

GUIDELINES FOR EVALUATING SECONDARY SPECIAL EDUCATION STUDENTS

- The system should clearly indicate that the school /district is accountable for the achievement of identified special education students.
- Teachers (classroom and SpEd) are responsible for creating a body of evidence that measures each student's progress toward achieving the adopted content standards and meeting the district's accepted performance level. **The IEP for a student with disabilities must specify whether the student shall achieve the district's content standards (at the grade level performance level) or whether the student shall achieve individualized standards which would indicate the student has met the requirements of his or her IEP.**
- Grades are intended to accurately reflect the work that a student has accomplished. This is as true for students with disabilities as for any other student. **Those students with disabilities participating in regular education classes should be rated in the same manner as students without disabilities unless there is some indication otherwise on the IEP. If the student with disabilities is to be working toward a modified standard as outlined on the IEP, then the IEP would dictate how evaluation would be earned and by what standard the student would be assessed.**
- If a student with disabilities is participating in the general education classroom but the curriculum has been modified for the student so that he or she is not being held to the same standards as students without disabilities, then the rating should reflect achievement toward meeting the modified standards. It is acceptable on the student's report card to indicate that the rating was achieved in relation to the modified standard.

Special Education Secondary Grading and Reporting

The Relationship of Accommodations to Grading and Reporting

It is inappropriate to change the expectations for practice and participation for students with disabilities. The identification and implementation of whatever accommodations and supports a student with disabilities requires to reach those expectations therefore becomes critical.

Example:

- Academic Grade – For a sixth grade student presently reading on a second grade level, it is inappropriate to grade that child against sixth grade reading standards, regardless of how many accommodations and instructional supports might be recommended for and provided to the student. Students should be graded on the standards identified in their Individual Learning Plan (IEP).
- Practice and Participation
 - The extent to which a student works with others towards the achievement of group goals
 - The extent to which a student adheres to rules and procedures across school settings
 - The extent to which a student asks questions, uses feedback, and/or contributes ideas to clarify and extend learning
 - The extent to which a student completes work within a given period of time

It is appropriate that all students be expected, even students with disabilities, to achieve these indicators. Many students with disabilities will require significant accommodations and supports to get there. Students with disabilities are not held to lower expectations.

Planning Worksheet for Teachers for Evaluating Students with Disabilities

Place in the Student's IEP File

Student Name _____ Date Reviewed: _____

Meeting Attendees:

	Accommodations <small>Student is accountable for meeting grade level standards.</small> <small>(circle one)</small>		Modified Standard/Curriculum* <small>Student is evaluated using modified standard/curriculum as indicated in the IEP.</small> <small>(circle one)</small>	
Reading	YES	NO	YES	NO
Writing	YES	NO	YES	NO
Speaking/Listening	YES	NO	YES	NO
Research	YES	NO	YES	NO
Math	YES	NO	YES	NO
Social Studies	YES	NO	YES	NO
Science	YES	NO	YES	NO
Visual Arts	YES	NO	YES	NO
Music	YES	NO	YES	NO
PE	YES	NO	YES	NO
World Languages	YES	NO	YES	NO
Practical Experience	YES	NO	YES	NO
Applied Technology	YES	NO	YES	NO