



Alamance-Burlington School System

ELA Course Placement Considerations and Criteria

2018-2019

The Alamance-Burlington School System K-12 Curriculum Department believes that appropriate placement in English Language Arts courses is critical for success in increasingly higher, more challenging advanced levels of ELA in middle and high school.

The goal of this document is to support schools in their placement efforts by identifying criteria from multiple data points in order to allow students to maximize future ELA opportunities.

Student achievement of standards-based language content, concepts, skills and processes is evidenced by summative state testing results; classroom performance; teacher observation and evaluation of students daily work habits, and the skills and reasoning they use for learning language and reading comprehension.

All data points are not required for a student to be placed in a course; attendance, potential, work habits and other data points specific to schools should be considered for placement.

Understanding Lexile Levels

A Lexile measure is a valuable piece of information about either an individual's reading ability or the difficulty of a text, like a book or magazine article. The Lexile measure is shown as a number with an "L" after it — 880L is 880 Lexile.

A student gets his or her **Lexile reader measure** from a reading test or program. For example, if a student receives an 880L on her end-of-grade reading test, she is an 880 Lexile reader. Higher Lexile measures represent a higher level of reading ability. A Lexile reader measure can range from below 200L for emergent readers to above 1600L for advanced readers. Readers who score below 0L receive a BR for Beginning Reader.

A book, article or piece of text gets a **Lexile text measure** when it's analyzed by MetaMetrics. For example, the first "Harry Potter" book measures 880L, so it's called an 880 Lexile book. A Lexile text measure is based on the semantic and syntactic elements of a text. Many other factors affect the relationship between a reader and a book, including its content, the age and interests of the reader, and the design of the actual book. The Lexile text measure is a good starting point in the book-selection process, with these other factors then being considered. Lexile text measures are rounded to the nearest 10L. Text measures reported below 0L are reported as BR for Beginning Reader.

Lexile measures help a reader find books and articles at an appropriate level of difficulty and determine how well that reader will likely comprehend a text. You also can use Lexile measures to monitor a reader's growth in reading ability over time.

NCDPI EOG Lexile Levels (The levels below reflect Lexile Levels aligned to the state after 2013.)

3	555L and below	560-720L	725-790L	795-1025L	1030L and above
4	720L and below	725-860L	865-930L	935-1215L	1220L and above
5	815L and below	820-980L	985-1050L	1055-1305L	1310L and above
6	790L and below	795-1000L	1005-1070L	1075-1330L	1335 and above
7	860L and below	865-1070L	1075-1140L	1145-1425L	1430L and above
8	955L and below	960-1165L	1170-1260L	1265-1520L	1525L and above
English II	1035L and below	1040-1220L	1225-1300L	1305-1665L	1670L and above

ABSS Middle School ELA Course Placement Criteria

Course Name	ABSS Placement Criteria 2014 - 2015	Curriculum
6th Grade ELA Advanced	<ul style="list-style-type: none"> ➤ AIG Reading Identified Resource or Accelerated Level ➤ Lexile Score at or above 1310 or above ➤ Universal Screeners: DORF at Proficient or Above Proficient ➤ QRI at Independent Level ➤ Reading/Language Arts Class Performance of A/B in 5th Grade ➤ 5th Grade Teacher Recommendation of Language and Reading Capabilities ~ “High Achieving” ➤ Previous EOG Reading Scores at or above Level 4 	6 th Grade Common Core Standards and advanced level instructional strategies that support rigor
6th Grade ELA	<ul style="list-style-type: none"> ➤ All students who are not placed in Advanced ELA or inclusion 	6 th Common Core Standards
6th Grade ELA Inclusion	<ul style="list-style-type: none"> ➤ EC students whose IEP reflects service time in the general education classroom ➤ Lexile Level of 980 or below ➤ Universal Screeners: DORF at Some Risk or lower ➤ QRI at Frustration Level ➤ Previous EOG Reading Scores at or below Level 2 	6 th Common Core Standards with curriculum support and modifications
7th Grade ELA Advanced	<ul style="list-style-type: none"> ➤ AIG Reading Identified Resource or Accelerated Level ➤ Lexile Score at or above 1335 or above ➤ Universal Screeners: Reading-CBM/ORF at 50% or above ➤ QRI at Independent Level ➤ Language Arts Class Performance of A/B in 6th Grade Advanced ➤ 6th Grade Teacher Recommendation of Language and Reading Capabilities ~ “High Achieving” ➤ Previous EOG Reading Scores at or above Level 4 	7 th Grade Common Core Standards and advanced level instructional strategies that support rigor
7th Grade ELA	<ul style="list-style-type: none"> ➤ All students who are not placed in Advanced ELA or inclusion 	7 th Common Core Standards
7th Grade ELA Inclusion	<ul style="list-style-type: none"> ➤ EC students whose IEP reflects service time in the general education classroom ➤ Lexile Score of 1000 or below 	7 th Common Core Standards with curriculum support and modifications

	<ul style="list-style-type: none"> ➤ Universal Screeners: Reading-CBM/ORF at 50% or below ➤ QRI at Frustration Level ➤ Previous EOG Reading Scores at or below Level 2 	
8th Grade ELA Advanced	<ul style="list-style-type: none"> ➤ AIG Reading Identified Resource or Accelerated Level ➤ Lexile Score at or above 1430 ➤ Universal Screeners: Reading-CBM/ORF at 50% or above ➤ QRI at Independent Level ➤ Language Arts Class Performance of A/B in 7th Grade Advanced ➤ 7th Grade Teacher Recommendation of Language and Reading Capabilities ~ “High Achieving” ➤ Previous EOG Reading Scores at or above Level 4 	8 th Common Core Standards and advanced level instructional strategies that support rigor
8th Grade ELA	<ul style="list-style-type: none"> ➤ All students who are not placed in Advanced ELA or inclusion 	8 th Common Core Standards
8th Grade ELA Inclusion	<ul style="list-style-type: none"> ➤ EC students whose IEP reflects service time in the general education classroom ➤ Lexile Score of 1070 or below ➤ Universal Screeners: Reading-CBM/ORF at 50% or below ➤ QRI at Frustration Level ➤ Previous EOG Reading Scores at or below Level 2 	8 th Common Core Standards with curriculum support and modifications

ABSS High School ELA Course Placement Criteria

English I Honors	<ul style="list-style-type: none"> ➤ AIG Reading Identified ➤ Lexile Score of 1525 or above ➤ Universal Screeners: Reading-CBM/ORF at 50% or above ➤ QRI at Independent Level ➤ Class Performance of A/B in 8th grade ELA Advanced ➤ Teacher Recommendation of Language and Reading Capabilities ~ “High Achieving” ➤ EVAAS achievement probability of 70% or higher of scoring a Level 3 or above on the English II EOC 	9 th Grade ELA Common Core Standards and instructional strategies that support the Honors Framework
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	<ul style="list-style-type: none"> ➤ 8th Grade EOG Reading Score: Level 4 or above ➤ EXPLORE Data 	
English I	<ul style="list-style-type: none"> ➤ All students who are not placed in honors, inclusion, or Literacy Academy 	9 th Grade ELA Common Core Standards
English I Inclusion	<ul style="list-style-type: none"> ➤ EC students whose IEP reflects service time in the general education classroom ➤ 7th grade Lexile Score of 1070 or below ➤ Universal Screeners: Reading-CBM/ORF at 50% or below ➤ QRI at Frustration Level, if available ➤ EVAAS Achievement Probability of 50% of Level 3 or lower on ELA II EOC <p>*Once 8th grade scores are available, please revisit your data points:</p> <ul style="list-style-type: none"> ➤ 8th grade EOG reading score: Level 2 or below ➤ 8th grade Lexile score of 1165 or below 	9 th Grade ELA Common Core Standards with curriculum support and modifications
Literacy Academy PAIRED WITH English I Inclusion	<ul style="list-style-type: none"> ➤ 7th Grade Lexile score of 960 or below ➤ AIMSWeb Screener: Reading-CBM/ORF at 50% or below ➤ QRI at Frustration Level, if information is available ➤ EVAAS achievement probability of 50% or below of scoring a Level 3 on ELA II EOC ➤ 7th grade EOG score is a level I or low level II <p>* Once 8th grade EOG scores are available, please revisit your data points:</p> <ul style="list-style-type: none"> ➤ 8th grade EOG score is a level I or low level II ➤ 8th grade Lexile score of 960 or below 	Language Progression and Vocabulary Program; 9 th Grade ELA Common Core Standards
English II Honors	<ul style="list-style-type: none"> ➤ AIG Reading Identified ➤ Lexile Score of 1600 or above ➤ QRI at Independent Level ➤ Class Performance of A in English I or at least a B in English I Honors ➤ Teacher Recommendation of Language and Reading Capabilities ~ “High Achieving” ➤ EVAAS achievement probability of 70% of scoring a Level 3 or above on the English II EOC ➤ 8th Grade EOG Reading Score: Level 4 or above 	10 th Grade ELA Common Core Standards and instructional strategies that support the Honors Framework

	<ul style="list-style-type: none"> ➤ EXPLORE Data 	
English II	<ul style="list-style-type: none"> ➤ All students who are not placed in honors, inclusion, or English IIA paired with English II 	10 th Grade ELA Common Core Standards
English II Inclusion	<ul style="list-style-type: none"> ➤ EC students whose IEP reflects service time in the general education classroom ➤ Must have an earned English I credit ➤ Lexile Score of 1200 or below ➤ QRI at Frustration Level ➤ EVAAS Achievement Probability of 50% of scoring a Level 3 or lower on English II EOC ➤ 8th Grade EOG Reading Score: Level 2 or below 	10 th Grade ELA Common Core Standards with curriculum support and modifications
English IIA PAIRED WITH English II	<ul style="list-style-type: none"> ➤ Must have an earned English I credit ➤ EVAAS achievement probability of a level 1 on English II EOC ➤ Lexile Score of 955 or below ➤ QRI at Frustration Level ➤ EVAAS Achievement Probability of 50% of scoring a Level 2 or lower on English II EOC ➤ 8th Grade EOG Reading Score: Level 1 	Language Progression and Vocabulary Program; 10 th Grade ELA Common Core Standards
English III AP (Language and Composition)	<ul style="list-style-type: none"> ➤ English II EOC Achievement Level of a Level 4 or above ➤ Class performance of a B or above in English II Honors or an A in English II ➤ Teacher Recommendation of Language, Writing, and Reading Capabilities ~ “High Achieving” ➤ Lexile Level of 1670 or above ➤ AP Potential Data (PLAN, PSAT, ACT, SAT) 	Approved AP Syllabus by College Board
English III Honors	<ul style="list-style-type: none"> ➤ English II EOC Achievement Level of a level 4 or above ➤ Class performance of a B or above in English II Honors or an A in English II ➤ Teacher Recommendation of Language and Reading Capabilities ~ “High Achieving” ➤ Lexile Level of 1670 or above ➤ QRI at Independent Level 	11 th Grade ELA Common Core Standards and instructional strategies that support the Honors Framework

English III Inclusion	<ul style="list-style-type: none"> ➤ EC students whose IEP reflects service time in the general education classroom ➤ Lexile Score of 1220 or below ➤ QRI at Frustration Level ➤ 10th Grade ELA EOC: Level 2 or below 	11 th Grade ELA Common Core Standards with curriculum support and modifications
English IV AP (Literature and Composition)	<ul style="list-style-type: none"> ➤ English II EOC Achievement Level of a level 4 or above ➤ Class performance of a B or above in English III AP/ Honors or an A in English III ➤ Teacher Recommendation of Language, Writing, and Reading Capabilities ~ “High Achieving” ➤ Lexile Level of 1670 or above ➤ AP Potential Data (PLAN, PSAT, ACT, SAT) 	Approved AP Syllabus by College Board
English IV Honors	<ul style="list-style-type: none"> ➤ English II EOC Achievement Level of a level 4 or above ➤ Class performance of a B or above in English III AP/ Honors or an A in English III ➤ Teacher Recommendation of Language and Reading Capabilities ~ “High Achieving” ➤ Lexile Level of 1670 or above ➤ QRI at Independent Level 	12 th Grade ELA Common Core Standards and instructional strategies that support the Honors Framework
English IV	<ul style="list-style-type: none"> ➤ All students who are not placed in AP, honors, or inclusion 	12 th Grade ELA Common Core Standards
English IV Inclusion	<ul style="list-style-type: none"> ➤ EC students whose IEP reflects service time in the general education classroom ➤ Lexile Score of 1220 or below ➤ QRI at bands of Below Proficient ➤ 10th Grade ELA EOC: Level 2 or below 	12 th Grade ELA Common Core Standards with curriculum support and modifications
OCS English Language Arts I-IV OCS Blended Learning ELA 9-10	<ul style="list-style-type: none"> ➤ OCS identified students per IEP – coordinate placement with EC department and the student’s transition plan 	9-12 ELA Common Core Standards