

1: Grading for ELs Opinionnaire Activity

At the start of the session, read the statements below and check the appropriate box in the first column to indicate whether you agree or disagree with the statement.

When you've completed the session, review the statements and check whether you agree or disagree in the column to the right. Have your ideas changed?

Start of Session		Statements	End of Session	
Agree	Disagree		Agree	Disagree
<input type="checkbox"/>	<input type="checkbox"/>	1. Most of the work completed in a course should be included in calculating an EL's grade.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	2. ELs should not receive zeros for missing work.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	3. Participation and effort should be included in an EL's grade.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	4. Grades motivate students, including ELs.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	5. Grading is essential for ELs' learning.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	6. Grading ELs should not be subjective.	<input type="checkbox"/>	<input type="checkbox"/>











Adapted from F Feldman, J. (2014, November 12). Grading Standards Can Elevate Teaching. *Education Week*, 34(12), 22.



2: 5 Pillars of Equitable Grading for English Learners Checklist

Directions:















Reflect on the steps of each pillar and select Yes, Somewhat, or No. In the final column to the right, note your thoughts including which areas you feel are the most critical in your context.

 Do I/we...	Yes 	Somewhat	No 	Notes
Pillar 1: Define the content and language standard(s)				
 Develop content and language learning objectives for ELs based on standards				
 Share content and language learning objectives with ELs				
 Identify success criteria for ELs				
 Share models of strong work with ELs				
Pillar 2: Incorporate scaffolding to support ELs in achieving the standards				
 Use scaffolded materials, instruction, and strategic grouping to remove barriers for ELs				
 Select scaffolds based on individual EL strengths and needs				
 Set expectations for gradual removal of scaffolding, as appropriate				

Staehr Fenner, Kester, & Snyder (2018). Adapted from Jung & Guskey, 2010; McTighe & O'Connor, 2005; O'Connor, 2012; Tomlinson, Moon, & Imbeau, 2015; Wormeli, 2006

2: 5 Pillars of Equitable Grading for English Learners Checklist



 Do I/we...	Yes 	Somewhat	No 	Notes
Pillar 3: Support ELs' progress toward mastery				
 Provide ELs sufficient time and opportunities for learning				
 Focus on ELs' achievement				
 Support ELs' late work				
 Use homework as non-graded practice				
Pillar 4: Assess ELs' progress equitably				
 Assess for mastery				
 Scaffold assessments for ELs based on individual EL strengths and needs				
 Assign individual scores				
 Provide separate scores by progress, process, and performance				
Pillar 5: Involve ELs, families, & colleagues				
 Explain grade level expectations, the process and the report card clearly				
 Involve ELs and families in the entire process				
 Co-grade (ESOL and content teachers) to ensure objectivity and understanding				

Staeher Fenner, Kester, & Snyder (2018). Adapted from Jung & Guskey, 2010; McTighe & O'Connor, 2005; O'Connor, 2012; Tomlinson, Moon, & Imbeau, 2015; Wormeli, 2006

3: Case Studies

Directions: Please select one of the following three case studies to read and discuss in small groups.

Elementary

An ESOL teacher at a rural elementary school with a small number of ESOL students is concerned about how ELs are graded at her school. Students' grades are based almost entirely on their performance on assessments that are provided as part of the school's purchased curriculum. For example, students' language arts grades are based on their performance on spelling, grammar, and reading comprehension tests that accompany the language arts curriculum. The tests are not scaffolded for ELs. As a result, many of the ELs in the school are receiving very poor grades. The ESOL teacher has tried to advocate for scaffolded assessments for ELs, but some teachers argue that that would be unfair to the other students who also struggle with the end-of-unit assessments.

Middle School

An urban middle school has a small but growing number of EL newcomers. These students receive separate daily language instruction for English language arts, but they are integrated into classes with non-ELs for such subjects as math, science, and social studies. The content teachers are frustrated because they don't know how to assess and grade these students' understanding of content. In an effort to try to decrease the frustration on the part of the teachers and to prevent these ELs from failing, the administration has implemented a policy that no EL at an ELP level 1 or 2 can receive below 75% in any course. Both ESOL teachers and content teachers have concerns about this new policy.

High School

At a suburban high school with a recent influx of ELs, some families of ELs are complaining that their children are not allowed to take the college-preparatory or advanced placement classes that their children need in order to be admitted to college. Instead, many ELs are enrolled in general or remedial classes. The school has a policy that in order to take higher level classes, students must have a certain grade point average and score at a certain level on state content assessments. The ESOL teachers and the families believe that this policy puts many ELs at a disadvantage because often both their classroom grades and their test scores are impacted by their level of language acquisition.

4: EL Grading Advocacy Action Plan

<p>The EL grading pillar(s) you will focus on:</p> <p><input type="checkbox"/> 1. Define the content and language standards(s)</p> <p><input type="checkbox"/> 2. Incorporate scaffolding to support ELs in achieving standards</p> <p><input type="checkbox"/> 3. Support ELs' progress toward mastery</p> <p><input type="checkbox"/> 4. Assess ELs' progress equitably</p> <p><input type="checkbox"/> 5. Involve ELs, families, and colleagues</p> <p><input type="checkbox"/> Other focus:</p> <hr/>	<p>Explain your EL grading advocacy issue here:</p>
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4: EL Grading Advocacy Action Plan



Steps	Advocacy Actions	Support Needed or Other Considerations
Step 1 Timeline:		
Step 2 Timeline:		
Step 3 Timeline:		