

The Brockton Public Schools K - 3 Promotion Policy

Standards for Promotion to Grade Three, *without Condition*

Student Products (Curriculum Based Assessment):

To be promoted from grade two to grade three, without condition, students must be recommended for promotion by their grade two teachers who will base their recommendations upon their students' consistent demonstration of mastery of grade two critical benchmark skills which have been derived from the Standards of the Massachusetts Curriculum Frameworks as well as the English/Language Arts and Math curricula of the Brockton Public Schools, and STATE MANDATED and/or CITYWIDE STANDARDIZED TESTS STANDARD:

To be promoted without condition from grade two to grade three, students must achieve a reading level of 1.5 or above on the second grade reading subtest of the Iowa Test of Basic Skills.

Standards for Promotion to Grade Three, *with Condition*

Each student's progress will be monitored throughout the year by the teacher to determine which second grade critical benchmark skills are on target to be mastered. In November, students appearing to be at-risk for failing to master the critical benchmark skills of grade two should be considered by the school's Educational Planning Team for modifications of instructional methodology, curriculum activities and group size as well as location and duration of specialized instruction during the regular school. In April, the results of these interventions should be reviewed by the EPT to recommend either (1) promotion to grade three, without condition, or (2) promotion to grade three, with condition, which is defined as the addition of instructional hours during the third grade year provided through the student's attendance in one or more of the alternate Pathway Programs. Students who fail to score at the 1.5 grade level or above on the reading subtest of the Iowa Test of Basic Skills will be promoted with condition to grade three.

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.

Grade Two Critical Benchmark Skills

Student Products (Curriculum Based Assessment):

Language Arts/Integrated Literacy:

1. The student uses sounding and blending to decode words.
2. The student uses vowel sounds to decode unknown words.

3. The student uses knowledge of common letter patterns to decode words.
4. The student uses known parts of words to understand whole words.
5. The student rereads to clarify meaning.
6. The student self-corrects when reading.
7. The student makes predictions and confirms them.
8. The student substitutes familiar for unknown words.
9. The student uses letters to represent all vowel and consonant sounds in a word.
10. The student begins to use visual letter patterns.
11. The student punctuates simple sentences correctly.
12. The student uses a variety of simple and compound sentences.
13. The student groups sentences containing related information into a paragraph.
14. The student proofreads own writing.
15. The student writes legibly using manuscript writing.
16. The student orally reports to the class what they learned about a person or topic.
17. The student reads silently for ten minutes.

Mathematics:

1. The student counts, reads, writes and orders numbers 0 - 999.
2. The student compares and classifies objects and patterns using more than one attribute.
3. The student identifies all of the addition and subtraction facts through 20.
4. The student identifies odd and even numbers.
5. The student adds and subtracts up to three digit numbers with and without regrouping.
6. The student reads and writes time in five-minute intervals.
7. The student reads and interprets pictographs and bar graphs.
8. The student determines the value of a collection of coins and adds money amounts.
9. The student identifies and classifies geometric figures by sides and angles..
10. The student identifies fractional parts of a region.
11. The student measures objects to the nearest inch or centimeter.
12. The student identifies customary and metric units of length, mass and capacity.
13. The student models and describes multiplication as repeated addition.
14. The student solves problems using multiple strategies.
15. The student solves multi-step problems.