

**APPENDIX**

1. **PMP and Promotion Criteria Matrix for Reading and Mathematics, including Quarterly PMP Criteria for Reading and Mathematics in grades K and 1.**
2. **Parent Fact Sheet – ESE – Third Grade Promotion and Retention.**

**PMP AND PROMOTION CRITERIA MATRIX  
ELEMENTARY READING AND MATHEMATICS  
PROCEDURAL GUIDELINES**

**2010-2011 SCHOOL YEAR**

**BASED UPON POLICY 6000.1 AS APPROVED BY THE SCHOOL BOARD**

**June 2, 2009**

**DOCUMENT UPDATED 10/13/10**

**NOTE: Promotion criteria for Kindergarten, First, and Second grades raised in 2008-2009 and the alternative and portfolio criteria have been aligned to those criteria.**

<b>GRADE</b>	<b>PMP CRITERIA:</b> <i>(Beginning of the School Year. For Kindergarten students, the criteria are applied at the end of the 1<sup>st</sup> quarter.)</i>	<b>PROMOTION CRITERIA #1</b>  <i>(End of the Year)</i>	<b>O R</b>	<b>PROMOTION CRITERIA #2</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: ALTERNATIVE ASSESSMENT</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: PORTFOLIO CRITERIA</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: ADDITIONAL CRITERIA</b>  <i>(End of the Year)</i>  <i>(Applicable to Reading and/or Mathematics Promotion Criteria)</i>
<b>Kinder-garten</b>	<p><b>For Reading:</b></p> <p>Recognizes less than 15 of 52 Letter Names</p> <p style="text-align: center;"><b>OR</b></p> <p>Distinguishes less than 6 of 26 Letter Sounds</p> <p style="text-align: center;"><b>OR</b></p> <p>Understands less than 4 of 21 Concepts of Print</p> <p>Note: See Supplemental Matrix for Reading PMP Criteria for 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> quarters.</p>	<p>Recognizes 48 of 52 Letter Names</p> <p style="text-align: center;"><b>AND</b></p> <p>Distinguishes 20 of 26 Letter Sounds</p> <p style="text-align: center;"><b>AND</b></p> <p>Understands 15 of 21 Concepts of Print</p>	<b>O R</b>	<p>Scores 90% or greater in accuracy <b>AND</b> 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 2</p> <p style="text-align: center;"><b>OR</b></p> <p>Scores 90% or greater in accuracy <b>AND</b> at or above the Adequate Level (DRA-Classic) / Developing Level (DRA-2) in comprehension on the Developmental Reading Assessment (DRA), at or above Level 3</p>	N/A	N/A	<p>Previously retained in K</p> <p style="text-align: center;"><b>OR</b></p> <p>IEP says no FCAT participation</p> <p style="text-align: center;"><b>OR</b></p> <p>Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention)</p> <p style="text-align: center;"><b>OR</b></p> <p>ELL students with less than 2 years in ESOL program</p>

<b>GRADE</b>	<b>PMP CRITERIA:</b>  <i>(Beginning of the School Year. For Kindergarten students, the criteria are applied at the end of the 1<sup>st</sup> quarter.)</i>	<b>PROMOTION CRITERIA #1</b>  <i>(End of the Year)</i>	<b>O R</b>	<b>PROMOTION CRITERIA #2</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: ALTERNATIVE ASSESSMENT</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: PORTFOLIO CRITERIA</b>  <i>(End of the Year)</i>	<b>GOOD CAUSE FOR PROMOTION: ADDITIONAL CRITERIA</b>  <i>(End of the Year)</i>  <i>(Applicable to Reading and/or Mathematics Promotion Criteria)</i>
<b>Kindergarten Cont.</b>	<b>For Mathematics:</b>  <i>Scores below 50% on the Go Math Prerequisite Skills for Grade K Benchmarks Test</i>						<i>Previously retained in K</i>  <b>OR</b>  <i>IEP says no FCAT participation</i>  <b>OR</b>  <i>Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention)</i>  <b>OR</b>  <i>ELL students with less than 2 years in ESOL program</i>

GRADE	PMP CRITERIA:  (Beginning of the School Year)	PROMOTION CRITERIA #1  (End of the Year)	O R	PROMOTION CRITERIA #2  (End of the Year)	GOOD CAUSE FOR PROMOTION: ALTERNATIVE ASSESSMENT  (End of the Year)	GOOD CAUSE FOR PROMOTION: PORTFOLIO CRITERIA  (End of the Year)	GOOD CAUSE FOR PROMOTION: ADDITIONAL CRITERIA  (End of the Year)  (Applicable to Reading and/or Mathematics Promotion Criteria)
<b>First Grade, cont.</b>	<p><b>Additional Information For Reading:</b></p> <p>Note: See Supplemental Matrix for Reading PMP Criteria for 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> quarters.</p> <p><b>For Mathematics:</b></p> <p>Scores below 50% on the Go Math Prerequisite Skills for Grade 1 Benchmarks Test</p>		<b>O R</b>				<p>Previously retained in K and/or 1<sup>st</sup> for a maximum total of 2 years, not to exceed 1 retention per grade level</p> <p><b>OR</b></p> <p>IEP says no FCAT participation</p> <p><b>OR</b></p> <p>Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention)</p> <p><b>OR</b></p> <p>ELL students with less than 2 years in ESOL program</p> <p><b>OR</b></p> <p>An ELL student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.</p>

<b>GRADE</b>	<b>PMP CRITERIA:</b>  (Beginning of the School Year)	<b>PROMOTION CRITERIA #1</b>  (End of the Year)	<b>O R</b>	<b>PROMOTION CRITERIA #2</b>  (End of the Year)	<b>GOOD CAUSE FOR PROMOTION: ALTERNATIVE ASSESSMENT</b>  (End of the Year)	<b>GOOD CAUSE FOR PROMOTION: PORTFOLIO CRITERIA</b>  (End of the Year)	<b>GOOD CAUSE FOR PROMOTION: ADDITIONAL CRITERIA</b>  (End of the Year)  (Applicable to Reading and/or Mathematics Promotion Criteria)
<b>First Grade</b>	<p><b>For Reading:</b> Recognizes less than 52 of 52 Letter Names <b>OR</b> Distinguishes less than 21 of 26 Letter Sounds <b>OR</b> Understands less than 18 of 21 Concepts of Print</p> <hr/> <p><b>OR</b> Scores 90% or greater in accuracy <b>AND</b> 75% or greater in comprehension on the Rigby PM Benchmark Assessment, less than Level 2 <b>OR</b> Scores 90% or greater in accuracy <b>AND</b> at or above the Adequate Level (DRA-Classic) / Developing Level (DRA-2) in comprehension on the Developmental Reading Assessment (DRA), less than Level 3</p>	Scores 55% or greater on the Primary End of Year Reading Test that aligns with the sunshine state standards in reading comprehension	<b>O R</b>	Scores at or above the 35 <sup>th</sup> percentile on the Stanford Diagnostic Test in reading comprehension	Scores 90% or greater in accuracy <b>AND</b> 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 16	Scores 90% or greater in accuracy <b>AND</b> at or above the Adequate Level (DRA-Classic) / Instructional Level (DRA-2) in comprehension on the Developmental Reading Assessment (DRA), at or above Level 16	<p>Previously retained in K and/or 1<sup>st</sup> for a maximum total of 2 years, not to exceed 1 retention per grade level <b>OR</b> IEP says no FCAT participation <b>OR</b> Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention) <b>OR</b> ELL students with less than 2 years in ESOL program <b>OR</b> An ELL student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.</p>

<b>GRADE</b>	<b>PMP CRITERIA:</b>  (Beginning of the School Year)	<b>PROMOTION CRITERIA #1</b>  (End of the Year)	<b>O R</b>	<b>PROMOTION CRITERIA #2</b>  (End of the Year)	<b>GOOD CAUSE FOR PROMOTION: ALTERNATIVE ASSESSMENT</b>  (End of the Year)	<b>GOOD CAUSE FOR PROMOTION: PORTFOLIO CRITERIA</b>  (End of the Year)	<b>GOOD CAUSE FOR PROMOTION: ADDITIONAL CRITERIA</b>  (End of the Year)  (Applicable to Reading and/or Mathematics Promotion Criteria)
<b>Second Grade</b>	<p><b>For Reading:</b> Scores below the 40<sup>th</sup> percentile on the Stanford Diagnostic Test in reading comprehension <b>OR</b> Scores 90% or greater in accuracy <b>AND</b> 75% or greater in comprehension on the Rigby PM Benchmark Assessment, less than Level 16 <b>OR</b> Scores 90% or greater in accuracy <b>AND</b> at or above the Adequate Level (DRA-Classic) / Instructional Level (DRA-2) in comprehension on the Developmental Reading Assessment (DRA), less than Level 16</p>	Scores 65% or greater on the Primary End of Year Reading Test that aligns with the sunshine state standards in reading comprehension	<b>O R</b>	Scores at or above the 35 <sup>th</sup> percentile on the Stanford Diagnostic Test in reading comprehension	Scores 90% or greater in accuracy <b>AND</b> 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 22	Scores 90% or greater in accuracy <b>AND</b> at or above the Adequate Level (DRA-Classic) / Instructional Level (DRA-2) in comprehension on the Developmental Reading Assessment (DRA), at or above Level 28	<p>Previously retained in K, 1, or 2 for a maximum total of 2 years, not to exceed 1 retention per grade level <b>OR</b> IEP says no FCAT participation <b>OR</b> Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention) <b>OR</b> ELL students with less than 2 years in ESOL program <b>OR</b> An ELL student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.</p>

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<b>Second Grade, cont.</b>	<b>For Mathematics:</b>  Scores below 50% on the Go Math Prerequisite Skills for Grade 2 Benchmarks Test		<b>O R</b>				Previously retained in K, 1, or 2 for a maximum total of 2 years, not to exceed 1 retention per grade level <b>OR</b> IEP says no FCAT participation <b>OR</b> Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention) <b>OR</b> ELL students with less than 2 years in ESOL program <b>OR</b> An ELL student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.

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<b>Third Grade</b>	<p><b>For Reading:</b></p> <p>Scores below the 45<sup>th</sup> percentile on the Stanford Diagnostic Test in reading comprehension</p> <p><b>OR</b></p> <p>Scores 90% or greater in accuracy <b>AND</b> 75% or greater in comprehension on the Rigby PM Benchmark Assessment, less than Level 22</p> <p><b>OR</b></p> <p>Scores 90% or greater in accuracy <b>AND</b> at or above the Adequate Level (DRA-Classic) / Instructional Level (DRA-2) in comprehension on the Developmental Reading Assessment (DRA), less than Level 28</p>	Scores at or above Level 2 on the FCAT 2.0 – SSS Reading	<b>O R</b>		Scores at or above the 45 <sup>th</sup> percentile on the current version of the Stanford Achievement Test in reading comprehension	Scores at or above 70% for each of the fourteen reading benchmarks on the Just Read, Florida! Third Grade Reading Assessment Portfolio	<p>Previously retained in K, 1, 2, or 3 for a maximum total of 2 years,</p> <p><b>OR</b></p> <p>IEP says no FCAT participation</p> <p><b>OR</b></p> <p>Student with a disability who was previously retained in K-3 (maximum of one retention in K-5 unless parent requests additional retention)</p> <p><b>OR</b></p> <p>ELL students with less than 2 years in ESOL program</p>

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<b>Third Grade, cont.</b>	<b>For Mathematics:</b>  <i>Scores below 50% on the Go Math Prerequisite Skills for Grade 3 Benchmarks Test</i>		<b>O R</b>				<i>Previously retained in K, 1, 2, or 3 for a maximum total of 2 years,</i>  <b>OR</b>  <i>IEP says no FCAT participation</i>  <b>OR</b>  <i>Student with a disability who was previously retained in K-3 (maximum of one retention in K-5 unless parent requests additional retention)</i>  <b>OR</b>  <i>ELL students with less than 2 years in ESOL program</i>



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<b>Fourth Grade</b>	<p><b>For Reading:</b> Scores below Level 3 on the FCAT – SSS Reading</p> <p><b>AND</b> <i>(see next page for additional criteria in Mathematics)</i></p>	<p>Scores at or above Level 2 on the FCAT 2.0 – SSS Reading</p> <p><b>AND</b> <i>(see next page for additional criteria in Mathematics)</i></p>	<b>O R</b>		<p>Scores at or above the 30<sup>th</sup> percentile on the Stanford Diagnostic Test in reading comprehension</p>	<p>Scores at or above 70% on the Macmillan/McGraw-Hill Benchmark Reading Test, Form D (multiple choice items only)</p>	<p>Previously retained for a maximum total of 2 years, not to exceed 1 retention per grade level, other than mandated 3<sup>rd</sup></p> <p><b>OR</b> IEP says no FCAT participation</p> <p><b>OR</b> Student with a disability who was previously retained in K-4 (maximum of one retention in K-5 unless parent requests additional retention)</p> <p><b>OR</b> ELL student with less than 2 years in the ESOL program</p> <p><b>OR</b> An ELL student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.</p>

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<b>Fourth Grade, Cont.</b>	<b>For Mathematics:</b>  <i>Scores below Level 3 on the FCAT – SSS Mathematics</i>	<i>Scores at or above Level 2 on the FCAT 2.0 – NGSSS Mathematics</i>	<b>O R</b>		<i>Scores at or above the 30<sup>th</sup> percentile on the Stanford Diagnostic Test in Total Math (including “Concepts and Applications” and “Computation”)</i>	<i>Scores at or above 60% on the Go Math End of Year Test</i>	<i>Previously retained for a maximum total of 2 years, not to exceed 1 retention per grade level, other than mandated 3<sup>rd</sup></i> <b>OR</b> <i>IEP says no FCAT participation</i> <b>OR</b> <i>Student with a disability who was previously retained in K-4 (maximum of one retention in K-5 unless parent requests additional retention)</i> <b>OR</b> <i>ELL student with less than 2 years in the ESOL program</i> <b>OR</b> <i>An ELL student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.</i>

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<b>Fifth Grade</b>	<p><b>For Reading:</b> Scores below Level 3 on the FCAT – SSS Reading</p> <p><b>AND</b> <i>(see next page for additional criteria in Mathematics)</i></p>	<p>Scores at or above Level 2 on the FCAT 2.0 – SSS Reading</p> <p><b>AND</b> <i>(see next page for additional criteria in Mathematics)</i></p>	<b>O R</b>		<p>Scores at or above the 30<sup>th</sup> percentile on the Stanford Diagnostic Test in reading comprehension</p>	<p>Scores at or above 70% on the Macmillan/McGraw-Hill Benchmark Reading Test, Form D (multiple choice items only)</p>	<p>Previously retained for a maximum total of 2 years, not to exceed 1 retention per grade level, other than mandated 3<sup>rd</sup></p> <p><b>OR</b></p> <p>IEP says no FCAT participation</p> <p><b>OR</b></p> <p>Student with a disability who was previously retained in K-5 (maximum of one retention in K-5 unless parent requests additional retention)</p> <p><b>OR</b></p> <p>ELL student with less than 2 years in the ESOL program</p> <p><b>OR</b></p> <p>An ELL student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.</p>

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<b>Fifth Grade, Cont.</b>	<b>For Mathematics:</b>  <i>Scores below Level 3 on the FCAT – SSS Mathematics</i>	<i>Scores at or above Level 2 on the FCAT 2.0 – NGSSS Mathematics</i>	<b>O R</b>		<i>Scores at or above the 30<sup>th</sup> percentile on the Stanford Diagnostic Test in Total Math (including “Concepts and Applications” and “Computation”)</i>	<i>Scores at or above 60% on the Go Math End of Year Test</i>	<i>Previously retained for a maximum total of 2 years, not to exceed 1 retention per grade level, other than mandated 3<sup>rd</sup></i> <b>OR</b> <i>IEP says no FCAT participation</i> <b>OR</b> <i>Student with a disability who was previously retained in K-5 (maximum of one retention in K-5 unless parent requests additional retention)</i> <b>OR</b> <i>ELL student with less than 2 years in the ESOL program</i> <b>OR</b> <i>An ELL student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.</i>

**2010-2011 QUARTER-BY-QUARTER K-1 READING PMP CRITERIA**

*The following criteria should be used to initiate a Progress Monitoring Plan (PMP) for students. Once a PMP has been initiated, students may only be exited from the PMP at the end of the fourth quarter based on test scores.*

**KINDERGARTEN CRITERIA**

<b><i>Quarter</i></b>	<b><i>Criteria #1:</i></b>	<b><i>OR</i></b>	<b><i>Criteria #2:</i></b>
<b><i>First</i></b>	<p><i>Letter Name Assessment &lt; 15/52</i></p> <p align="center"><b><i>OR</i></b></p> <p><i>Letter Sound Assessment &lt; 6/26</i></p> <p align="center"><b><i>OR</i></b></p> <p><i>Concepts of Print &lt; 4/21</i></p>	<b><i>OR</i></b>	<b><i>N/A</i></b>
<b><i>Second</i></b>	<p><i>Letter Name Assessment &lt; 30/52</i></p> <p align="center"><b><i>OR</i></b></p> <p><i>Letter Sound Assessment &lt; 11/26</i></p> <p align="center"><b><i>OR</i></b></p> <p><i>Concepts of Print &lt; 8/21</i></p>	<b><i>OR</i></b>	<p><i>Developmental Reading Assessment (DRA)</i></p> <p><i>Instructional Reading Level &lt; 1</i></p>
<b><i>Third</i></b>	<p><i>Letter Name Assessment &lt; 40/52</i></p> <p align="center"><b><i>OR</i></b></p> <p><i>Letter Sound Assessment &lt; 16/26</i></p> <p align="center"><b><i>OR</i></b></p> <p><i>Concepts of Print &lt; 11/21</i></p>	<b><i>OR</i></b>	<p><i>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 1</i></p> <p align="center"><b><i>OR</i></b></p> <p><i>Developmental Reading Assessment (DRA)</i></p> <p><i>Instructional Reading Level &lt; 2</i></p>
<b><i>Fourth</i></b>	<p><i>Letter Name Assessment &lt; 48/52</i></p> <p align="center"><b><i>OR</i></b></p> <p><i>Letter Sound Assessment &lt; 20/26</i></p> <p align="center"><b><i>OR</i></b></p> <p><i>Concepts of Print &lt; 15/21</i></p>	<b><i>OR</i></b>	<p><i>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 2</i></p> <p align="center"><b><i>OR</i></b></p> <p><i>Developmental Reading Assessment (DRA)</i></p> <p><i>Instructional Reading Level &lt; 3</i></p>

**2010-2011 QUARTER-BY-QUARTER K-1 READING PMP CRITERIA**

*The following criteria should be used to initiate a Progress Monitoring Plan (PMP) for students. Once a PMP has been initiated, students may only be exited from the PMP at the end of the fourth quarter based on test scores.*

**FIRST GRADE CRITERIA**

<b>Quarter</b>	<b>Criteria #1:</b>	<b>OR</b>	<b>Criteria #2:</b>
<b>First</b>	<p><i>Letter Name Assessment &lt; 52/52</i></p> <p align="center"><b>OR</b></p> <p><i>Letter Sound Assessment &lt; 21/26</i></p> <p align="center"><b>OR</b></p> <p><i>Concepts of Print &lt; 18/21</i></p>	<b>OR</b>	<p><i>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 2</i></p> <p align="center"><b>OR</b></p> <p><i>Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 3</i></p>
<b>Second</b>	<p><i>Burns and Roe Informal Reading Inventory (IRI) Instructional Reading Level &lt; Preprimer</i></p>	<b>OR</b>	<p><i>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 8</i></p> <p align="center"><b>OR</b></p> <p><i>Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 8</i></p>
<b>Third</b>	<p><i>Burns and Roe Informal Reading Inventory (IRI) Instructional Reading Level &lt; Primer</i></p>	<b>OR</b>	<p><i>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 11</i></p> <p align="center"><b>OR</b></p> <p><i>Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 12</i></p>
<b>Fourth</b>	<p><i>Scores below 55% on the Primary End of Year Reading Test that aligns with the sunshine state standards in reading comprehension</i></p> <p align="center"><b>OR</b></p> <p><i>Scores below the 40<sup>th</sup> percentile on the Stanford Diagnostic Test in reading comprehension</i></p>	<b>OR</b>	<p><i>Rigby PM Benchmark Assessment Instructional Reading Level &lt; 16</i></p> <p align="center"><b>OR</b></p> <p><i>Developmental Reading Assessment (DRA) Instructional Reading Level &lt; 16</i></p>

**2010-2011 QUARTER-BY-QUARTER K-1 MATHEMATICS PMP CRITERIA**

*The following criteria should be used to initiate a Progress Monitoring Plan (PMP) for students. Once a PMP has been initiated, students may only be exited from the PMP at the end of the fourth quarter based on test scores.*

**KINDERGARTEN CRITERIA**

<b>Quarter</b>	<b>Criteria #1:</b>	<b>OR</b>	<b>Criteria #2:</b>
<b>First</b>	<i>Scores below 50% on the Go Math Prerequisite Skills for Grade K Benchmarks Test</i>	<b>OR</b>	<i>N/A</i>
<b>Second</b>	<i>Average score below 70% on the Go Math Chapters 1, 2, AND 3 Tests for Grade K</i>	<b>OR</b>	<i>Scores below 70% on the Go Math Big Idea Benchmark Assessment 1A for Grade K</i>
<b>Third</b>	<i>Average score below 70% on the Go Math Chapters 4, 5, AND 6 Tests for Grade K</i>	<b>OR</b>	<i>Scores below 70% on the Go Math Big Idea Benchmark Assessment 1B for Grade K</i>
<b>Fourth</b>	<i>Average score below 70% on the Go Math Chapters 7, 8, 9, AND 10 Tests for Grade K</i>	<b>OR</b>	<i>Scores below 70% on the Go Math Big Idea Benchmark Assessment 2 for Grade K</i>

**2010-2011 QUARTER-BY-QUARTER K-1 MATHEMATICS PMP CRITERIA**

*The following criteria should be used to initiate a Progress Monitoring Plan (PMP) for students. Once a PMP has been initiated, students may only be exited from the PMP at the end of the fourth quarter based on test scores.*

**FIRST GRADE CRITERIA**

<b>Quarter</b>	<b>Criteria #1:</b>	<b>OR</b>	<b>Criteria #2:</b>
<b>First</b>	<i>Scores below 50% on the Go Math Prerequisite Skills for Grade 1 Benchmarks Test</i>	<b>OR</b>	N/A
<b>Second</b>	<i>Average score below 70% on the Go Math Chapters 1, 2, AND 3 Tests for Grade 1</i>	<b>OR</b>	<i>Scores below 70% on the Go Math Big Idea Benchmark Assessment 1A for Grade 1</i>
<b>Third</b>	<i>Average score below 70% on the Go Math Chapters 4, 5, 6, AND 7 Tests for Grade 1</i>	<b>OR</b>	<i>Scores below 70% on the Go Math Big Idea Benchmark Assessment 1B for Grade 1</i>
<b>Fourth</b>	<i>Average score below 70% on the Go Math Chapters 8, 9, AND 10 Tests for Grade 1</i>	<b>OR</b>	<i>Scores below 70% on the Go Math Big Idea Benchmark Assessment 2 for Grade 1</i>



**Parent Fact Sheet**  
**Third Grade Promotion and Retention**  
**Exceptional Student Education**  
**Originally Developed June 2008 / Updated October 2010**

The Florida Legislature's 2003 revision of the Florida School Code has changed the requirements for third grade student promotion and retention. Section 1008.25, Florida Statutes, mandates that beginning with the 2002-2003 school year, any student in grade three, who exhibits a substantial deficiency in reading, must be retained if the student's reading deficiency has not been remediated by the end of grade 3. Reading proficiency is demonstrated by scoring at level 2 or higher on the grade 3 reading portion of the Florida Comprehensive Assessment Test (FCAT) or the specified level on a state approved alternative or portfolio assessment. Reading deficiency is measured as scoring at level 1 on the FCAT. Students with disabilities may be exempt from mandatory retention for good cause.

***Questions and Answers Related to Promotion/Retention:***

***1. What is good cause exemption?***

*A good cause exemption is a reason your child may be promoted even though they do not meet the specified promotion criteria. The good cause exemptions provided by the state for **all students**, including those with disabilities, are:*

- a. A student is exempt from mandatory 3<sup>rd</sup> grade retention if the student demonstrates an acceptable level of performance on an alternative standardized reading assessment that has been designed by the Florida Department of Education.*
- b. A student is exempt from mandatory 3<sup>rd</sup> grade retention if the student demonstrates that he/she is reading on grade level through a student portfolio (meeting specified state standards) that reflects that the student has mastered the Sunshine State Standards in reading with equivalence to at least a Level 2 performance on the FCAT.*
- c. A third grade student is exempt from mandatory 3<sup>rd</sup> grade retention if the student has received intensive remediation in reading for two or more years, has a deficiency in reading, and has previously been retained in grades K-3 for a total of **two years**.*

***For students with disabilities, the following good cause exemptions have been provided by the state:***

- d. A student with disabilities is exempt from mandatory 3<sup>rd</sup> grade retention if the student's individual education plan (IEP) indicates that participation in the statewide assessment is inappropriate, consistent with the requirements of State Board of Education rule F.A.C. 6A-1.0943(a). In this case, the student's IEP team may exempt the student from taking the FCAT. In general, the major reason for exemption is that the student's demonstrated cognitive ability prevents them from completing the course work for Sunshine State Standards. Students who do not complete the coursework for Sunshine State Standards pass the FCAT may not be able to earn a standard diploma.*
- e. A student with disabilities is exempt from mandatory 3<sup>rd</sup> grade retention if the student participated in the FCAT, has been previously retained **at least one time** in grades K-3, the student's IEP or 504 Plan reflects that the student has received more than 2 years of intensive remediation in reading, and the student still demonstrates a reading deficiency.*

***For ELL students only:***

- f. A limited English proficient student (ELL) is exempt from mandatory 3<sup>rd</sup> grade retention if the student has had less than two years of instruction in an English of Other Languages (ESOL) program.*
- 2. Should I recommend that my child be exempted by his/her IEP team from having to take the FCAT?***  
*No, for the majority of students with disabilities, participation in the FCAT is appropriate. The decision as to whether or not a student should participate in the FCAT is made at the IEP meeting after present levels of educational performance, goals, benchmarks and curriculum/assessment adaptations have been discussed and exemption determined only if the student meets the state exemption criteria. It is anticipated that only a small number of students with disabilities will be exempted from the opportunity to take the FCAT.*
- 3. Why is my child being retained in the third grade when he/she has been receiving passing grades on his/her report card?***  
*Retention and failing grades are different. Passing/failing grades represent the growth your child has made toward mastery of the course curriculum in a marking period. Grades reflect performance on your child's instructional level. Grades are indicated as either below level or on/above grade level. Third grade retention is based on reading deficiency as measured by the FCAT reading assessment.*
- 4. Are there any benefits to retention?***  
*Retention should be viewed as a student's opportunity to be provided with additional time to secure a firm foundation in basic reading skills or reaching grade level standards. The Individuals with Disabilities Education Act (IDEA) allows students with disabilities to stay in school through the school year the student turns 22. In most instances, one or more of these additional years may be helpful to the student at the elementary level to allow more time for learning essential skills.*
- 5. Can my child be retained more than once?***  
*Retentions for students with disabilities are limited to **one** in grades kindergarten through 5<sup>th</sup> grade. If a student is not meeting the promotion criteria in elementary school, he/she will typically meet the requirement for one retention at elementary at the mandated third grade level.*
- 6. If my child is retained, will anything change the following year?***  
*For any student retained, there must be a specific plan to address the reading deficits. This is done through a Progress Monitoring Plan (PMP). Both the PMP and the IEP must address specific areas of reading for remediation. You will receive information about the PMP if your child requires one.*

Updated 10/13/2010

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RULES AMENDED: 5/30/73; 9/5/74; 7/21/77; 10/1/96  
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EMERGENCY RULE #82-13: 10/21/82;  
11/18/82; 4/20/83; 5/17/84  
EMERGENCY RULE #84-10: 10/4/84; 11/1/84; E  
EMERGENCY RULE #84-17: 3/12/85;  
4/18/85; 5/16/85; 5/15/86  
EMERGENCY RULE #85-86-24: 8/7/86  
EMERGENCY RULE #86-87-13: 4/14/87; 6/3/87; 9/3/87; 4/12/88; 3/14/89;  
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