

MODIFIED GRADING

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MODIFIED GRADING

For Resource and BI Students

BELIEF STATEMENT: The purpose of reflecting modified grades on the Spokane Public Schools Student Report is to communicate an accurate, fair and meaningful representation of academic achievement to parents/guardians of students receiving special education services.

Why give modified grades?

“Meaningful reports of student progress are relevant to every family. All families deserve an understanding of how their children are doing in school, but for families of children with disabilities, the accuracy and thoroughness of this information is exceedingly necessary. The Individuals With Disabilities Education Act (IDEA) of 1997 and 2004 recognizes the critical need for informative reports on progress and requires that IEP teams plan and document how progress will be monitored and communicated for students with disabilities (20 U.S.C. § 141(d) (1) (A)).” (Jung, 2009)

DEFINITIONS:

ADAPTATIONS: Procedures for customizing the instruction, assessment and grading system to meet individual students’ needs, which may include accommodations, interventions and modifications.

- **ACCOMMODATIONS:** Adaptations that provide access for any student to the general curriculum but do not fundamentally alter the grade-level standard or proficiency level.
- **MODIFICATIONS:** Adaptations to the curriculum that fundamentally alter the grade-level expectation, but do not fundamentally alter the content standard. Modifications are provided only to students who qualify for special education services. Modifications typically include reducing the cognitive load, methodology or delivery of instruction, and/or the performance criteria and occur over time as defined in the IEP.

INTERVENTIONS: Interventions are intentional actions that a school team/teacher implements when a student is not reaching grade-level standards. The purpose is to accelerate academic performance so that each student meets or exceeds standard.

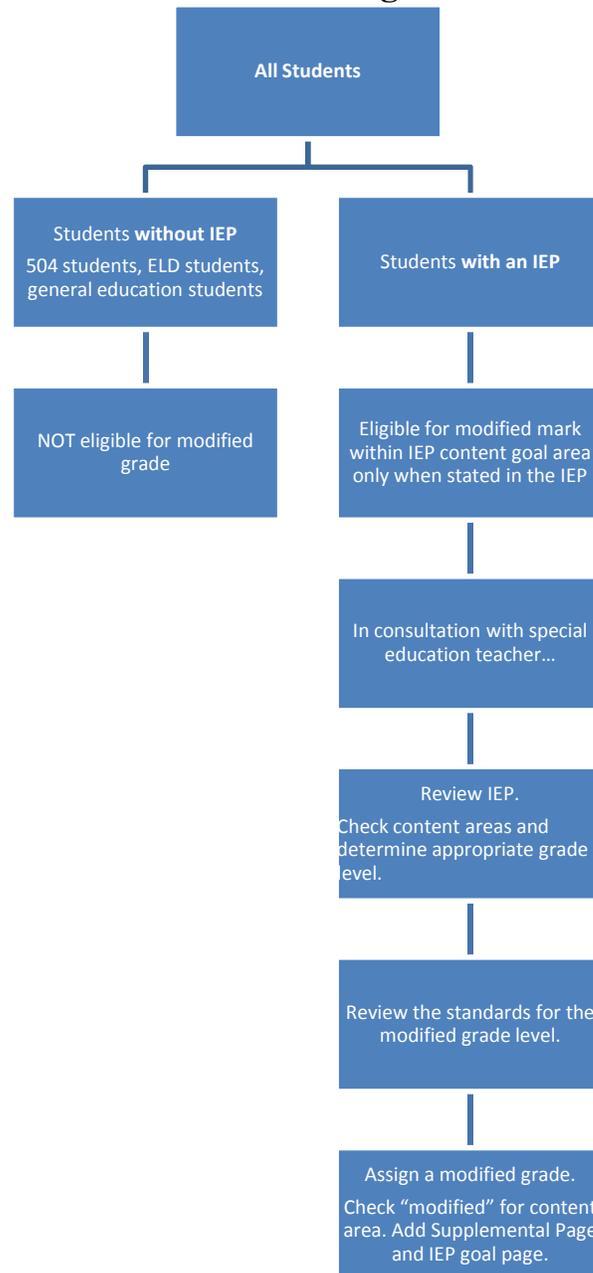
MODIFIED STANDARD: An expectation for student performance that is challenging for eligible students, but is less difficult than the grade-level academic achievement standard.

Modified academic achievement standards must be aligned with a State’s academic content standards for the grade in which a student is enrolled. Thus, only the academic achievement standards are modified, not the content standards on which those modified academic achievement standards are based. Although the assessment and modified academic achievement standards for a particular grade must be challenging for eligible students, they may be less difficult when compared with the general test and grade-level achievement standards.
(www.ed.gov)

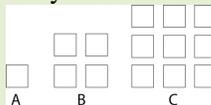
MODIFIED GRADE: A progress indicator that reflects student achievement based on a modified standard.

The IEP team (parents, general education teacher, special education teacher, district representative) should determine the need for accommodations and modifications for each standard. One student may have only curricular accommodations, another may have only modifications, but many will require accommodations for some standards and modifications for others within the same IEP. Although both types of adaptations are included in the IEP, teams may not have historically recorded these differently. For grading and reporting purposes, though, this distinction is necessary. (Jung, 2007) An individual student's accommodations and/or modifications should be collaboratively determined between general education teacher and special education teacher and written into the IEP.

Process for Determining Modified Grades



Examples of accommodations and modifications:

Content	Accommodation	Modification	Modified Standard
<p>2nd grade Writing 3.3.1 2nd grade: Analyzes ideas, selects topic, adds detail, and elaborates</p>	<p>Student uses a content vocabulary list to support journal writing of scientific observation of bees</p>	<p>Student draws and labels pictures of scientific observation of bees</p>	<p>3.3.1 K: Analyzes ideas, selects topic and adds detail.</p>
<p>3rd grade Reading 3rd grade: Understand sequence in informational/expository text and literary/narrative text.</p>	<p>A student uses a graphic organizer to scaffold explanation of steps in the water cycle on the sentences</p>	<p>A student, reading at level 14, retells a story sequentially during a Guided Reading Plus group</p>	<p>2.2.1 1st grade: Knows story sequence</p>
<p>5th grade Reading 3.1.1 5th grade: Analyze appropriateness of a variety of resources and use them to perform a task or investigate a topic</p>	<p>From a list of resources provided by the teacher, a student highlights key points in several texts.</p>	<p>A 5th grade student reads a 3rd grade level book to gather information for a social studies report.</p>	<p>3.1.1 3rd grade: Understand how to select and use appropriate resources.</p>
<p>6th grade Writing-expository essay 2.2.1 Demonstrates understanding of different purposes for writing 6th grade: Includes more than one mode within a piece to address purpose.</p>	<p>Uses a computer to write essay</p>	<p>Writes a simple paragraph</p>	<p>2.2.1 Demonstrates understanding of different purposes for writing 3rd grade: Writes to explain.</p>
<p>2nd grade Math 2.2.D Add and subtract two-digit numbers mentally and explain the strategies used.</p>	<p>Use the landmark number of 10 to compose a larger number. $27 = 10 + 10 + 7$</p>	<p>Use the Math Rack to explore the ten frame. Students look at how many ways they can compose and decompose numbers to 10.</p>	<p>1.1.F Fluently compose and decompose numbers to 10.</p>
<p>3rd grade Math 3.2.A Represent Multiplication as repeated addition, arrays, counting by multiples, and equal jumps on the number line, and connect each representation to the related equation.</p>	<p>Represent an equation ($3 \times 4 = 12$) by using manipulatives: Build the arrays, use number lines to make equal jumps, draw or build a set model i.e. 3 circles-4 stars in each.</p>	<p><i>3 boxes 4 apples in each.</i> Build the 3 groups of 4 using manipulatives. Focus on 3 <u>equal</u> groups.</p>	<p>2.4.C Model and describe multiplication situations in which sets of <u>equal</u> size are joined.</p>
<p>5th grade Math 5.4.A Describe and create a rule for numerical and geometric patterns and extend the patterns.</p>	<p>Build the geometric pattern using cubes. Look for the numeric pattern. When rule is discovered extend the pattern by building on.</p>	<p>Build geometric patterns using square cubes. Have student extend the pattern by building how they think it will look and why. How many were added?</p> 	<p>2.2.F Create and state a rule for patterns that can be generated by addition and extend the pattern.</p>

Reporting Modified Grades on a Standards-based Progress Report Guidelines and Frequently Asked Questions

1. Why do we give modified grades?

As written in our belief statement, the purpose of reflecting modified grades on the Spokane Public Schools Student Report is to communicate an accurate, fair and meaningful representation of academic achievement to parents/guardians of students receiving special education services. “The Individuals With Disabilities Education Act (IDEA) of 1997 and 2004 recognizes the critical need for informative reports on progress and requires that IEP teams plan and document how progress will be monitored and communicated for students with disabilities (20 U.S.C. § 141(d) (1) (A)”, (Jung, 2007); WAC 392-172A-03090)

2. Who can receive modified grades?

Only special education students with an active IEP can receive modified grades in the content areas in which they qualify.

3. Do 504, general education, or English Language Development students receive modified grades?

No, however they may receive accommodations and interventions. Because accommodations do not change the course content or criteria, they do not change the criteria on which the student is graded. Therefore all students other than students with an IEP will receive a regular mark.

4. If a child qualifies for special education services only in the area of reading, can he/she receive a modified grade in any other academic content areas such as math, science or social studies?

No, however he/she may receive accommodations and/or interventions in those content areas. For example, text may be read to the student in math, science or social studies as deemed appropriate by an IEP team (parents, general education teacher, special education teacher, district representative; WAC 392-172A-03095) For social studies or science, the grade would not be modified, however the grade would be given for the student’s understanding of the content, not for spelling or other conventions, or for reading text below grade level. Modified grades may only be given in the content areas for which they qualify for special education. In some cases, the IEP team may determine that the student’s cognitive function is such that the IEP states that the student’s performance will only be measured by the IEP goals and not by reporting grades on a report card. Reporting progress to parents of children with severe learning disabilities across all contents will occur by measuring progress towards the IEP goals and no report card will be created.

5. Who decides whether or how to modify marks?

The IEP team will determine content areas for which modified marks will be given. The modified curriculum is designed and graded through a joint effort between the special education and general education teacher. There is a worksheet to facilitate the planning of modified grades.

6. Are modified grades required for all students in special education?

Special education students may receive modified grades in goal areas identified on their IEPs. However, if the student is working at grade level in the IEP content area, it is acceptable to grade the student at grade-level standards and give a regular, non-modified mark. Special education students who consistently work at grade level within their IEP goal areas should be re-evaluated to consider exiting them from the respective area of need.

7. Why is a “Modified Standard Supplement” page necessary when giving modified grades?

The supplemental page to the report card is necessary in order to comply with Family Educational Rights and Privacy Act (FERPA) regulations governing confidentiality of student information. It also provides communication with the parent that is accurate, fair and meaningful with regard to their child’s progress.

8. If a student receives a modified grade in reading or math, do they still take the grade level district assessments (i.e. end of unit, SASL, etc.)?

All Resource and BI students take the end-of-unit tests in the content areas at their grade level so they have exposure to the grade-level standard, however students with an IEP are not graded on the assessment. The purpose of the student taking these assessments is to gather common comparative information/data about the student’s academic achievement in comparison to their grade-level peers on the grade-level standard. The modified standard identified for the student is linked with the grade-level standard (GLE or PE) that his/her peers are working towards (O’Connor,2002). When taking the end-of-unit or other district assessment, students receive the testing accommodations identified on the IEP.

9. When do specialists (music, art library) give modified grades?

The IEP team determines the contents in which a student receives a modified grade.

10. Why isn’t there a box to mark that identifies the student as a special education student?

SPS has two boxes for teachers to check on the report card that are intended to signal parents that additional information is attached to the report card. One box is to indicate that the student received intervention(s). Information about the specific intervention(s) should be attached to the report card and may be included with the report card copy in the cumulative folder. The other box indicates that a child received a modified grade. The terms of FERPA, the law that protects the privacy of a student. “...phrases such as “special education goals” or “IEP goals” would be considered a violation of Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans With Disabilities Act of 1990. However, it is permissible to indicate that some of the grades are modified or report a different level of student performance. “The progress report should include the IEP goals or a narrative describing the details of the IEP” (Jung, 2007). Teachers will attach the Modified Grade Supplemental Form and a copy of the IEP goals that connect to the modified grade to the copy of the report card given to the parent/guardian. “ The report card is seen by many individuals and must not mention that a student is receiving special education services” (Tilton, 1996), therefore the Modified Grade Supplemental Form and a copy of the IEP goals are not attached to the report card in the cumulative files, but are in the confidential file of the student.

11. What forms do I need to attach to the Report Card if I am giving a modified grade?

If some or all of the grades for achievement are based on modified standards, then the reporting system must include additional information to ensure that families understand their child's success is based on work appropriate for their developmental level instead of their assigned grade level (WAC 392-172A-03090) . Teachers will attach the Modified Grade Supplemental Form and a copy of the IEP goals that connect to the modified grade to the copy of the report card given to the parent/guardian.

12. Will the grade on the report card be the modified grade?

Yes, because the grades on the report card are generated by the electronic grade book. Since the student is working towards a modified standard, only the grades aligned with the IEP goals will be modified. The grades in the grade book will represent modified assignments as predetermined by the general education and special education teacher. By checking the modified grade box, teachers and parents will know to examine the supplemental documentation that should be attached.

13. Who determines the assignments and resulting grades that are put into the electronic grade book if the student is receiving a modified grade?

The general education teacher (classroom teacher) and the special education teacher share responsibility for the student's progress. The assignments and assessments that are recorded into the electronic grade book by the general education teacher must be collaboratively determined by the general education teacher and the special education teacher.

14. What steps do I take to create a modified grade designation (bold) on the report card?

*After navigating to a specific student's report card, select the modified grade box for the appropriate content areas: reading, writing, and math. Within the trimester column adjacent to the standard, use the drop down arrow to determine the final mark. Choose the appropriate mark with the *. The grade on the report card will then print bold to indicate a modified grade.*

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Secondary Schools, B. Keith Lenz, Donald D. Deshler with Brenda R. Kissam, Pearson Education, Inc., 2004

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Spokane Public Schools Modified Grade Supplement Form
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Student Name: _____ **Grade Level:** _____

School: _____ **Teacher:** _____

School Year: _____ **Trimester:** _____

You are receiving this supplemental report because your child has received a modified mark in one or more content areas, as prescribed by his/her Individualized Education Plan (IEP).

Listed below (checked) are the content areas that have been modified for your child, and the **ACTUAL GRADE LEVEL(S) AT WHICH HE/SHE IS WORKING:**

Reading: Modified grade level: _____

Math: Modified grade level: _____

Writing: Modified grade level: _____

The Individualized Education Plan (IEP) provides more details about the modifications.

GRADING/ASSESSMENTS (ACCOMMODATIONS/MODIFICATIONS)

Grading/Assessment	Accommodation described in student's IEP	Modification described in student's IEP
Tests or exams		
Quizzes		
Reports		
Exhibits of work (posters)		
Laboratory projects or reports		
Notebook or journal		
Oral presentation		

Grading elements adapted from Guskey & Bailey (2001, p. 61)

