

Elementary Promotion Criteria 2025-2026

1. Students should be allowed to meet any of the promotion criteria listed in the following charts; however, once one of the criteria is achieved for each content area, no additional criteria must be met. While they are numbered, the good cause criteria can be met in any order.
2. The evaluation of each student's progress shall be based upon state assessment, district-approved assessments, and report card grades, for English Language Arts (ELA), Mathematics, Science, and Social Studies.

**Third grade must follow state statute criteria for ELA.*

KINDERGARTEN	
Criterion #1:	<p>ELA Criteria</p> <ul style="list-style-type: none"> Florida Assessment of Student Thinking (FAST) STAR Early Literacy PM 3 at or above a Level 2 (Unified Scale Score 729 or higher) or iReady Reading Diagnostic 3 at or above 362 or Report card grades should average at least 2 and be a reflection of assessments, projects, and assignments
	<p>Math Criteria</p> <ul style="list-style-type: none"> FAST STAR Math PM 3 at or above a Level 2 (Unified Scale Score 751 or higher) or iReady Math Diagnostic 3 at or above a 362 or Report card grades should average at least 2 and be a reflection of assessments, projects, and assignments
	<p>Science Criteria</p> <ul style="list-style-type: none"> Science Unit Assessments (cumulative score of at least 60%) or Report card grades should average at least 2 and be a reflection of assessments, projects, and assignments
	<p>Social Studies Criteria</p> <ul style="list-style-type: none"> Social Studies Unit Assessments (cumulative score of at least 60%) or Report card grades should average at least 2 and be a reflection of assessments, projects, and assignments
GOOD CAUSE CRITERIA	
Criterion #2: Previous Retention	Students received intensive reading intervention and were previously retained in kindergarten.
Criterion #3: English Language Learner (ELL) Program Participation	Limited English proficient student who has had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #4: ELL Committee Recommendation	An ELL student with two or more years in the ESOL program, based on the initial date of entry into a school in the United States, cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.

GOOD CAUSE CRITERIA (Kindergarten continued)

Criterion #5: Exceptional Student Education (ESE) Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate.
Criterion #6: ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in Pre-K-5 unless parent requests additional retention).
Criterion #7: Intervention Performance	Students received instruction and intervention through the Multi-Tiered Systems of Support (MTSS)/Response to Intervention (RtI) (Supplemental Tier 2 and/or Intensive Tier 3), IEP, Educational Plan (EP), ELL, Section 504, or other District-approved process. Student data, assessments, and work samples indicate the student is demonstrating progress toward the identified goal(s) in the area(s) of concern; and with continued instruction and intervention at the subsequent grade level, the student will continue to progress. All decisions must include evidence of implementation fidelity, progress monitoring data, and parent notification, and be documented in the District's comprehensive data system.
Criterion #8: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.
Students who do not show mastery in science and social studies will be promoted with a PMP for the respective content area.	

FIRST GRADE

Criterion #1:	<p>ELA Criteria</p> <ul style="list-style-type: none"> FAST STAR Reading PM 3 at or above a Level 2 (Unified Scale Score 791 or higher) or iReady Reading Diagnostic 3 at or above a 434 or Report card grades should average at least 2 and be a reflection of assessments, projects, and assignments
	<p>Math Criteria</p> <ul style="list-style-type: none"> FAST STAR Math PM 3 at or above a Level 2 (Unified Scale Score 821 or higher) or iReady Math Diagnostic 3 at or above 402 or Report card grades should average at least 2 and be a reflection of assessments, projects, and assignments
	<p>Science Criteria</p> <ul style="list-style-type: none"> Science Unit Assessments (cumulative score of at least 60%) or Report card grades should average at least 2 and be a reflection of assessments, projects, and assignments
	<p>Social Studies Criteria</p> <ul style="list-style-type: none"> Social Studies Unit Assessments (cumulative score of at least 60%) or Report card grades should average at least 2 and be a reflection of assessments, projects, and assignments

GOOD CAUSE CRITERIA (First Grade)

Criterion #2: Previous Retention	The student has received intensive reading intervention and was previously retained K-1 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #3: ELL Program Participation	Limited English proficient student who has had less than two years of instruction in an ESOL program based on the initial date of entry into a school in the United States.
Criterion #4: ELL Committee Recommendation	An ELL student with two or more years in the ESOL program, based on the initial date of entry into a school in the United States, cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #5: ESE Alternate Assessment	A Student with a disability whose IEP indicates that participation in the statewide assessment program is not appropriate.
Criterion #6: ESE Retention Deferral	A Student with a disability whose parent chooses to defer retention (maximum of one retention in Pre-K-5 unless the parent requests additional retention).
Criterion #7: ESE Previous Retention	A Student with a disability who participates in assessment and has an IEP, or a Section 504 Plan that reflects the student has received intensive instruction in reading or ELA for more than two years and was previously retained in grades K-1.
Criterion #8: Intervention Performance	Students received instruction and intervention through the MTSS/RtI (Supplemental Tier 2 and/or Intensive Tier 3), IEP, EP, ELL, Section 504, or other District-approved process. Student data, assessments, and work samples indicate the student is demonstrating progress toward the identified goal(s) in the area(s) of concern; and with continued instruction and intervention at the subsequent grade level, the student will continue to progress. All decisions must include evidence of implementation fidelity, progress monitoring data, parent notification, and be documented in the District's comprehensive data system.
Criterion #9: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

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SECOND GRADE

Criterion #1:	<p>ELA Criteria</p> <ul style="list-style-type: none"> FAST STAR Reading PM 3 at or above a Level 2 (Unified Scale Score 882 or higher) or iReady Reading Diagnostic 3 at or above a 489 or Report card grades should average at least 2 and be a reflection of assessments, projects, and assignments
	<p>Math Criteria</p> <ul style="list-style-type: none"> FAST STAR Math PM 3 at or above a Level 2 (Unified Scale Score 889 or higher) or iReady Math Diagnostic 3 at or above a 428 or Report card grades should average at least 2 and be a reflection of assessments, projects, and assignments
	<p>Science Criteria</p> <ul style="list-style-type: none"> Science Unit Assessments (cumulative score of at least 60%) or

	<ul style="list-style-type: none"> Report card grades should average at least 2 and be a reflection of assessments, projects, and assignments
	<p>Social Studies Criteria</p> <ul style="list-style-type: none"> Social Studies Unit Assessments (cumulative score of at least 60%) or Report card grades should average at least 2 and be a reflection of assessments, projects, and assignments

GOOD CAUSE CRITERIA

Criterion #2: Previous Retention	The student has received intensive reading intervention and was previously retained in K-2 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #3: ELL Program Participation	Limited English proficient student who has had less than two years of instruction in an ESOL program based on the initial date of entry into a school in the United States.
Criterion #4: ELL Committee Recommendation	An ELL student with two or more years in the ESOL program, based on the initial date of entry into a school in the United States, cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #5: ESE Alternate Assessment	Student with a disability whose IEP indicates that participation in the statewide assessment program is not appropriate.
Criterion #6: ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in Pre-K-5 unless parent requests additional retention).
Criterion #7: ESE Previous Retention	Student with a disability who participates in assessment and has an IEP, or a Section 504 Plan that reflects the student has received intensive instruction in reading or ELA for more than two years and was previously retained in grades Pre-K-2.
Criterion #8: Intervention Performance	Students received instruction and intervention through the MTSS/RTI (Supplemental Tier 2 and/or Intensive Tier 3), IEP, EP, ELL, Section 504, or other District-approved process. Student data, assessments, and work samples indicate the student is demonstrating progress toward the identified goal(s) in the area(s) of concern; and with continued instruction and intervention in the subsequent grade level, the student will continue to progress. All decisions must include evidence of implementation fidelity, progress monitoring data, parent notification, and be documented in the District's comprehensive data system.
Criterion #9: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

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THIRD GRADE

Criterion #1:	<p>ELA Criteria</p> <ul style="list-style-type: none"> Scores an acceptable level (Level 2) of performance on FAST for ELA
	<p>Math Criteria</p> <ul style="list-style-type: none"> FAST Math PM 3 (Levels 2, 3, 4, or 5) or iReady Math Diagnostic 3 Data (Levels 2, 3, 4, or 5) or Report card grades should average at least a D and be a reflection of assessments, projects, and assignments
	<p>Science Criteria</p> <ul style="list-style-type: none"> Science Unit Assessments (cumulative score of at least 60%) or Report card grades should average at least a D and be a reflection of assessments, projects, and assignments

	<p>Social Studies Criteria</p> <ul style="list-style-type: none"> • Social Studies Unit Assessments (cumulative score of at least 60%) or • Report card grades should average at least a D and be a reflection of assessments, projects, and assignments
GOOD CAUSE CRITERIA	
Criterion #2: Alternative Assessment	Scores an acceptable level of performance on an alternative standardized reading or ELA assessment approved by the State Board of Education.
Criterion #3: Assessment Portfolio	Scores an acceptable level of performance on a portfolio that is equivalent to an acceptable level of performance on the standardized ELA assessment.
Criterion #4: Summer Assessment/ Alternative Assessment	Scores an acceptable level of performance on an alternative standardized reading or ELA assessment approved by the State Board of Education (administered at the end of the Third Grade Summer Reading Academy in the summer following third-grade retention).
Criterion #5: Mid-Year Assessment/ Alternative Assessment	Scores an acceptable level of performance on an alternative standardized reading or ELA assessment approved by the State Board of Education (administered in September following third-grade retention).
Criterion #6: Previous Retention	The student has received intensive reading intervention for two or more years but still demonstrates a deficiency in reading and was previously retained in K-3 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #7: ELL Program Participation	Limited English proficient student who has had less than two years of instruction in an ESOL program based on the initial date of entry into a school in the United States.
Criterion #8: ESE Alternate Assessment	Student with a disability whose IEP indicates that participation in the statewide assessment program is not appropriate.
Criterion #9: ESE Previous Retention	Student with a disability who takes the statewide, standardized ELA assessment and has an IEP or a Section 504 Plan that reflects the student has received intensive instruction in reading or ELA for more than two years, but still demonstrates a deficiency and was previously retained in grades Pre-K-3.
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FOURTH GRADE	
Criterion #1:	<p>ELA Criteria</p> <ul style="list-style-type: none"> • FAST Reading PM 3 (Levels 2, 3, 4, or 5) or • iReady Reading 3 Diagnostic Data (Levels 2, 3, 4, or 5) or • Report card grades should average at least a D and be a reflection of assessments, projects, and assignments
	<p>Math Criteria</p> <ul style="list-style-type: none"> • FAST Math PM 3 (Levels 2, 3, 4, or 5) or • iReady Math Diagnostic 3 Data (Levels 2, 3, 4, or 5) or • Report card grades should average at least a D and be a reflection of assessments, projects, and assignments
	<p>Science Criteria</p> <ul style="list-style-type: none"> • Science Unit Assessments (cumulative score of at least 60%) or • Report card grades should average at least a D and be a reflection of assessments, projects, and assignments

	<p>Social Studies Criteria</p> <ul style="list-style-type: none"> • Social Studies Unit Assessments (cumulative score of at least 60%) or • Report card grades should average at least a D and be a reflection of assessments, projects, and assignments
GOOD CAUSE CRITERIA	
Criterion #2: Previous Retention	The student has received intensive reading and/or math intervention and was previously retained in K-4 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #3: ELL Program Participation	Limited English proficient student who has had less than two years of instruction in an ESOL program based on the initial date of entry into a school in the United States.
Criterion #4: ELL Committee Recommendation	An ELL student with two or more years in the ESOL program, based on the initial date of entry into a school in the United States, cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #5: ESE Alternate Assessment	Student with a disability whose IEP indicates that participation in the statewide assessment program is not appropriate.
Criterion #6: ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in Pre-K-5 unless parent requests additional retention).
Criterion #7: ESE Previous Retention	Student with a disability who takes the statewide, standardized ELA assessment and has an IEP or a Section 504 Plan that reflects the student has received intensive instruction in reading or ELA for more than two years, but still demonstrates a deficiency and was previously retained in grades Pre-K-4.
Criterion #8: Intervention Performance	Students received instruction and intervention through the MTSS/RtI (Supplemental Tier 2 and/or Intensive Tier 3), IEP, EP, ELL, Section 504, or other District-approved process. Student data, assessments, and work samples indicate the student is demonstrating progress toward the identified goal(s) in the area(s) of concern; and with continued instruction and intervention at the subsequent grade level, the student will continue to progress. All decisions must include evidence of implementation fidelity, progress monitoring data, parent notification, and be documented in the District's comprehensive data system.
Criterion #9: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.
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FIFTH GRADE	
Criterion #1:	<p>ELA Criteria</p> <ul style="list-style-type: none"> • FAST Reading PM 3 (Levels 2, 3, 4, or 5) or • iReady Reading Diagnostic 3 Data (Levels 2, 3, 4, or 5) or • Report card grades should average at least a D and be a reflection of assessments, projects, and assignments
	<p>Math Criteria</p> <ul style="list-style-type: none"> • FAST Math PM 3 (Levels 2, 3, 4, or 5) or • iReady Math Diagnostic 3 Data (Levels 2, 3, 4, or 5) or • Report card grades should be at least a D and come from assessments, projects, and assignments

	<p>Science Criteria</p> <ul style="list-style-type: none"> • State Science Assessment Grade 5 (Levels 2, 3, 4, 5) or • Science Unit Assessments (cumulative score of at least 60%) or • Report card grades should average at least a D and be a reflection of assessments, projects, and assignments
	<p>Social Studies Criteria</p> <ul style="list-style-type: none"> • Social Studies Unit Assessments (cumulative score of at least 60%) or • Report card grades should average at least a D and be a reflection of assessments, projects, and assignments
GOOD CAUSE CRITERIA	
Criterion #2: Previous Retention	The student has received intensive reading and/or math intervention and was previously retained in K-5 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #3: ELL Program Participation	Limited English proficient student who has had less than two years of instruction in an ESOL program based on the initial date of entry into a school in the United States.
Criterion #4: ELL Committee Recommendation	An ELL student with two or more years in the ESOL program, based on the initial date of entry into a school in the United States, cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #5: ESE Alternate Assessment	Student with a disability whose IEP indicates that participation in the statewide assessment program is not appropriate.
Criterion #6: ESE Previous Retention	Student with a disability who takes the statewide, standardized ELA assessment and has an IEP or a Section 504 Plan that reflects the student has received intensive instruction in reading or ELA for more than two years, but still demonstrates a deficiency and was previously retained in grades Pre-K-5.
Criterion #7: Intervention Performance	Students received instruction and intervention through the MTSS/RTI (Supplemental Tier 2 and/or Intensive Tier 3), IEP, EP, ELL, Section 504, or other District-approved process. Student data, assessments, and work samples indicate the student is demonstrating progress toward the identified goal(s) in the area(s) of concern; and with continued instruction and intervention at the subsequent grade level, the student will continue to progress. All decisions must include evidence of implementation fidelity, progress monitoring data, parent notification, and be documented in the District's comprehensive data system.
Criterion #8: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.
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