Tools for Preparing to Base Part of Grade on Student’s Use of Processes

Student:__________ Class:_________ Teachers: ______________

Two tools for identifying and evaluating processes that your student must use to complete his/her work are attached. The tools are designed to help you identify processes in individual assignments or in IEP objectives and accommodations. **You can focus on processes that are not described in the IEP.** Examples of completed tools can be found in your workshop packet. **After you have completed the tools, return here and answer the questions below to pinpoint processes to be graded.**

1. Would the student be more successful in this class if he/she could use the learning strategy, assistive technology device, or self-management strategy?

2. If the student used the process, would he/she be able to complete his/her work more independently?

3. Is the process you are considering described in the one of the student’s IEP objectives?

4. Would increasing focus on how the student uses process also help your team figure out how to best support the student?

If you can answer yes to one or more of the above questions, your student may benefit from a grading adaptation to incorporate process use into the grading system.
**Tool: Analyzing Processes in Your Assignment**

Student with disabilities may have difficulty with processes that most students complete effortlessly. Also, students with disabilities may have to learn to use different processes that help them overcome effects of their disability. It is important that the general and special educators collaborate to identify the processes embedded in an assignment, and to pinpoint processes that a student with a disability may need to use in order to complete the assignment.

<table>
<thead>
<tr>
<th>Steps to complete assignment</th>
<th>Processes most students use</th>
<th>What an individual student needs to do</th>
<th>Related IEP Objective</th>
<th>Type of Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td>__ learning strategy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>__ assistive technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>__ self-management strategy</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td>__ learning strategy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>__ assistive technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>__ self-management strategy</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td>__ learning strategy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>__ assistive technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>__ self-management strategy</td>
</tr>
<tr>
<td>Steps to complete assignment</td>
<td>Processes most students use</td>
<td>What an individual student needs to do</td>
<td>Related IEP Objective</td>
<td>Type of Process</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------</td>
<td>----------------------------------------</td>
<td>------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td>__ learning strategy</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td>__ learning strategy</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td>__ learning strategy</td>
</tr>
</tbody>
</table>
### Tool: Evaluating Processes to be Incorporated into the Grading Process

<table>
<thead>
<tr>
<th>Processes</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>List the processes you found when analyzing your assignment</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1. | - very important for completing work in this class  
- very important for completing future work  
- grading process may motivate student  
- very important for increasing student independence |
| 2. | - very important for completing work in this class  
- very important for completing future work  
- grading process may motivate student  
- very important for increasing student independence |
| 3. | - very important for completing work in this class  
- very important for completing future work  
- grading process may motivate student  
- very important for increasing student independence |
| 4. | - very important for completing work in this class  
- very important for completing future work  
- grading process may motivate student  
- very important for increasing student independence |
| **List the processes that are described in the student’s IEP objectives** |
| 1. | - very important for completing work in this class  
- very important for completing future work  
- grading process may motivate student  
- very important for increasing student independence |
| 2. | - very important for completing work in this class  
- very important for completing future work  
- grading process may motivate student  
- very important for increasing student independence |
<table>
<thead>
<tr>
<th>Processes</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>List the processes that are described in the student’s IEP objectives</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 3. | - very important for completing work in this class  
- very important for completing future work  
- grading process may motivate student  
- very important for increasing student independence |
| 4. | - very important for completing work in this class  
- very important for completing future work  
- grading process may motivate student  
- very important for increasing student independence |
| **List the process that the student must use to take advantage of accommodations** |
| 1. | - very important for completing work in this class  
- very important for completing future work  
- grading process may motivate student  
- very important for increasing student independence |
| 2. | - very important for completing work in this class  
- very important for completing future work  
- grading process may motivate student  
- very important for increasing student independence |
| 3. | - very important for completing work in this class  
- very important for completing future work  
- grading process may motivate student  
- very important for increasing student independence |
| 4. | - very important for completing work in this class  
- very important for completing future work  
- grading process may motivate student  
- very important for increasing student independence |