



Grading for MLs 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.

Categories of Scaffolds and Examples

Categories of Scaffolds	Examples
Materials and Resources	<ul style="list-style-type: none">  Graphic organizers  English and/or bilingual glossaries  English and/or bilingual dictionaries  Home language materials  Sentence frames, sentence stems, and paragraph frames  Visuals  Word banks or word walls
Instruction	<ul style="list-style-type: none">  Preidentified and pretaught vocabulary  Concise instruction of background knowledge  Reduced linguistic load, repetition, paraphrasing, and modeling
Student Grouping	<ul style="list-style-type: none">  Structured pair work  Structured small-group work  Teacher-led small-group work











Staehr Fenner & Snyder, 2017, p. 61.

















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				



 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				