

Who Should Take Transitional English?

Guidance for administrators, teachers, & counselors

Who should take transitional English?

Transitional English is a good fit for most high school seniors who are not enrolled in an early college literacy course (AP, IB, dual credit). The class is designed to accelerate learning with the goal of providing students the requisite skills for “day one” success in college-level courses and/or career reading and writing demands. Transitional English:

- improves students’ postsecondary persistence and attainment by building on students’ experiential and academic knowledge to develop skills in reading, critical thinking and analysis, and writing that will enhance their success in college-level courses across majors and career pathways.
- draws on students’ interests and provides choice to help prepare students for college and/or career readiness.
- focuses on growth over the entire course through scaffolding, gradual increase of depth and rigor, and the opportunity to receive feedback, reflect, and revise work multiple times.

Students should be advised to enroll in this course if they plan to enroll in a certificate or degree track that includes a college composition course, if they plan to enter an apprenticeship program, or if they enter the workforce directly.

Are there specific scores or grades students should have to take transitional English?

The goal for the transitional English class is for each student to graduate college and career ready in reading, writing, and critical thinking and analysis. Transitional English is an appropriate class for those students striving for this readiness and are not enrolled in an early college literacy course (AP, IB, dual credit). High schools may consider multiple measures via the Statewide Placement Framework – GPA, SAT EBRW, ACT English – as well as the student’s demonstration of reading, writing, critical thinking and analysis skills in prior English classes and cross-disciplinary courses.

What are the benefits of a transitional English course?

- Save time & money – placement* into college-level coursework that has college reading and writing readiness as a prerequisite.
- Students build on their experiential and academic knowledge by integrating reading, critical thinking and analysis, writing, and student and career-related skills in order to enhance students’ success in future college-level courses and career pathways.
- Real world applications and engagement with complex informational texts help students identify their place within groups, communities, and the world, promote self-discovery, and uncover paths for the future.
- Upon successful completion of transitional English, students have valid portability (placement into credit-bearing English at the postsecondary level) for up to three years after graduation.
- Transitional English promotes equity & access for *all* students to postsecondary and workforce opportunities.

**Placement at all Illinois community colleges and participating four-year colleges and universities.*

Examples of transitional English students

Student A...

- has an IEP and has been enrolled in co-taught English for the last 3 years.
- plans to continue their education at the collegiate level.
- requires additional explanation and graphic organizers to start work but is capable of completing the required work without modifications to the assessments.
- requires additional time but is self-aware and able to self-advocate for the support she needs.

Please Note: Accommodations may be provided to support student access to the course. For example, some students may receive additional opportunities to rewrite, receive extended time, or be allowed to use graphic organizers and sentence stems. However, the rigor or rubric for the unit level assessment should generally not be changed. In general, tests may not be selected or administered in a way that tests the disability rather than the achievement or aptitude of the individual. In addition, federal law requires changes to the testing conditions that are necessary to allow a student with a disability to participate as long as the changes do not fundamentally alter the examination or create undue financial or administrative burdens.

Student B...

- is a general education student.
- wants to go to college but doesn't feel comfortable with writing and critical thinking skills.
- could use the extra support and practice provided from this class.

Student C...

- is a general education student.
- plans to work at their family business upon high school graduation and eventually run the business.
- identifies reading comprehension as a struggle.
- wants a course that will prepare them to run a business versus college work.

Transitional English prepares students for the workforce by developing essential transferable skills through opportunities for group work, organizational skills, writing, critical thinking, and analysis of non-fiction texts. The course allows for student choice and attention to their interests.

Student D...

- is a general education student.
- is uncertain of plans upon graduation.
- wants a class that is interesting and will be useful in life.

Please note: Portability for transitional English is valid for up to three years after high school graduation.

The course allows for student choice and attention to their interests. Transitional English prepares students for public citizenship, the workforce, and college by developing essential transferable skills through opportunities for group work, organizational skills, critical thinking, and analysis of non-fiction reading.

Student E...

- is a multi-lingual general education student.
- plans to attend college.
- self-identifies confidence issues with reading comprehension and sharing writing with others.
- requires reassessment opportunities and extra time for reading and writing tasks, but understands the additional effort required.

Please Note: Accommodations may be provided to support student access to the course. For example, some students may receive additional opportunities to rewrite, receive extended time, or be allowed to use graphic organizers and sentence stems. However, the rigor or rubric for the unit level assessment should generally not be changed. In general, tests may not be selected or administered in a way that tests the disability rather than the achievement or aptitude of the individual. In addition, federal law requires changes

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Transitional English and Pathway Endorsements

“The vision of the College and Career Pathway Endorsements is of quality for individual students rather than quantity for schools or districts. In achieving this goal, College and Career Pathway Endorsements should raise the quality, relevance, and authenticity of instruction for all students and increase the opportunities for all students to learn and become proficient with the Essential Skills.” — Illinois State Board of Education

The Illinois College and Career Pathway Endorsement (CCPE) program is designed to better prepare high school students for college and future careers. Students will find that the career they have chosen falls under one of the following seven pathways: Agriculture, Food & Natural Resources, Health Sciences & Technology, Finance & Business Services, Arts & Communications, Information Technology, Human & Public Services, Manufacturing, Engineering, Technology & Trades.

An individualized pathway plan for a CCPE in that field will be created for the student with the assistance of a school academic counselor. By successfully completing the pathway program, students will earn an endorsement that will appear on their high school transcript. The CCPE will demonstrate to prospective colleges and employers the student’s academic success, career-focused coursework, and experience in a chosen career path.

College and Career Pathway Endorsements are part of the PWR Act signed into Illinois law in 2016.



College and Career Pathway Endorsement Framework



INDIVIDUAL PLAN

Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understanding of career goals, financial aid, resume, and personal statement.

PROFESSIONAL LEARNING

Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in their workplace

9th	10th	11th	12th
At least 2 career exploration activities or 1 intensive experience		60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment	
At least 2 team-based challenges with adult mentoring			

↑
Through these experiences, a student gains essential employability and technical competencies in their identified sector.
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CAREER-FOCUSED INSTRUCTIONAL SEQUENCE

Two years of secondary coursework, or equivalent competencies, that articulate to a postsecondary credential with labor market value. Must include at least 6 hours of early college credit.

9th	10th	11th	12th
Orientation / Introduction		Skill Development	
			Capstone / Advanced Courses

ACADEMIC READINESS

Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college

To earn a CCPE, students must prove they are college-ready in English and math. There are several ways a student can demonstrate this competency:

- A grade of “C” or higher in transitional English and transitional math classes.
- The grade point average required by the local community college.
- The required ACT or SAT scores in English and math .
- The required scores on English and math college placement tests.

[Learn more about the CCPE.](#)

Transitional ELA and College & Career Readiness Indicators

A school’s annual summative designation describes how well an individual school is meeting the needs of all its students. The designations recognize schools with strong overall performance across a range of academic and student success indicators. Schools with the greatest need receive the most support. The system was amended in 2022, but the indicators and weights did not change.

The College and Career Ready Indicator (CCRI) should serve as one part of a comprehensive approach to identifying next steps for a student in terms of identifying interests and experiences upon which a student can build.

CCRI is composed of multiple points of data. Many data points are currently collected, while others will require additional collection efforts by districts.

Transitional math and English are academic indicators that serve as data points in the CCRI calculation. Additional academic indicators include AP exams, AP courses, IB exams, IB courses, dual credit courses, Algebra 2, ACT scores (English 18 and Reading 22; Math 22 plus math course in senior year), and SAT scores (Evidence Based Reading and Writing 540; Math 540 plus math course in senior year).

- Distinguished Scholar
 - Cumulative GPA: 3.75 or based on the 4.0 scale
 - 95% attendance junior and senior year (average of the two years must be 95% or better)
 - ACT Composite Score: 30 or SAT Composite Score: 1400
 - At least one academic indicator in each English language arts (ELA) and mathematics during or before high school junior or senior year unless otherwise specified
 - Three career ready indicators during or before high school junior or senior year unless otherwise specified
- College and Career Scholar
 - Cumulative GPA: 2.8 or higher based on the 4.0 scale
 - 95% attendance in high school junior and senior year (average of the two years must be 95% or better)
 - EITHER (A) College and Career Pathway Endorsement under the Postsecondary and Workforce Readiness Act; OR (B) All of the following:
 - One academic indicator in each of ELA and math during or before high school junior or senior year unless otherwise specified
 - Identify a career area of interest by the end of the sophomore year
 - Three career ready indicators during or before high school junior or senior year unless otherwise specified