

# RESOURCE 6.6

## Principles for Grading Multilingual Learners

Prioritize the principles of grading practices for your school or district. You are welcome to edit them before reflecting on each principle’s potential usefulness and applicability to your setting. Ultimately, you may consider adopting the principles to amend your current grading policy.

**Grading Principle 1:** Grades should convey meaning to students and be criterion-referenced or standards-based.

**Grading Principle 2:** Grades should be a function of programmatic goals (e.g., if a goal of dual language education is biliteracy, grades should be equally weighted for the two languages).

**Grading Principle 3:** Grades should represent multiple opportunities for students to demonstrate learning based on descriptive, concrete, and actionable feedback.

**Grading Principle 4:** Grades should show what multilingual learners can do with access to multimodal resources.

**Grading Principle 5:** Grades should be an evaluative marker of student growth or performance, not the goal in and of itself.

**Grading Principle 6:** Grades should reflect multilingual learners’ accomplishments based on multiple forms of evidence and should never serve a punitive purpose.

**Grading Principle 7:** Grades should be negotiated between students and teachers based on their learning goals and evidence for learning in two languages, as applicable.

GRADING PRINCIPLE	POTENTIAL USEFULNESS (WHY IS IT IMPORTANT?)	APPLICATION TO OUR SETTING (WHAT CAN WE DO?)