



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Every Child, Every Day,
Whatever it Takes

November 9, 2018

Dear Parent/Guardian,

Please see below the District 65 Report Card grading guidelines for Special Education Students. In order to provide consistency and to move toward a more accurate reflection where IEP goals and grade level work should intersect, this is the grading model we are putting forth. As a reminder, the District 65 report card is a measure of how students are performing compared to grade level standards in each academic area, given collaboration between Special Education and General Education teachers. If your child has an IEP goal in a particular academic area, the report card may not be the most accurate indicator of your child's academic skill progress. Please refer to the IEP progress report for more detailed information about your child's skill progress.

Current D65 Report Card Guidance - School Year 2018-19

Report Grade Descriptors in K-5

<p>Behavior and Work Habits: S - Satisfactory I - Inconsistent N - Needs to Improve</p> <p>Content Standards: 4 - Exceeds Grade Level Standards 3 - Meets Grade Level Standards 2 - Meets Grade Level Standards with a Documented Intervention Plan 1 - Not Making Satisfactory Progress Towards Meeting Grade Level Standards NA - Not Applicable / Standards not assessed at this time</p> <p>*Standards student must meet</p>

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This document is designed to provide best practice guidance for applying our report card descriptors for students who are identified as Limited English Proficient or have an Individual Education Plan or Documented Intervention in place.

Students with Intervention Plans

General Student or Students identified as Special Education in a non goal area in need of intervention

- 4: Student exceeds end of year grade level expectations
- 3: No intervention plan in place and student is performing at or above grade level expectation
- 2: Making adequate progress toward grade level expectations with documented plan or intervention in place (for end of trimester 1 - expectation shifts to documented plan for trimester 2)
- 1: Not making adequate progress with a documented intervention

Additional Guidance for Intervention Students:

- An intervention is an intentional, defined, and ongoing action that is in place for a group or individual students aligned to a specific area of growth with a focus on accelerating learning.
- For Trimester 1 Report Card (2018-19 school year) a documented plan or intervention in place is sufficient for issuing a 2 (if student is making adequate progress) due to the fact that the Branching Mind system is new. The expectation for Trimester 2 report cards will be that the plan is documented in Branching Minds if a 1 or 2 is issued.
- If a Tier 2/3 plan is in place, it is best practice that parents/guardians have knowledge of the plan before receiving the report card. This may have been shared via email, via phone or during a parent-teacher conference and can be printed directly from Branching Minds ([How to Log Family Communication and Generate Family Communication Letters in Branching Minds](#))

Students New to the School

- If students are new to our school, provide grades for subjects where you have student work and data. Other subject areas can be marked as 'na' if student has not been in session for a long enough to provide material to assess.

Students with IEP Goals

- 4: Student exceeds end of year grade level expectations
- 3: (goal or non-goal area) Student is meeting the grade level standard without Special Education support or with a modified program.
- 2: (non-goal area) Student is making progress towards a grade level standard with the support of a documented intervention (MTSS plan) in an area where the student **does not** have an IEP goal (Reading Recovery, Wilson, etc). Remember, IEP students can have an MTSS plan if they do not qualify for an IEP goal as determined by assessments/evaluations, but still is an area that requires support.
- 2: (goal area) Student is **making progress towards meeting a grade level standard, with an IEP goal.**
- 1: Student is not making sufficient progress towards grade level standard and/or the modified objective indicated on the IEP. This should immediately prompt an IEP meeting to review the IEP and assess whether appropriate methodology, minutes, supplemental curriculum, etc. needs to be reviewed.

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Additional Guidance and Resources for Assigning Grades for Students with an IEP:

- General Education and Special Education Teachers:
 - Your assigned grade should reflect actual performance on the indicated standard—either the grade-level standard or a modified standard, as indicated in the IEP.
 - For suggestions, see [Assigning Grades for Learners with Special Needs: A Suggested Process for District 65 Teachers.](#)
 - SpEd and GenEd teachers who collect, share and compare student data (formal and informal) should also share in the grading process.
 - Please collaborate with the case manager if you have any questions or concerns about assigning grades to students with IEPs and 504 Plans.
- For General Education Teachers:
 - It is suggested that general education teachers complete a comment sheet on all students with an Individual Education Plan (IEP) who are in their class to help parents better understand the students level of performance.
- Special Education Teachers:
 - SpEd teachers should provide detailed information regarding how a student is functioning as regards their goals (IEP progress reports). This is critical to providing parents the clear information on how the student is performing.
 - Indicate “*Receives modified curriculum” for subjects where students receive SpEd services and modifications have been made.
 - For standards that are modified based upon the student’s IEP goals, indicate the modified standards in the comment sheet, so that there is a common understanding of what is assessed.
 - Any student, including those with IEPs, can legally receive a grade of “1” for a standard. Legal provisions stipulate that IEPs must give students with disabilities *the opportunity to receive passing grades and advance in grade level with their peers*. If appropriate services and supports are in place and the appropriate level of work is assessed, then the same range of grades available to all students is applicable to exceptional learners.

Sincerely,



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