



# HAMILTON CITY SCHOOL DISTRICT

## Grading Guidelines for English Limited English Students in Grades 2-12

LEP students in grades 2-12 who are operating at Pre-functional, Beginning, or low Intermediate language proficiency levels (based on OELPS Screener or most recent OELPA data in speaking, listening, reading, writing and comprehension) may qualify for a modified grade based on the Hamilton City School District LEP Grading Rubric. Grades for Limited English Proficiency (LEP) students should be consistent with the student's effort, modifications provided in the class, the student's language level. This rubric may be applied to classroom/course assignments, assessments, major projects, semester exams, and final grades.

### Content Grading Rubric for First-Year LEP, Pre-Functional, and Beginning Level English Language Learners

	5	4	3	2	1	0
Effort	Student completes 100% of all modified or adapted assignments	Student completes 90-99% of all modified or adapted assignments	Student completes 80-89% of all modified or adapted assignments	Student completes 70-79% of all modified or adapted assignments	Student completes less than 60-69% of all modified or adapted assignments	Student completes less than 60% of all modified or adapted assignments
Meaningful Participation	Student is attentive and engaged in learning as much as his/her language proficiency allows 100% of the time	Student is attentive and engaged in learning as much as his/her language proficiency allows 90-99% of the time	Student is attentive and engaged in learning as much as his/her language proficiency allows 80-89% of the time	Student is attentive and engaged in learning as much as his/her language proficiency allows 70-79% of the time	Student is attentive and engaged in learning as much as his/her language proficiency allows 60-69% of the time	Student is attentive and engaged in learning as much as his/her language proficiency allows less than 60% of the time
Initiative	Student takes initiative for his/her own learning 100% of the time	Student takes initiative for his/her own learning 90-99% of the time	Student takes initiative for his/her own learning 80-89% of the time	Student takes initiative for his/her own learning 70-79% of the time	Student takes initiative for his/her own learning 60-69% of the time	Student takes initiative for his/her own learning less than 60% of the time
Attendance	Student is in attendance 100% of the time	Student is in attendance 90-99% of the time	Student is in attendance 80-89% of the time	Student is in attendance 70-79% of the time	Student is in attendance 60-69% of the time	Student is in attendance less than 60% of the time
Behavior and Compliance	Student adheres to classroom guidelines and expectations 100% of the time	Student adheres to classroom guidelines and expectations 90-99% of the time	Student adheres to classroom guidelines and expectations 80-89% of the time	Student adheres to classroom guidelines and expectations 70-79% of the time	Student adheres to classroom guidelines and expectations 60-69% of the time	Student adheres to classroom guidelines and expectations less than 60% of the time

## Definitions and Explanations of Rubric Terms

**Effort:** an attempt on student's part to complete the work assigned *NOTE: The student's workload at this level of English proficiency should be modified and or/reduced in accordance with the student's Language Development Plan. See ESL teacher or aide for assistance if needed.*

**Meaningful Participation:** Student stays focused and on task, asks questions (as language proficiency allows), makes attempts to participate in group activities, etc.

**Initiative:** Student takes a proactive role in his/her own learning. (i.e.: looking up words in the dictionary, attempting to translate material for comprehension, asking for additional help or information as language proficiency allows, works with peers to facilitate learning, etc.)

**Attendance:** If a student is being pulled out of class for additional language support, this should not affect their attendance rating.

**Behavior and Compliance:** Follows rules and guidelines. *NOTE: Cultural differences may cause some students to exhibit classroom behaviors commonly mistaken as disobedience (not raising a hand to speak, not making eye contact, interrupting others). If in doubt, please check with the ESL teacher or ESL consultant.*

### Rubric Score to Percentage Chart

5	4	3	2	1	0
100%	90%	80%	70%	60%	50%

#### How to calculate a final grade:

1. Convert each rubric number to a percentage score using the chart above.
2. Find the average of the percentages.
3. Use Hamilton's grading scale to convert the percent average into a letter grade.

#### Example:

Student 1	Rubric Score	Percent Conversion
Effort	5	100%
Meaningful Participation	4	90%
Initiative	3	80%
Attendance	4	90%
Behavior and Compliance	1	60%
<b>Average</b>	<b>N/A</b>	<b>84%</b>

$$100+90+80+90+60=420$$

$$420/5=84$$

84%=B on Hamilton's grading scale

Student 1 would be assigned the grade of **B** for this quarter.

**This grading rubric may be used to supplement or supplant grades in any content area. If used, the student's report card should indicate that instruction and assessments have been modified (example comment – "ELL modified instruction").**