Tips for Completing this Tool: Basing Part of Grade on Progress on IEP Objectives

1. If considering a grading adaptation for a student included in general education classes, this tool should be completed collaboratively by the general and special educator. The student and parents should also have input into the design of the grading adaptation.

2. Make sure that the IEP goal or objective involves a critical skill that, if improved, will result in improved performance on a broad range of assignments in multiple classes. Goals that involve improvement of reading, writing, or organizational skills may be best suited for grading. If necessary, revise the student’s goals or objectives so that they better reflect skill development needed to be successful in the current classroom.

3. Consider progress on the IEP as part of the grade for a class, and not as the sole criteria for a grade. The student’s IEP should not be considered the curriculum; therefore progress on the IEP should not be the sole indicator of the student’s learning and performance for a marking period.

4. Avoid using the criteria stated in the goal or objective as the scale for determining a grade. For example, if the mastery criteria for an objective is “90% accuracy over five consecutive opportunities,” that should mean that the student must achieve this criteria to receive an A. Because progress constitutes only part of the grade, it is preferable to establish specific procedures for measuring progress within the assignments in a specific class. For example, a student with an objective for improving editing skills could be assessed for editing on each written assignment in a content area class (e.g., social studies). Performance with the editing strategy could then be added into the grade for the assignment through the use of points or a rubric score.