

Decision to Retain or Promote Form: Teacher Directions Grades 1–4/5

Fill in all the student and school information in the gray box at the top of the form, including when the form was completed. The following are instructions for completing the “Assessment Results” and “Retention/Promotion Decision” sections.

ASSESSMENT RESULTS

Literacy Assessments

Developmental Reading Assessment (DRA, Gr. K-3) – Report the DRA Level for the third reporting period (Cycle 3) and the associated performance level (AAC, B, FB).

Evaluación del desarrollo de la lectura (EDL, *Biliteracy Programs only*, Gr. K-3) – Report the EDL Level for the third reporting period (Cycle 3), and the associated performance level (AAC, B, FB).

Student Oral Language Observation Matrix (SOLOM, Gr. 1) – Report the student’s total score (0-25) next to the shaded box. **Scores will not be available electronically; they must be hand-entered.** The SOLOM is administered to any Grade 1 EL who scored Far Below on the Cycle 3 DRA.

Degrees of Reading Power (DRP, Gr. 4-5) – Report the DRP level and associated performance level (AAC, B, FB).

Analytical Reading Inventory (ARI, Gr. 4-5) – Report the student’s instructional reading level and associated performance level (AAC, B, FB). The ARI **must be administered** during the last month of the school year to students in the categories indicated below. These include Fluent English students and English Learners enrolled in the district three or more years.

- Students in Grades 4-5 whose parent(s)/guardian(s) waived them out of taking the DRP.
- Students in Grade 5 who are close to meeting grade level expectations, because there is a placement option at Grade 6 based on this score.

Additionally, the ARI **may be administered** to any student in Grades 4 and 5 for whom the teacher believes the DRP score is not an accurate measure of the student’s reading level. This may include students:

- for whom there appears to have been an administration or scoring problem with the DRP; or
- who have made substantial progress since administration of the DRP.

California English Language Development Test (CELDT, Gr. 1-5) – Report the Scale Score from the 2006 CELDT for the English Learner’s overall proficiency level (OPL) and the associated proficiency level (B, EI, I, EA, A).

Mathematics Assessments

District Mathematics Test (DMT, Gr. 5) – Report the student’s Raw Score and the associated performance level from the performance matrix (score + math grade).

RETENTION/PROMOTION DECISION

Based on assessment results and retention/promotion performance expectations, determine whether the student is Above/At/Close To, Below, or Far Below Expectations. Complete the “Retention/Promotion Decision” section:

- If the student’s assessment results indicate the student is Above/At/Close To Expectations, check the appropriate line.
- If the student’s assessment results indicate the student is Below or Far Below Expectations, but **will be promoted** to the next grade, check the appropriate line and select the recommended interventions and supports. (Note: If “Supplemental Instruction” is selected, please specify which type of support is to be provided, e.g., After-School Tutoring, Summer School, Extended School Year, Extended Day Reading or Mathematics, etc.)
- If the student’s assessment results indicate the student is Far Below Expectations and **will be retained** in the current grade, check the correct line and select the recommended interventions and supports. (Note: If “Supplemental Instruction” is selected, please specify which type of support is to be provided, e.g., After-School Tutoring, Summer School, Extended School Year, Extended Day Reading or Mathematics, etc.)

Sign the form and submit to the principal for signature and appropriate distribution.