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| **Grade Level** | **Kindergarten** | **Grades 1- 5** | **Grades 6-12** |
| Students at WIDA proficiency levels 1.0 (entering) – 3.5 (developing)\* | In the process of acquiring basic English language; should generally not be included in the school’s MTSS process.Grade must realistically reflect their academic achievement and be consistent with the ELL’s English language proficiency level.Use the same letter grades as non-ELL student.**A student is given a passing grade (DP or MP)** if he or she performs the following tasks: o is prepared for class with needed materials o tries all the work assigned to him or her uses reference materials (math dictionary, picture dictionary, vocabulary sheets, word walls, and/or bilingual dictionary) attempts as much of an assignment as he or she can completes portions of modified work is attentive during instruction/ group work copies notes when necessary communicates needs and feelings verbally or non-verbally • **A student is given a failing grade (BP)** if he or she generally does not perform the above tasks. The following statement will automatically added to the report card: **Receiving instruction in English using ESOL strategies.** | In the process of acquiring basic English language; should generally not be included in the school’s MTSS process.Grade must realistically reflect their academic achievement and be consistent with the ELL’s English language proficiency level.Use the same letter grades as non-ELL student.**A student is given a passing grade (C or higher)** if he or she performs the following tasks: o is prepared for class with needed materials o tries all the work assigned to him or her uses reference materials (math dictionary, picture dictionary, vocabulary sheets, word walls, and/or bilingual dictionary) attempts as much of an assignment as he or she can completes portions of modified work is attentive during instruction/ group work copies notes when necessary communicates needs and feelings verbally or non-verbally • **A student is given a grade (D or F)** if he or she generally does not perform the above tasks. Grades of **F** should not be below **59**.The following statement will automatically added to the report card: **Receiving instruction in English using ESOL strategies.** | In the process of acquiring basic English language; should generally not be included in the school’s MTSS process.Grade must realistically reflect their academic achievement and be consistent with the ELL’s English language proficiency level.Use the same letter grades as non-ELL student.**A student is given a passing grade (C or higher)** if he or she performs the following tasks: o is prepared for class with needed materials o tries all the work assigned to him or her uses reference materials (math dictionary, picture dictionary, vocabulary sheets, word walls, and/or bilingual dictionary) attempts as much of an assignment as he or she can completes portions of modified work is attentive during instruction/ group work copies notes when necessary communicates needs and feelings verbally or non-verbally • **A student is given a grade (D or F)** if he or she generally does not perform the above tasks. Grades of **F** should not be below **59**.The following statement will automatically added to the report card: **Receiving instruction in English using ESOL strategies.** |
| Students at WIDA proficiency levels 2.0 (beginning) – 5.5(bridging) \* | Uses the same letter grades as non-ELL student.**A student is given standard grades for modified work.** Examples of modified work include, but are not limited to the following: o Assessments read aloud, extended time, language modifications, word banks, reducing problems or steps because of linguistic complexity, drawing pictures, completing graphic organizers, etc. (modifications should be a collaboration between the ESL and subject-area teacher). o See grade level appropriate “Can Do Descriptors” in the student ELL Plan to determine what you should and should not expect from students as a result of their proficiency. • Individual grades can be added for class participation, note taking, and use of references to better reflect classroom effort in a student’s final grade. The following statement will automatically added to the report card: **Receiving instruction in English using ESOL strategies.** | Uses the same letter grades as non-ELL student.**A student is given standard grades for modified work.** Examples of modified work include, but are not limited to the following: o Assessments read aloud, extended time, language modifications, word banks, reducing problems or steps because of linguistic complexity, drawing pictures, completing graphic organizers, etc. (modifications should be a collaboration between the ESL and subject-area teacher). o See grade level appropriate “Can Do Descriptors” in the student ELL Plan to determine what you should and should not expect from students as a result of their proficiency. • Individual grades can be added for class participation, note taking, and use of references to better reflect classroom effort in a student’s final grade. The following statement will automatically added to the report card: **Receiving instruction in English using ESOL strategies.** | Uses the same letter grades as non-ELL student.**A student is given standard grades for modified work.** Examples of modified work include, but are not limited to the following: o Assessments read aloud, extended time, language modifications, word banks, reducing problems or steps because of linguistic complexity, drawing pictures, completing graphic organizers, etc. (modifications should be a collaboration between the ESL and subject-area teacher). o See grade level appropriate “Can Do Descriptors” in the student ELL Plan to determine what you should and should not expect from students as a result of their proficiency. • Individual grades can be added for class participation, note taking, and use of references to better reflect classroom effort in a student’s final grade. The following statement will automatically added to the report card: **Receiving instruction in English using ESOL strategies.** |
| Special Subject Areas |  | Use the same grading symbols used for non-ELL student | Use the same grading symbols used for non-ELL student |

\*If a student falls within two of the categories, a teacher can use his or her judgment to decide which category best fits that student’s needs.

**Considerations for instruction and assessment:**

* Grades should not penalize ELLS for not being proficient in English.
* Grades should be consistent with English language proficiency levels, progress in acquiring English language skills, and progress towards completion of the district’s student progression plan.
* The *Florida META Consent Decree* requires teachers to provide ELLs comprehensible content instruction using ESOL strategies and modifications to curriculum, instruction, and assessment that are appropriate to their English proficiency levels. ELLs must not be given a grade of zero or a failing grade in class work, homework assignments, projects, tests, or other assignments, if curriculum, instructional strategies, instructional materials, and assessments have not been modified to meet their language and academic needs.
* Multiple measures for documenting ELLs’ progress may include a mix of modified traditional assessment measures and authentic assessments. The focus should be on assessing ELLs’ growth over time, rather than comparing ELLs with native-English-speaking students. Please refer to each individual student’s English Language Learner Plan (ELL Plan) for more information about his/her level of learning.