

Marking Procedures for Students with Disabilities

Through an Individualized Education Program (IEP), the individual needs of students are described and appropriate accommodations and/or modifications for instruction, assessment, and/or evaluation are defined. It is expected that all teachers of students with disabilities, including general education teachers serving these students, will implement all aspects of students' IEPs.

- a. Parents of students with disabilities are to be informed of progress toward IEP goals at least as often as report cards are issued for students (*20 U.S.C. § 1414(d)(1)(A)(i)(III), Cal. Ed. Code § 56345(a)(3)*). In elementary grades, this means that IEP goal progress reports must be sent three (3) times per academic year, at a minimum. Student progress toward IEP goals is documented on the *IEP Report of Progress and Achievement from Current IEP* located on page 5 of the IEP. Printed copies of the IEP Report(s) of Progress and Achievement must be sent home with students when sending report cards.
- b. Students with disabilities who participate in the general education curriculum are held to the same grade level standards as their non-disabled peers. Grades assigned to students with disabilities are assigned using grade-level standards to reflect progress in the general education curriculum. Access to the general education curriculum is supported by the provision of accommodations and modifications, when specified in a student's IEP. Accommodations or modifications identified on the IEP must be considered when grading students with disabilities, although they are not listed on a student's report card. The main determinants a teacher must make before issuing a mark are the following:

Were all the accommodations and/or modifications listed in the student's IEP implemented in a specific subject area? Did the student have sufficient access to the curriculum through the use of documented accommodations and/or modifications?

- If the answer is yes, the teacher may grade the student according to his/her performance following criteria established for issuing marks in each subject.
 - If the answer is no, the teacher cannot issue a mark of 1 (Minimal Progress Toward Grade Level Standards). An IEP meeting should be held without delay to discuss needed accommodations and/or modifications.
- c. Students with disabilities who participate in an alternate curriculum are to be graded on their progress and achievement based on alternate achievement standards.

Marking Procedures for Students with a Section 504 Plan

Through a Section 504 Plan, the individual needs of students are described, and appropriate accommodations for instruction, assessment, and/or evaluation in the general education program may be defined. It is expected that all teachers of students with disabilities, as well as any appropriate designated staff serving those students, will implement all aspects of students’ 504 Plans.

- a. There are no separate marking procedures for students with a Section 504 Plan.
- b. Students who have a Section 504 Plan should be monitored regularly by their assigned teacher(s) and the Section 504 Case Manager for progress toward identified academic and/or behavior performance outcomes. Re-evaluation of the Section 504 Plan is required any time there is evidence that the Section 504 Plan is not effective in addressing the student’s identified disability and area(s) of educational impact.

Marking Practices Guidance for Teachers of Students on the Alternate Curriculum

Students with disabilities who participate on an alternate curriculum are to be graded on their progress and achievement based on alternate achievement standards. On the report card, the teacher of record should indicate the following comment under the SPED CODE section: “Student participates on an alternate curriculum aligned to alternate achievement standards.”

Background: Students participating on an alternate curriculum are also considered to be on a modified curriculum that addresses common core standards in a modified manner. Modifications and accommodations are not interchangeable. Accommodations change the manner in which material is presented, while modifications change what students are taught or expected to learn due to the nature of their disability.

Gathering Student Grading Data: When preparing to grade students on the alternate curriculum during progress reporting windows, it is suggested that staff gather information about the achievement of goals as outlined in the current IEP. While goals may not be written for every subject area that is part of the elementary progress report, beginning the grading process with IEP goals in mind will help to frame progress report grading. Such information can be gathered from a wide array of sources that includes:

Work samples	Observational records	Informal/teacher created assessments
Unique benchmark data	Teacher reports	Other data collection tools

Grading Students on an Alternate Curriculum

After analysis of gathered data, student progress toward IEP goals and subsequent achievement in content areas should be recorded in their respective data systems (IEP goals in Welligent, Progress Report marks in MiSiS). Students on an alternate curriculum are able to be provided the full range of academic scores in the table below. These scores are based upon the analysis of data related to individual student achievement in academic subjects as modified. Information regarding the alignment of common core standards to the Unique Learning System (ULS) curriculum can be found in the section of this document titled “Using Information from ULS to report progress (Alignment Tools).”

Academic Achievement Scores Key					
4 = Exceeds Grade Level Standards	3 = Meets Grade Level Standards	2 = Progressing Toward Meeting Grade Level Standards	1 = Minimal Progress Toward Grade Level Standards	N/A = Not assessed in current reporting period	✓ = Assessed during reporting period

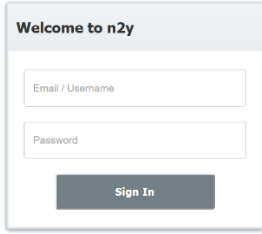
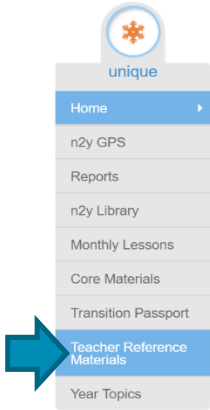


Additional Guidance from the California Department of Education

<http://www.cde.ca.gov/sp/se/sr/promoretntn.asp>

The following information is provided to help educators differentiate between accommodations and modifications for students with IEPs. Teachers are expected to utilize the accommodations and modifications prescribed in IEPs to support instructional practice and, subsequently, student achievement.

Accommodations	Modifications
An accommodation is a change in the course, standard, test preparation, location, timing, scheduling, expectation, student response, or other attributes that provides access for a student with a disability to participate in a course, standard or test, and it does not fundamentally alter or lower the standard or expectation of the course, standard or test.	If modifications have been made to the curriculum of any course, it is important that the student’s grade reflect the student’s achievement in the modified curriculum, as long as modified grades are available to all students. However, any modifications to programming, instruction, and grading must be documented in the student’s IEP and be directly related to the student’s disability. To automatically give modified grades to all special education students would be discriminatory and potentially violate Section 504 of the Rehabilitation Act of 1973.

Using information from Unique Learning Systems (ULS) to report progress (Alignment Tools)

Visit n2y.com , log in	Select “Teacher Reference Materials” in Unique	Choose “Alignment Tools”	Scroll down to download alignment information
			

Information provided in ULS Alignment Tools relate common core standards to alternate achievement standards.

Each grade band has information available that coordinates common core standards with n2y instructional targets based upon alternate achievement standards. The Alignment Tools also provide specific lessons, activities, and support activities that address the alternate achievement standards and provide samples for differentiation of these common core aligned lessons.

Academic Subjects	Demonstrates Knowledge of California Content Standards	Unique Learning System Alignment
English Language Arts	Foundational Reading Skills	Content Standards ELA
	Making Meaning from Text	
	Language Conventions, Effective Use of Vocabulary	
	Effective Expression through Writing Effective Expression through Speaking and Listening	
Mathematics Content	Counting and Cardinality <i>(number of items in a set)</i>	Content Standards Math
	Operations and Algebraic Thinking	
	Number and Operations in Base Ten	
	Measurement and Data	
	Geometry Number and Operations—Fractions	

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Mathematical Practices (ULS: Content Standards Math)	Problem Solving and Precision	
	Reasoning and Explaining	
	Modeling and Using Tools	
	Seeing Structure and Generalizing	
Science-DCI	Content and Concepts (Earth, Physical, Life, and/or Engineering)	Content Standards Science or Next Generation Science
	Conducts Investigations (Earth, Physical, Life, and/or Engineering)	
	Constructs Relevant Questions (Earth, Physical, Life, and/or Engineering)	
History-Social Science	Content and Concepts	Content Standards Social Science
	Historical and Social Science Analysis Skills	
Visual and Performing Arts	Dance	Not ULS aligned
	Music	
	Theatre	
	Visual Arts	
Physical Education	Content and Concepts	Not ULS aligned
Health Education	Content and Concepts	Not ULS aligned

Example of alternate achievement standard alignment

In the example on the next page, reading standards (1) for grades K-2 are aligned to instructional goals (targets) (2). These goals also directly align with alternate achievement standards for students on the alternate curriculum. To support student access to achievement of these standards, the lessons, activities, and differentiated task examples (3) are provided as ideas for instructors. These lessons, activities, and differentiated task examples are shared to provide instructors with samples that are not intended to be the extent of lesson presentation for their students.

ATTACHMENT B



Alignment Tools
Alignment to English Language Arts Content Standards

Reading Standards for Literature		Grades K-2
Common Core Standards	Your State's Extended Standards	
Key Ideas and Details		
KINDERGARTEN		
1. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.	(1) Standards	
2. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.		
3. CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.		
GRADE 1		
1. CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.	(2) Instructional Goal examples	
2. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.		
3. CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using relevant details.		
GRADE 2		
1. CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details and events in a text.	(3) Lessons, Activities, and, Differentiated Task Examples	
2. CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales, as well as stories about the American West, and demonstrate understanding of their central message, lesson, or moral.		
3. CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story react to major events and explain how these reactions contribute to what the story is about and to its overall meaning.		
n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supplemental Resources
<ul style="list-style-type: none"> Answer questions about key details of a story. Retell a familiar story, including key details. Identify characters, setting and events in a story. 	Unique Lessons 1 and 2; Leveled Book and Read and Answer Lessons 3 and 4; Easy Read Book and Read and Answer	Unique Lessons 1 and 2; Leveled Book and Read and Answer Lessons 3 and 4; Easy Read Book and Read and Answer
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will independently read <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i> or <i>why</i> questions about a story and write, speak or select an answer. Students will retell a story, including the main idea and key details. Students will describe characters, setting and events from a story. 	<ul style="list-style-type: none"> Students will point to or select a picture from a choice of three in response to a <i>who</i>, <i>what</i> or <i>where</i> question about a story. Students will use picture supports to retell key details from a story. Students will use picture supports to identify characters, settings and events from a story. 	<ul style="list-style-type: none"> Students will respond to a <i>who</i>, <i>what</i> question by choosing a single option or an errorless picture. Students will retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board). Students will select a picture to identify a character or an event from a story (single option or errorless choice).

Addressing student range of ability using the Elementary Progress Report: Teachers are allowed to use relevant data to report progress. Knowledge of student abilities and progress as evidenced through work samples and observations of staff will form the basis of the progress report mark for students on the alternate curriculum. Students that are on the alternate curriculum can be provided high marks (3, 4) if there are work samples or other documentation that indicates their achievement. Teachers are also able to assign N/A for those areas on the progress report that were not addressed during the current reporting period.

For more information or support related to progress mark reporting for students on the alternate curriculum, please contact: James Koontz, Specialist, Division of Special Education, jck6411@lausd.net or (213) 241-4966.