Grading Guidelines:

* We suggest that teachers of newcomers use “sympathetic/progress/effort” grading. A student can and should be graded on their progress. As a simple example, if, this week, Ahmed can write “puppy play” and next week, he writes “The puppy play outside,” this is progress and can be graded as such.
* Since EL students receive direct instruction in English as a Second Language, as well as modification and accommodations in the mainstream classroom, they cannot master the same amount of content during a given grading period as mainstream students. Therefore, grading should reflect this fact.
* Differentiated Grading - EL Grading:
	+ Sympathetic grading is a useful concept to understand the special considerations that should be afforded to EL students in terms of grading and assessment. It means that students are given credit for demonstrating understanding even if their ability to express their understanding in clear and accurate English is limited. It means the students are not graded on grammar and spelling mistakes (unless these are an integral and a clearly stated part of the assignment). In addition, it means that students have the chance to give an oral explanation of answers that they were not able to write down clearly. It also means they may be allowed longer time frames to do their assignments or given the chance to redo homework or retake tests. For beginning students, this treatment could include the right to provide some of the work in their own language.
* Appropriate adjustments within the regular classroom for ELs in Levels 1-4:
	+ Students’ understanding will be evaluated even if their ability to express their understanding in clear and accurate English is limited.
	+ Students are not graded down for grammar and spelling (unless they are an integral and clearly stated part of the assignment).
	+ Teachers will make modifications that enable the EL students to grasp content concepts. Teachers have the freedom to change your curriculum/resources to meet beginning ELs where they are. In other words, modify your assignments so that your ELs can be successful in your class, even if this means they are doing work that is wildly different than the rest of your class.
	+ Students’ homework assignments should likely be modified and reduced as deemed appropriate by the teacher in consultation with the ESL teacher.
	+ Students may have tests read orally and be allowed to redo work if necessary.
* ALD descriptors:
	+ Click here to see what your ELL is able to do according to his/her grade and level of proficiency. This [document](https://oh-oelpa.portal.cambiumast.com/-/media/project/client-portals/ohio-oelpa/pdf/manuals/2021-oelpa-understanding-results-manual.pdf) is lengthy, but the pages you will want are pages 16-22.