

BridgePrep North Miami Beach

ESOL Grading Procedures

Grades	ESOL	Lang. Arts/ Reading	Math, Science, S.S.	Fine Arts, PE	Home Lang. Arts Spanish S
K	Levels: I, II, III, IV Grade: E,G,S,M,U Comment: None	Level: I Grade: NO GRADE Comment: 02	Levels: I and II receiving instruction in home language Grade: E,G,S,M,U Comment: 01	Levels: I,II, III, IV Grade: E,G,S,M,U Comment: None required	Levels: I, II, III, IV Grade: E, G, S, M Comment: None required
1-5	Levels: I, II, III, IV Grade: A-F (Vocabulary/Listening/ Speaking) Comment: None LA Grade: A-F (Spelling Grammar Writing) Comment: None required	Level: I Grade: None required Comment: 02	Levels: I, II, III, IV receiving instruction in English using ESOL strategies. Grade: E, G, S, M, U Comment: 05	Levels: I, II, III, IV Grade: A-F Comment: None required	Levels: I, II, III, IV Grade: A-F Comment: None required

For Reading, bubble comment #21 if child receives a D or F to indicate "below grade level".
A grade of "D" or "F" must be given in Reading if student is not meeting grade level SSS.

For Mathematics, bubble comment #21 if child receives a D or F to indicate "below grade level".

A Grade of "D" or "F" must be given if a student is not meeting grade level SSS.

- Comment Codes:
- 01: Receiving bilingual instruction in this subject. (CCHL)
 - 02: Language Arts/Reading Grade received within the ESOL grade.
 - 05: Receiving instruction in English using ESOL strategies
 - 21: Working below grade level

Report Card Comment Codes and Description

#	Description
01	Receiving bilingual instruction in this subject.
02	Language Arts/Reading grade received within the ESOL grade.
03	Please arrange for a parent/teacher conference.
04	Understands and accepts responsibility.
05	Receiving instruction in English using ESOL strategies.
07	Puts forth maximum effort; very cooperative.
08	Requires close supervision.
09	Requires special help in following directions.
10	Needs improvement in classroom behavior.
11	Absences/Tardies have seriously affected progress.
12	Possesses leadership qualities.
13	Is very self-directive; can work independently.
14	Fails to complete required assignments.
15	Shows excellent class attitude.
16	Much improvement shown this grading period.
17	Well prepared for class.
18	Does not participate.
19	Unprepared for class.
21	Working below grade level.
22	Working above grade level.
25	Dual language instruction is provided in this subject.
26	No grade awarded due to student's alternate assignment.
29	Grade withheld pending parent/teacher conference.
31	Insufficient attendance for grade.
41	Receiving academic assistance in this subject.
42	Needs to be supervised when completing homework.
43	Has progressed beyond this level of instruction.
44	Has not progressed to this level of instruction.
45	Low academic performance could cause retention in this grade.
46	No longer taking this subject.
47	Requires assistance and/or prompting to complete tasks.
48	Curriculum has been modified.

In grades 1-12, when calculating the grade for a semester or annual course, the following grade point averages are to be used:

Grade	Grade Point Average Range
A	3.50 and above
B	2.50 - 3.49
C	1.50 - 2.49
D	1.00 - 1.49
F	0-1.48

Grading Students with Disabilities: Grading Students with Disabilities - Grades K-12. All teachers, regardless of a student's exceptionality, must assign grades utilizing the same report card as general education students.

The following statements apply to grading students with disabilities who are accessing the NGSSS/FS whose IEP indicates that the student does not meet exemption criteria from state and district tests:

- Grades are to reflect the student's academic progress based on the NGSSS/FS with the use of accommodations for the grade level/course in which the student is enrolled.
- The grade must not be based upon the student's IEP goals, effort or conduct.
- The grade must provide, for both students and parents, a clear indication of each student's academic performance as compared with norms which would be appropriate for the grade or subject, with appropriate accommodations if indicated on the IEP or section 504 plan.
- No student with disabilities shall be denied the opportunity to earn above average grades because of the provision of accommodations that were deemed appropriate by an IEP/Section 504 team.
- Receiving appropriate accommodations does not ensure average/above average grades.
- Specific information regarding the student's progress toward mastery of the IEP goals is not integrated into the academic grade.

The following statements apply to grading students with significant cognitive disabilities who are accessing the NGSSS/FS Access Points and whose IEP states that the student meets exemption criteria from the statewide standardized assessment and state and district tests:

- Grades are to reflect the student's academic progress on the NGSSS/FS Access Points.
- The grade must not be based upon the student's effort or conduct.
- Specific information regarding the student's progress toward mastery of the IEP goals is not integrated into the academic grade.
- The grade must provide, for both students and parents, a clear indication of each student's academic performance.
- Specific information regarding a student's progress toward mastery of IEP goals must be provided to the parent four times a year, concurrent with the issuance of report cards using the ESE EMS Status Report of Goals.

Students with disabilities who are EL and are enrolled in basic courses, i.e., language arts, reading, mathematics, social science, and science taught by exceptional student teachers, shall be provided with appropriate second language strategies. Provisions for grading EL exceptional students are delineated on the chart, Grading English Learners with Disabilities. (See Appendix F)

Determining Final Academic Grades for Secondary Students: In authorized annual courses, the student's final grade shall be determined by the teacher as follows: 25 percent value for each of four nine-week grading periods, with a provision for teacher override. A teacher may administer an assessment at the end of each nine-week grading period. The value of the assessment may not exceed 5 percent of the grade for each nine-week grading period. This equates to ten points required to pass an annual course using a 4.0 scale. In secondary courses with mandatory Florida End of Course (EOC) assessments, the EOC score must be included as 30% of the final course grade.

In order to pass an annual course, students in grades 9-12, must earn a minimum of 10 grade points, five of which must be earned in the second semester. Students in grades 6-8 must also earn a minimum of 10 grade points, but earning five points in the second semester does not apply. Teacher override (either up or down) can be used. A teacher exercising the override rule must have documentation for such a decision. See Appendix D for an explanation of teacher override. In secondary courses with mandatory Florida End of Course (EOC) assessments, the EOC score must be included as 30% of the final course grade.

Academic Recognition of High School Graduates: The following honor designations are used by Miami-Dade County Public Schools for academic recognition of high school graduates. The criteria for academic recognition are based on a weighted GPA.

- **Cum Laude:** the upper 15% of the graduating class, excluding the Summa and Magna Cum Laude students, using a weighted GPA or students who have a 4.0 GPA or higher.
- **Magna Cum Laude:** the upper 10% of the graduating class, excluding the Summa Cum Laude students, using a weighted GPA.
- **Summa Cum Laude:** the upper 5% of the graduating class using a weighted GPA.

M. Special Provisions for the Grading of English Learners

Monitoring of Academic Progress: All students who are not meeting grade level expectations should be monitored for academic progress by their teacher and in consultation with the parent.

- All ELs will participate in the assessments for monitoring progress.

In order to ensure ELs' progress toward meeting grade level expectation in all five areas of reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary), recently classified ELs must be assessed following procedures stipulated in the District's K-12 Comprehensive Research-Based Reading Plan (CRRP) by the end of the first nine-weeks in an approved ESOL program.

Meeting Performance Standards: ELs, including ELs with disabilities following standard curriculum, are required to meet student performance standards for the appropriate grade level. However, ELs who have been in an approved program for less than two complete school years are exempt from having to demonstrate the standards in English for accountability purposes. The statutory requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's home language.

Even though mastery of standards can be demonstrated in the student's home language during the first two years, all ELs must participate in statewide and district assessment programs, e.g., statewide standardized assessments, EOC, FAIR, as applicable, and ACCESS 2.0 for ELLs.

Grading of EL Students

Kindergarten: ELs will follow the same grading codes as non-ELs. For all marking periods the Code of Development specified in the report card should be followed, i.e., E - excellent progress; G - good progress; S - satisfactory progress; M - minimal progress; or U - unsatisfactory progress.

- **Language Arts/Reading/ESOL:** Grading is to reflect students' progress within Language Arts/Reading provided in accordance with their special language needs. For ESOL Level 1 students with less than two years in the ESOL program, Comment No. 02, "Language Arts/Reading grade received within the ESOL grade (ESOL Level 1 only)," must be on the report card with an actual letter grade of N/G.
- **Content (Mathematics, Social Science, and Science):** For ESOL Level 1 and Level 2 students receiving instruction in the Curriculum Content in the Home Language (CHHL), Comment No. 01, "Receiving bilingual instruction in this subject," is to be entered. Students who are receiving content area instruction in English using ESOL strategies from a regular classroom teacher must be given an evaluation that realistically reflects their achievement in this area, without interference from their lack of English proficiency. For such students, Comment No. 05, "Receiving instruction in English using ESOL strategies," is to be entered.
- **Fine Arts and Physical Education:** The Code of Development specified in the report card, i.e., code E, G, S, M, or U is to be given when it reflects the students' progress as a result of instruction provided in such a way that the students' lack of command of the English language does not affect progress.
- **World Languages, i.e., Spanish, Haitian Creole:** The Code of Development specified in the report, i.e., code E, G, S, M, or U that reflects the students' progress is to be given in oral communication, pre-reading, reading, and writing skills developed in the home language.

Grades 1-5:

- **Language Arts/Reading /ESOL:** For ESOL Level 1 students with less than two years in the ESOL program, comment Number 02, "Language Arts/Reading grade received within the ESOL grade" must be on the report card with an actual letter grade of N/G. The ESOL grade should reflect the students' performance in Language Arts/Reading/ESOL and is to be provided in accordance with the students' special language needs.

ESOL Level 1 students with more than two years in the ESOL program will receive both an ESOL and Reading/Language Arts grade. The ESOL grade should reflect progress in English language development, i.e., vocabulary, listening, and speaking. The Language Arts/Reading grade should reflect the student's academic progress based on the standards for the grade level/course in which the student is enrolled.

ELs, ESOL Levels 2- 4, in grades 1-5, receive an ESOL grade, as well as a reading grade and a language arts grade. The ESOL grade should reflect progress in English language development, i.e., vocabulary, listening, and speaking. The Language Arts/Reading grade should reflect the student's academic progress based on the standards for the grade level/course in which the student is enrolled. If ELs are not meeting grade level expectations in reading, the teacher must enter Comment No. 21, "Working below grade level," and a grade of a "D" or "F" must be given in reading. (See Appendix F *Grading English Learners*.) Note that full-time virtual school students will not receive a separate ESOL grade.

If the regular classroom teacher assigns a letter grade of "A"- "F," the grade must reflect a level of performance consistent with the definition of these letter grades.

- **Content (Mathematics, Social Science, and Science):** For ESOL Levels 1 and 2 students receiving instruction in the Curriculum Content in the Home Language (CHHL), letter grades "A"- "F" with appropriate comments, if necessary, are to be given. Grades reflect the students' progress made in the students' home language. If the instruction is in the home language, then the assessment must be in the home language. Comment No. 01, "Receiving bilingual instruction in this subject," is to be entered.

ELs, ESOL Level 1-4 who are receiving instruction in English using ESOL strategies from a regular classroom teacher must be given a grade that realistically reflects their achievement in the content area without interference from their lack of English proficiency. For such students, Comment No. 05, "Receiving instruction in English using ESOL strategies," is entered.

Students in grades 1-5 who are functioning below grade level in the content area will receive the appropriate letter grade(s) and the teacher must enter Comment No. 21, "Working below grade level."

- **Fine Arts and Physical Education:** Letter grades of "A"- "F" are to be given which reflect the students' progress as a result of instruction provided in such a way that the students' lack of command of the English language does not affect progress.
- **English for Speakers of Other Languages:** Letter grades of "A"- "F" are to be given which reflect the students' progress in vocabulary development and in oral communication (listening and speaking).

For grades 2-5, ESOL Levels 2-4 students who receive part of their ESOL instruction from a regular classroom teacher, the ESOL grade may reflect performance in some language components, while the language arts grade may reflect performance in other components that are provided to meet their special needs. This may require that more than one teacher grade the language arts/ESOL components.

- **Home Language Arts (Spanish-S, Haitian-Creole Language Arts):** Letter grades of “A”-“F” are to be given which reflect the students’ progress in oral communication, reading, and writing skills developed in the home language. On the report card, students whose home language is Spanish are graded under Home Language Arts/World Languages. Students whose home language is Haitian-Creole are graded under Home Language Arts. Students not participating, or with interrupted participation, in Home Language Arts are not to receive a letter grade. Instead, they should receive Comment No. 26 – “No grade awarded due to student’s alternate assignment.”

ELs in grades 1-5 who are functioning below grade level in home language arts, i. e., Spanish or Haitian-Creole, will receive the appropriate letter grade(s) and the teacher must enter Comment No. 21, “Working below grade level.”

Grades 6-12

- **Language Arts/English Through ESOL Courses (State Required):** For the Language Arts Through ESOL (1,2,3) for grades 6-8, and English Through ESOL (1, 2, 3, and 4) for grades 9-12, letter grades of “A”-“F” are to be given which reflect the students’ progress in meeting the course objectives. If the student is not meeting proficiency level expectations, the teacher must enter Comment No. 20, “Working below proficiency level in this class.”
- **Developmental Language Arts Through ESOL (Required):** For M/J Developmental Language Arts Through ESOL in grades 6-8, the Developmental Language Arts Through ESOL in grades 9-12, letter grades of “A”-“F” are to be given, which reflect the students’ progress in all modalities of the language: listening, speaking, reading, and writing.
- **Other Courses:** In subject areas such as mathematics, science, and social science, students are given an appropriate letter grade of “A”-“F.” If students are receiving instruction in their own language, Comment No. 01, “Receiving bilingual instruction in this subject”, is to be entered. If students are receiving instruction in English using ESOL strategies, Comment No. 05, “Receiving instruction in English using ESOL strategies”, is to be entered. If the student is not meeting proficiency level expectations, the teacher must enter Comment 20, “Working below proficiency level in this class”.

Grades should be based on performance after instruction that is responsive to students’ language needs; students’ lack of command of the English language should not be the basis of the grade.

For ESOL Levels 1 and 2 students, when instruction in social science, science, and mathematics is provided primarily in English using ESOL strategies, it may not always be possible to evaluate the students’ progress on the basis of course content mastered. When that occurs, the teacher should not enter a grade, but should enter

Comment No. 39, "No grade received because of limitations in evaluating progress." If appropriate, the same procedure should be followed for the second and third grading periods, with the awarding of a letter grade being postponed until the last grading period. Even though grading may be postponed, there must be documentation, on a nine - week basis, toward achieving the requirements of the course. This option allows students to have a grade entered later and receive credit for the course when their English language proficiency permits an evaluation.

For students entering a Miami-Dade County public school after the third marking period and who have not met course requirements because of their late arrival, Comment No. 49, "No final grade assigned due to limited time of enrollment," should be entered in lieu of the final grade. When this option is used, students will not receive credit for that course and it will have to be repeated.

The existence of these options in no way relieves the school of its responsibility to provide content area instruction in the home language when possible. This instruction may be provided by either placing ELs into bilingual curriculum courses (BCC), or by providing ELs the opportunity to seek assistance from the Home Language Assistance Program (HLAP). Principals are to make certain that teachers who are working with ELs are fully aware of the services available at the school site and fully understand and exercise the appropriate options in awarding grades.

Teachers and administrators at all levels are reminded that documentation of ELs' progress toward completion of the District's Student Progression Plan requirements must take place, whether such instruction is provided through ESOL strategies or through the home language, or some combination thereof. Inherent in this requirement is the assignment of letter grades or other alternative written documents assessing ELs' progress as set forth in this section, Special Provisions for English Language Learners, or other documentation as may be authorized by the School Board.

Grouping in ESOL: As stipulated in Florida Board of Education Rule, 6A-6.0904, and in the 1990 League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree, all ELs are entitled to equal access to instruction in English which is equal in amount, sequence, and scope as that provided to non-ELs. The Language Arts Through ESOL courses are grade level courses, not proficiency level courses.

ELs in middle school are to be scheduled in the M/J Language Arts Through ESOL course by grade level and in the M/J Developmental Language Arts Through ESOL course by English proficiency level. In senior high school, ELs are to be scheduled in the English Through ESOL course by grade level and in the Developmental Language Arts Through ESOL course by English proficiency level. To support the academic achievement of ELs, schools should make every attempt to schedule the grade level course, not only by grade level, but also by ESOL language level. The goal is to provide grade level instruction that maximizes students' language abilities. All ESOL courses, which count as English credits, are described and listed in the FDOE Course

Code Directory by grade level. As of the 2014-2015 school year and thereafter, EL students may not be scheduled into multiple grade combined Language Arts through ESOL (6-8) or English through ESOL (9-12).

The M/J Developmental Language Arts Through ESOL (6-8) and Developmental Language Arts Through ESOL (9-12) courses listed in the FDOE Course Code Directory are intended to address the language proficiency needs of ELs and, as such, students in various grades may be grouped in these courses. Only two consecutive language levels may be grouped together. However, it is recommended that newcomer ESOL Level 1 students be grouped alone if possible. For other proficiency levels, grouping should be as follows: ESOL Levels 1 and 2 or ESOL Levels 2 and 3 or ESOL Levels 3 and 4.

N. Special Provisions for Students with Disabilities (SWD)

Instructional Time: Students with disabilities must be provided the required instructional time for all subject areas and interventions, as that provided to their non-disabled peers.

Placement Decisions for Students with Disabilities: The general education setting should be the first consideration when determining placement for students with disabilities. To the maximum extent appropriate, core instruction should be delivered in the general education classroom to students with disabilities. Placement decisions must be individually made on the basis of each student's abilities and needs. These decisions should not be based on factors such as disabling condition or label, degree of disabling condition, availability of services or space, configuration of the service delivery system, or administrative convenience. Schools must provide evidence that the regular classroom placement is not appropriate for the student, rather than other individuals (parents, teachers) having to prove that the regular classroom is appropriate. The information contained in the IEP for each student should form the basis for the placement decision. (Refer to FDOE BEESS Technical Assistance Paper ESE 10744)

Standard vs. Modified Curriculum: General education course code numbers must be used for students with disabilities who participate in state assessments (e.g. FAIR, as applicable, statewide standardized assessments) and do not meet exemption criteria. General education course codes must be used for core subjects. 7000 level core courses (7700, 7800, 7900) listed in the Florida Course Code Directory are intended only for students with the most significant cognitive disabilities who are eligible under the Individuals with Disabilities Education Improvement Act (IDEA) and meet the Florida Standard Alternate Assessment (FSAA) criteria.

Elementary: A regular Elementary School Academic Program (ESAP) Code should be used when a student with disabilities accesses the general education curriculum in the general education classroom for all classes. General education courses should be reflected for courses taught in the general education classroom.

A special ESAP Code should be used when a student with disabilities has one or more classes taught by an ESE teacher. The courses taught in the separate/pullout setting should reflect the ESE ESAP program code numbers.

For further information related to course codes for students with disabilities please refer to the current Local Education Agency Implementation (LEA) Guide or the *ESE ESAP Guide for Grades K-5*.

Secondary: General education course codes must be used for students with disabilities who are accessing the NGSSS/FS in a general education class and/or in a separate Exceptional class taught by an ESE teacher. The general education courses taught by an ESE Teacher in an ESE class must be hard-coded line 200. General education course codes used for students in general education classes taught by a general education teacher are not hard-coded line 200. For additional information please refer to the current Local Education Agency Implementation (LEA) Guide.

Career and Technical Education Courses: Students with exceptionalities may be enrolled in general or specialized career and technical courses. Selected career and technical education courses for students with disabilities may be used to satisfy the practical arts requirement for obtaining a standard diploma. Modifications to basic career and technical courses shall not include modifications to the curriculum frameworks or student performance standards. For students with disabilities in a job preparatory program, one or more pre-established *occupational* completion points may be pursued. Florida Board of Education Rule 6A-6.0312. Course Modifications for Exceptional Students, may be used in developing modifications to preexisting Occupational Completion Points. These modifications are developed as a part of the Transition Individual Education Plan (IEP) process.

The courses listed under *Career and Technical Education for Students with Disabilities* are designed to meet the specialized career and technical skill needs of students with disabilities. These courses integrate select program standards from Career and Technical Education Programs. The particular outcomes and student performance standards, which the secondary student must master to earn credit, must be specified on an individual basis. These courses are appropriate when it has been determined that accommodations or the use of modified occupational completion points are not sufficient for the successful mastery of general career and technical courses. When modifying vocational courses, the particular outcomes and student performance standards that a student must master to earn credit must be specified on the student individual educational plan (IEP).