



Multilingual Learners and World Languages Department

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Guidelines for Grading English Learners

In accordance with Title III section of ESSA, English Learners (ELs) will attain English proficiency, reach high levels of academic attainment, and meet the same statewide academic standards as non-ESL students. All English Learners are entitled to equal access to the core curriculum, and **the curriculum must be made comprehensible to ELs**. The following information provides guidelines for grading EL students:

GOAL: To Make Learning Comprehensible for all English Learners

- English Learners must be provided consistently with strategies, **accommodations, differentiation** to curriculum, instruction and assessments in all subject areas **at his/her level of English language proficiency**
- ELs **should not** receive failing grades due to their limited English proficiency levels and/or if curriculum and instruction has not been **differentiated** and assessments have not been **accommodated** appropriately to meet students' language needs or if documentation is not available. See Retention Guidelines for ELs.

Documentation should show an **under-performance on 1) differentiated** instruction (for example; not completing **differentiated** assignments/homework, not turning in **differentiated** work); 2) no progress on **differentiated** assignments.

- ELs who receive instructional accommodations and differentiated instruction may earn the same grade as mainstream students who do not receive accommodations.
- **Written** comments should be provided to explain that the grades received reflect his or her academic performance after having been provided accommodations, differentiation, or alternative assignments.
- English Learners may not be penalized for missing work in the general education classroom for time that they are pulled out for ESL support services.
- Grades for classes where the ESL teacher provides services should be determined **collaboratively** by the ESL teacher and the general education teacher
- English Learners will receive the same report card that is used in general education. The "Comments" sections should indicate that students are working below district benchmarks, but are making progress.

Resources that can be used to help make learning comprehensible for all ELs:

- ESL Teacher
- Blue EL Student Profile Folder
- Second Language Acquisition Chart
<http://www.colorincolorado.org/article/language-acquisition-overview>
- LAS Links Placement Test Score
- Las Links Proficiency Descriptors
- Connecticut English Language Proficiency Standards
https://portal.ct.gov/-/media/SDE/English-Learners/CELP_Standards.pdf?la=en
- LAS Links Student Proficiency Report
- SIOP Strategies
<https://files.acrobat.com/a/preview/c56e309a-4c0b-432f-a618-65fd7433b0b5>
- SRBI Interventionist
- Special Education Teacher
- Conferences with Support Staff

Retention Guidelines

Retention of EL students shall not be based solely upon their level of English Language proficiency (Section 1, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols). Prior to considering retention of an EL student, the following points should be addressed in consultation with the ESL staff:

- ☐ Have you analyzed the data on the annual English Language Assessment (Las Links)?
- ☐ Does the data demonstrate progress in acquiring English proficiency in Speaking, Listening, Reading, and Writing?
- ☐ Has the student been receiving ESL/Bilingual instruction?
- ☐ Has the student received intervention services or supports?
- ☐ Were content area classroom modifications made in the areas of:
 - Teacher lesson delivery
 - Assignments
 - Homework
 - Formal assessments (quizzes and tests)
- ☐ Has an alternative grading strategy been implemented, such as:
 - Portfolios
 - Contracts
 - Rubrics
 - Oral assessments
 - Observation checklist
 - Pictorial assessments
- ☐ Is there evidence of the modifications and or accommodations?

If any of the above have not been addressed, retention may not be appropriate. Retention policies, especially for EL students, should not be based on one specific piece of data alone or any sole criteria. Also, the Connecticut Office of Civil Rights guidelines recommend the following:

“If a student is at grade-level in their native language, then retention is inappropriate.”

**Retention of EL students will not facilitate English Language Acquisition.
The process of language acquisition should occur at all grade levels.**