

Orange Unified School District Promotion Policy Parent / Student Agreement

Name of Student _____ School _____ Grade _____

Teacher _____

- I have read the Summary of the Promotion Policy, including Student Achievement requirements.
- I have discussed the Promotion Policy and Student Achievement with my child.
- I agree to work with my child and school staff to be sure my child attends school every day and completes all school assignments.

Signature of Parent / Guardian

Date

Please sign and return to your child's school. Thank You.

Promotion Policy Requirements by Grade Level

Retention will be considered when multiple interventions have not been successful and a student has not met the grade level appropriate criteria listed below.

Between Transitional Kindergarten (TK) and Kindergarten

1. Birthdate
2. Socially mature behavior
3. Able to meet personal needs
4. Kindergarten Placement Assessment (80% Mastery)

Between Kindergarten and First Grade

1. Birth date
2. Socially mature behavior
3. Able to meet personal needs
4. Language Arts Assessment; students must meet **two of the following**:
 - Letter Naming
 - First Sound Fluency
 - Phoneme Segmentation Fluency
 - Nonsense Word Fluency
 - Phonics Inventory (Shefelbine)
 - DORF (Degrees of Reading Fluency)

Between First and Second Grades for Reading

1. Language Arts Assessment; students must meet **grade level benchmarks**
 - Letter Naming
 - First Sound Fluency
 - Phoneme Segmentation Fluency
 - Nonsense Word Fluency
 - DORF (Degrees of Reading Fluency)
2. Phonics Inventory (Shefelbine)
3. Report Card Grades of **2 or better** in **either** Word Analysis or Comprehension or Reading Standards for Literature/Informational Text

Between Second and Third Grades for Reading

1. Language Arts Assessment; students must meet **grade level benchmarks**
 - DORF (Degrees of Reading Fluency)
 - Nonsense Word Fluency
2. Phonics Inventory (Shefelbine)
3. Report Card Grades of **2 or better** in **either** Word Analysis or Comprehension or Reading Standards for Literature/Informational Text

Between Third and Fourth Grades for Reading

1. Language Arts Assessment; students must meet **grade level benchmarks**
 - DORF (Degrees of Reading Fluency)
 - DAZE (measures Reading Comprehension)
2. Phonics Inventory (Shefelbine)
3. Report Card Grades of **2 or better** in **either** Word Analysis or Comprehension or Reading Standards for Literature/Informational Text

Between Fourth and Fifth Grades for Language Arts and Math

1. Language Arts Assessment; students must meet **grade level benchmarks**
 - DORF (Degrees of Reading Fluency)
 - DAZE (measures Reading Comprehension)
2. Phonics Inventory (Shefelbine)
2. Report Card Grades of **C or better** in **either** Reading or Mathematics
3. Average score of 70% on *Envision End of Topic Assessments* or *Performance Tasks*

Between Fifth and Sixth Grades for Language Arts and Math

1. Language Arts Assessment; students must meet **grade level benchmarks**
 - DORF (Degrees of Reading Fluency)
 - DAZE (measures Reading Comprehension)
2. Phonics Inventory (Shefelbine)
3. Report Card Grades of **C or better** in **either** Reading or Mathematics
4. Average score of 70% on *Envision End of Topic Assessments* or *Performance Tasks*

Between Sixth and Seventh Grades for Language Arts and Math

1. Language Arts Assessment; students must meet **grade level benchmarks**
 - DORF (Degrees of Reading Fluency)
 - DAZE (measures Reading Comprehension)
2. Phonics Inventory (Shefelbine)
3. Report Card Grades of **C or better** in **either** Reading or Mathematics
4. Average score of 70% on *Envision End of Topic Assessments* or *Performance Tasks*

NOTE: Retention for students between Sixth and Seventh Grades will be implemented at the Elementary School