



## EL Grading and Retention Guidelines

In content area classes, teachers should scaffold instruction and assessments to make the curriculum accessible to EL (English Learner) students.

### 1. Retention and Grading

ELs should not be retained solely due to a lack of English proficiency ( *1964 Title VI of the Civil Rights Act; Lau v. Nichols, 1974* ).

To comply with these guidelines:

- Teachers must be familiar with the “ELPA 21 Proficiency Level Descriptors” to ensure expectations are appropriate based on students’ English proficiency levels.
- ELs should receive scaffolds and accommodations on all assignments.
- ELs should not receive “D” or “F” grades based solely on their English proficiency.
- “D” or “F” grades should only be assigned if the student fails to perform on scaffolded work (e.g., incomplete or missing adapted assignments).
- Every effort must be made to ensure a lack of performance is not due to language barriers before assigning a failing grade.
- Report card grades should reflect the student's progress on appropriately adapted work.

### 2. Testing and Accommodations

- Testing accommodations must align with the student’s ILP (Individualized Learning Plan).
- Classroom teachers should consult the ILP or contact the ESL teacher for accommodation details.

### 3. Communication and Collaboration

- Open communication between classroom and ESL teachers is required to ensure appropriate expectations and assessments for EL students.
- Each content teacher must adhere to the ILP, which outlines the necessary accommodations and scaffolds for the student.

### 4. Monitoring and Adjusting ILP

- If an EL student is failing, the ILP must be reassessed to confirm its appropriateness. A parent-teacher conference is recommended.
- If the ILP is deemed suitable, the student should enter the support team process to determine if factors beyond language proficiency are affecting performance.

### 5. Retention Considerations

Retention may only be considered in cases of excessive absences or incorrect initial placement by age.

For retention consideration, the classroom teacher must provide the following to the EL teacher and EL coordinator:

- At least three modified tests completed by the student.
- At least three modified homework assignments.
- Examples of other accommodations (minimum of three).
- Copies of report cards showing failing grades while receiving accommodations.
- Proof of parent notification for when a student began to do poorly in class and possible retention (in the home language, if possible).
- The Retention Packet (Elementary level) and the EL Student Retention Checklist.

For assistance or further questions, please contact your ESL teacher or the district EL Coordinator.



**Send all documents to:**

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