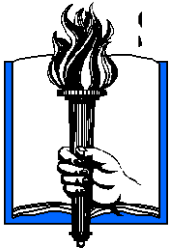


**MURFREESBORO CITY SCHOOLS
ADMINISTRATIVE DIRECTIVES**



Descriptor Term: Grading Guidelines for Special Education Students	Descriptor No: AD IS6	Effective Date: 2/6/2015
		Reviewed/Revised: 9/18

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2 Grading Guidelines for Special Education Students

3
4 OVERVIEW

5 MCS provides pull out services to students meeting the Tennessee state criteria to be identified
6 as eligible for special education services.

7 Each special education student has an Individualized Education Program (IEP) prepared by a
8 team consisting of, but not limited to, the parent, special education teacher, regular education
9 teacher, assessment team member(s), related service provider (if applicable), and LEA
10 representative. Special education services are determined based on the area(s) of need, and a
11 plan is written containing specific goals for the student.

12 All eligible special education students are to remain in their least restrictive environment to the
13 greatest extent possible and only pulled out for direct instruction in the special education setting
14 when their educational needs cannot be met within the general education setting.

15
16 The goal of the special education program in MCS:

- 17 • Provide support, interventions, accommodations, and modifications for both students and
- 18 homeroom teachers to ensure academic progress in the regular classroom setting
- 19 • Flexibility as needed to meet individual needs of students
- 20 • Provide meaningful grades that reflect a student’s experience in the classroom
- 21 • Maintain student accountability, even when the grading system is individualized
- 22 • Accurately match the grade to the performance of the student

23
24 Grading Special Education Students:

- 25 • Teachers shall implement appropriate accommodations and/or modifications that are
- 26 developed to meet the individual needs of each student and determined in the IEP.
- 27 • Grades of special education students shall reflect these daily accommodations or
- 28 alternatives in classwork, homework, and assessments.
- 29 • Special education teachers lead the classroom teacher in creating the accommodations
- 30 and modifications appropriate for the student based on their IEP goals.

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- Special education students cannot be penalized for work missed in the general education classroom if the student is pulled out for special education classes.
 - Modifications should be documented in comments section of report card to explain grades based on instructional modifications/accommodations and conveyed to parents.
 - Special education students should not receive failing grades on report cards if lessons are sufficiently modified. If special education students are still failing after classroom modifications, the classroom teacher shall meet with the special education teacher with documentation and data of current modifications/accommodations to review and/or create alternative interventions.
 - Final grade for grading period or semester should not be altered, but lessons, homework, assessments, and classwork should be modified to allow for success. If these are modified appropriately for special education students, the final grade should be reflective of actual progress. If students are receiving a failing final grade, then modifications/accommodations needs to be adjusted and documented.

45

46 Modifications/accommodations

47 Refer to the IEP of each student for guidance in determining which

48 accommodations/modifications will be utilized in the regular classroom environment.

49 Additional accommodation/modifications may be implemented as needed. All state and/or
50 district assessments will follow the specified guidelines for testing accommodations.

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