

Students

GRADING STANDARDS FOR SPECIAL EDUCATION

Grading Criteria - Special Education

Consistency, objectivity and quality of grading are important for special education pupils. In order to maintain consistency with grading in the regular program and accurately reflect achievement of individual objectives, the following grading criteria are established for pupils in special education program.

Pupils in special education programs should be graded in each skill area where instruction occurs. According to each child's Individualized Education Program (IEP), skill areas may be the exclusive responsibility of the regular classroom teacher, the exclusive responsibility of the special education teacher, or a joint responsibility of the regular classroom teacher and the special education teacher.

Regular Classroom Subjects

Unmodified subjects and skills taught exclusively by the regular classroom teacher are graded by the regular classroom teacher according to the regular grading criteria.

Special Education Subjects

Subjects and skills taught exclusively by the special education teacher are assessed by the special education teacher according to an evaluation of achievement and progress toward established objectives outlined in each pupil's IEP. To ensure appropriate and fair application of the grading standards, it is critical that special education pupils be evaluated based upon achievement of individualized objectives. The objectives must be reviewed frequently to assure that they are appropriate to the pupil's functional level and learning style.

Joint Responsibility Subjects

Subjects and skills taught cooperatively by the regular classroom teacher and the special education teacher (whether taught by both teachers or taught with modifications to the regular program expectancies by the regular classroom teacher) are graded cooperatively by the two teachers according to the same criteria as subjects taught exclusively by the special education teacher.

Individualized criteria for grading is an acceptable practice for special education pupils in mainstreamed classes.