



Hinsdale Central High School

English Course Placement Class of 2025

Welcome to Hinsdale Central High School! We look forward to partnering with parents in developing students' literacy skills over our four years together. We place students in English classes because we believe that students learn best when they are appropriately challenged and feel confident and comfortable in being an active class member. We provide multiple pathways to post-secondary education, and, for those students working below grade level, with supported settings focused in order to accelerate literacy development. We are committed to expanding opportunities for students while ensuring students are not academically overwhelmed. We revisit placements at least annually to be sure that students are taking courses at the highest level where they can be successful and healthy.

This year, students are placed in English courses based on a number of criteria, including: MAP reading scores from the fall of 2020, current placement, first semester grades, and 8th grade teacher recommendations.

We invite all parents to reach out to the English Department Chair, David Lange, to discuss which course will be the best fit based on the student's strengths and skills. He can be reached at dlange@hinsdale86.org or 630-570-8350.

Important Dates

October 21	Registration Gateway link sent to all Grade 8 families
November 4	Registration Gateway deadline
December 9	Placements emailed to families*
December 9-18	Students/Parents review placements and contact HC DCs w/questions
January 4-12	Students/Parents review placements and contact HC DCs w/questions
January 12	Grade 8 students start high school counseling placement appointments

* so long as they have completed the Registration Gateway

Finding the Perfect Fit

The initial placement is based on the criteria listed above. But sometimes these criteria don't tell the whole story. Parents should also consider student interest in advanced studies in English Language Arts, the overall academic load considered for freshman year, feedback from the current English Language Arts teacher, current classroom placement and performance, writing

skills and interests, standardized test score history, and current student academic behaviors. The English Department Chair would be glad to help parents weigh these considerations.

Here are some considerations for students and parents weighing English 1 and English 1 Honors.

3 Characteristics shared among most successful English 1 Honors students

1. Expressed Interest in reading for pleasure; interest in discussing literature
2. Organization
3. Persistence and resilience after receiving a lower-than-expected grade
4. Self-advocacy and independence

3 Differences between English 1 Honors and English 1

1. Significantly fewer scaffolded steps in the learning process in English 1 Honors
2. Projects/assignments have fewer checkpoints
3. In English 1 Honors there is an expectation that a student can look at a model of excellent work and understand steps to take to improve his or her own writing
4. Students in English 1 Honors can balance short-term and long-term project; for instance, they are able to read and take notes on a novel that's due in two weeks with no check-ins while also completing short term assignments and homework

After considering these factors, you are encouraged to contact Mr. Lange if you need more information or just if you need help in deciding which course you feel is appropriate.

Next Steps

After reviewing the above information, contact Mr. Lange with additional questions.