

Students

GRADING STANDARDS FOR SPECIAL EDUCATION

Marking the Report Card for Special Education Pupils

For special education pupils graded exclusively by the special education teacher, the following note may be included in the comment section of the report card each year:

_____ 's grades are assigned according to
(his/her) progress toward the objectives stated in their IEP.

This comment may be included in the report card when grades are assigned by the special education teacher.

For special education pupils who have any grades assigned according to the regular program grading criteria, any other grades assigned according to special education criteria may be identified with the letter abbreviation for the child's special education program written in the appropriate achievement grade box along with the grade. For example, an RSP pupil's "B" grade in reading achievement, a subject taught exclusively by the RSP teacher, may be written as RSP/B in the Reading achievement grade box.

The following narrative is designed to provide the special education teacher with basic criteria for evaluating pupil achievement. Appropriate grades should be determined consistent with practices used in regular education using district adopted grade descriptors.

Grading Criteria

A A grade of "A" or its equivalent should be assigned when:

According to the progress toward goals and objectives stated in the pupil's Individualized Education Program (IEP), the pupil demonstrates:

- Skill mastery that is substantial.
- Knowledge and understanding that are complete.
- Perception that is unique.
- Application of knowledge and skills that is exceptional.
- Work completion that is consistently thorough and accurate.
- Growth that is superior.
- Depth of study that is broad
- Creativity that is outstanding.

B According to the progress toward goals and objectives stated in the pupil's Individualized Education Program (IEP), the pupil demonstrates:

- Skill mastery that is substantial.
- Knowledge and understanding that are complete.

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Perception that is appreciable.
 Application of knowledge and skills that is considerable.
 Work completion that is thorough and accurate.
 Growth that is above average.
 Depth of study that is substantial.
 Creativity that is considerable.

C According to the progress toward goals and objectives stated in the pupil's Individualized Education Program (IEP), the pupil demonstrates:

Skill mastery that is adequate.
 Knowledge and understanding that are sufficient.
 Perception that is average.
 Application of knowledge and skills that is acceptable.
 Work completion that is moderately accurate.
 Growth that is average.
 Depth of study that is ample.
 Creativity that is average.

D According to the progress toward goals and objectives stated in the pupil's Individualized Education Program (IEP), the pupil demonstrates:

Skill mastery that is limited.
 Knowledge and understanding that are slight.
 Perception that is poor.
 Application of knowledge and skills that is intermittent.
 Work completion that is inconsistent.
 Depth of study that is shallow.
 Little creativity .

F An F grade is generally not appropriate for a special education student. It is the teacher's responsibility to modify instruction and program in order to provide for successful achievement. Students who lack motivation should be discussed at the SST. The F grade should be considered for special education pupils only in either of the following circumstances:

The pupil continually refuses to attempt work after the teacher has exhausted all motivational techniques and has determined that the work is at the pupil's instructional level.

Excessive absences result in the pupil's inability to complete required assignments even when make-up work is provided. An IEP Team meeting must be held to review the issues contributing to the excessive absences

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and to attempt to make modifications to the student's program to improve the students' attendance. Documentation of a School Attendance Review Board referral or RIP Team meeting is required for F grade due to attendance.

According to the progress toward goals and objectives stated in the pupil's Individualized Education Program (IEP), the pupil demonstrates:

Skill mastery that is insufficient.
Knowledge and understanding that are insufficient.
Perception that is not documented.
Application of knowledge and skills that is scant.
Work completion that is inadequate.
Growth that is meager.
No depth of study.

Honor Roll

Honor roll should be utilized as a reward open to all students who demonstrate progress toward academic goals and above average effort.

State and Federal laws require that special education students have their achievement measured against progress toward individual achievement. Attainment of honor roll status should be predicated on academic progress toward those goals, sustained individual effort by the student, and a considered and accurate assessment by the teacher(s) of the student's progress and effort. When grades are assigned using this consistent policy, the student should be rewarded with honor roll status as are his/her regular education peers, regardless of the student's enrollment in special education programs.