

Example of a Grading Worksheet for Elementary Sped Resource Teachers - READING

Student _____ Grade _____

General Education Teacher _____ LA Special Education Teacher _____

| Percent of LA Block in Special Education = % of grade from Special Education Teacher | | | | | |
|--|--------------------------------|--|-----------------------|-----------------------|-----------------------|
| # of Minutes in LA Block | | # of Minutes in Resource Room | | | |
| % of LA Block in Resource Room | | # of Grades provided by Sped Teacher ____/10 | | | |
| Grades from Sped Teacher (give the # indicated above. Collaborate with Gen Ed teachers for which grades Sped will contribute.) | | 1 st 9 Wks | 2 nd 9 Wks | 3 rd 9 Wks | 4 th 9 Wks |
| Oral Reading | Decoding/accuracy, and fluency | | | | |
| Comprehension | Retelling | | | | |
| | Summary | | | | |
| | Open-ended responses | | | | |
| | Short answer responses | | | | |
| | Observation of Comprehension | | | | |

Grades Specified by Grading Expectations - Language Arts 2-5

| | |
|---|--|
| Minimum of 10 grades | The general education teacher and special education teacher will contribute grades in these areas based on the above number and accommodated/modified work as indicated in IEP. Collaborate on who will give which grades. |
| Reading (50%) Minimum of 5 grades (at least 1 grade from each category) | <ul style="list-style-type: none"> • Oral - reading assessment (Running Records) including comprehension, decoding/accuracy, and fluency (retellings or summaries) • 2 comprehension assessments may include: <ul style="list-style-type: none"> - Open-ended responses - Short-answer responses - Written retellings or summaries - Literary responses • Observation of comprehension using teacher-created rubric in small or large group discussion • Combination of multiple student reading responses (“during” or “after” reading) |
| | Grades below are determined by the general education teacher based on accommodated/modified work as indicated in IEP. |
| Writing (50%) Minimum of 5 grades (at least 1 grade from each category) | <ul style="list-style-type: none"> • On-demand (teacher assigned) composition <ul style="list-style-type: none"> - Student completed the writing process (drafting, revising, editing, final copy) - Scored using a rubric • Student-selected writing focused on craft <ul style="list-style-type: none"> - Student completed the writing process (drafting, revising, editing, final copy) - Scored using a rubric • Observation to assess understanding of purposes, formats, and conventions of writing that may occur during peer or teacher-led discussions within the writing workshop <ul style="list-style-type: none"> - Collection of student responses - Transfer of spelling knowledge to written work |
| Handwriting – E, S, N, U | 1 grade that reflects student’s progress in acquiring legible and fluent handwriting that includes correctly-formed letters & spacing |

The grading sheet will be provided to the general education teacher for each 9 week grading period.

Example of a Grading Worksheet for Elementary Sped Resource Teachers – MATH

Student _____ Grade _____

General Education Teacher _____

Math Special Education Teacher _____

| Percent of Math Block in Special Education = % of grade from Special Ed Teacher | | | | | | |
|--|----------------------------|--|--|-----------------------|-----------------------|-----------------------|
| # of Minutes of Math Block | | | # of Minutes in Resource Room | | | |
| % of Math Block in Resource Room | | | # of Grades provided by Sped Teacher ____/ 9 | | | |
| Grades from Sped Teacher (give the # indicated above) Collaborate with Gen Ed teachers for which grades Sped will contribute. | | | 1 st 9 Wks | 2 nd 9 Wks | 3 rd 9 Wks | 4 th 9 Wks |
| Concept Development | In class independent work | | | | | |
| | Checkpoints | | | | | |
| | Other evidence of learning | | | | | |
| Concept Literacy | Fluency | | | | | |
| | Journal (explain thinking) | | | | | |

Grades Specified by Grading Expectations – Math 1-5

| | |
|--|--|
| Minimum of 9 grades | The general education teacher and special education teacher will contribute grades in these areas as noted below , based on the above number and accommodated/modified work as indicated in IEP. Collaborate on who will give which grades. |
| Concept Development (Daily/Weekly Progress Checks) 30% Minimum of 3 grades | <ul style="list-style-type: none"> Observations (using a rubric) – General Ed Station (center) products – General Ed In-class independent work – General Ed and/or Special Ed Checkpoints – General Ed and/or Special Ed Other evidence of learning – General Ed and/or Special Ed |
| Concept Literacy (reading, writing, speaking, listening) 20% Minimum of 3 grades | <ul style="list-style-type: none"> Fluency (number talk, math fact strategy/recall practice) – General Ed and/or Special Ed Journal reflections (explain thinking through models, pictures, or words) – General Ed and/or Special Ed Written responses to concepts (i.e. exemplars) – General Ed |
| | Grades below are determined by the general education teacher based on accommodated/modified work as indicated in IEP. |
| Concept Mastery (big ideas, multiple concepts/skills) 50% Minimum of 3 grades | <ul style="list-style-type: none"> Unit Progress Checks/Common Formative Assessments (every 2-4 weeks) In-class projects (aligned to proficiency scale; graded with rubric) |

The grading sheet will be provided to the general education teacher for each 9 week grading period.