

Content Grading Rubric for Newcomer ELLs

	5	4	3	2	1	0
Effort	Student completes 100% of all modified or adapted assignments	Student completes 90-99% of all modified or adapted assignments.	Student completes 80-89% of all modified or adapted assignments.	Student completes 70-79% of all modified or adapted assignments.	Student competes less than 60-69% of all modified or adapted assignments.	Student completes less than 60% of all modified or adapted assignments.
Meaningful Participation	Student is attentive and engaged in learning as much as his/her language proficiency allows 100% of the time.	Student is attentive and engaged in learning as much as his/her language proficiency allows 90-99% of the time.	Student is attentive and engaged in learning as much as his/her language proficiency allows 80-89% of the time.	Student is attentive and engaged in learning as much as his/her language proficiency allows 70-79% of the time.	Student is attentive and engaged in learning as much as his/her language proficiency allows 60-69% of the time.	Student is attentive and engaged in learning as much as his/her language proficiency allows less than 60% of the time.
Initiative	Student takes initiative for his/her own learning 100% of the time.	Student takes initiative for his/her own learning 90-99% of the time.	Student takes initiative for his/her own learning 80-89% of the time.	Student takes initiative for his/her own learning 70-79% of the time.	Student takes initiative for his/her own learning 60-69% of the time.	Student takes initiative for his/her own learning less than 60% of the time.
Attendance	Student is in attendance 100% of the time.	Student is in attendance 90-99% of the time.	Student is in attendance 80-89% of the time.	Student is in attendance 70-79% of the time.	Student is in attendance 60-69% of the time.	Student is in attendance less than 60% of the time.
Behavior and Compliance	Student adheres to classroom guidelines and expectations 100% of the time.	Student adheres to classroom guidelines and expectations 90-99% of the time.	Student adheres to classroom guidelines and expectations 80-89% of the time.	Student adheres to classroom guidelines and expectations 70-79% of the time.	Student adheres to classroom guidelines and expectations 60-69% of the time.	Student adheres to classroom guidelines and expectations less than 60% of the time.

Other ways to use the rubric:

Rubric Score to Percentage Chart

5	4	3	2	1	0
100%	90%	80%	70%	60%	50%

How to calculate grades:

Convert each rubric number to a percentage score using the chart above.

Find the average of the percentages.

Use the grading scale to convert the percent average into a letter grade.

Example:

Student 1	Rubric Score	Percent Conversion
Effort	4	90%
Meaningful Participation	3	80%
Initiative	3	80%
Attendance	4	90%
Behavior and Compliance	3	80%
Average	N/A	84%

$$90+80+80+90+80=420$$

$$420/5=84$$

Student 1 would be assigned the grade of **B** for this assignment.

Definitions and Explanations of Rubric Terms

Effort: attempt on student's part to complete the work assigned *NOTE: For ELLs, the student's workload at this level of English proficiency should be modified and or/reduced in accordance with the student's language plan. Contact ESL teacher for assistance.*

Meaningful Participation: Student stays focused and on task, asks questions or volunteers answers (as language proficiency allows), and makes attempts to participate in group activities.

Initiative: Student takes a proactive role in his/her own learning. (i.e., looking up unfamiliar words/images, attempting to translate material for comprehension, asking for additional help or information as language proficiency allows, works with peers to facilitate learning)

Attendance: If student is being pulled out of class for additional support, this should not affect their attendance rating or participation.

Behavior and Compliance: Follows rules and guidelines.

If an IEP/504/ELL student is failing, teachers can demonstrate that either:

1. Assignments and assessments are modified based on the student's accommodation plan. Recommendations and examples have been provided by the intervention specialist or ESL teacher.

OR

2. Grades have been modified based on the student's accommodation plan or English proficiency level. Make note in comments section of Progressbook, "modified based on accommodation plan."

Examples of how grades can be modified:

- Grade the number of problems that the student completed. For example, if the student completes 8 out of 10 problems, grade only the 8 completed. Out of the 8, if the student correctly answered 5 questions, the score would be a 5/8 (62.5%) instead of 5/10 (50%).
- Grade the student based on the rubric above, which is a total of 25 points. Take the score out of 25. For example, if the student demonstrates a 4 in **effort**, 5 in **meaningful participation**, 4 in **initiative**, 5 in **attendance**, and 5 in **behavior/compliance**. The student would receive a 23/25 (92%). This rubric may be useful for group projects for students who are still at the preproduction stage of English.
- Average the score on the assignment and the score on the rubric. For example, if the student receives a 45/100 (45%) on a test but receives 23/25 (92%) on the rubric, you may average 45% and 92% to get a 68.5%. This grade takes into consideration both the score based on the content or standards taught (assignment grade) AS WELL AS the score based on what the student can be expected to demonstrate based on their English proficiency level (rubric grade).