Language Arts Placement - Entering Grade 7

There are suggested guidelines for accelerated placements in Language Arts at Suffield Middle School entering grade 7. Classes are heterogeneously grouped with careful consideration to create a balanced, cohesive literacy classroom. Depending on need and certain criteria, a number of students are placed in an accelerated class.

Yearly Indicators of Progress – Grade 6

1. Houghton-Mifflin Theme Tests: Fall, Winter and Spring Average
   Reading Comprehension 90%; Writing and Language Skills 90%; Editing and Revising 89%
2. Degrees of Reading Power (DRP): Fall and Spring – Average of 75 or above
3. Writing Prompt: Winter and Spring – Average of score point 10 or above
4. Combined score of
   "Habits of the Mind" and
   "Homework Completion" 1-7 6

   Habits of the Mind

- The student is regularly on task during class
- The student requires limited extra help during and/or after class time
- The student is a self-advocate and independent learner
- The student exhibits exemplary effort in class

  - Each of the above met by the student equals one point

   Homework Completion will be scored using the following scale

Score	Homework Completion Rate
3	Student consistently and reliably completes assignments accurately
2	Student usually completes assignments with accuracy
1	Student inconsistently completes assignments

5. Teacher Recommendation
   Teacher responds to the statement: *This student will be most successful in an accelerated language arts class*

   Scale
   1 – I disagree with a change in the student's placement
   2 – I somewhat agree with a change in the student's placement
   3 – I strongly agree with accelerated placement for the student

Students must meet 4 out of the 5 criteria above.

Confirming evidence: To be used to identify students who may be border line:
Spring 2009 CMT performance with a range score of 300 – 400 in Total Reading and Writing assessments (score point 10 in Direct Assessment of Writing) (pending receipt of scores).