

# The Brockton Public Schools K - 3 Promotion Policy

## Standards for Promotion to Grade Two, *without Condition*

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

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

## Standards for Promotion to Grade Two, *with Condition*

Each student's progress will be monitored continuously throughout the year by the teacher to determine which first grade critical benchmark skills are on target to be mastered. After the close of the first term in November, those students appearing to be at-risk for failing to master the critical benchmark skills of grade one should be targeted by the school's Educational Planning Team for modifications of instructional methodology, curriculum activities, and group size, as well as change in location and duration of specialized instruction during the regular school day. In April, the results of these interventions should be reviewed by the EPT to recommend either (1) promotion to grade two without condition, or (2) promotion to grade two, with condition, which is defined as the addition of instructional hours during the second grade year through the student's attendance in one or more Pathway Programs.

### **Appeals Process** (Curriculum Based Assessment):

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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## Grade One Critical Benchmark Skills

### **Note:**

Any six year old student entering the Brockton Public Schools who has not completed 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** (Curriculum Based Assessment):

To be promoted from grade one to grade two, without condition, a student must consistently demonstrate mastery of the following grade one critical benchmark skills:

#### **Integrated Literacy:**

1. The student writes the alphabet in lower and uppercase letters.

2. The student recognizes at least fifty basic sight words: Dolch words, color words and number words.
3. The student uses the sounds of beginning letters to decode unknown words.
4. The student uses vowel sounds to decode unknown words.
5. The student uses picture clues as an aid in decoding unknown words.
6. The student utilizes context to decode unknown words.
7. The student communicates in simple oral sentences.
8. The student shows general understanding of story sequence by identifying beginning, middle and end.
9. The student makes predictions before and during guided silent reading.
10. The student identifies the main ideas of a reading passage.
11. The student uses both standard and developmental spelling to write a simple sentence with correct capitalization and punctuation.
12. The student reads silently for five minutes.

### **Mathematics:**

1. The student counts, reads, writes and orders numbers through 99.
2. The student compares and classifies objects and patterns.
3. The student identifies all of the basic addition and subtraction facts through 20.
4. The student understands calendar sequence, including days of the week, months, etc.
5. The student reads and writes time to hour and half-hour.
6. The student measures using inches, pounds, cups, pints, quarts nonstandard units.
7. The student measures using centimeters, kilograms and liters.
8. The student understands  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$  of a set.
9. The student identifies and draws solid and plane shapes.
10. The student adds and subtracts one digit and two digit numbers without regrouping.
11. The student understands and uses grade level mathematics vocabulary.
12. The student solves problems using multiple strategies.
13. The student solves multi-step problems.