

Current Patriot Consortium English Placement Process

Over the last few years, Stevenson High School and the feeder middle schools have worked together to create a scope and sequence aligned to the Common Core Standards in the areas of Reading and Writing. Discussions have been had about learning target expectations, the rigor of texts and tasks, and best practices for literacy instruction to ensure that all students in our district and the consortium are well prepared for success in high school and beyond. As freshman, students will be recommended a placement into one of the following English class tracks:

- College Prep English plus an additional period of Academic Literacy
- College Prep English
- Accelerated English

Detailed information about each of these tracks can be located on Stevenson's website: <http://www.d125.org/academic/divisions/communication-arts/communication-arts-course-goals-and-objectives>

All freshmen will receive an initial placement recommendation from Stevenson High school based on a combination of the student's winter MAP score (see chart below) and 8th grade LA teachers' recommendations. Because MAP tests are directly aligned to the Common Core learning standards, the work students do daily in their Language Arts classes ensures that they are well prepared to grow in all areas of literacy assessed on MAP. Additionally, all students have set MAP growth goals for themselves with their teachers this fall and have devised personalized action plans to increase their growth and learning.

Reading Rit Score (Winter MAP)	Initial Course Placement
217 and below (25th percentile or below)	Academic Literacy 1 + College Prep English
215-235 with teacher recommendation	College Prep English
229-265 with teacher recommendation	Accelerated English

In addition to MAP tests, teacher recommendations, based on classroom data collected on the Common Core Standards for English Reading and Writing, will help to determine a student's recommended placement. Teacher recommendations will hinge on a student's progress in the classroom in the following areas of literacy:

- **Key Ideas and Details** - This area of reading focuses on what is stated explicitly as well as what is implied by the author of a text. Questions about the development of the theme in literature and the central idea in informational text drive this category.
- **Author's Craft & Structure** - This area of reading focuses on how the author develops his/her ideas. Questions about mood, tone, vocabulary, text structure, author's purpose, and point of view/perspective fall under this category.
- **Integration of Knowledge & Ideas:** This area of reading focuses on comparing/contrasting various texts in order to determine whether or not the author's purpose was effectively executed as well as analyzing where authors agree or disagree on similar topics.
- **Analytic Writing:** Informational and argument writing standards that include crafting a clearly worded claim, supporting one's claim with strong text evidence and analysis, organizing one's ideas, and providing an effective introduction and conclusion.

Based upon this initial placement recommendation, students and parents will choose their 9th grade English course during freshman registration. A student who has an initial recommendation for college prep but chooses accelerated English will be required to attend a short weekly meeting with an English tutor for the first quarter of school to ensure success in the advanced course. As a district, we are confident that the work students do daily in their LA classes will lead to great success in both high school and in all future endeavors.

