

**Literacy Performance Expectations  
Grades K-6**

**PERFORMANCE EXPECTATIONS FOR ALL STUDENTS**

**Developmental Reading Assessment (DRA)**

Grade Level	Time of Year	Grade Level Expectation	Below Expectations	Far Below Expectations
<b>K</b>	Cycle 3	Level 3	<i>Kindergarten students are not identified as below or significantly below grade level.</i>	
<b>1</b>	Cycle 3	Level 16	Level 10 – 14	<b>Level 8 or below</b>
<b>2</b>	Cycle 3	Level 28	Level 18 – 24	<b>Level 16 or below</b>
<b>3</b>	Cycle 3	Level 38	Level 28 – 34	<b>Level 24 or below</b>
<b>4 (EL only)</b>	Cycle 3	Level 40	Level 30 – 38	<b>Level 28 or below</b>

**Degrees of Reading Power (DRP)**

Grade Level	Time of Year	Grade Level Expectation	Below Expectations	Far Below Expectations
<b>4</b>	End of Year	44 and above	38-43	37 and below
<b>5</b>	End of Year	50 and above	44-49	43 and below
<b>6</b>	End of Year	54 and above	48-53	47 and below
<b>7</b>	End of Year	57 and above	50-56	49 and below
<b>8</b>	End of Year	61 and above	54-60	53 and below

**Analytical Reading Inventory (ARI)**

Grade Level	Time of Year	Grade Level Expectation	Below Expectations	Far Below Expectations
<b>4</b>	End of Year	Level 4	Level 3	<b>Level 2 or below</b>
<b>5</b>	End of Year	Level 5	Level 4	<b>Level 3 or below</b>
<b>6</b>	End of Year	Level 6	Level 4 – 5	<b>Level 3 or below</b>

**RETENTION GUIDELINES\***

**GRADE 1**

*Grade 1 is the designated retention grade at elementary school.*

- *Fluent English Proficient students performing **far below expectations** on the DRA at the end of the school year **may** be retained.*
- *English Learners performing **far below expectations** on the DRA **and** the SOLOM at the end of the school year **may** be retained (see chart below).*

**Developmental Reading Assessment (DRA) AND SOLOM**

Grade Level	Time of Year	Grade Level Expectation	Below Expectations	Far Below Expectations
<b>1</b>	Cycle 3	Level 16	Level 10 – 14	<b>Level 8 or below AND SOLOM Score of 15 or below</b>

\* **Kindergarten Students:** Principal makes final Promotion/Retention decision following consultation with teacher and parent/guardian. Retention can only occur with parent permission.

**Special Education Students:** IEP Team makes final Promotion/Retention decision.

**All Other Students:** After careful review of the retention guidelines and consideration of the student's overall literacy performance, the classroom teacher makes final Promotion/Retention decision following consultation with principal and parent/guardian.

**Literacy Performance Expectations  
Grades K-6**

**RETENTION GUIDELINES\***

*(continued)*

**KINDERGARTEN**

*Except in rare circumstances, Kindergarten students should not be retained.*

**GRADES 2-6**

*Students may be retained at any grade if they are performing **Far Below Expectations** on the Literacy/English Language Development assessments (see below) and they have not participated in recommended interventions.*

- *Fluent English students and English Learners enrolled five years or more who are performing **Far Below Expectations** on the Literacy assessments (DRA/DRP **and** ARI for Grades 4-6).*
- *English Learners enrolled three to four years who:*
  - *Scored **Far Below Expectations** on the Literacy assessments (DRA/DRP **and** ARI for Grades 4-6); **AND***
  - *Had a CELDT **Reading Proficiency Level** of Beginning or Early Intermediate on the fall annual assessment.*
- *English Learners enrolled less than three years should not be retained.*

***Retention is strongly discouraged at grade levels other than the designated retention grade level.***

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\* **Kindergarten Students:** Principal makes final Promotion/Retention decision following consultation with teacher and parent/guardian. Retention can only occur with parent permission.

**Special Education Students:** IEP Team makes final Promotion/Retention decision.

**All Other Students:** Classroom teacher makes final Promotion/Retention decision following consultation with principal and parent/guardian.

**Literacy Performance Expectations  
Grades 6-12**

**PERFORMANCE EXPECTATIONS FOR ALL STUDENTS**

Assessment	Grade Level	Above/At/Close to Expectations	Below Expectations	Far Below Expectations
<b>Degrees of Reading Power (DRP)</b>	4	44 and above	38-43	37 and below
	5	50 and above	44-49	43 and below
	6	54 and above	48-53	47 and below
	7	57 and above	50-56	49 and below
	8	61 and above	54-60	53 and below
<b>Analytical Reading Inventory (ARI) OR Informal Reading Inventory (IRI)</b>		Grade level or above	1 – 2 levels below grade level	3 or more levels below grade level

**RETENTION GUIDELINES\***

**GRADES 6/7**

*Grade 6 at Middle Schools or Grade 7 at Junior High Schools  
is the designated retention grade at the middle level.*

- *Fluent English students and English Learners enrolled five years or more who are performing **Far Below Expectations** on the Literacy assessments (DRP and ARI) at the end of the school year **may** be retained.*
- *English Learners enrolled three to four years **may** be retained if they:*
  - *Scored **Far Below Expectations** on the Literacy assessments (DRP and ARI); AND*
  - *Had a CELDT Reading Proficiency Level of Beginning or Early Intermediate on the fall annual assessment.*
- *English Learners enrolled less than three years should not be retained.*

**OTHER GRADE LEVELS**

*Students may be retained at any grade if they are performing **Far Below Expectations** on the Literacy/English Language Development assessments (see above) and they have not participated in recommended interventions.*

***Retention is strongly discouraged at grade levels other than the designated retention grade level.***

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\* After careful review of the retention guidelines and consideration of the student's overall literacy performance, the classroom teacher(s) makes final Promotion/Retention decision following consultation with principal and parent/guardian.

## Student Placement Guidelines: Literacy Grades 6-12

## Fluent English Proficient Students

	Grade Level	Above/At/Close to Expectations	Below Expectations	Far Below Expectations
MIDDLE SCHOOLS	Grade 6 Placement for Exiting Gr. 5	English 6 <sup>th</sup> /Literacy 6 <sup>th</sup> (2 periods) 1550, 1550S, 1550C, 1550G	English 6 <sup>th</sup> /Literacy 6 <sup>th</sup> Block (2 Periods) 1542, 1542G	
	Grade 7 Placement (or Grade 6 placement, if retained) for Exiting Gr. 6	English 7 <sup>th</sup> (1 period) 1501, 1501S, 1501C, 1501G OR English 7 <sup>th</sup> /Literacy 7 <sup>th</sup> (2 Periods) 1551, 1551S, 1551C, 1551G	English 7 <sup>th</sup> /Literacy 7 <sup>th</sup> Block (2 Periods) 1543, 1543G OR English 7 <sup>th</sup> (1 period) 1501, 1501S, 1501C, 1501G (students will be grouped with Above/At/Close to students) PLUS 1 additional period literacy support	<i>RETAINED in Grade 6</i>  English 6 <sup>th</sup> /Literacy 6 <sup>th</sup> Block (2 Periods) 1542, 1542G
	Grade 8 Placement for Exiting Gr. 7	English 8 <sup>th</sup> (1 Period) 1520, 1520S, 1520C, 1520G OR English 8 <sup>th</sup> /Literacy 8 <sup>th</sup> (2 Periods) 1559, 1559S, 1559C, 1559G	English 8 <sup>th</sup> /Literacy 8 <sup>th</sup> Block (2 Periods) 1544, 1544G OR English 8 <sup>th</sup> (1 Period) 1520, 1520S, 1520C, 1520G (students will be grouped with Above/At/Close to students) PLUS 1 additional period literacy support	
JUNIOR HIGH SCHOOLS	Grade 7 Placement for Exiting Gr. 6	English 7 <sup>th</sup> (1 period) 1501, 1501S, 1501C, 1501G OR English 7 <sup>th</sup> /Literacy 7 <sup>th</sup> (2 Periods) 1551, 1551S, 1551C, 1551G	English 7 <sup>th</sup> /Literacy 7 <sup>th</sup> Block (2 Periods) 1543, 1543G OR English 7 <sup>th</sup> (1 period) 1501, 1501S, 1501C, 1501G (students will be grouped with Above/At/Close to students) PLUS 1 additional period literacy support	

NOTE: Students who are Far Below or Below Expectations will be combined in one class.

## Student Placement Guidelines: Literacy Grades 6-12

## Fluent English Proficient Students

Grade Level		Above/At/Close to Expectations	Below Expectations	Far Below Expectations
JUNIOR HIGH SCHOOLS	Grade 8 Placement (or Grade 7 Placement, if retained) for Exiting Gr. 7	<p>English 8<sup>th</sup> (1 Period) 1520, 1520S, 1520C, 1520G</p> <p>OR</p> <p>English 8<sup>th</sup>/Literacy 8<sup>th</sup> (2 Periods) 1559, 1559S, 1559C, 1559G</p>	<p>English 8<sup>th</sup>/Literacy 8<sup>th</sup> Block (2 Periods) 1544, 1544G</p> <p>OR</p> <p>English 8<sup>th</sup> (1 Period) 1520, 1520S, 1520C, 1520G (students will be grouped with Above/At/Close to students)</p> <p>PLUS</p> <p>1 additional period literacy support</p>	<p><i>RETAINED In Grade 7</i> English 7<sup>th</sup>/Literacy 7<sup>th</sup> Block (2 Periods) 1543, 1543G</p>
	Grade 9 Placement for Exiting Gr. 8	<p>English 1 (1 Period) 1540, 1540S, 1540C, 1540G</p>	<p>English 1 Block (2 Periods) 1552, 1552G</p> <p>OR</p> <p>English 1 (1 Period) 1540, 1540S, 1540C, 1540G (students will be grouped with Above/At/Close to students)</p> <p>PLUS</p> <p>1 additional period literacy support</p>	
SENIOR HIGH SACHOOLS	Grade 10 Placement for Exiting Gr. 9	<p>English 3 (1 Period) 1570, 1570S, 1570C, 1570G</p>	<p>English 3 Block (2 Periods) 1554, 1554G</p> <p>OR</p> <p>English 3 (1 Period) 1570, 1570S, 1570C, 1570G (students will be grouped with Above/At/Close to students)</p> <p>PLUS</p> <p>1 additional period literacy support</p>	
	Grade 11 Placement for Exiting Gr. 10		<p>American Literature 1 Block (2 Periods) 1615, 1615G</p> <p>OR</p> <p>American Literature 1 (1 Period) 1583, 1583G</p>	

NOTE: Students who are Far Below or Below Expectations will be combined in one class.

## Student Placement Guidelines: Literacy Grades 6-12

### English Learners at the Advanced, Early Advanced or Intermediate (CELDT $\geq$ 508) Levels of Fluency

Grade Level	Above/At/Close to Expectations (Consider Reclassification)	Below Expectations	Far Below Expectations
<b>MIDDLE SCHOOLS</b>	<b>Grade 6 Placement for Exiting Gr. 5</b>	ELD English 6 <sup>th</sup> /Literacy 6 <sup>th</sup> (2 Periods) 1550L	ELD English 6 <sup>th</sup> /Literacy 6 <sup>th</sup> Block (2 Periods) 1542L
	<b>Grade 7 Placement (or Grade 6 Placement, if retained) for Exiting Gr. 6</b>	ELD English 7 <sup>th</sup> (1 Period) 1501L OR English 7 <sup>th</sup> /Literacy 7 <sup>th</sup> (2 Periods) 1551L	ELD English 7 <sup>th</sup> /Literacy 7 <sup>th</sup> Block (2 Periods) 1543L OR ELD English 7 <sup>th</sup> (1 period) 1501L (students will be grouped with Above/At/Close to students) PLUS 1 additional period literacy support
	<b>Grade 8 Placement for Exiting Gr. 7</b>	ELD English 8 <sup>th</sup> (1 Period) 1520L OR ELD English 8 <sup>th</sup> /Literacy 8 <sup>th</sup> (2 Periods) 1559L	ELD English 8 <sup>th</sup> /Literacy 8 <sup>th</sup> Block (2 Periods) 1544L OR ELD English 8 <sup>th</sup> (1 Period) 1520L (students will be grouped with Above/At/Close to students) PLUS 1 additional period literacy support

NOTE: Students who are Far Below or Below Expectations will be combined in one class.

Placement decisions for English Learners must first start with an understanding of the current proficiency level of each student.

- Students at the Beginning, Early Intermediate, and lower range of Intermediate (OPL 488-507) levels of English proficiency are determined to possess *less than reasonable fluency* in English. These students should follow the **ESL** course sequence.
- Students whose CELDT test date is on or before April 30<sup>th</sup> of the current calendar year and whose OPL is Intermediate or above should follow the ELD course sequence.
- Students at the high range of Intermediate (OPL 508-528), Early Advanced, and Advanced proficiency levels are determined to possess *reasonable fluency* in English and should follow the **ELD** course sequence.

Students with *reasonable fluency* in English also have the option of enrolling in a one-period ELD course plus an additional period of literacy support.

## Student Placement Guidelines: Literacy Grades 6-12

### English Learners at the Advanced, Early Advanced or Intermediate (CELDT $\geq$ 508) Levels of Fluency

Grade Level	Above/At/Close to Expectations (Consider Reclassification)	Below Expectations	Far Below Expectations
<b>JUNIOR HIGH SCHOOLS</b>	Grade 7 Placement for Exiting Gr. 6	ELD English 7 <sup>th</sup> /Literacy 7 <sup>th</sup> (2 Periods) 1551L	ELD English 7 <sup>th</sup> /Literacy 7 <sup>th</sup> Block (2 Periods) 1543L
	Grade 8 Placement (or Grade 7 Placement, if retained) for Exiting Gr. 7	ELD English 8 <sup>th</sup> (1 Period) 1520L  OR  ELD English 8 <sup>th</sup> /Literacy 8 <sup>th</sup> (2 Periods) 1559L	ELD English 8 <sup>th</sup> /Literacy 8 <sup>th</sup> Block (2 Periods) 1544L  OR  ELD English 8 <sup>th</sup> (1 Period) 1520L  (students will be grouped with Above/At/Close to students)  PLUS 1 additional period literacy support
			<i>RETAINED In Grade 7</i>  ELD English 7 <sup>th</sup> /Literacy 7 <sup>th</sup> Block (2 Periods) 1543L

NOTE: Students who are Far Below or Below Expectations will be combined in one class.

Placement decisions for English Learners must first start with an understanding of the current proficiency level of each student.

- Students at the Beginning, Early Intermediate, and lower range of Intermediate (OPL 488-507) levels of English proficiency are determined to possess *less than reasonable fluency* in English. These students should follow the **ESL** course sequence.
- Students whose CELDT test date is on or before April 30<sup>th</sup> of the current calendar year and whose OPL is Intermediate or above should follow the ELD course sequence.
- Students at the high range of Intermediate (OPL 508-528), Early Advanced, and Advanced proficiency levels are determined to possess *reasonable fluency* in English and should follow the **ELD** course sequence.

Students with *reasonable fluency* in English also have the option of enrolling in a one-period ELD course plus an additional period of literacy support.

## Student Placement Guidelines: Literacy Grades 6-12

### English Learners at the Advanced, Early Advanced or Intermediate (CELDT $\geq$ 508) Levels of Fluency

Grade Level	Above/At/Close to Expectations (Consider Reclassification)	Below Expectations	Far Below Expectations
SENIOR HIGH SCHOOLS	Grade 9 Placement for Exiting Gr. 8	ELD English 1 (1 Period) 1540L	ELD English 1 Block (2 Periods) 1552L OR ELD English 1 (1 Period) 1540L (students will be grouped with Above/At/Close to students) PLUS 1 additional period literacy support
	Grade 10 Placement for Exiting Gr. 9	ELD English 3 (1 Period) 1570L	ELD English 3 Block (2 Periods) 1554L OR ELD English 1 (1 Period) 1570L (students will be grouped with Above/At/Close to students) PLUS 1 additional period literacy support
	Grade 11 Placement for Exiting Gr. 10	ELD American Literature 1 Block (2 Periods) 1615L OR ELD American Literature 1 (1 Period) 1583L	
	Grade 12 Placement for Exiting Gr. 11	ELD Contemporary Voices in Literature 1 (1 Period) 1612L OR ELD World Literature (1 Period) 1705L	

NOTE: Students who are Far Below or Below Expectations will be combined in one class.

Placement decisions for English Learners must first start with an understanding of the current proficiency level of each student.

- Students at the Beginning, Early Intermediate, and lower range of Intermediate (OPL 488-507) levels of English proficiency are determined to possess *less than reasonable fluency* in English. These students should follow the **ESL** course sequence.
- Students whose CELDT test date is on or before April 30<sup>th</sup> of the current calendar year and whose OPL is Intermediate or above should follow the ELD course sequence.
- Students at the high range of Intermediate (OPL 508-528), Early Advanced, and Advanced proficiency levels are determined to possess *reasonable fluency* in English and should follow the **ELD** course sequence.

Students with *reasonable fluency* in English also have the option of enrolling in a one-period ELD course plus an additional period of literacy support.

## Student Placement Guidelines: Literacy Grades 6-12

### English Learners at the Beginning, Early Intermediate, and Intermediate (CELDT < 508) Levels of Fluency

Grade Level	Meets Newcomer Criteria AND School has a Newcomer Program	OPL Beginning	OPL Early Intermediate	OPL Intermediate and < 508
Grade 6 Placement for Exiting Gr. 5 (Middle School only)	ESL Literacy 6 <sup>th</sup> Core Newcomer (3 Periods) 1539	ESL Literacy 6 <sup>th</sup> Block Beginning (2 Periods) 1643	ESL Literacy 6 <sup>th</sup> Block Early Intermediate (2 Periods) 1646	ESL Literacy 6 <sup>th</sup> Block Intermediate (2 Periods) 1649
Grade 7 Placement for Exiting Gr. 6	ESL Literacy 7 <sup>th</sup> -8 <sup>th</sup> Core Newcomer (3 Periods) 1660	ESL Literacy 7 <sup>th</sup> Block Beginning (2 Periods) 1644	ESL Literacy 7 <sup>th</sup> Block Early Intermediate (2 Periods) 1647	ESL Literacy 7 <sup>th</sup> Block Intermediate (2 Periods) 1650
Grade 8 Placement for Exiting Gr. 7	ESL Literacy 7 <sup>th</sup> -8 <sup>th</sup> Core Newcomer (3 Periods) 1660	ESL Literacy 8 <sup>th</sup> Block Beginning (2 Periods) 1645	ESL Literacy 8 <sup>th</sup> Block Early Intermediate (2 Periods) 1648	ESL Literacy 8 <sup>th</sup> Block Intermediate (2 Periods) 1651
Grade 9 Placement for Exiting Gr. 8	ESL Literacy 9 <sup>th</sup> Core Newcomer (3 Periods) 1661	ESL 1 Literacy 9 <sup>th</sup> Block (2 Periods) 1621	ESL 3 Literacy 9 <sup>th</sup> Block (2 Periods) 1623	ESL 5 Literacy 9 <sup>th</sup> Block (2 Periods) 1625
Grade 10 Placement for Exiting Gr. 9	ESL Literacy 10 <sup>th</sup> -12 <sup>th</sup> Core Newcomer (3 Periods) 1662	ESL 1 Literacy 10 <sup>th</sup> -12 <sup>th</sup> Block (2 Periods) 1631	ESL 3 Literacy 10 <sup>th</sup> -12 <sup>th</sup> Block (2 Periods) 1633	ESL 5 Literacy 10 <sup>th</sup> -12 <sup>th</sup> Block (2 Periods) 1635

Placement decisions for English Learners must first start with an understanding of the current proficiency level of each student.

- Students at the Beginning, Early Intermediate, and lower range of Intermediate (OPL 488-507) levels of English proficiency are determined to possess *less than reasonable fluency* in English. These students should follow the **ESL** course sequence.
- Students whose CELDT test date is on or before April 30<sup>th</sup> of the current calendar year and whose OPL is Intermediate or above should follow the **ELD** course sequence.
- Students at the high range of Intermediate (OPL 508-528), Early Advanced, and Advanced proficiency levels are determined to possess *reasonable fluency* in English and should follow the **ELD** course sequence.

Students with *reasonable fluency* in English also have the option of enrolling in a one-period **ELD** course plus an additional period of literacy support.

## Student Placement Guidelines: Literacy Grades 6-12

### English Learners at the Beginning, Early Intermediate, and Intermediate (CELDT < 508) Levels of Fluency

Grade Level	Meets Newcomer Criteria AND School has a Newcomer Program	OPL Beginning	OPL Early Intermediate	OPL Intermediate and < 508
Grade 11 Placement for Exiting Gr. 10	ESL Literacy 10 <sup>th</sup> -12 <sup>th</sup> Core Newcomer (3 Periods) 1662	ESL 1 Literacy 10 <sup>th</sup> -12 <sup>th</sup> Block (2 Periods) 1631	ESL 3 Literacy 10 <sup>th</sup> -12 <sup>th</sup> Block (2 Periods) 1633	ESL 5 Literacy 10 <sup>th</sup> -12 <sup>th</sup> Block (2 Periods) 1635
Grade 12 Placement for Exiting Gr. 11	ESL Literacy 10 <sup>th</sup> -12 <sup>th</sup> Core Newcomer (3 Periods) 1662	ESL 1 Literacy 10 <sup>th</sup> -12 <sup>th</sup> Block (2 Periods) 1631	ESL 3 Literacy 10 <sup>th</sup> -12 <sup>th</sup> Block (2 Periods) 1633	ESL 5 Literacy 10 <sup>th</sup> -12 <sup>th</sup> Block (2 Periods) 1635

Placement decisions for English Learners must first start with an understanding of the current proficiency level of each student.

- Students at the Beginning, Early Intermediate, and lower range of Intermediate (OPL 488-507) levels of English proficiency are determined to possess *less than reasonable fluency* in English. These students should follow the **ESL** course sequence.
- Students whose CELDT test date is on or before April 30<sup>th</sup> of the current calendar year and whose OPL is Intermediate or above should follow the ELD course sequence.
- Students at the high range of Intermediate (OPL 508-528), Early Advanced, and Advanced proficiency levels are determined to possess *reasonable fluency* in English and should follow the **ELD** course sequence.

Students with *reasonable fluency* in English also have the option of enrolling in 1 period ELD courses plus an additional 1 period literacy support course.

**Students should not be enrolled in ESL courses for more than 1-2 years. Students are expected to progress one level of proficiency for each year enrolled.**