



2023-2024 MSO Grading Multilingual Learners Memo

Teachers of Multilingual Learners (MLs) will follow each school's grading policy with the consideration that traditional procedures of assigning grades to students may not be appropriate for MLs dependent on English proficiency. For MLs to progress, teachers must maintain high expectations for student learning despite an English proficiency level. Therefore, teachers of MLs must accommodate lessons and assignments based on the individual student's English proficiency level and needs. According to state guidelines.

An ML may not be assigned a failing grade in a content area or be retained at grade level based on English language proficiency. The key to appropriate grading of MLs is reasonable accommodations.¹

When grading MLs, assignments and assessments must be adapted to their proficiency level as they work toward academic achievement. Therefore, teachers of MLs must provide students with appropriate accommodations for instruction and assessment based on both the ELD Standards and the ML's English proficiency level (See student's ILAP).

Students in grades nine through twelve must be allowed to earn credits toward graduation.

In addition, students should be given grades on work done with accommodations. Teachers must follow these guidelines:

- MLs must receive accommodations for content work as needed.
- Student grades are based on accommodated work that must be aligned to their English proficiency level.
- **MLs must not be failed based on English language proficiency.**
But, again, teachers of MLs must provide them with appropriate classroom accommodations for instruction and assessment based on both the ELD standards and their English proficiency.

If teachers demonstrate that they have provided all accommodations and other academic supports, such as a multi-tiered system of supports (MTSS) to the student, and the student has not passed with such supports, then the student's grade is valid.

The notation of accommodations on a report card is neither best practice nor necessary.² The type of accommodations a student can use and the circumstances under which the accommodations are used are detailed in the student's IEP and/or ILAP and/or accommodation plans under Section 504 of the Rehabilitation Act of 1973 (Section 504).

¹ <https://ed.sc.gov/policy/federal-education-programs/esea-title-iii-multilingual-learner-and-immigrant-children-and-youth-program/>

² [Multilingual Learners with Disabilities](#)



A report card will not include the same detailed description as an IEP, ILAP, or Section 504 Plan. If the inclusion of the accommodation on the report card is rooted in or results in discrimination, it is not lawful.

All schools should also follow the CCSD grading policy.

CCSD (1) Policy IKA Grading/Assessment Systems

Purpose: To establish the board's vision for grading and assessment of student academic progress.

The superintendent shall establish a report card system that provides parents/legal guardians and students a meaningful process of continuous evaluation for the student's achievement, including information regarding the requirements for promotion and graduation. The superintendent may not permit grading which does not comply with the state uniform grading scale.

Regularly issued report cards, combined with scheduled parent-teacher conferences, serve to promote a process of continuous evaluation of student performance. This process informs students and their parents/legal guardians and provides a basis for bringing about improvements in student performance.

Kindergarten through Grade Two

Student progress in kindergarten is reported on a checklist of kindergarten readiness skills, including mathematics and language development. Student progress in grades one and two is reported on a checklist including South Carolina curriculum standards in core curricular areas related arts, and work habits/social development. Report card formats in kindergarten, grade one, and grade two must be approved by the board.

Statewide Uniform Grading Scale

This uniform grading scale and the system for calculating grade point averages (GPAs) and class rank will apply to all students in grades three through 12 and courses carrying Carnegie units, including units earned at the middle/junior high school level.

The uniform grading scale is as follows:

- A 90 - 100
- B 80 - 89
- C 70 - 79
- D 60 - 69
- F 59 and below

All report cards and transcripts will use numerical grades for courses carrying Carnegie units. Credit recovery (CR) courses on a report card or transcript will be shown as "P" (passed) or "NP" (not passed). The "P" and "NP" carry no GPA value. "NP" carries no Carnegie units.