



### 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.

## Categories of Scaffolds and Examples

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

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
<b>Pillar 1: Define the content and language standard(s)</b>				
 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				
<b>Pillar 2: Incorporate scaffolding to support ELs in achieving the standards</b>				
 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
<b>Pillar 3: Support ELs' progress toward mastery</b>				
 Provide ELs sufficient time and opportunities for learning				
 Focus on ELs' achievement				
 Support ELs' late work				
 Use homework as non-graded practice				
<b>Pillar 4: Assess ELs' progress equitably</b>				
 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				
<b>Pillar 5: Involve ELs, families, &amp; colleagues</b>				
 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				