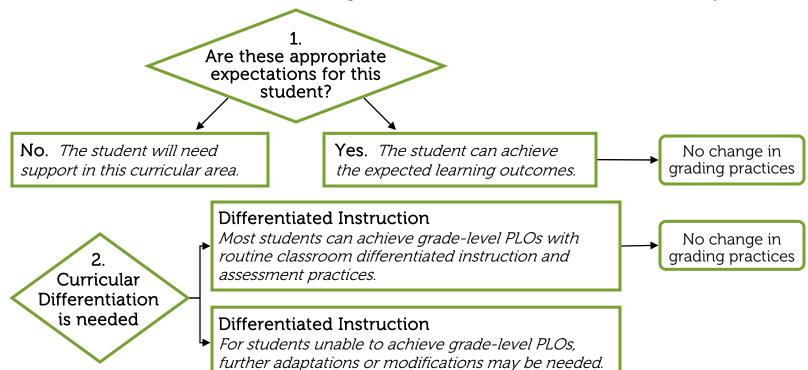
Model for Differentiated Learning, Assessment and Grading

For each set of Prescribed Learning Outcomes (PLOs) in a course or subject ask:



Adaptations

Some students may work on select PLOs from different grade levels within a subject area. The teacher continues to use differentiation of instruction and universal design for learning concepts. Adaptations recognize that students learn in a variety of ways and at different rates.

Modifications

A very small number of students will require developmentally appropriate individualized PLOs that are foundationally related to but different from the PLOs in a course or subject. A decision to modify a student's program should only be made in consultation with the SBRT and parents. If letter grades are used, the report should state that the evaluation is in relation to the IEP.

3. Determine Appropriate PLOs

The classroom teacher determines appropriate PLOs for the student to achieve. These PLOs should be focused on core understandings for the topic/subject area and aligned with the stated goals in the student's IEP or AEP.

5. Communicate the Meaning of the Adapted or Modified Letter Grade

Use the menu of comments in Report Central to indicate each grade that is adapted or modified. This should be the first comment for the subject:

- 1. is working on an individualized program; the letter grade reflects adaptations
- 2. is working on an individualized program; the letter grade reflects modifications
- 3. is using materials and approaches adapted from a previous grade level
- 4. is working with program adaptations as outlined on the IEP
- 5. is using adapted materials/approaches in some aspects of learning

Other comments related to the student's progress in the subject should focus on his or her progress in relation to the PLOs and/or to the stated goals in the IEP/AEP.

4. Determine Letter Grade

Determine the appropriate letter grade for the student based on his or her progress in relation to agreed upon PLOs and/or IEP/AEP goals.

