

Alternate Grading Systems

Several grading alternatives may be considered for students with special needs. Many educators use a traditional percentage grading system. This system may not be appropriate for students in an inclusive classroom.

- ↪ The IEP will provide the framework for grading the student with special needs.
- ↪ Efforts and performance should be considered when determining the student's grades.
- ↪ **Contract grading** is often used in inclusive settings. The student and teacher determine the quantity and quality of work that the student must complete in order to receive a specific grade in a particular subject area.
- ↪ **Combination grading** can reward students for their performance and help to individualize the grading process. In this manner, the student is graded on their ability, effort, and achievement. The **ability grade** is based on the expected amount of improvement in the subject area. The **effort grade** is based on the amount of time and effort the student put into the assignment to master the concept. The **achievement grade** is related to the student's mastery in relation to the others in the class. The three grades can be averaged together into one grade.
- ↪ **Shared grading** is frequently used in inclusive settings. With shared grading, the regular and the special education teacher collaborate to assign grades to students. The final grade is based on the grades and observations of both teachers.
- ↪ A **pass/fail grading system** may be appropriate. This system acknowledges that the student has completed the required assignments as determined by the teachers and the IEP.
- ↪ If the report card does not correspond with the student's individual goals and objectives on the IEP, write descriptive comments. List the skills that have been mastered. Include this letter with the student's report card.