

Secondary Standards-Based Grade Reporting Recommendations for Special Education Students

Special education students taking CSAP (participating in the general curriculum):

- Students with disabilities in the general curriculum, e.g., taking CSAP, should be held to the same standards.
- Opportunities will be provided through comments that will address student growth as evidenced by specific data.
- Students with disabilities can be provided standard accommodations during daily instruction to demonstrate their understanding of the curriculum. (Accommodations do not impact content, e.g., use of computer or use of oral presentation, etc.)
- In K-8, students with disabilities requiring extensive scaffolding and modified assignments would receive a grade of PP, U, I, or N, based on the level of understanding demonstrated with these supports.
- In high school, students with disabilities requiring **extensive** scaffolding and modified assignments would receive a grade of C, D, R, or N, based on the level of understanding demonstrated with these supports. This does not mean that students with disabilities will not earn any grades higher than a C.

Students taking CSAP-A:

- Students whose IEP goals are set significantly below grade level standards will receive a third level of reporting (achievement toward the grade level standard, work habits, grade, and progress toward the IEP goals).
- The grade reported on the transcript for students with IEP goals significantly below grade level should be those grades that report the progress toward the IEP goals.
- Remove students who are eligible to take CSAP-A from class ranking guidelines.