

# The Brockton Public Schools K - 3 Promotion Policy

## Standards for Promotion to Grade One

### **Note:**

Any six year old student entering the Brockton Public Schools who has not completed the Brockton Public School's kindergarten program will be assessed for early literacy skills utilizing the Brockton kindergarten checklist. The results will be one factor in determining placement in either the kindergarten, the kindergarten-plus, or the grade one program.

### **Student Products Standard** (Curriculum Based Assessment):

To be promoted from kindergarten to grade one, without condition, students must be recommended for promotion to grade one by their kindergarten teachers who will base their recommendations primarily upon their students' consistent demonstration of the critical benchmark skills of kindergarten which have been derived from the Standards of the Massachusetts Curriculum Frameworks and the kindergarten curriculum of the Brockton Public Schools.

### **Placement in the Kindergarten Plus Program**

Students failing to demonstrate consistent mastery of the critical kindergarten benchmark skills will be referred in April through the principal and the building's Educational Planning Team to the Committee on Promotion and Retention which will work cooperatively with the building EPT and principal to determine which students should be accepted for placement in the Kindergarten Plus program for the next school year.

**Note:** Placement for a second year in a traditional half-day kindergarten program will only be prescribed for those students who have not fully participated in the traditional kindergarten experience due to excessive absences or late (after February) entry into the program. Students who attended a full day kindergarten program through the kindergarten lottery will not be eligible to participate in the lottery for a second year.

### **Returning First Grade Students to the Kindergarten Plus Program**

A building principal may refer a first grade student for return to a kindergarten program before October 31. A written referral containing both the classroom teacher's report and a counselor's report will be sent to the Early Childhood Coordinator who will review the student's records, observe the student in the current classroom and base the decision upon the student's academic readiness abilities.

### **Appeals Process**

Written appeal of this decision may be sent to the Deputy Superintendent of Schools who will issue the final decision in all appeals cases.

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## Kindergarten Critical Benchmark Skills

### **Student Products** (Curriculum Based Assessment):

To be promoted from kindergarten to grade one, a student must demonstrate consistent mastery of the following critical Phonemic Awareness, Integrated Literacy and Math benchmark skills which have been derived from the standards of the Massachusetts Curriculum Frameworks as well as the kindergarten curriculum of the Brockton Public Schools.

#### **Phonemic Awareness**

1. The student indicates whether initial spoken sounds in words are the same/different.
2. The student repeats a spoken sentence of at least six words.
3. The student gives a rhyme for a spoken one syllable word.
4. The student indicates whether the final sounds in spoken words are the same/different.
5. The student identifies the written form of a graphic sound.
6. The student locates the source of a sound.
7. The student substitutes for an initial spoken sound.
8. The student claps out words of two syllables.

#### **Integrated Literacy**

1. The student orally names all 26 letters, both upper and lower case.
2. The student legibly prints name (without model).
3. The student speaks in complete sentences.
4. The student recognizes own name and ten color and numbers 1-10 words at sight.
5. The student legibly prints all upper and lower case letters.
6. The student orally gives requested letter/sound associations.
7. The student writes a simple (3 or 4 words) sentence, utilizing phonetic spelling.

#### **Math**

1. The student counts, by rote, to twenty (20).
2. The student orally names numbers 0 - 10 from a model.
3. The student writes the numbers 0 - 10.
4. The student demonstrates 1-1 correspondence through matching numbers with sets of objects.
5. The student identifies numbers 11-20 by pointing to model.