



# Toll Middle School ELD Grading Protocols



## Who are Toll ELD students?

The ELD students at Toll come from diverse backgrounds. Some students have primary language oral and/or academic literacy. Some students have little to no primary language literacy. Some students have educational gaps in schooling, and some are refugees. These myriad and often complex backgrounds compel us to consider and accommodate for this linguistic diversity when delivering instruction and assigning grades in all subject areas. As such, the following considerations will be implemented for ELD students in all grades at all levels of proficiency:

### Emerging (ELD Levels 1 and 2)

- Students earn grades of A, B or C when meeting standards
- Students earn a grade of *Credit* if earning a *D*, only if input and output expectations are appropriately differentiated according to ELD level.
- Students can earn a *No Credit*, rather than an F, only if input and output expectations are appropriately differentiated according to ELD level and if the student *refuses* to do assignments. Teachers should follow up with Specialist, Counselor, or Admin in these cases
- Teacher comments on progress reports should include *Grade Differentiated for ELD level*

### Expanding (ELD Level 3)

- Students can earn grades of A, B, C or D when meeting standards
- Students can earn a *No Credit*, rather than F, only if input and output expectations are appropriately differentiated according to ELD level and the student *refuses* to do assignments. Teachers should follow up with Specialist, Counselor, or Admin in these cases
- Teacher comments on progress reports should include *Grade Differentiated for ELD level*

### Bridging (ELD Level 4)

- Students can earn grades of A, B, C, D, and F
- Students can earn an F only if input and output expectations are appropriately differentiated according to ELD level and if student *refuses* to do assignments.
- Teacher comment should include *Grade Differentiated for ELD level*