**Alameda Community Learning Center**

**Guidelines for Grading Learners with IEPs**

When assessing a learner with an IEP, use the rubric below and follow these guidelines:

* Ensure that legally required accommodations[[1]](#footnote-1) and modifications[[2]](#footnote-2) have been put into place before assigning a grade.
* Consult a learner’s Education Specialist at least two weeks before the grading period (quarter and semester) when there is a possibility of a learner receiving a grade of “NC”.
* For a modified grade, submit the grade in Power School with an asterisk (\*). Once grades are submitted in Power School, generate a list of learners who had modified curriculum to Isabelle. This should only be done if MODIFICATIONS have been put into place according to the student’s IEP. Transcripts will reflect modified grades with an asterisk.
* If facilitators have any questions about implementation, consult the learner’s Education Specialist.

**Grading Rubric for Learners with IEPs**

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| --- | --- | --- | --- | --- |
| **GRADE** | **SUMMARY** | **QUALITY OF WORK** | **ASSIGNMENTS** | **ENGAGEMENT and****DISPOSITION** |
| **A** | At learner’s full potential | Consistently of high quality and on time according to their potential. Completed 90-100% of all accommodated/modified assignments. | Mostly A’s and B’s (i.e. 80% or above) with accommodations/modifications.  | Consistently puts forth their best effort. Shows perseverance. Highly engaged in class activities. |
| **B** | Near learner’s full potential | Generally completes 75-90% of accommodated/modified assignments. Achieving at or near learner’s potential, even if not comparable to peers. | Mostly B’s and C’s (70% or above) with accommodations/modifications.  | Typically puts forth their best effort. Shows perseverance. Mostly engaged in class activities. |
| **C** | Learned some key concepts. Potential not fully accessed. | Shows effort and learning of some key concepts, even if not comparable with peers. Completes 60-75% of accommodated/modified assignments. | Mostly C’s (60% or above) with accommodations/modifications.  | Sometimes puts forth their best effort. Overcomes some challenges. Sometimes engaged in class activities. |
| **NC** | Learned few to no key concepts. Potential not fully accessed.  | Consistently below learner’s potential. Work reflects complete lack of effort. Completes 60% or less of accommodated/modified tasks. | Mostly NC’s (60% or below) with accommodations/modifications.  | Usually does not put forth their best effort. Difficulty overcoming challenges. Rarely engaged in class activities. |

1. An accommodation changes ***how*** students access instruction and demonstrate what they have learned. [↑](#footnote-ref-1)
2. A modification changes ***what*** the learner is expected to learn and demonstrate so that it is not consistent with that particular common core standard. [↑](#footnote-ref-2)