

**Course Numbers**

ELL English I: LA929/930

ELL English II: LA931/932

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| ELL English I & II Supplement | 2017-2018 |
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**ELL English: High Expectations for All Students**

ELL English courses offer sheltered classroom environments where English-language learners engage in the rigorous work of DMPS core English coursework. Because we believe in high expectations for all students, sheltered ELL English courses use the exact same scales as their non-sheltered counterparts. Aside from instructional considerations to which ELs are entitled, there is only one variation between the content of a sheltered and non-sheltered course—text complexity.

To account for this variation, which deals directly with how English-language learners interact differently with text at differing levels of English language acquisition and proficiency, a set of scales is introduced in this document that take the place of the comprehensive courses’ Text Complexity scales.

***NOTE:*** *English III (and ELL English III) interacts with Text Complexity differently. There is no scale substitution required for the ELL sheltered version of that course.*

**Using the English Language Proficiency Text Complexity (ELPTC) Scales**

Students in ELL English I or II are scored on the English Language Proficiency Text Complexity Scale based on their ELPA level. Once the teacher consults the student’s ELPA level, the column of the scale that corresponds to that score is consulted. The student’s Lexile level, as measured by the SRI (or another Lexile-based assessment tool) is then found on the chart under that column. This cross-referencing will then lead to an SRG score for the topic.

When determining the Topic Score in this topic, students are always given the score corresponding to best individual piece of evidence the student has generated over the course of the class.

**ELs in Non-Sheltered English Classes**

These scale substitutions are to be used only in sheltered ELL English classrooms. If a student has attained a sufficient proficiency in English language skills (as measured by the ELPA level of the student), they are able to be scored using the same Text Complexity scale as their non-ELL peers. In fact, even on the ELPTC scale, the column for ELPA 5 students corresponds with grade-level text complexity expectations.

This scale replaces **COMPREHENDING TEXT** from **English I and II** guides

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| CCSS:RL9.10, RI9.10 |  Grading Topic:English Language Proficiency Text Complexity [Post in Semester 1 AND Semester 2] |  |
| Scale Level | **ELPA 1** | **ELPA 2** | **ELPA 3** | **ELPA 4** | **ELPA 5** |
| *Students demonstrate they have the ability to read text at the:* |
| 4 |  | 637+ Lexile Level*RIT 202+* | 943+ Lexile Level*RIT 219+* | 1105+ Lexile Level*RIT 228+* | 1231+ Lexile Level*RIT 235+* | 1267+ Lexile Level*RIT 237+*  |
| 3.5 |  | 547-636 Lexile Level*RIT 197-201* | 853-942 Lexile Level*RIT 214-218* | 1015-1104 Lexile Level*RIT 223-227* | 1141-1230 Lexile Level*RIT 230-234* | 1177-1266 Lexile Level*RIT 232-236* |
| 3 |  | 457-546Lexile Level*RIT 192-196* | 763-852 Lexile Level*RIT 209-213* | 925-1014 Lexile Level*RIT 218-222* | 1051-1140 Lexile Level*RIT 225-229* | 1087-1176 Lexile Level*RIT 227-231* |
| Learning Goal |
| 2.5 |  | 367-456Lexile Level*RIT 187-191* | 673-762Lexile Level*RIT 204-208* | 835-924 Lexile Level*RIT 213-217* | 961-1050Lexile Level*RIT 220-224* | 997-1086Lexile Level*RIT 222-226* |
| 2 |  | 277-366 Lexile Level*RIT 182-186* | 583-672 Lexile Level*RIT 199-203* | 745-834Lexile Level*RIT 208-212* | 871-960 Lexile Level*RIT 215-219* | 907-966Lexile Level*RIT 217-221* |
| 1.5 |  | 7-276Lexile Level*RIT 167-181* | 151-582 Lexile Level*RIT 175-198* | 313-744 Lexile Level*RIT 184-207* | 475-870 Lexile Level*RIT 193-214* | 565-906 Lexile Level*RIT 198-216* |
| 1 |  | BR-6 Lexile Level*RIT 100-166* | BR-150 Lexile Level*RIT 100-174* | BR-312 Lexile Level*RIT 100-183* | BR-474 Lexile Level*RIT 100-192* | BR-564 Lexile Level*RIT 100-197* |
| Assessment Grades 11-12: SRI to be administered a minimum of three times (Fall, Winter, and Spring). Assessment Grades 9-10: MAP to be administered a minimum of three times (Fall, Winter, and Spring). |