

Instruction**Graduation Requirements - Regulations****I. Demonstration of Performance Standards****A. Literacy**

Students may demonstrate competency on the Literacy Performance Standard on one of the following assessments, by scoring:

- at least 4 on a 6 point rubric scale on an essay developed over two days based on an assigned summer reading text which includes one day for composition and one day for editing such essay to be initially administered in the fall of eleventh grade and subsequently administered in the fall of - twelfth grades, as necessary.
- at least 65% on a locally developed eleventh grade literacy assessment administered during the mid-term examination period.
- level 3 or 4 higher on both the Reading Across Disciplines and Writing Across Disciplines sub-tests of the CAPT.
- at least 45 on the PSAT Verbal sub-test taken in the junior year.
- at least 450 on the SAT Verbal sub-test taken in the junior year.
- at least 18 on both the English and Reading sub-tests of the ACT.

B. Mathematics

Students may demonstrate competency on the Mathematics Performance Standard on one of the following assessments, by scoring:

- at least 65% on a locally developed tenth grade mathematics assessment administered during the month of May.
- level 3 or higher on the Mathematics test of the CAPT.
- at least 45 on the PSAT Mathematics sub-test taken in the junior year.
- at least 450 on the SAT Mathematics sub-test taken in the junior year.
- at least 18 on the Mathematics sub-test of the ACT.

C. Science

Students may demonstrate competency on the Science Performance Standard on one of the following assessments, by scoring:

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C. Science (Cont'd)

- at least 65% on one of two eleventh grade performance-based activities related to environmental issues that are locally developed and approved by the Chair of the Science department.
- level 3 or higher on the Science test of the CAPT.

D. Social Studies

Students may demonstrate competency on the Social Studies Performance Standard on one of the following assessments, by scoring:

- at least 65% a tenth grade performance-based activities related to international issues that are locally developed and approved by the chair of the Social Studies department, administered after the CAPT.
- at least 65% on one of two eleventh grade performance-based activities related to international issues that are locally developed and approved by the Chair of the Social Studies department.
- at least 16 points on both Interdisciplinary subtests of the CAPT.

E. Technology

Students may demonstrate competency on the Technology Performance Standard on one of the following assessments, by scoring:

- at least 4 on a 6 point rubric scale on a ninth grade performance-based learning project that requires the use of technology to communicate ideas, information or conclusions to others.
- at least 4 on a 6 point rubric scale on a tenth grade performance based learning project that requires the use of technology to communicate ideas, information or conclusions to others.
- at least 4 on a 6 point rubric scale on an Applied Education performance based learning activity that requires the use of technology to communicate ideas, information or conclusions to others.
- at least 4 on a 6 point rubric scale on a Fine and Performing Arts performance-based learning activity that requires the use of technology to communicate ideas, information or conclusions to others.
- at least 4 on a 6 point rubric scale on a mathematics, science, social studies or English performance-based learning activity that requires the use of technology to communicate ideas, information or conclusions to others.
- at least 4 on a 6 point rubric scale on a Senior Exhibition project that requires the use of technology to communicate ideas, information or conclusions to others.

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F. Health & Fitness

Students may demonstrate competency on the Health and Fitness Performance Standard on one of the following assessments, by:

- Meeting the state goal on each sub-test of the tenth grade Connecticut Physical Fitness Test.
- Scoring at least 4 on a 6 point rubric scale on a performance-based learning project that includes self-assessment of fitness levels and eating habits, personal fitness and nutritional goals, and strategies to achieve those goals.

II. Remediation

A. Literacy

1. Teachers shall recommend selected students who may be at risk of not meeting the performance standard in ~~tenth~~ eleventh grade for a summer school program at the end of the sophomore year. That program shall assist students with basic reading and writing skills and provide opportunities to practice the eleventh grade essay.
2. Students who do not fulfill the performance standard for literacy during the junior year shall be offered a summer school program prior to twelfth grade to assist with reading and writing skills. Students shall practice for the essay to be administered in the fall of the senior year.
3. Seniors who have not met the literacy standard shall be offered an after-school program. This program shall focus on basic reading and writing skills. Students shall be re-tested using a different form of the twelfth grade literacy assessment in order to meet the standard.

B. Mathematics

1. Teachers shall recommend selected students who may be at risk of not meeting the performance standard in eleventh grade for a summer school program at the end of the sophomore year. The program shall assist students with basic mathematics skills and provide opportunities to practice the eleventh grade assessment. Students who do not fulfill the performance standard for mathematics during the junior year shall be offered a summer school program prior to twelfth grade to assist with basic mathematics skills. Students shall be re-tested using a different form of the eleventh grade mathematics assessment in order to meet the standard.

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2. Students who have not met the performance standard for mathematics by the beginning of the senior year shall be offered a remedial lab program during school hours to assist with specific strands not passed. Students shall re-test on those strands not passed until competency is demonstrated at a 65% proficiency level.

C. Science

1. Teachers' shall recommend selected students who may be at risk of not meeting the performance standard in eleventh grade for a summer school program at the end of the sophomore year. That program shall assist students with basic lab skills and provide opportunity to practice a performance-based activity.
2. Students who do not fulfill the performance standard for science by the end of the junior year shall be offered a summer school program prior to twelfth grade. The purpose of the summer program shall be to analyze each student's performance on the science tasks and to provide assistance necessary to meet the standard. Students shall complete another science performance-based activity by the end of the summer session in order to meet the standard.
3. Seniors who have not met the science standard shall be offered an after-school program. This program shall focus on an evaluation and remediation of the student's basic skills necessary to complete the standard. By mid-year of the senior year, the student shall be assigned another science performance-based activity in order to meet the standard.

D. Social Studies

1. Teachers' shall recommend selected students who may be at risk of not meeting the performance standard in eleventh grade for a summer school program at the end of the sophomore year. That program shall assist students with basic writing skills and provide opportunity to practice a performance-based activity.
2. Students who do not fulfill the performance standard for social studies by the end of the junior year shall be offered a summer school program prior to twelfth grade. The purpose of the summer program shall be to analyze each student's performance on the social studies tasks and to provide assistance necessary to meet the standard. Students shall complete another social studies performance-based activity by the end of the summer session in order to meet the standard.
3. Seniors who have not met the social studies standard shall be offered an after-school program. This program shall focus on an evaluation and remediation of the student's basic skills necessary to complete the standard. By mid-year of the senior year, the student shall be assigned another social studies performance-based activity in order to meet the standard.

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E. Technology

1. Students who do not fulfill the performance standard for technology by the end of the junior year shall be offered a summer school program prior to twelfth grade. The purpose of the summer program shall be to analyze each student's technological competencies and to provide assistance necessary to meet the standard. Students shall complete a performance-based activity requiring the use of at least three technological competencies by the summer session in order to meet the standard.
2. Seniors who have not met the technology standard shall be offered an after-school program. This program shall focus on an evaluation and remediation of the student's basic skills necessary to complete the standard. By mid-year of the senior year, the student shall be assigned another technology performance-based activity in order to meet the standard.

F. Health and Fitness

1. Students who do not fulfill the performance standard for health and fitness by the end of the junior year shall be offered a summer school program prior to twelfth grade. The purpose of the summer program shall be to analyze each student's fitness and nutritional plan and to provide assistance necessary to meet the standard. Students shall complete another plan by the end of the summer session in order to meet the standard.
2. Seniors who have not met the health and fitness standard shall be offered an after-school program. This program shall focus on an evaluation and remediation of the student's basic skills necessary to complete the standard. By mid-year of the senior year, the student shall be assigned another health and fitness performance-based activity in order to meet the standard.

III. Appeals

Students whose score on a locally developed assessment is 60% to 64% or 3 on a rubric point scale shall be allowed to appeal their score. Students must submit their score for an appeal to the building principal or his/her designee within 20 days of receiving their scores. Students appealing a percentage score must submit a statement using the criteria of the assessment, demonstrating why their score is incorrect. Students appealing a rubric score must submit a statement, using the rubric, demonstrating why their score is incorrect. All appeals shall be submitted to a third party, independent assessor for review by the building principal or his/her designee. The principal or his/her designee shall send the results of the independent review to the student and parent(s)/guardians within 20 days of receipt of the original appeal.

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IV. Options if Requirements Are Not Met

Seniors who are not eligible for graduation with their class due to a failure to meet the district's graduation requirements, may select one or more of the following options:

- Make arrangements for re-testing to meet the performance standard(s);
- Enroll in summer school and satisfactorily complete coursework; and/or
- Return in September as a student to satisfactorily complete coursework.

Regulation approved: 8/14/02

Brookfield Public Schools
Brookfield, Connecticut