

Santa Rosa County District Schools
English for Speakers of Other Languages (ESOL) Student Grading Guidelines
Grades K-12

Students at all WIDA proficiency levels	<p>Classroom Assignment and Assessment Accommodations</p> <p>All ELLs may receive extended time to complete assignments and assessments, use the English to Heritage Language translation dictionary, and complete assignments/assessments in a flexible setting. Bilingual paraprofessionals or teachers may assist with translation for core subject assignments and assessments when feasible. ELLs may use electronic devices to translate assignments and classroom assessments. (Note: Electronic devices are not allowed on <i>state</i> assessments.)</p>
Students at WIDA proficiency levels 1.0 – 3.5* See grade level "Can Do Descriptors" on the student ELL Plan to determine what you should and should not expect from students as a result of their proficiency.	<p>Students at this level should be given Alternative Assessments which allow the ELLs to demonstrate their knowledge in a completely different format. At this stage the student is generally only graded on content, and not on spelling, grammar, or stylistics.</p> <p>Examples of Alternative Assessments include but are not limited to</p> <ul style="list-style-type: none"> • Label a picture or diagram • Draw a picture that demonstrates a key idea. • Explain an idea orally not evaluating the limitations in grammar and pronunciation of content vocabulary. Allow explanation in their native language if feasible. • Answer a few questions orally (yes-no questions.) • Draw lines between vocabulary terms and pictures. • Allow students to submit a project in lieu of an in-class test. The project might take a week or more for the student to complete. • Complete a graphic organizer. • Sequence pictures to demonstrate understanding of story or process. • Demonstrations. <p>(Oral test questions may need to be administered one on one.)</p>
Students at WIDA proficiency levels 2.0 – 5.5* See grade level "Can Do Descriptors" on the student ELL Plan to determine what you should and should not expect from students as a result of their proficiency.	<p>Students at this level should be given Modified Assessments which evaluate only the essential ideas and core vocabulary that they were required to learn.</p> <p>Examples of Modified Assessments include but are not limited to</p> <ul style="list-style-type: none"> • Eliminate non-essential text. • Limit vocabulary and spelling lists to 5 words or less and build up. • Require students to complete only certain portions of the test. • Provide multiple choice answers for questions that would normally require students to create an answer. • Color code the passage and the questions. • Allow use of word banks. • Provide sentence stems for written responses. • Use simplified English. • Incorporate supplementary icons and pictures. • Reduce the number of multiple choice answers.
*	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.

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- Classroom teachers must provide ELLs with comprehensible content instruction that is equal and comparable in amount, scope, sequence and quality to that provided to non-ELLs. “Watering down” or modifying the **standards** is not an option.
- Care must be taken to reduce the language demands of instruction and assessment according to each student’s level of language acquisition, without compromising the content of instruction.
- Grades must realistically reflect the ELL student’s academic achievement and should not penalize the student for not yet being proficient in English.
- An ELL student’s grade should reflect daily instructional accommodations and modifications, as well as, testing accommodations and modifications.
- Teachers must document in their lesson plans, the ESOL strategies, accommodations, and modifications to instruction and assessment that is used with each ELL. (See Strategies Checklist.)
- Accommodations, alternative assessments/assignments, and modified assessments/assignments must be used according to the ELLs English language proficiency level.
- The same letter grades used with non-ELLs are used with ELLs. (In SMART, you can make note that the grade was based on ESOL accommodations and modifications.)
- The following statement will be automatically added to the report card: **Receiving instruction in English using ESOL strategies, accommodations, and modifications.**
- 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 needs.
- ELLs should only receive a failing grade if the contributing factor for failure is unrelated to English language acquisition. Examples include, but are not limited to, poor attendance, unwillingness to try, or incomplete modified work. It is illegal to give failing grades or to retain an ELL if the student’s lack of mastery is due to limited English proficiency.
- When an ELL is not completing or turning in work, or when poor progress is being made, classroom teachers **MUST** notify the ESOL Resource Teacher as soon as possible and provide copies of modified work and assessments. The ESOL Resource Teacher can assist in making the assignments and assessments more accessible to the student.