

Dear Parent/Guardian,

The intent of the third-grade progression statute is to ensure that students have the necessary reading skills to be successful in grade 4 and beyond, where the rigors of reading in the content areas increase. According to section 1008.25(5), Florida Statutes (F.S.), to be promoted to fourth grade, a third-grade student must score a Level 2 or above on the statewide Florida Standards Assessment – English Language Arts (FSA-ELA). The following plan describes several ways for students who do not meet this standard initially to be promoted to fourth grade.

If a student does not demonstrate proficiency on the statewide FSA-ELA, they may attend the district provided Summer Reading Camp to ensure they receive additional instruction to catch up with their peers. There is also statutory language that prohibits the statewide FSA-ELA from being the sole determiner of promotion and states that additional evaluations, portfolio reviews and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion. Some third graders who score Level 1 on the statewide FSA-ELA can be exempted from the retention requirement and be promoted to fourth grade. This is called a good cause exemption. Good cause exemptions are only given to the following students:

- **Students who demonstrate an acceptable level of performance on a state-approved alternative standardized reading or English Language Arts assessment approved by the State Board of Education;**
- **Students who demonstrate, through a student portfolio, that he or she is performing at least at Level 2 on the statewide standardized assessment;**
- Limited English Proficient (LEP) students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program;
- Students with disabilities whose Individual Educational Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule;
- Students with disabilities who participate in the statewide standardized assessment and whose IEP or 504 Plan reflects that the student has received intensive remediation in reading and English Language Arts for more than two years, but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2 or grade 3;
- Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years. A student may not be retained more than once in grade 3.
- Students who have received intensive remediation in reading and English Language Arts for two or more years, but who still have a deficiency in reading and have already been retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years.

The two good cause exemptions that most frequently apply are noted in **bold** print and are described in more detail below.

Alternative Standardized Reading Assessment: An alternative standardized reading assessment is another opportunity given to students to demonstrate mastery of the state standards. Under section 1008.25(6), F. S. (Eliminating Social Promotion), students who score a Level 1 on the grade 3 statewide FSA-ELA may be promoted to fourth grade if the student demonstrates through an alternative standardized reading assessment that they are reading on grade level as evidenced by mastery of the state standards (45 percent or above on SAT10, 50 percent or above on the Iowa Test of Basic Skills (ITBS), or 50 percent or above on the TerraNova). These assessments have been approved by the State Board of Education as alternative standardized reading assessments which may be used for good cause exemption.

Student Portfolio - Under section 1008.25(6), F. S. (Eliminating Social Promotion), students who score a Level 1 on the grade 3 statewide FSA-ELA may be promoted to fourth grade if the student demonstrates through a student portfolio that he or she is reading on grade level as evidenced by mastery of the state standards. The portfolio is an alternative means for students to demonstrate proficiency of third-grade skills. To be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio must

- Be selected by the student's teacher;
- Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- **Include evidence that the benchmarks assessed by the grade 3 statewide standardized assessment have been met. This includes multiple choice items and passages that are approximately 60 percent literary text and 40 percent information text 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 third grade reading standards or teacher-prepared assessments that are aligned with the third grade reading standards;**
- **Be an organized collection of evidence of the student's mastery of the third-grade English language arts standards that are assessed by the grade 3 statewide standardized assessment. For each benchmark, there must be at least three examples of mastery as demonstrated by a grade of 70 percent or above; and**
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

We have included a Read to Learn brochure, which provides information for parents regarding third-grade progression as well as good cause exemptions, along with a Third-Grade Progression Technical Assistance Paper that is distributed to districts for guidance with implementation of the law.

Sincerely,