

Richmond County Public Schools Remediation, Promotion and Retention Policy

K-5

According to the Richmond County Public School board policy, elementary school students must show they have mastered the content required in their current grade before being promoted to the next grade. Based on your child's mastery of the grade-level content, he or she will be promoted, conditionally promoted, or retained at the end of this school year. This information sheet describes each of these categories.

Promotion for Grades K, 1, 2- To be promoted to the next grade, students must be at or above grade level in reading and mathematics and meet the following grade-level criteria:

- Kindergarten: Meet the promotion criteria for language arts and mathematics outlined on the attachments.
- Grades 1 and 2: Demonstrate at least 75% mastery of the objectives listed on the language arts and mathematics Standards of Learning Achievement Records.

Conditional Promotion for Grades K, 1, 2- Students may be conditionally promoted if they are working at no more than a semester below grade level in reading and mathematics, have an intervention plan in place and meet the following grade-level criteria:

- Kindergarten: Meet the conditional promotion criteria for language arts and mathematics outlined on the attachments.
- Grade 1: Demonstrate no less than 70% mastery of the objectives outlined on the Virginia Standards of Learning in mathematics and language arts with an instructional reading level at Primer or above.
- Grade 2: Demonstrate no less than 70% mastery of the objectives outlined on the Virginia Standards of Learning in Mathematics and language arts with an instruction reading level at Second grade-first semester or above.

Promotion for Grades 3, 4, 5- To be promoted to the next grade, students must be working at or above grade level in reading and mathematics, earn a passing grade in all core subjects (English/language arts, mathematics, science and social studies), and meet the following grade-level criteria:

- Grade 3: Pass the Virginia Standards of Learning (SOL) tests in reading and mathematics.
- Grade 4: Pass the Virginia Standards of Learning (SOL) tests in reading and mathematics.
- Grade 5: Pass the Virginia Standards of Learning (SOL) tests in reading and mathematics.

Conditional Promotion for Grades 3, 4, 5- Students may be conditionally promoted if they are working at no more than one year below grade level in reading and mathematics, are earning a passing grade in 3 of the 4 core subject areas, have an intervention plan in place, and are meeting the following grade-level criteria:

- Grade 3: Score between 350 and 399 on the Virginia Standards of Learning (SOL) tests in reading and mathematics
- Grade 4: Score between 350 and 399 on the Virginia Standards of Learning (SOL) tests in reading and mathematics
- Grade 5: Score between 350 and 399 on the Virginia Standards of Learning (SOL) tests in reading and mathematics

Retention- When a student has not demonstrated grade-level proficiency in the core content areas and failed to meet the criteria for conditional promotion, the student will be retained. This decision will be made in consultation with the teacher, parents, and other staff, as appropriate. The final decision remains with the principal. Parents will be notified as soon as retention is being considered.

6-12

According to the Richmond County Public School board policy, elementary school students must show they have mastered the content required in their current grade before being promoted to the next grade. Students in grades 6 through 12 are expected to pass 5 of their core classes, to include English.

Remediation

Students will be identified for remediation using several factors to include student performance on state SOL tests, PALS assessments and other student assessment data. Any student failing an SOL test will participate in a remediation program to include summer school and after school remediation during the subsequent school year (3-11); students in grades K-4 will participate in reading and math intervention during the school day if their assessment data indicates that they are consistently performing below grade level expectations in reading and math.

Promotion Criteria for Kindergarten English (Language Arts)

The skills marked with an * are required for promotion

	Criteria		
	Conditional Promotion	Promotion	
READING			
Identifies and names uppercase letters out of sequence. (K.7a) *	15 to 23	24 to 26	Consider conditional promotion if a child demonstrates mastery of less than six of the boldfaced skills/understandings
Identifies and names lowercase letters out of sequence. (K.7a) *	15 to 23	24 to 26	
Demonstrates book handling skills. (K.5) <input type="checkbox"/> Identifies front cover. (K.5b) <input type="checkbox"/> Identifies back cover. (K.5b) <input type="checkbox"/> Identifies title pages. (K.5b) <input type="checkbox"/> Follows words from left to right.(K.5c) <input type="checkbox"/> Follows text from top to bottom. (K.5c) <input type="checkbox"/> Matches voice to print. (K.5d)	3 of 6	At least 4 of 6	
Demonstrates meaning gained from reading. <input type="checkbox"/> Uses picture(s) to make predictions. (K.8a) * <input type="checkbox"/> Uses prior knowledge to aid predictions. <input type="checkbox"/> Retells familiar stories. (K.8b)	2 of 3	All 3	
Identifies the elements of literature. (K.8) <input type="checkbox"/> Identifies beginning, middle, and end. (K.8b) <input type="checkbox"/> Identifies characters(s). (K.8c) <input type="checkbox"/> Identifies setting(s). (K.8c)	2 of 3	All 3	
Demonstrates and uses phonetic strategies to assist with word pronunciation. <input type="checkbox"/> Locates phrases in familiar text. (K.5d) <input type="checkbox"/> Matches words in familiar text. (K.5d) <input type="checkbox"/> Matches syllables with their written forms. (K.5d) <input type="checkbox"/> Matches on-set and rimes with their written forms. (K.7b)	2 of 4	At least 3 of 4	
Identifies consonant letter-sound relationships. (initial sound) (K.7b) *	10 to 17	18 to 21	
Identifies frequently used words in print. (K.5) <input type="checkbox"/> Identifies at least five common signs and/or logos (K.6b) * <input type="checkbox"/> Identifies at least five frequently used words (sight words) (K.6c)	1 of 2	Both	

WRITING			
Prints first and last names legibly. (K.10) <input type="checkbox"/> Prints first name legibly. * <input type="checkbox"/> Prints last name legibly.	1 of 2	Both	Consider conditional promotion if a child demonstrates mastery of less than three of the boldfaced skills/understandings
Demonstrates an awareness of correct uppercase letter formation. (K.9)	At least 12	13 to 26	
Demonstrates an awareness of correct lowercase letter formation. (K.9)	At least 12	13 to 26	
Uses writing to communicate ideas clearly. <input type="checkbox"/> Draws pictures to tell a story. (K.11a) * <input type="checkbox"/> Uses pictures and letters to tell a story. (K.11a) <input type="checkbox"/> Uses letters and phonetically spelled words to tell a story. (K.11a) <input type="checkbox"/> Reads and explains own writings and drawings. (K.6d)	2 of 4	At least 3 of 4	
ORAL COMMUNICATION			
Demonstrates and uses conversation skills, (K.3) <input type="checkbox"/> Follows rules for conversation (takes turns, stays on topic). (K.3a) <input type="checkbox"/> Uses appropriate voice level. (K.3c) <input type="checkbox"/> Initiates conversation with peers and adults. (K.3e) <input type="checkbox"/> Speaks in complete sentences. (K.3b)	2 of 4	At least 3 of 4	Consider conditional promotion if a child demonstrates mastery of less than three of the boldfaced skills/understandings
Develops and uses listening and speaking vocabularies. (K.2) <input type="checkbox"/> Uses number words. (K.2a) * <input type="checkbox"/> Uses words to describe/name people, places, things. (K.2b) * <input type="checkbox"/> Uses words to describe location, size, color, and shape. (K.2c) <input type="checkbox"/> Uses words to describe actions. (K.2d) <input type="checkbox"/> Uses word opposites. <input type="checkbox"/> Uses comparative word forms (e.g. big, bigger, and biggest).	3 of 6	At least 4 of 6	
Demonstrates an understanding of oral language strategies. <input type="checkbox"/> Uses nonverbal communication. * <input type="checkbox"/> Initiates information communication. (K.3d) * <input type="checkbox"/> Expresses needs, opinions, and experiences clearly. (K.3b) <input type="checkbox"/> Contributes to classroom discussions and activities. (K.3f) <input type="checkbox"/> Asks questions to obtain/clarify information. (K.2g)	3 of 5	At least 4 of 5	
Hears, says, and manipulates sounds. <input type="checkbox"/> Identifies orally words that rhyme. (K.4a) * <input type="checkbox"/> Recognizes and supplies rhyme. (K.4e,f) <input type="checkbox"/> Sorts words orally according to shared sounds. (K.4b) <input type="checkbox"/> Identifies the number of syllables in a spoken word. (K.4e) * <input type="checkbox"/> Blends sounds to make words or syllables. (K.4c) <input type="checkbox"/> Divides syllables into sounds. (K.4d)	3 of 6	At least 4 of 6	

Promotion Criteria for Kindergarten Mathematics

Consider conditional promotion if a child demonstrates mastery of less than 15 of these skills. The skills marked with an * are required for promotion.

	Criteria	
	Conditional Promotion	Promotion
NUMBER AND NUMBER SENSE		
Rote counts. (K.5) *	To 20 or at least to 13	To 30
Counts backwards. (K.5) *	Starting at 9 or at least 6	Starting at 10
Uses 1-1 correspondence to compare sets of objects. Describes one of the sets as having <i>more, fewer or the same as</i> the other. (K.1) *	7 to 8 objects in sets	10 objects in sets
Counts objects accurately. (K.2) *	7 to 8 objects	10 objects
Recognizes numbers. (K.2) *	To 8 or 9	To 20 or at least to 10
Writes numerals. (K.2) *	To 7 or 8	To 10
Identify the ordinal positions first, second, and third, using ordered sets of concrete objects and/or pictures of such sets presented from left to right, right to left, top to bottom and/or bottom to top. (K.3)	2 objects	3 objects
COMPUTATION		
Adds and subtracts whole numbers using up to 10 concrete objects (K.6) *	6 to 8 concrete items	9 or 10 concrete items
MEASUREMENT		
Compares two objects according to their length (using <i>shorter, longer</i>). (K.10)	✓	✓
Compares two objects according to their height (using <i>taller, shorter</i>). (K.10)	✓	✓
Compares two objects according to their weight (using <i>heavier, lighter</i>). (K.10)		
Compares two objects according to their temperature (using <i>hotter, colder</i>). (K.10)		✓
Recognizes coins. (K.7)	Penny	Penny, nickel, and dime
GEOMETRY		
Identifies geometric shapes; circle, triangle, rectangle, and square. (K.11)	✓	✓
Draws geometric shapes: circle, triangle, rectangle, and square. (K.11)	✓	✓

PATTERNS, FUNCTIONS AND ALGEBRA

Sorts objects using color, size and shape. (K.17)	Using 2 out of the 3 attributes	✓
Identifies simple patterns. (K.18)	✓	✓
Describes simple patterns. (K.18)		✓
Extends simple patterns. (K.18)		✓