

RESOURCE 6.2 FOR TEACHERS AND OTHER SCHOOL LEADERS

Analyzing Grading Practices and Policies of Multilingual Learners in Multiple Languages

In teams or as a professional learning community, analyze each of the mini scenarios in terms of its feasibility and applicability to your setting. Jot down what you consider to be the positive and negative points of each. Then decide which one or combination of scenarios would work best for evaluating your multilingual learners in multiple languages.

MINI SCENARIO	POSITIVE POINTS	NEGATIVE POINTS
<p>Sra. Sánchez grades her Latinx students in Spanish and her cooperating teacher uses the same report card to grade these students in English. Although they both use letter grades to indicate student achievement, one teacher also includes motivation and effort while the other teacher uses attendance and timeliness as factors.</p>		
<p>Mr. Cho and his co-teacher meet to determine one set of grades for each content area and then specify multilingual learners' language development in English and Mandarin separately.</p>		
<p>Multilingual learners in Ms. Jackson's room have opportunities to put their own grades alongside those of their teacher's according to criteria for success that they have agreed upon for that marking period in both their languages.</p>		
<p>Habib's teacher averages his homework and test scores based on percent correct, then adds a sprinkle for work habits and effort to determine grades. She marks the content areas taught in English and those in Arabic, the other language, using the identical criteria for evaluating both languages.</p>		
<p>The eighth-grade team decides to purposely give low grades at the beginning of the school year in both languages to motivate students to work hard up to graduation day.</p>		