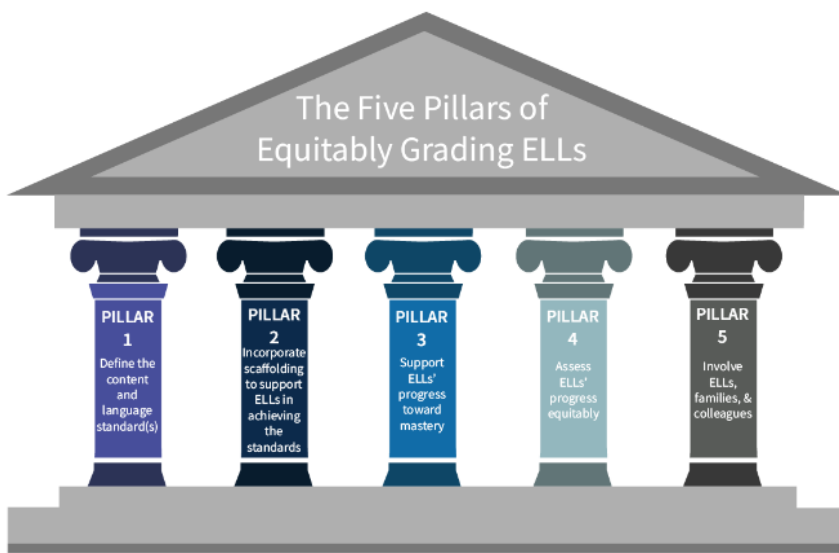




# Multilingual Learners Newsletter

## December 2022

### What About Grading for English Learners?



Diane Staehr Fenner and others spent time gathering research around the topic of grading equitably for English learners. They found three common challenges: **1.** Issues with structure and content of report cards. **2.** Lack of validity in grading content. **3.** Challenges with school/district policy. They synthesized 5 recommendations or “Pillars” of grading. Please read more in her article, [\*Five Pillars of Equitably Grading ELLs\*](#)

In the article, [Strategies for Grading ELLs in Content Classes](#) by Larry Ferrlazo, there are a few suggestions to help teachers as they navigate grading for their multilingual students. Some of these include co-creating long-term goals for learning, co-constructing criteria for success, moving from teacher modeling to more student examples of proficiency and success criteria, and creating learning contracts with students. These are a few questions that can be addressed with the students to facilitate ownership in the grading process.

- What evidence will reflect your learning, and how do you know it will meet the criteria for success?
- Which modalities (visual, oral, written, digital) do you prefer to use to express your learning?
- Which language(s) do you plan to use to explore, research, and analyze content?
- What will be the contribution of student self-assessment to grading?

#### [Cult of Pedagogy](#) Website:

- [How to Set Up Mastery-Based Grading in Your Classroom](#)
- [12 Ways to Support English Learners in the Mainstream Classroom](#)



## Spotlight: Wayne Community Schools and South Sioux City Public Schools



In order to meet the needs of their English learners, Misty Bear at Wayne Community Schools, collaborated with ESU 1 (Sheri Fillipi), ESU 7 (Mark Brady), NDE (Anne Hubbell), and South Sioux City (Laura Sulzbach and Tracy Garvey). All Wayne K-12 teachers attended a full day of learning on October 20th. They learned about strategies to support English learners and they heard from a panel of former EL students from South Sioux. This panel included Selena Zamora Cendejas from Mexico, a Spanish speaker; Hodo Ali from Somalia, a Somali speaker; and Ragatu Mohamed from Ethiopia, an Oromo speaker.



### Guidance:

Under Title VI of the Civil Rights Act of 1964, school districts must ensure that EL students can participate meaningfully and equally in educational programs and services. Learn how the U.S. Department of Education's (ED) Office of Civil Rights (OCR) protects ELs' civil rights: [Office for Civil Rights](#)  
[NCELA Guidance for Title III EL and IE](#)  
[NDE ADVISER Guidance](#)

### Additional Resources:

- CAAELP Alt ELPA Office Hours December 1, 8, 15 - See the [CAAELP One-Stop-Shop](#)
- Project ASSETS Podcast: Sign up with Spotify and/or Apple Podcasts.
  - <https://open.spotify.com/episode/0PTsL4QeEiEOskSwOBvzWx>
  - <https://podcasts.apple.com/us/podcast/assets/id1646683275>
- Project ASSETS for Educators - Next Cohort begins June 2023 ([Flyer](#))
- Project ASSETS Family Leadership institute - New Cohort Starting in January - See the Flyers for more information ([FLI English Flyer](#), [FLI Spanish Flyer](#))
- ELPA21 Workshops - See What is Offered for Nebraska
  - [Nebraska 2022-23 ELPA21 Professional Learning Workshops](#)
- ICMEE Flexible Professional Learning this Spring ([See the Flyer](#))
- Article in EdSource, [How Language-Rich Math Can Help Students Learning English](#)
- NAELPA Webinar Slidedeck, *Effective Literacy Instruction for Secondary English Learners*  
<https://bit.ly/NAELPALiteracySlides>

**Questions:** Please contact us with any questions or concerns regarding your MLL students or program.



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