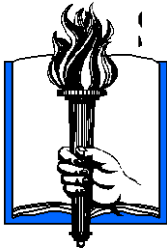


**MURFREESBORO CITY SCHOOLS  
ADMINISTRATIVE DIRECTIVES**



<b>Descriptor Term:</b>  Grading Guidelines for ESL Students	<b>Descriptor No:</b>  AD IS5	<b>Effective Date:</b>  1/15
<b>Reviewed/Revised:</b> 9/18		

1 These guidelines were designed using the vision of MCS, Title VI of the Civil Rights Act of  
2 1965, Equal Educational Opportunities Act of 1974, and Title III of NCLB Act of 2001.

3 **OVERVIEW**

4 MCS uses the pullout service model for delivering ESL instruction to students who met the  
5 requirements to qualify for services based on the WIDA or the ELDA (if previously enrolled in a  
6 Tennessee school district).

7 This model requires a team of individuals consisting of, but not limited to, the ESL teacher, the  
8 homeroom teacher, the administrators, the outreach coordinators, and other academic and  
9 instructional professionals as needed to ensure the needs of the students are being adequately  
10 met.

11 The goal of the ESL program in MCS:

- 12 ➤ Increase both academic and linguistic abilities of students so they are set up for success in  
13 their future academic careers
- 14 ➤ Ensure English Language Proficiency is not the reason for grade level retention
- 15 ➤ Provide support, interventions, accommodations, and modifications for both students and  
16 homeroom teachers to ensure academic and linguistic progress in the regular classroom  
17 setting

18

19 Grading ESL students:

- 20 ○ Teachers will implement appropriate accommodations (using attached  
21 recommendations to modify instructions and/or assignments for ESL students as  
22 appropriate)
- 23 ○ Grades of ESL students will reflect these daily accommodations or alternatives in  
24 classwork, homework, and assessments
- 25 ○ Classroom teacher will share with ESL teacher the modifications being used and  
26 document them for record keeping and data collection on students for future  
27 recommendations
- 28 ○ ESL students cannot be penalized for work missed in the general education  
29 classroom when pulled for ESL work. Modifications should be documented in

- 30 the comments section of report card to explain that grades are based on  
31 instructional modifications/accommodations and conveyed to parents
- 32 ○ ESL students should not receive failing grades on report cards if lessons are  
33 sufficiently modified. If ESL students are still failing after classroom  
34 modifications and routine ESL pullout, homeroom teacher will meet with ESL  
35 teacher with documentation and data of current modifications/accommodations to  
36 review and/or create additional modifications and interventions.
  - 37 ○ Final grade for grading period or semester should not be altered, but lessons,  
38 homework, assessments, and classwork should be modified to allow for success  
39 as well as linguistic growth. If these are modified appropriately for ESL students,  
40 final grade should reflect actual progress. If students are receiving a failing final  
41 grade, then modifications need to be adjusted and documented.

42  
43 Modifications/Accommodations

44 \*\*\*These ideas are for homework, classwork, in-class assessments, etc. All state and/or district  
45 assessments will follow the specified guidelines for testing accommodations; Please see ESL  
46 teacher and/or testing manual for the accommodations for EACH test.

- 47
- 48 ■ Alternative assessments to assess various knowledge: i.e. verbal questions/answers,  
49 transcribed answers, multiple choice answers, read aloud instructions and choices
- 50 ■ Abbreviated assignments
- 51 ■ Shortened reading passages or alternative texts on same concept
- 52 ■ Partner reading or books on tape
- 53 ■ Abbreviated spelling word lists
- 54 ■ Multiple choice answers should be limited and ambiguous answers omitted
- 55 ■ Ensure that assessments and assignments are relevant to the topic with limited questions  
56 that will demonstrate knowledge and understanding
- 57 ■ Accommodations are fluid and flexible and should be varied to best meet the needs of  
58 each ESL student
- 59 ■ It is recommended that students who are reading on grade level not have assignments  
60 read to them, but teacher judgment is the best option
- 61 ■ Instructions, questions and answer choices read aloud
- 62 ■ Homework should be a review of something with which students are already familiar
- 63 ■ Extra time allotted for testing and in-class assignments
- 64 ■ Simplified vocabulary, not simplified content
- 65 ■ Open book assessments
- 66 ■ Credit for oral participation and answers
- 67 ■ Seat students directly in front of teachers to ensure visual clues are seen
- 68 ■ Use picture and/or alternate visual clues as often as possible
- 69 ■ Well organized and routine activities with repetitive tasks with which students can  
70 become familiar

71  
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