent in 2004, 30 percent in 2005, an increase from 22 percent in 2006, a decrease from 30 percent in 2007, and an increase from 26 percent in 2008, for a total decrease of 18 percentage points since 2001.

Source: K20 Education Data Warehouse  
Florida Department of Education, May 2009



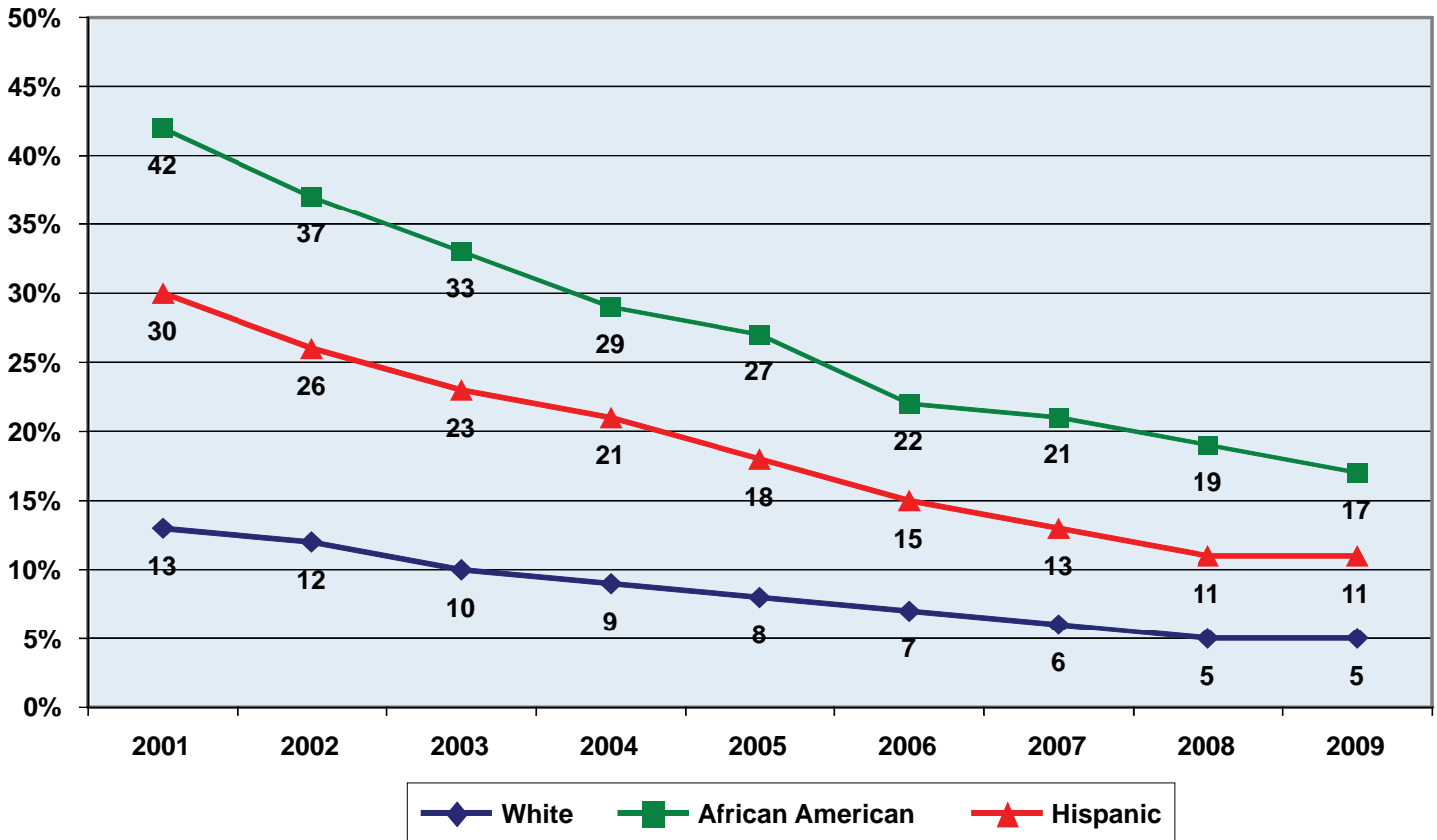
# FCAT Mathematics Achievement Level 3 and Above (On Grade Level and Above) Grade 3



In 2009, 87 percent of White students in Grade 3 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This represents an increase from 65 percent in 2001, 72 percent in 2002, 75 percent in 2003, 77 percent in 2004, 79 percent in 2005, 82 percent in 2006, 84 percent in 2007, and 86 percent in 2008, for a total increase of 22 percentage points since 2001. In 2009, 75 percent of Hispanic students in Grade 3 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This represents an increase from 44 percent in 2001, 52 percent in 2002, 56 percent in 2003, 58 percent in 2004, 63 percent in 2005, 68 percent in 2006, 70 percent in 2007, and 73 percent in 2008, for a total increase of 31 percentage points since 2001. In 2009, 63 percent of African American students in Grade 3 scored at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This represents an increase from 29 percent in 2001, 37 percent in 2002, 41 percent in 2003, 43 percent in 2004, 49 percent in 2005, 54 percent in 2006, 57 percent in 2007, and 61 percent in 2008, for a total increase of 34 percentage points since 2001.

Source: K20 Education Data Warehouse  
Florida Department of Education, May 2009

# FCAT Mathematics Achievement Level 1 Grade 3



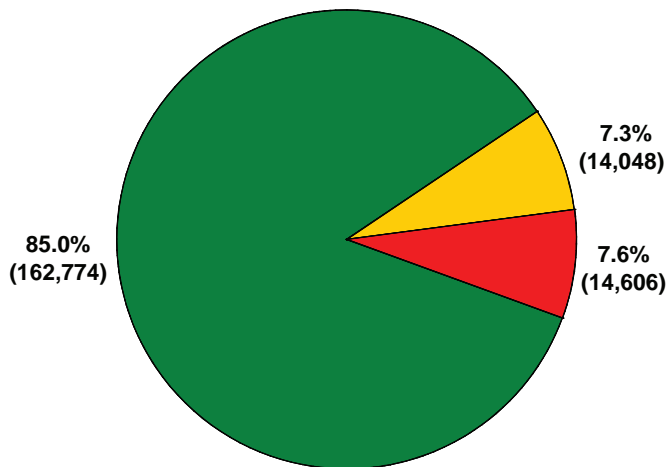
In 2009, 5 percent of White students in Grade 3 were performing at Achievement Level 1 on FCAT Mathematics. This represents a decrease from 13 percent in 2001, 12 percent in 2002, 10 percent in 2003, 9 percent in 2004, 8 percent in 2005, 7 percent in 2006, 6 percent in 2007, and is equal to 5 percent in 2008, for a total decrease of 8 percentage points since 2001. In 2009, 11 percent of Hispanic students in Grade 3 were performing at Achievement Level 1 on FCAT Mathematics. This represents a decrease from 30 percent in 2001, 26 percent in 2002, 23 percent in 2003, 21 percent in 2004, 18 percent in 2005, 15 percent in 2006, 13 percent in 2007, and is equal to 11 percent in 2008, for a total decrease of 19 percentage points since 2001. In 2009, 17 percent of African American students in Grade 3 were performing at Achievement Level 1 on FCAT Mathematics. This represents a decrease from 42 percent in 2001, 37 percent in 2002, 33 percent in 2003, 29 percent in 2004, 27 percent in 2005, 22 percent in 2006, 21 percent in 2007, and 19 percent in 2008, for a total decrease of 25 percentage points since 2001.

Source: K20 Education Data Warehouse  
Florida Department of Education, May 2009

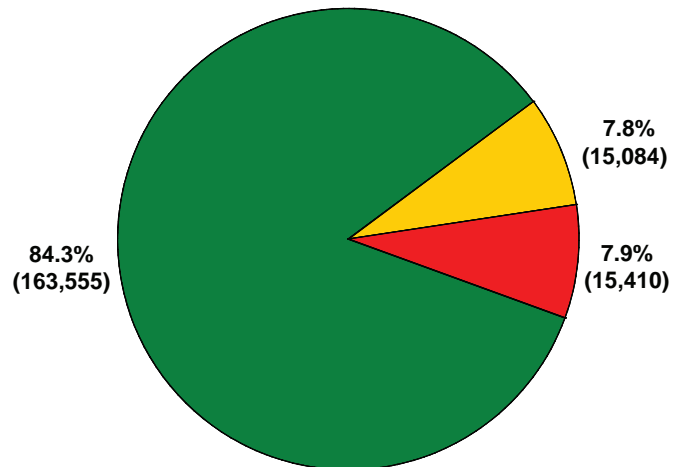


# FCAT Reading First-Time Test Takers Grade 3

2008  
FCAT Reading  
First-Time Test Takers  
Grade 3



2009  
FCAT Reading  
First-Time Test Takers  
Grade 3

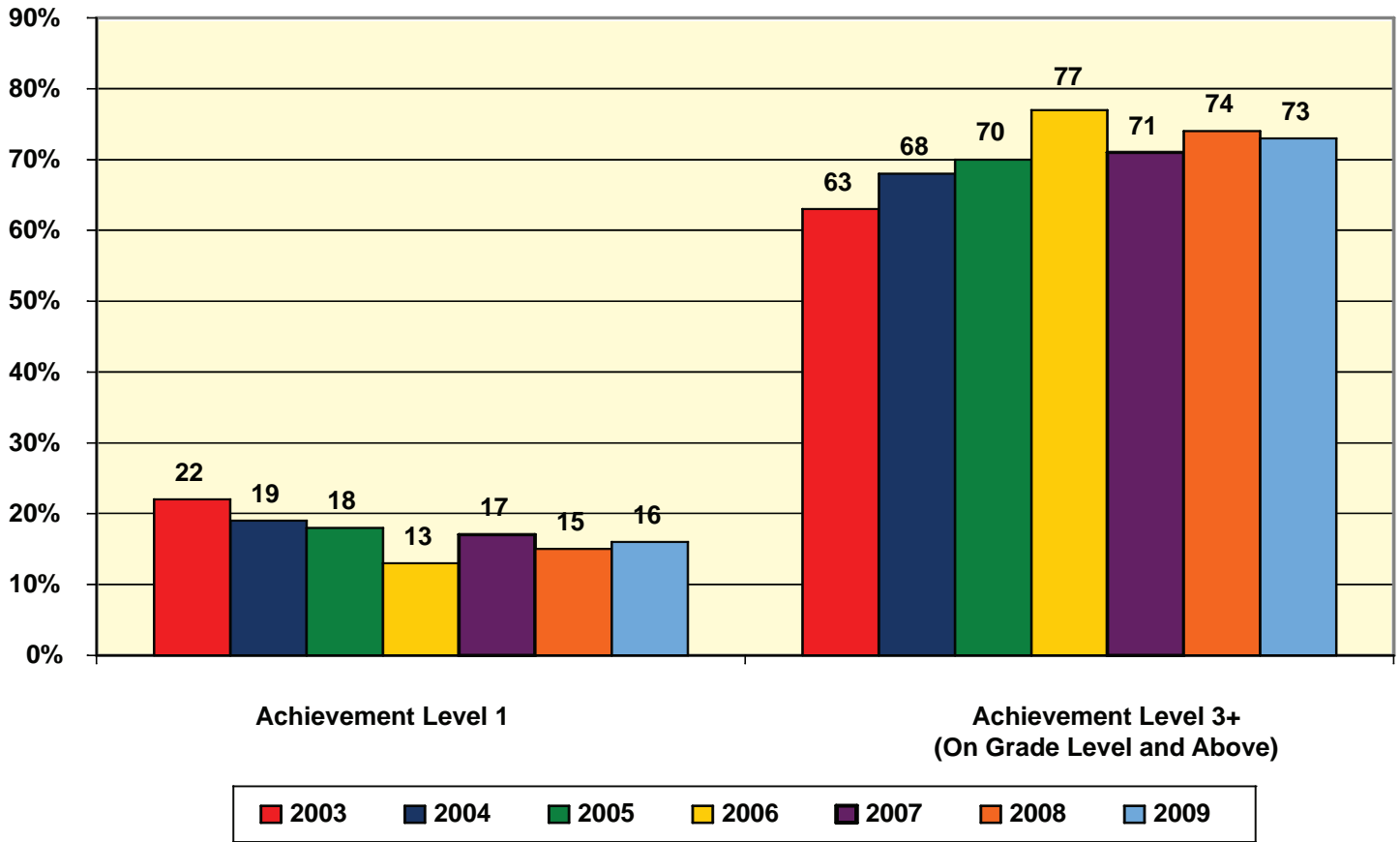


- Performing at or above Achievement Level 2 on FCAT Reading.
- In need of additional remediation, but are eligible for good cause exemption.
- In need of additional remediation, may be eligible for promotion only through alternative assessment or student portfolio good cause exemption.

In 2009, 163,555 students (84.3 percent) in Grade 3 taking FCAT Reading for the first time were performing at or above Achievement Level 2 compared to 162,774 students (85 percent) in 2008. In 2009, 15,084 students (7.8 percent) in Grade 3 taking FCAT Reading for the first time are in need of additional remediation, but are eligible for a good cause exemption compared to 14,048 (7.3 percent) in 2008. In 2009, 15,410 students (7.9 percent) in Grade 3 taking FCAT Reading for the first time are in need of additional remediation and may be eligible for promotion only through alternative assessment or student portfolio good cause exemptions in comparison to 14,606 students (7.6 percent) in 2008.

Source: K20 Education Data Warehouse  
Florida Department of Education, May 2009

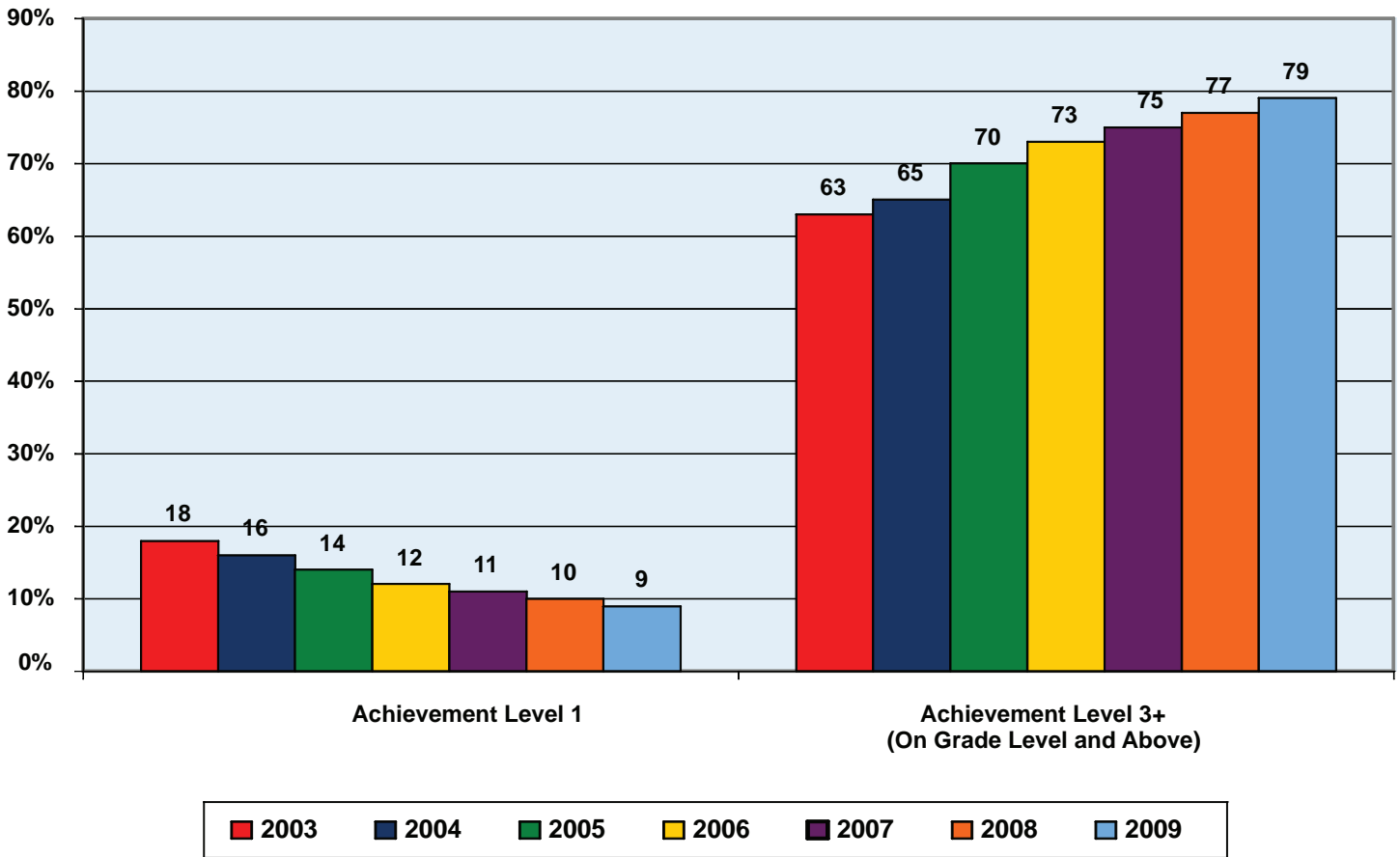
# FCAT Reading First-Time Test Takers Achievement Levels 1 & 3 and Above Grade 3



In 2009, 16 percent of students in Grade 3 taking FCAT Reading for the first time were performing at Achievement Level 1. This represents a decrease from 22 percent in 2003, 19 percent in 2004, 18 percent in 2005, an increase from 13 percent in 2006, a decrease from 17 percent in 2007, and an increase from 15 percent in 2008, for a total decrease of 6 percentage points since 2003. In 2009, 73 percent of students in Grade 3 taking FCAT Reading for the first time were performing at or above Achievement Level 3 (on grade level and above). This represents an increase from 63 percent in 2003, 68 percent in 2004, 70 percent in 2005, a decrease from 77 percent in 2006, an increase from 71 percent in 2007, and a decrease from 74 percent in 2008, for a total increase of 10 percentage points since 2003.

Source: K20 Education Data Warehouse  
Florida Department of Education, May 2009

# FCAT Mathematics First-Time Test Takers Achievement Levels 1 & 3 and Above Grade 3



In 2009, 9 percent of students in Grade 3 taking FCAT Mathematics for the first time were performing at Achievement Level 1. This represents a decrease from 18 percent in 2003, 16 percent in 2004, 14 percent in 2005, 12 percent in 2006, 11 percent in 2007, and 10 percent in 2008, for a total decrease of 9 percentage points since 2003. In 2009, 79 percent of students in Grade 3 taking FCAT Mathematics for the first time were performing at or above Achievement Level 3 (on grade level and above). This represents an increase from 63 percent in 2003, 65 percent in 2004, 70 percent in 2005, 73 percent in 2006, 75 percent in 2007, and 77 percent in 2008, for a total increase of 16 percentage points since 2003.

Source: K20 Education Data Warehouse  
Florida Department of Education, May 2009

**Reading and Mathematics Scores – GRADE 3  
Statewide Comparison for 2001 to 2009**

<b>FCAT Reading – Sunshine State Standards Test<sup>1</sup></b>										
Grade	Year	Number of Students	Average Developmental	Average Mean	Percent of Students by Achievement Level <sup>2</sup>					Achievement Level Three
			Scale Score	Scale Score	1	2	3	4	5	& Above <sup>4</sup>
3	2001	186,139	1233	289	29	14	32	21	4	57
	2002	188,387	1258	293	27	14	32	23	5	60
	2003	188,107	1290	298	23	15	33	25	5	63
	2004	206,435	1315	303	22	13	33	26	6	66
	2005	202,975	1333	305	20	13	33	28	6	67
	2006	204,238	1382	313	14	11	37	33	5	75
	2007	201,894	1356	309	19	13	33	28	8	69
	2008	204,251	1378	313	16	12	34	31	7	72
	2009	205,135	1381	313	17	12	33	31	8	71

<b>FCAT Mathematics – Sunshine State Standards Test<sup>1</sup></b>										
Grade	Year	Number of Students	Average Developmental	Average Mean	Percent of Students by Achievement Level <sup>3</sup>					Achievement Level Three
			Scale Score	Scale Score	1	2	3	4	5	& Above <sup>4</sup>
3	2001	186,336	1258	291	24	24	33	16	3	52
	2002	188,606	1308	302	21	20	34	20	5	59
	2003	188,487	1335	308	19	19	34	22	7	63
	2004	206,534	1346	310	17	19	34	23	7	64
	2005	203,037	1380	317	15	17	34	25	9	68
	2006	204,402	1409	324	12	16	34	27	10	72
	2007	201,862	1428	328	12	14	33	28	13	74
	2008	204,180	1454	333	10	13	33	29	14	76
	2009	205,135	1473	337	10	13	32	30	16	78

(Footnotes)

- 1 Data are for all students tested in all curriculum groups.
- 2 Achievement Level information was not reported in May 2001 for Grades 3, 5, 6, 7, and 9. The data shown here reflect the retroactive application of the Achievement Level criteria.
- 3 Achievement Level information was not reported in May 2001 for Grades 3, 4, 6, 7, and 9. The data shown here reflect the retroactive application of the Achievement Level criteria.
- 4 Adding the percentages in levels 3 – 5 may not result in the percentage reported under “Level 3 and above” due to rounding.



Spring 2009  
 Florida Comprehensive Assessment Test®  
 Sunshine State Standards Reading and Mathematics  
 Student and Parent Report  
**Grade 3**

**FCAT STUDENT1**

ID **XXXXX1234X**  
 School **9999-SUNSHINE  
 ELEMENTARY SCHOOL**  
 District **99-SUNSHINE DISTRICT**

Dear Parent/Guardian,

The FCAT is part of Florida’s plan to improve student achievement. It measures challenging content standards, called the Sunshine State Standards (SSS). The purpose of the FCAT is to ensure that Florida’s public schools are providing your student with the best education possible, and preparing your student for future success.

This report allows you to compare your student’s score to the score expected of students in his or her grade and to follow your student’s academic progress from year to year. In addition, by looking at the content scores, you can identify skill areas that may need improvement.

Yours truly,

Dr. Eric J. Smith  
 Commissioner of Education

*Estimado padre o tutor:*

*El FCAT es parte del plan del estado de Florida para medir el rendimiento de los estudiantes. El examen mide ciertos estándares de contenido exigentes, llamados Sunshine State Standards (sss). El propósito del FCAT es asegurar que las escuelas públicas de Florida proporcionen a los estudiantes la mejor educación posible y los preparen para tener éxito en el futuro.*

*Este informe le permite comparar la calificación de su estudiante con la calificación esperada de los estudiantes de su grado y seguir el progreso académico de su estudiante año tras año. Además, al observar las calificaciones usted puede identificar áreas de capacitación en las que él o ella necesite mejorar su rendimiento.*

*Atentamente,*

Dr. Eric J. Smith  
 Comisionado en educación

*Chè Paran/Responsab:*

*FCAT se yon pati nan plan Eta Florida pou evalye siksè elèv yo. Li mezire estanda difikilte ki gen nan kontni a, sa yo rele Sunshine State Standards (SSS). Objektif FCAT la se pou yo ka sèten lekòl piblik nan Florid ap bay elèv ou pi bon edikasyon ki posib la epi lap prepare elèv ou a byen pou l ka gen siksè nan lavni.*

*Rapò sa a pèmèt ou konpare nòt elèv ou ak nòt ki te prevwa pou elèv nan klas li epi pou swiv pwogrè akademik elèv ou ane apre ane. Anplis, ou ka idantifye nan ki matyè elèv la bezwen fè amelyorasyon si ou gade nòt pou kontni yo.*

*Salitasyon espesyal pou ou,*

Dr. Eric J. Smith  
 Komisè Edikasyon

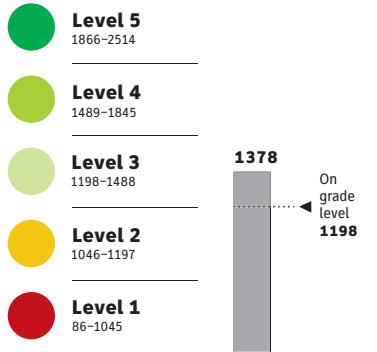


Spring 2009  
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 Student and Parent Report  
**Grade 3** Page 2

## FCAT STUDENT 1

ID **XXXXX1234X**  
 School **9999-SUNSHINE  
 ELEMENTARY SCHOOL**  
 District **99-SUNSHINE DISTRICT**

### Your Student's 2009 FCAT Reading Score



Your student's FCAT Score is **1378**, which is in achievement **Level 3** for Reading.

*La calificación del examen FCAT del estudiante es 1378, lo cual lo ubica en el nivel 3 de Lectura.*

*Nòt FCAT elèv ou a se 1378, ki nan Nivo 3 reyisit pou Lekti.*

The FCAT Score shows your student's achievement on the day he or she was tested. If your student were to take this same test again, it is likely that his or her 2009 FCAT Reading Score would be between 1278 and 1478.

#### Content Areas

Content Area	Points Possible	Points Earned	State Mean
<b>Words / Phrases:</b> Uses skills to determine word meaning, including word parts and relationships between words.	7	6	4
<b>Main Idea / Purpose:</b> Determines a stated or implied essential message, details author's purpose or plot.	20	14	13
<b>Comparisons:</b> Knows similar and different, cause and effect, and compare and contrast.	10	8	7
<b>Reference / Research:</b> Uses information from a variety of sources to reach conclusions.	14	9	10

*Palabras/Frases:* Usa la habilidad para determinar el significado de las palabras, lo cual incluye partes de palabras y las relaciones entre ellas.

*Idea principal/Propósito:* Determina un mensaje esencial expreso o implícito, detalles del propósito del autor o el argumento.

*Comparaciones:* Conoce similar y diferente, causa y efecto y comparación y contraste.

*Información/Investigación:* Usa la información de una variedad de fuentes para llegar a conclusiones.

*Mo/Fraz:* Itilize aptitud pou detèmine siyifikasyon mo yo, sa vle di chak pati nan mo yo epi relasyon ki genyen ant mo yo.

*Ide Prensipal/Objektif:* Detèmine yon mesaj esansyèl ki deklare oswa sijere, bay detay sou objektif oswa plan otè a.

*Konparezon:* Konnen menm ak diferan, kòz ak efè epi konpare.

*Referans/Rechèch:* Itilize enfòmasyon ki sot nan plizyè sous pou dedwi konklizyon.

#### Achievement Levels

Five categories describe the success students have with the content tested on the FCAT SSS Reading. In order to be considered on grade level, students must achieve Level 3 or higher.

**Level 5** indicates success with the content on the FCAT by answering most questions correctly.

**Level 4** indicates success with the content on the FCAT by answering most questions correctly, except for the most challenging.

**Level 3** indicates partial success with the content on the FCAT.

**Level 2** indicates limited success with the content on the FCAT.

**Level 1** indicates little success with the content on the FCAT.

The score ranges for Achievement Levels are different for each grade level. Achievement Level ranges for all grades are available from school guidance counselors or refer to Understanding FCAT Reports found on [www.fldoe.org](http://www.fldoe.org).

Litho code: 123456789

#### Your Student's Reading Scores Over Time

Longitudinal results are not displayed for Grade 3 students. In order to be promoted a student at this grade level must score at Level 2 or higher on the Reading portion of the test or meet one of the good cause exemptions.







Spring 2009  
 Florida Comprehensive Assessment Test®  
 Sunshine State Standards Reading and Mathematics  
 Student and Parent Report  
**Grade 3** Page 4

## FCAT STUDENT 1

ID **XXXXX1234X**  
 School **9999-SUNSHINE  
 ELEMENTARY SCHOOL**  
 District **99-SUNSHINE DISTRICT**

### Grades Tested

Students in Grades 3 through 10 take FCAT SSS Reading and Mathematics.

### FCAT Score

The FCAT Score describes results on the total test for each subject area, for example, Reading. The FCAT Score is used to determine a student's progress from grade to grade and ranges from 86-3008 across Grades 3 through 10.

### Points

The points possible show the number of points on the test for each content area of a test. The points earned show the actual number of points the student earned. The state mean is presented for a comparison.

### Graduation Requirements

Students graduating in the year 2003 and later must receive a passing score on both the Grade 10 FCAT SSS Reading and FCAT SSS Mathematics tests to meet graduation requirements.

Reading Passing Score: 1926.

Mathematics Passing Score: 1889.

### Grade 3 Passing Requirements

Students at Grade 3 must achieve Level 2 or higher in Reading, or show good cause, to be eligible for promotion.

### Resources

You can get additional information about the FCAT from your school, from the document *Keys to FCAT*, or at [www.fldoe.org](http://www.fldoe.org), the Florida Department of Education's website.

You can visit [www.fcateexplorer.com](http://www.fcateexplorer.com) for free standards-based mathematics and reading activities that help you prepare for the FCAT.

You can visit [www.justreadflorida.com](http://www.justreadflorida.com) for information on programs, activities, and workshops that focus on helping students become better readers.

### Grados examinados

Los estudiantes de tercer a décimo grado toman los exámenes FCAT SSS de Lectura y Matemáticas.

### Calificaciones del FCAT

Las calificaciones del FCAT describen los resultados en el examen completo para cada materia, por ejemplo, Lectura. La calificación del FCAT se utiliza para determinar el progreso de un estudiante de un grado al siguiente y oscila entre 86 y 3008 para los grados 3 al 10.

### Niveles de rendimiento

El éxito que un estudiante ha logrado en el contenido examinado en el FCAT SSS de Lectura y Matemáticas se describe por medio de cinco categorías. El nivel 5 es el más alto y el nivel 1 es el más bajo. El nivel 3 y superiores se considera al nivel o por encima del nivel del grado correspondiente.

### Puntos

Los puntos posibles muestran el número de puntos en el examen por cada área de contenidos de un examen. Los puntos obtenidos muestran el número de puntos conseguidos por el estudiante. La media del estado se presenta con fines de comparación.

### Requisitos para la graduación

Los estudiantes que se graduaron en el año 2003 y en años siguientes deben obtener un puntaje de aprobado en los exámenes SSS FCAT de Lectura y de Matemáticas de 10º grado para cumplir con los requisitos de graduación.

Calificación de Aprobado en Lectura: 1926.

Calificación de Aprobado en Matemáticas: 1889.

### Requisitos para aprobar el tercer grado

Los estudiantes en el tercer grado deben alcanzar por lo menos el nivel 2 de Lectura o demostrar un buen motivo para ser considerados para la promoción.

### Recursos

Puede obtener información adicional sobre el FCAT en la escuela, en el documento *Claves para el FCAT (Keys to FCAT)* o en la página de internet del Departamento de Educación de Florida (Florida Department of Education) [www.fldoe.org](http://www.fldoe.org).

Puede visitar [www.fcateexplorer.com](http://www.fcateexplorer.com) para encontrar, sin cargo, ejercicios de matemáticas y lectura basados en los niveles académicos, que te ayudarán a prepararte para el FCAT.

Puede visitar [www.justreadflorida.com](http://www.justreadflorida.com) para obtener información acerca de programas, actividades, y talleres de trabajo destinados a ayudar a los estudiantes a transformarse en mejores lectores.

### Klas yo teste yo

Elèv nan 3<sup>ým</sup> jiska 10<sup>ým</sup> ane fè egzamen Lekti sss FCAT ak Matematik.

### Nòt FCAT

Nòt FCAT yo dekri rezilta yo sou kantite egzamen total pou chak matyè, pa egzanp, Lekti. Nòt FCAT la itilize pou detèmine pwogrè yon elèv de klas an klas epi li varye ant 86 ak 3008 nan tout klas ki ant 3<sup>ým</sup> jiska 10<sup>ým</sup> ane.

### Nivo Siksè

Gen senk kategori ki dekri siksè elèv yo pote nan kontni yo teste nan egzamen Lekti ak Matematik FCAT SSS la. Pi gwo nivo a se nivo 5 epi pi piti nivo a se 1. Yo konsidere elèv ki nan nivo 3 oswa nan nivo ki pi wo, tankou yo nan nivo klas la oswa yo depase nivo klas la.

### Pwen

Pwen ki posib yo montre kantite pwen ki gen nan egzamen an oswa kantite pwen pou chak matyè nan yon egzamen. Pwen elèv la fè a montre ki kantite pwen elèv la fè an reyalyè. Yo prezante mwayèn leta a pou fè yon konparezon.

### Egzijans pou Diplome

Elèv k ap gradye nan ane 2003 oswa apre ane sa a, dwe resevwa yon rezilta satisfèzan nan toulède egzamen Lekti FCAT SSS Klas 10yèm Ane ak egzamen Matematik FCAT pou yo kapab ranpli kondisyon pou gradyasyon yo.

Nòt Pasaj pou Letki: 1926.

Nòt Pasaj pou Matematik: 1889.

### Egzijans pou Pase Klas 3<sup>ým</sup>

Elèv klas 3<sup>ým</sup> yo dwe rive nan nivo 2 oswa pi wo nan Lekti oswa yo dwe demontre yon bon rezon ki fè yo kalifye pou pase klas la.

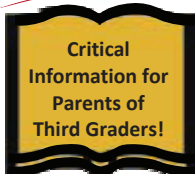
### Resous

Ou ka jwenn enfòmasyon anplis sou FCAT la nan lekòl ou a, nan dokiman ki rele *Kle pou FCAT (Keys to FCAT)* yo, oswa nan sit entènèt Depatman Edikasyon nan Florid la [www.fldoe.org](http://www.fldoe.org).

Ou ka vizite [www.fcateexplorer.com](http://www.fcateexplorer.com) pou jwenn aktivite estanda matematik ak lekli gratis kap ede ou pare pou FCAT.

Ou ka vizite [www.justreadflorida.com](http://www.justreadflorida.com) pou jwenn enfòmasyon sou pwogram, aktivite ak atelye ki baze sou ede elèv yo vin pi bon lektè.





**INTRODUCTION**

This information is for parents of Florida’s third-grade students. It is designed to help you understand what Florida law says about reading requirements for third-grade students and promotion to fourth grade. It also describes what the school will do to help if your child is reading below grade level.

**BACKGROUND**

Reading is the core of the school day for young students. Walk into a kindergarten, first-, second-, or third-grade classroom, and you will find children learning to read. They may be talking about the sounds letters make, listening to the teacher read a story, reading aloud together, working on a computer reading program, or talking and writing about what they have read. This is because reading and comprehension are the foundations for all academic learning. Students need strong reading skills in order to learn in all other school subjects, such as science, history, writing, and even math.

Schools regularly assess (measure) the reading proficiency of all students in kindergarten through grade three. This allows them to identify students who are struggling with reading. If your child is reading below grade level, the school will let you know exactly what type of reading difficulty your child is having. The school will then develop a plan to provide special instruction in reading, such as individual help from teachers, aides, volunteer tutors, and parents.

**THE PLAN**

The law requires schools to develop a **progress monitoring plan (PMP)** for each struggling reader. Parents will be invited to participate in developing this plan. The PMP describes the child’s specific reading difficulties. It also describes the intensive teaching practices that will be used to help the child catch up in reading. This intensive instruction will be provided during regular school hours, in addition to the regular reading instruction. District school boards may also require students who need intensive instruction to attend before or after regular school hours or during the summer. Each student’s progress will be monitored frequently. This intensive help will be provided until the reading deficiency is corrected. If the child has a disability, the child’s individual educational plan (IEP) may serve as the PMP. Parents are always invited to be a part of the IEP team.

More information on progress monitoring plans is available at [http://info.fldoe.org/docushare/dsweb/Get/Document-3804/k12\\_06\\_84memo.pdf](http://info.fldoe.org/docushare/dsweb/Get/Document-3804/k12_06_84memo.pdf)

**EXPECTATIONS FOR THIRD GRADERS**

The specific skills that students need in reading are described in the Next Generation Sunshine State Standards. Designed by teachers with input from stakeholders, the Standards tell what Florida students should know and be able to do at each grade level. They are in line with national education standards.

By the end of third grade, students are expected to be able to read independently. This means that they can read and understand words, sentences, and paragraphs without help.

**FCAT**

The Florida Comprehensive Assessment Test (FCAT) measures students’ progress on the Sunshine State Standards. Students in grades 3–10 take the FCAT each spring. Third graders are tested in reading and mathematics. Their scores fall into one of five levels: Level 5 is the highest; Level 1 is the lowest.

The third-grade FCAT requires students to read stories that are approximately 350 words long and answer questions about what they have read. The test also requires them to use charts, graphs, maps, and other materials to gather information to answer questions.





## What does scoring Level 1 on the FCAT mean?

When a third grader scores in the lowest level on the FCAT, it warns us that the child is reading at a much lower level than is expected of third graders. Students who score Level 1 may not be able to recognize or sound-out new words or know their meaning. They may have trouble answering questions that identify a story's main idea, main characters, and order of events. They may not be able to use information from charts, graphs, or maps to answer specific questions.

### THE LAW

Florida law says that third graders who score at Level 1 in reading on the FCAT must be retained (not promoted to fourth grade). However, children who demonstrate the required reading level through a state approved alternative standardized reading test or through a student portfolio can be granted a "good cause exemption" and be promoted to fourth grade.

If your child scores at Level 1, you will be notified by the school that your child will not be promoted to fourth grade until he or she achieves the required reading level.

Students who are retained must be given intensive instruction in reading to help them catch up. You will be given information about the intensive instruction that will be provided to help your child make progress in reading.

*Note:* Some students with disabilities, some students with limited English proficiency, and some students who have already been retained twice can receive a "good cause exemption" and be promoted, although they are not reading at the required level. If your child is not eligible for the good cause exemption, you will be notified as to why your child is not eligible. Please refer to page 4 of this document for additional information.

### What does the law mean?

This law means, "We are not going to give up on struggling students; we are going to invest in them." This will have a positive effect on our whole state. It will reduce the need for remedial education in middle and high school and may lower dropout rates and juvenile delinquency. It will also help Florida develop the highly skilled workforce needed for a strong economy.



### What does retention mean?

Retention does not mean that the child has failed. It does not mean that teachers or parents are not working hard enough. It does mean that the child needs more time and help to catch up in reading.

### Purpose of Retention

The purpose of retention is to give children who have substantial reading deficiencies more time and the intensive instruction they need to catch up in reading.



### Why third grade?

A substantial reading deficiency must be addressed before students can move on to the more difficult schoolwork of fourth grade and beyond. As students progress through the grades, the text and tasks that are required for students to understand what they are reading are more complex. Textbooks become more complex; reading passages are longer. Students use encyclopedias, websites, and other written materials to do research for history reports, science projects, and other schoolwork. Those who have trouble understanding what they read find it very difficult to keep up. Many students become frustrated when they try to tackle this schoolwork without necessary reading skills. For some students, this leads to years of difficulty in school and limited opportunities in adult life.

**How will we help students who have been retained?**

Schools must provide reading enhancement and acceleration strategies to students who are retained, including the following:

- proven, effective teaching strategies and methods
- a high-performing teacher
- participation in summer reading camp
- at least 90 minutes of reading instruction each day, which often involves
  - ✓ one-on-one or small group instruction
  - ✓ special books, computer software, and other instructional materials
  - ✓ more frequent progress monitoring
  - ✓ tutoring or mentoring
  - ✓ transition classes that include third- and fourth-grade students
  - ✓ after-school instruction



Parents must also be offered at least one of the following options:

- tutoring using proven strategies
- parent workshops and a parent-guided home reading program
- a mentor or tutor with specialized reading training

Once the intensive instruction has begun, the child’s progress will be checked frequently and the teaching strategies adjusted as needed.



**MAKING PROGRESS**

**Mid-Year Promotion**

If the child can demonstrate the required reading level before the start of the next school year, he or she may be promoted to fourth grade. If the child achieves the required reading level during the next school year, the child may be promoted to fourth grade at that time: mid-year. To be promoted to fourth grade mid-year, the child must demonstrate mastery of the third grade reading skills and beginning fourth grade reading skills. This is because the student must have made enough progress to be successful in fourth grade. The child may be given a standardized test or the teacher may put together a portfolio of the child’s work.

**Intensive Acceleration Class**

If the student has already been retained once in third grade and then scores at Level 1 again, the school must provide an intensive acceleration class that focuses on increasing the child’s reading level at least two grade levels in one school year.

The intensive acceleration class must:

- have a lower teacher-student ratio than other third-grade classes
- have a high-performing teacher
- provide reading instruction for most of the school day
- give students the opportunity to master the fourth grade Sunshine State Standards in other subjects, such as math and science
- use research-based reading, language, and vocabulary instructional programs
- monitor student progress weekly
- maintain a portfolio for each student



The district must also offer these students the option of being served in a transitional instructional setting designed to help them meet the fourth grade Next Generation Sunshine State Standards, while continuing the remediation of the reading deficiency.

## SIX COMPONENTS OF READING

Teachers in the early grades work on improving students' skills in these six components of reading:

1. Oral language provides the foundation for literacy development involving listening and speaking skills.
2. Phonemic awareness is the ability to hear and manipulate the sounds of spoken language. This includes noticing rhyme and recognizing the separate, small sounds in words (phonemes).
3. Phonics is the understanding of the relationships between the written letters of the alphabet and the sounds of spoken language. This knowledge allows a reader to "decode" words by translating the letters into speech sounds.
4. Fluency is the ability to read quickly, accurately, and with proper expression. Fluent readers can concentrate on understanding what they read because they don't have to focus on decoding.
5. Vocabulary includes all the words the reader can understand and use. The more words a child knows, the better he or she will understand what is read. Knowing how words relate to each other is a building block that leads to comprehension.
6. Comprehension is the ability to understand what one has read. This includes understanding the plot of a story or the information in an article. It also includes things like recognizing the main idea of an article or being able to compare and contrast different characters in a story.

## EXEMPTIONS FROM THIRD-GRADE RETENTION

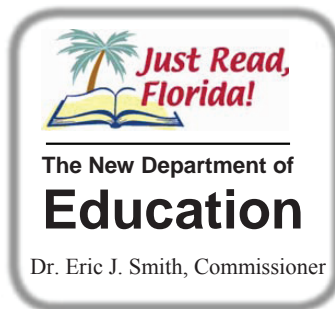
Some third-graders who score Level 1 on the FCAT in reading can be exempted from the retention requirement and be promoted to fourth. This is called a "good cause exemption." Good cause exemptions are given to only the following students:

1. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages program.
2. Students with disabilities whose individual educational plan (IEP) shows that it is not appropriate for them to take the FCAT.
3. Students who show an acceptable level of performance on an alternative standardized reading test approved by the State Board of Education.
4. Students who show through a teacher-developed portfolio that they can read on grade level.\*
5. Students with disabilities who take the FCAT and whose IEP or 504 Plan says that they have received intensive remediation in reading for more than two years but who still show a deficiency in reading and who were previously retained in kindergarten through grade 3
6. Students who have received intensive remediation in reading for two or more years but who still has a deficiency in reading and who have already been retained in kindergarten through grade 3 for a total of two years.

If you believe your child may be eligible for a good cause exemption, talk to your child's teacher. For a good cause exemption to be approved, the following steps must take place:

1. The student's teacher must submit documentation to the principal.
2. The principal must review the documentation and decide whether or not the student should be promoted. If the principal determines that the student should be promoted, the principal must make the recommendation to the school district superintendent.
3. The school district superintendent must accept or reject the principal's recommendation that the student be promoted.

\*The teacher selects the contents of the portfolio. The documents in the portfolio must show that the student has mastered the Next Generation Sunshine State Standard benchmarks that are assessed by the grade 3 Reading FCAT. Talk to your child's teacher to find out more about portfolios.





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