

This is a new rule.

6A-1.094222 Standards for Mid-Year Promotion of Retained Third Graders. Effective with the 2004-2005 school year, district school boards are required to adopt and implement a policy for the mid-year promotion of any student retained in third grade due to a reading deficiency as required by Section 1008.25(5)(b), Florida Statutes. Such mid-year promotions of retained third grade students should occur during the first semester of the academic year.

(1) To be eligible for mid-year promotion, a student must demonstrate that he or she:

(a) is a successful and independent reader as demonstrated by reading at or above grade level;

(b) has progressed sufficiently to master appropriate fourth grade reading skills; and

(c) has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.

(2) Standards that provide a reasonable expectation that the student has met the requirements of subparagraphs (1)(a)-(b) of this rule include the mastery of reading skills, consistent with the month of promotion to fourth grade, as presented in the scope and sequence of the school district's core reading program. Evidence of demonstrated mastery is are as follows:

(a) successful completion of portfolio elements that meet state criteria in subsection (3) of this rule; or

(b) satisfactory performance on a locally selected standardized assessment

as specified in subsection (4) of this rule.

(3) To promote a student mid-year using a student portfolio, as provided for in paragraph (2)(a) of this rule, there must be evidence of the student's mastery of third grade Sunshine State Standard Benchmarks for Language Arts and beginning mastery of the Benchmarks for fourth grade as specified in subsection (2) of this rule. The student portfolio must meet the following requirements:

(a) be selected by the student's teacher;

(b) be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;

(c) include evidence of mastery of the benchmarks assessed by the grade 3 Reading FCAT, as required by Rule 6A-1.094221, FAC.; and

(d) include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade 4 Reading FCAT. This includes multiple choice, short response, and extended response items and passages that are approximately fifty (50) percent literary text and fifty (50) percent information text, and that are between 100-900 words with an average of 375 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the Sunshine State Standards. For each benchmark, there must be two examples of mastery as demonstrated by a grade of "C" or better; and-

(e) be signed by the teacher and the principal as an accurate assessment of the required reading skills.

(4) To promote a student mid-year using a locally selected standardized

assessment, as provided for in paragraph (2)(b) of this rule, there must be evidence that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles, consistent with the month of promotion to fourth grade.

(5) The Academic Improvement Plan (AIP) for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year.

Specific Authority: Section 1008.25(7)(b)4, F.S. Law Implemented 1008.25(7)(b)4, F.S.

History – New