

ELL High School LIEP

2021-2022

Placement of English language learners into high school courses can be determined by several data points, such as: the length of time students have been in the U.S, transcripts from previous schools, results from the ELPA 21 Screener for newly identified students, and annual ELPA21 domain scores.

The chart below is to be used to guide schools in placing students in the appropriate courses. For isolated cases, it will be necessary to consider other factors such as Iowa Assessment scores, Map scores, transfer credits, level of success in previous ELL and/or core courses, and teacher recommendations.

Students in ELD I and ELD II are in an intensive English learning program and not linguistically prepared for high school courses taught in English. Juniors and seniors at the ELD III level should plan on at least two additional years of high school to earn the credits necessary to graduate. ELL students should take the required Government and Econ courses their graduating year at DMPS.

Level	ELL Placement Guidelines			Time Allotment and Schedule Recommendations				ELD/ELA Materials Recommendation
	Time in U.S.	ELPA 21 Language Domains Cut Scores	ELPA Screener (newly identified ELLs)	ELD Courses	ELA Courses	Core Courses	Extended core	
Beginning	Newly arrived to 1 year	All Domains at Beginning (Level I)	All Domains at Beginning (Level I)	English Lang Development I ELL Lang of Science	ELA Foundations I *Double blocked core literacy class	<ul style="list-style-type: none"> • ELL Math Foundations I, II, or Sheltered Algebra *Taught by a teacher trained in shelter instruction	General Education Courses that are visual, hands on, concrete, or offered in the home language are most appropriate.	<ul style="list-style-type: none"> • Inside the USA • Reading A to Z • Inside Level A • Saddleback (For ELA Foundations Only) • Orton Gillingham (OG) E • Supplemental materials if available
Beginning	Newly arrived to 2 years	At Least Two Domains Higher than Beginning (Level I)	At Least Two Domains Higher than Beginning (Level I)	English Lang Development II	ELA Foundations II *Double blocked core literacy class	<ul style="list-style-type: none"> • ELL Science II • ELL Math Foundations I, II, or Sheltered Algebra *Taught by a teacher trained in shelter instruction	General Education Courses that are visual, hands on, concrete, or offered in the home language are most appropriate	<ul style="list-style-type: none"> • Edge Fundamentals • Saddleback (For ELA Foundations Only) • Reading A to Z • Orton Gillingham (OG) • Supplementary materials if available

ELL students, like general population students, should take the required Government and Econ courses the last year of enrollment with DMPS. The other 1.0 social studies elective credits required for graduation will be offered in response to student choice and in a co-taught or sheltered class based on student need.

Once students reach ELD IV, most transition to general education courses. This is dependent on each student's previous education and home language literacy (ability to read and write in their home language) as well as speaking and listening proficiencies. Advanced students can receive their EL supports during Advisory with an ELL-certified teacher or in any course with an ELL-certified teacher, etc. Other support options should be a case-by-case situation.

LEVELS All Schools	ELL Placement Guidelines (please use as many data points as possible to schedule)			Time Allotment and Schedule Guidelines				ELD/ELA Materials Recommendation
	Time in U.S.	ELPA 2I Language Domains Cut Scores	ELPA Screener	ELD Courses	ELA Courses	Core Courses	Extended core	
Early Intermediate	From 2 to 3 years	At Least 3 Domains at Early Intermediate (Level 2) or Higher	At Least 3 Domains at Early Intermediate (Level 2) or Higher	English Lang Development III	ELL English or English	<ul style="list-style-type: none"> Sheltered* courses if available ELL Environmental Science + ELL Math II OR <ul style="list-style-type: none"> ELL Algebra + ELL Conceptual Physics ELL Modern US History *Taught by a teacher trained in sheltered instruction	General Education Courses	<ul style="list-style-type: none"> Edge Level A Reading A-Z Supplementary materials if available
Intermediate	From 2 to 4 years	All Domains at Intermediate (Level 3) or higher.	All Domains at Intermediate (Level 3) or higher.	English Lang Development IV	ELL English or English	<ul style="list-style-type: none"> Sheltered* courses if available, especially Social Studies electives ELL Algebra + ELL Conceptual Physics (if not already complete and needed) *Taught by a teacher trained in sheltered instruction	General Education Courses	<ul style="list-style-type: none"> Edge Level B Reading A to Z Supplementary materials if available
Early Advanced	From 3 to 6 years	At Least 2 Domains at Early Advanced (Level 4), No Domains Less than Level 3	At Least 2 Domains at Early Advanced (Level 4), No Domains Less than Level 3	English Lang Development V	General Education English	General Education Courses Co-Teaching/ Collaboration as students need	General Education Courses	<ul style="list-style-type: none"> Edge Level C General Education Materials Supplementary materials if available
Advanced	From 4 to 8 years	Only 1 Domain can be at Level 3. The rest must be at Level 4 or 5.	Only 1 domain can be less than level 3. The rest must be at level 4 or 5.	Interventions OR ELL Academic Skills OR ELL Endorsed General Education Teacher	General Education English	General Education Courses	General Education Courses	<ul style="list-style-type: none"> General Education Materials Supplementary materials if available

Grade Band 9-12

Listening Level 1 Beginning	Listening Level 2 Early Intermediate	Listening Level 3 Intermediate	Listening Level 4 Early Advanced	Listening Level 5 Advanced
9-12 Score Range: 450 or below	9-12 Score Range: 451-490	9-12 Score Range: 491-570	9-12 Score Range: 571-612	9-12 Score Range: 613 or above
When listening, the student at Level 1 is working on:	When listening, the student at Level 2 is working on:	When listening, the student at Level 3 is working on:	When listening, the student at Level 4 is working on:	When listening, the student at Level 5 is working on:
determining the meaning of frequently occurring words, simple phrases, and formulaic expressions in simple oral communications and presentations; listening to short conversations on familiar topics and responding to simple yes/no questions and some wh-questions.	determining the meaning of frequently occurring words, phrases, and expressions in oral presentations; analyzing and critiquing oral arguments of others on familiar topics; identifying the main topic and retelling a key detail or supporting reason from oral communications; participating in short conversations.	determining the meaning of general academic and content-specific words, phrases and frequently occurring expressions; demonstrating comprehension of oral presentations and exchanges of information about literary and informational texts by determining the central idea or theme and supporting reasons, restating key ideas and information, and explaining how the theme is developed by specific details; adding information and evidence to oral exchanges.	determining meanings of general academic and content-specific words and phrases, figurative language, and some idiomatic expressions; demonstrating comprehension by participating in a range of discussion topics; inferring the intent and analyzing the speaker's development of themes and ideas; analyzing the reasoning and use of rhetoric in persuasive speech to determine whether the evidence is sufficient to support the claim.	determining meanings of idiomatic expressions and figurative language in oral presentations and conversations; determining and summarizing central ideas or themes, analyzing their development and evidence discussed; construct meaning from oral presentations on academic topics and literary texts; inferring, analyzing and critiquing the intent, reasoning and use of rhetoric of a speaker.

Reading Level 1 Beginning	Reading Level 2 Early Intermediate	Reading Level 3 Intermediate	Reading Level 4 Early Advanced	Reading Level 5 Advanced
9-12 Score Range: 487 or below	9-12 Score Range: 488-538	9-12 Score Range: 539-630	9-12 Score Range 631-661	9-12 Score Range: 662 or above
When reading grade-appropriate text, the student at Level 1 is working on:	When reading grade-appropriate text, the student at Level 2 is working on:	When reading grade-appropriate text, the student at Level 3 is working on:	When reading grade-appropriate text, the student at Level 4 is working on:	When reading grade-appropriate text, the student at Level 5 is working on:
recognizing the meaning of frequently occurring words, simple phrases, and formulaic expressions in literary and informational text; identifying the point an author makes; responding to yes/no and some wh- questions to demonstrate understanding of text; gathering information from provided sources and labeling collected information.	identifying the meanings of key vocabulary, frequently occurring words, phrases, and expressions in literary and informational text; recognizing the main idea/argument of a text and retelling a few key details; gathering information from provided sources and summarizing data and information.	determining the meaning of general academic and content-specific words and phrases in literary and informational text; identifying and paraphrasing main concepts and information; comprehending exchanges of written information or data; explaining the reasons and textual evidence to support a claim; gathering information from multiple sources.	determining the meaning of figurative language and some idiomatic expressions; identifying main ideas and summarizing key points from literary and informational texts; analyzing the reasoning and use of rhetoric in persuasive texts; conducting research based on written sources of information, demonstrating comprehension by evaluating written findings.	determining the meaning of figurative language, and idiomatic expressions; accurately identifying, summarizing, analyzing, and critiquing key points, main ideas and arguments of others presented in writing; gathering and synthesizing information from multiple written sources, evaluating the reliability of each source.

Speaking Level 1 Beginning	Speaking Level 2 Early Intermediate	Speaking Level 3 Intermediate	Speaking Level 4 Early Advanced	Speaking Level 5 Advanced
9-12 Score Range: 480 or below	9-12 Score Range: 481-535	9-12 Score Range: 536-592	9-12 Score Range: 593-618	9-12 Score Range: 619 or above
When speaking, the student at Level 1 is working on:	When speaking, the student at Level 2 is working on:	When speaking, the student at Level 3 is working on:	When speaking, the student at Level 4 is working on:	When speaking, the student at Level 5 is working on:
communicating basic information about an event or topic using a narrow range of vocabulary and simple sentences; participating in short conversations; presenting information, and responding to simple questions and some wh-questions; expressing an opinion about a familiar topic.	producing simple and compound sentences to present information and ideas; participating in short conversations about familiar topics and texts; recounting a short sequence of events; constructing a spoken claim supported by opinions, reasoning or evidence; introducing a topic, providing one or two facts about the topic, and a concluding statement.	speaking about informational and complex literary text or delivering short oral presentations using standard language forms; recounting a sequence of events with a beginning, middle, and end; introducing and developing an informational topic with facts and details and a conclusion; participating in discussions, building on the ideas of others and expressing own ideas, asking and answering relevant questions, and restating some key ideas.	using standard language forms and complex transitions to clarify relationships among events and ideas; analyzing and critiquing others' arguments; participating in conversations and discussions or giving oral presentations on a range of topics, texts, and issues; developing presentations to communicate research; introducing and developing a claim or an informational topic with facts, details, and evidence.	participating in extended conversations and discussions and delivering oral presentations on a range of topics, texts, and issues; asking and answering questions to probe reasoning and claims; summarizing key ideas and evidence; fully developing a claim or topic with relevant details, concepts, examples, and information; analyzing and integrating information into a clearly organized oral text.

Writing Level 1 Beginning	Writing Level 2 Early Intermediate	Writing Level 3 Intermediate	Writing Level 4 Early Advanced	Writing Level 5 Advanced
9-12 Score Range: 484 or below	9-12 Score Range: 485-532	9-12 Score Range: 533-614	9-12 Score Range: 615-640	9-12 Score Range: 641 or above
When writing, the student at Level 1 is working on:	When writing, the student at Level 2 is working on:	When writing, the student at Level 3 is working on:	When writing, the student at Level 4 is working on:	When writing, the student at Level 5 is working on:
communicating basic information about a topic using a narrow range of vocabulary and simple sentences; using basic language structures to communicate context-specific messages; participating in short written exchanges on familiar topics and texts.	writing clear and coherent simple and compound sentences using common linking words; constructing written claims with some organization, supported by a reason or evidence and a concluding statement; recounting a short sequence of events in order; providing one or two facts about a topic; writing one relevant question about a prompt.	using multiple complete sentences with organization and some details to develop an informational topic; constructing written claims to communicate clear, coherent, context-specific messages using a variety of language structures; participating in written exchanges, building on the ideas of others, restating some of the key ideas expressed, and expressing own ideas; writing relevant questions that demonstrate understanding.	producing a coherent narrative with details using compound and complex sentences; using a variety of language structures accurately in context-specific messages; constructing written claims with reasons in basic paragraph form; participating in written exchanges on a range of topics, texts, and issues; introducing and developing an informational topic with facts, details, and evidence.	producing a coherent narrative with details using compound and complex sentences, with complex and varied transitions to link the sections of a text and to clarify relationships among events and ideas; composing informational texts about a variety of topics with relevant details, concepts, examples, and information; expressing ideas clearly and persuasively; introducing and distinguishing a claim from a counter-claim, providing logically ordered, relevant reasons and supporting evidence to refute the counter-claim.

ELL 9th grade Course Recommendations 2021-2022

	ELD I first year, newcomers INTENSIVE	ELD II second year early intermediate INTENSIVE	ELD III third year of skills intermediate	ELD IV fourth year of skills high-level intermediate	ELD V fifth year of skills early advanced	Above advanced to life-long ELL
ELD class	ELD I (elective credit) MIS 921/922	ELD II (elective credit) MIS 933/934	ELD III LA 923/924	ELD IV LA 925/926	ELD V LA 927/928	ELL Academic Skills (elective credit) MIS 931/932
English	ELA Foundations I Double blocked (taken every day to equal 1.0/semester) LA911/912	ELA Foundations II Double blocked (taken every day to equal 1.0/semester) LA913/914	ELL English I (Sheltered) LA 929/930	ELL English I (LA929/930) Or English I (LA103/104) <i>Teacher guidance highly recommended</i>	English I LA 103/104	English I LA 103/104
Science	ELL Language of Science (elective credit) MIS 941/942	ELL Science II SCI 941/942	ELL Environmental Science Or ELL Conceptual Physics (w/ Algebra I)	ELL Environmental Science Or ELL Conceptual Physics (w/ Algebra I)	Non-Sheltered Science Course	Non-Sheltered Science Course
Social Studies	----	----	ELL Modern US History SOC103(ELL) / SOC104 (ELL)	ELL Modern US History Or Modern US History <i>Teacher input highly recommended</i>	Modern US History (Non-Sheltered) SOC103/SOC104	Modern US History (Non-Sheltered) SOC103/SOC104
Math	<p>There is a placement test to determine math class. Students should be placed according to ability in math, not language. For instance, a student taking all level I ELL courses (ELD I, Foundations I, etc.) may be ready for Algebra I so should be placed in ELL Algebra I. Some students may have taken upper level math classes in their home countries (check transcripts) and this should also be considered when determining placement.</p> <p>Progression of math courses is ELL Math Foundations I → ELL Math Foundations II → ELL Algebra I (taken with Conceptual Physics) or Algebra I → high school math class</p>					

9th graders Level III+ will enroll in Modern US History: sheltered or general education as needed. ELL students should take Government and Econ the last year of enrollment with DMPS. The other 1.0 social studies elective credits required for graduation will be offered in response to student choice and in a co-taught or sheltered class based on student need.