

Alternative Performance-Based Rubric for High School End of Course Assessment Students with Disabilities

Instructions for Completion

Key Requirements: Students with disabilities must participate in the state End of Course (EOC) assessment. These students must receive appropriate support and accommodations with the goal of mastering course content and passing the EOC assessment. However, a student on an active IEP whose disability interferes with performance on the EOC assessment may demonstrate mastery of core knowledge and skills for that course through the approved alternative performance based assessment.

The IEP team must determine if the disability is likely to have an adverse effect on performance on the EOC assessment. Discussion of the potential need for the alternative performance based assessment may take place at the annual IEP meeting and be appropriately documented. In the event the student fails to earn a passing grade for the course, the alternative performance based rubric will be used to assess the level of mastery of the course content. The student's level of achievement of the core knowledge and skills for each state end of course test is determined by the teacher of record in consultation with the IEP team and special education providers, using the state approved alternative performance based assessment document.

Results of the performance based assessment will not improve Adequate Yearly Progress calculations for the school, but will count toward graduation rate. Students with disabilities who successfully participate in this process will meet the course requirement leading to a regular high school diploma.

Procedure:

1. Before the course begins, the special education teacher and the teacher of record* for any course requiring a state End of Course Assessment should familiarize themselves with the core knowledge and skills outlined on the state rubric. Discussion and planning should take place around the types of documentation needed as evidence for meeting the core knowledge and skills identified on the rubric (see Key that gives examples of Methods of Assessment) in the event that a student's disability may cause him/her to fail the state EOC Assessment.
2. During the course, the rubric can be used for reference and the types of documentation being collected on a regular basis should be kept in mind. The special education teacher (if he/she is not the teacher of record) can and should assist in the process.
3. If the student fails the state EOC Assessment, the teacher of record (with the assistance of the special education teacher*) will complete the rubric and assign a score for each essential skill area listed based on evidence from the

student's performance during the course. Evidence should be available for review to document that the student has satisfactorily demonstrated proficiency or above of the essential skills for the course.

4. The Method of Assessment should be documented by coding from the rubric Key. The teacher will then assign a score based on the degree to which the student has demonstrated proficiency or above in each specific knowledge or skill area, based on a 0-2 scale. This percent score will be used for calculating the student's course grade.
5. The rubric will be kept on file as documentation.

**In some instances the Special Education teacher may be the teacher of record.*