

Grading Special Needs Students In The General Classroom

If a student is receiving adaptations (< 33% change to the curriculum content):

- Should be evaluated and graded similar to that of general student population.
- Do not require indications of adaptations on report cards
- Adaptations are a civil rights issue.

If a student is receiving significant curriculum modifications (curriculum content reduced >33%):

- Should have this indicated on the report card, but local policies should be followed to avoid inappropriately calling attention to the student's disability.
- Pass/fail or credit/no credit might be used on the report card.
- May change the course # for that student to indicate a different curriculum while in the general classroom.
- Teachers *must* explain modified grades to parents.
- You may put info on reports that go home, but not on the permanent record.

Examples:

- Give a kid a calculator = NO impact on the grades
- Oral vs. written = NO impact on grades
- Reducing # of problems = NO impact on grades
- Consistently and significantly reduce the number of vocabulary words learned in English = May impact grades
- If the kid is meeting 2/3 of the curriculum, let it go.

*Adapted from *Successful Co-Teaching Strategies* by Dr. Marilyn Friend