

District:

School:

*The five pillars of Equitably Grading ML/EL students come from research on grading ELs by Diane Staehr Fenner, Jill Kester, and Sydney Snyder (2008). Through this research, it becomes evident that effective instruction is closely connected to equitable grading. This tool should be used to discuss how well your district/school is doing in equitably grading ML/EL students. **These are all statements that indicate best practices for ML/EL students. If you answer “no” to many of these, these are great areas for improvement.***

| Do I/We... | Yes | Somewhat | No |
|---|-----|----------|----|
| Pillar 1: Define the content and language standard(s) | | | |
| 1. Develop content and language learning objectives for ELs based on standards? | | | |
| 2. Share content and language learning objectives with ELs? | | | |
| 3. Identify success criteria for ELs? | | | |
| 4. Share models of strong work with ELs (produced by ELs)? | | | |
| Pillar 2: Incorporate scaffolding to support ELs in achieving the standards | | | |
| 5. Use scaffolded materials, instruction, and strategic grouping to remove barriers for ELs? | | | |
| 6. Select scaffolds based on individual EL strengths and needs? | | | |
| 7. Set expectations for gradual removal of scaffolding as appropriate? | | | |
| Pillar 3: Support ELs' progress toward mastery | | | |
| 8. Provide ELs with sufficient time and opportunities for learning? | | | |
| 9. Focus on ELs' achievements? | | | |
| 10. Support ELs' late work? | | | |
| 11. Use homework as non-graded practice? | | | |
| Pillar 4: Assess ELs' progress equitably | | | |
| 12. Allow ELs to demonstrate mastery of content/language objectives? | | | |
| 13. Scaffold assessments for ELs based on individual EL strengths and needs? | | | |
| 14. Assign individual scores? | | | |
| 15. Provide separate scores by progress, process, and performance? | | | |
| Pillar 5: Involve ELs, families, and colleagues | | | |
| 16. Explain grade level expectations, the process, and the report card clearly (in home languages when possible)? | | | |
| 17. Involve ELs and families in the entire process? | | | |
| 18. Co-grade (content and ESL teachers) to ensure objectivity and understanding? | | | |

[Five Pillars to Equitable Grading:](#)