

Detroit Public Schools

Grading and Promotion Procedures *for* Bilingual Students



Office of English Language Learners and Global Languages

Dr. Frano Ivezaj, Assistant Superintendent

Dr. Amal K. David, Program Supervisor

Bilingual Student Grading Procedures

Bilingual Student Grading Procedures

I. Students Affected:

This policy applies to K-12 students who are at CALP levels L1 (Basic), L2 (Low Intermediate) or struggling L3 (High Intermediate) according to ELPA (English Language Proficiency Assessment) test scores.*

Students who fit the above stated criteria should NOT be evaluated using the Detroit Public Schools traditional grading systems. Instead, teachers are asked to adhere to the *Bilingual Student Grading Procedures*.

II. Who is responsible for grading the bilingual student?

- If the student has a bilingual/English as a Second Language (ESL) teacher for a specific subject, then s/he will be responsible to grade the student for that particular subject. For example, the science bilingual teacher will grade the student in science; the math bilingual teacher will grade the student in math, etc.
- If the student has both a mainstream homeroom teacher and a bilingual pull-out teacher, it is imperative for the teachers to work together in determining the student's grade. It is required that the bilingual teacher be included in this process. If consensus is not reached, the Resource Coordinating Team will be convened to make a determination. The team must include a bilingual teacher.
- If the student is serviced by an educational technician, then s/he must work with a mainstream or bilingual teacher. The educational technician cannot be held responsible for the primary instruction of bilingual students. S/he may only instruct or grade students under the direction of a classroom teacher.

III. Automatic Pass for New Arrivals:

If a student who has been a resident of the United States** for one year or less has not received instruction from a teacher trained in bilingual or ESL education, s/he should be granted an "automatic pass" for the school year. Research on second language acquisition shows that students in early stages of second language acquisition go through a "silent period"; this stage may last a year or more. These students cannot be held accountable for meeting the same standards as their English proficient peers.

* For an explanation see attachment, *ELPA Performance Level Descriptors*, p.11

*** * For the purpose of this document, the expression “resident of USA” describes an individual who, regardless of his/her immigration status, lives in the United States.**

IV. Content and Non-Content Area Courses:

- It is required that all bilingual students have access to all courses offered at the schools they attend. This stipulation applies to all courses, especially content area courses such as Reading, Math, Science, and Social Studies. Furthermore, bilingual students cannot be denied access to elective or non-content area courses such as the following: Computers, Gym, Library, Art, Music, etc. Denying students the right to attend a class on the basis of English proficiency constitutes a denial of their civil rights. Also, these non-content area courses provide an ideal opportunity for bilingual students to be integrated with mainstream students, thus increasing their exposure to native English speakers. As stipulated in the *No Child Left Behind Act of 2001*, accountability requirements for limited English proficiency students in both Title I and Title III emphasize an inclusive approach for all students and a coordinated effort to carry out the legislation.
- For graduation purposes, high school ESL and English as a Foreign Language (EFL) courses qualify as English credit.
- Elective or non-content area teachers are encouraged to grade bilingual students using a teacher-designed rubric that emphasizes non-linguistic skills. In non-content area courses, bilingual students should not be held accountable for meeting the same English language standards as their English proficient peers. Rather than trying to separate language from content, teachers could reduce the language demands whenever necessary by *scaffolding* (providing contextual support for meaning). Some scaffolding techniques recommended for reducing language demands in assessment include the completion (by the student) of one of the following: exhibits or projects, visual displays, organized lists, tables or graphs, or short answers. This accommodation will give greater flexibility to teachers in the grading of bilingual students.

V. Instructional Materials for Bilingual Students:

- It is required that bilingual students with ELPA CALP levels of L1 (Basic)*, L2 (Low Intermediate)* and struggling L3 (High Intermediate)* be instructed using **Hampton Brown** curriculum materials selected by the *Office of Bilingual Education and Related Programs*. These are ESL materials appropriate for English language learners. The English version **Open Court** materials are not appropriate for students in the early stages of second language acquisition.
- If a bilingual student is not instructed using **Hampton Brown** materials, s/he will be ineligible for retention for the academic year. Please refer to the Bilingual Student Promotion Procedures for more information regarding this stipulation.

*For an explanation see attachment, *ELPA Performance Level Descriptors*, p.11

VI L3 (HI), L 4 (P) and L5 (AP) students:

There are no specific stipulations in determining grades for students who scored at L3 (High Intermediate) L4 (Proficient), or L5 (Advanced Proficient) on the ELPA*. However, it should be noted that these students are still classified as ELL's (English Language Learners). They must also be serviced by staff trained in ESL/bilingual education. The minimum required hours of weekly service for bilingual students according to their CALP levels* are the following:

LI	(B)	students:	15	-	20	hours
L2	(LI)	students:	15	-	20	hours
L3	(HI)	students:	5	-	10	hours
L4	(P)	students:	5	-	10	hours
L5	(AP)	students:	5	-	10	hours

The bilingual staff member servicing L3 (High Intermediate) and L4 (Proficient)* students should also be consulted in evaluating these students. Collaboration between bilingual and non-bilingual staff members will be beneficial for the students' learning.

***For an explanation see attachment, ELPA Performance Level Descriptors, p.11**

Bilingual Student Promotion Procedures

Bilingual Student Promotion Procedures

I. Students Affected:

This policy applies to K-12 students who are at CALP Levels L1 (Basic), L2 (Low Intermediate) and struggling L3 (High Intermediate) according to the ELPA (English Language Proficiency Assessment) test scores.*

Students who fit the above stated criteria should follow the *Bilingual Student Promotion Procedures*.

II. Bilingual Student Evaluation:

Bilingual teachers should be involved in determining the promotion or retention of bilingual students they serve. In a pull-out situation, the homeroom/mainstream teacher should consult with the bilingual teacher to make this decision. If consensus is not reached, the Resource Coordinating Team will be convened to make the determination.

III. Evaluation Method:

The *No Child Left Behind Act of 2001* mandates the use of intervention and support in educating limited English proficient students. Under the new law, among others, local schools are accountable for:

- Improving instructional programs for limited English proficient children by acquiring and upgrading curricula and related instructional materials;
- Providing training, aligned with state and local standards, to school personnel and participating community-based organization personnel to improve the instruction and assessment of limited English proficient children;
- Developing and implementing plans to recruit qualified teachers and paraprofessionals trained to serve English Language Learners;
- Implementing culturally and linguistically appropriate family education programs, or parent outreach and training activities, that are designed to assist parents of limited English proficient children to become active participants in the education of their children;
- Providing services to meet the full range of the educational needs of English Language Learners; and
- Developing or improving accountability systems to monitor the academic progress of the English Language Learners.

*For an explanation see attachment, *ELPA Performance Level Descriptors*, p.11

(See the *No Child Left Behind Act of 2001*, Section 3213, *Comprehensive School and System-wide Improvement Activities*, page 291)

It is recommended that schools use a “portfolio” to document interventions and support provided to each student.

Step 1

In evaluating the limited English Language Learners, it must first be determined if they have received the adequate instructional services and additional interventions for them to make sufficient progress. The Bilingual Student Evaluation Team (described above in section II) should determine if the following instructional services and support have been provided to the student. If these services and support have not been provided to the student, the student should NOT be retained. It is unfair to penalize the student when s/he was not provided with adequate instructional and additional support.

Thus, the team must make the following determinations:

Has the student received the required number of hours of bilingual and/or English as a Second Language (ESL) instructional services per week? yes/no

The minimum required hours of weekly service for English Language Learners according to their CALP levels are the following:

LI	(B)	students:	15	-	20 hours
L2	(LI)	students:	15	-	20 hours
L3	(HI)	students:	5	-	10 hours
L4	(P)	students:	5	-	10 hours
L5	(AP)	students:	5	-	10 hours

b) Has the student received instruction provided by a qualified teacher trained in ESL or bilingual education? yes/no

c) Has the student been instructed using Hampton Brown curriculum materials selected by the Office of Bilingual Education and Related Programs? yes/no

***For an explanation see attachment, ELPA Performance Level Descriptors, p.11**

- d) Has the student received one-on-one additional support, such as that provided by a school service assistant (SSA), paraprofessional, or trained volunteer during the academic year? yes/no
- e) Have additional support services (such as bilingual after-school tutoring) been provided to the student? yes/no

If the response to *any* of these questions (a through e) is “no,” the student in question should NOT be retained. The student SHOULD be promoted to the next grade, and additional instructional support should be provided during the summer and the following school year.

Continue to step 2 if the student received all the support mentioned above (questions a through e were all answered “yes”).

Step 2

If the student in question DID receive *all* of the above-mentioned support, (questions a – e were all answered “yes”), then the following checklist should be considered by the Bilingual Student Evaluation Team.

The student must have demonstrated a grade level improvement in four of the following areas in order to be promoted to the following grade:

- _____ Speaking skills in English
- _____ Listening skills in English
- _____ Reading skills in English
- _____ Writing skills in English
- _____ Math skills in English or native language

If the student has demonstrated a grade level improvement in at least four of these areas, including mathematics, s/he should be promoted to the next grade. However, if the Bilingual Student Evaluation Team determines that the student has not made sufficient improvement in these areas, s/he may be retained.

IV. Placement of New Students:

When a student transfers from one school to another, s/he must be placed in the grade which the sending school had deemed appropriate for the student.

This includes situations where students transfer from schools within the Detroit Public School (DPS) District, from districts outside of DPS, and also from schools outside of the United States. Receiving schools cannot change a student's grade based on their own standards. They must respect the determinations made by the sending school.

If students transfer in the middle of the academic year, they should be placed in the same grade in which they were at the sending school. If students transfer at the beginning of the academic year, the receiving school must uphold the decision made by the sending school at the end of the previous academic year. For example, if the sending school determined that the student should be retained during the next academic year, then the receiving school should place the student in the same grade again. If the sending school determined that the student should be promoted to the next grade, then the receiving school should promote the student to the next grade.

Note¹: For graduation purposes, high school English/ESL and English as a Foreign Language (EFL) courses may qualify as English credit. EFL credits must be evaluated by the Office of Bilingual Education and Related Programs.

Note²: For the purpose of this document, the expression "resident of USA" describes an individual who, regardless of his/her immigration status, lives temporarily or permanently in the United States.

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Detroit Public Schools
Office of English Language Learners and Global Languages
Albert Kahn Building – 7430 Second Avenue – 3rd Floor – Detroit, Michigan 48202
Telephone: (313) 873-4020 Fax: (313) 873-8596

SCORING ELPA PERFORMANCE LEVEL

L1: Basic (B) – This student’s performance indicates minimal or no English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this level.

L2: Low Intermediate (L1) – This student’s performance indicates partial or developing English language acquisition in the areas of listening, reading, writing, speaking, and comprehension as defined for Michigan students at this grade level.

L3: High Intermediate (HI) This student’s performance indicates near-sufficient or mostly developed English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

L4: Proficient (P) – This student’s performance indicates sufficient or well-developed English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

L5: Advanced Proficient (AP) – This student’s performance indicates substantial understanding and application of complex English language skills in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.