

2018-2019 Clovis Point Grading Rubric for Students on Alternate Curriculum

NOTE: This rubric is to be used in general education classrooms for students that are on a **modified curriculum in the resource classroom** and whose **IEP recommends general education for socialization purposes**. This should be used consistent with the student's individual goals and abilities.

| Criterion | 4 | 3 | 2 | 1 |
|--|---|--|--|---|
| When accommodations and / or modifications have been made, the student . . . | | | | |
| Participation | Demonstrates active engagement for the duration of the task, with or without assistance 76-100% of the time. | Demonstrates active engagement for the duration of the task with or without assistance, 51-75% of the time. | Demonstrates active engagement for the duration of the task, with or without assistance 26-50% of the time. | Demonstrates active engagement for the duration of the task, with or without assistance 0-25% of the time. |
| Respecting Rights and Property | Is respectful of others' property, shows empathy for and acknowledges others' feelings, and respects others personal space 76-100% of the time. | Is respectful of others' property, shows empathy for and acknowledges others' feelings, and respects others personal space 51-75% of the time. | Is respectful of others' property, shows empathy for and acknowledges others' feelings, and respects others personal space 26-50% of the time. | Is respectful of others' property, shows empathy for and acknowledges others' feelings, and respects others personal space 0-25% of the time. |
| Rules and Procedures | Follows classroom rules and procedures, and adapts flexibly to change 76-100% of the time. | Follows classroom rules and procedures, and adapts flexibly to change 51-75% of the time. | Follows classroom rules and procedures, and adapts flexibly to change 26-50% of the time. | Follows classroom rules and procedures, and adapts flexibly to change 0-25% of the time. |
| Communication | Expresses wants, needs, emotions and thoughts in an appropriate manner 76-100% of the time. | Expresses wants, needs, emotions and thoughts in an appropriate manner 51-75% of the time. | Expresses wants, needs, emotions and thoughts in an appropriate manner 26-50% of the time. | Expresses wants, needs, emotions and thoughts in an appropriate manner 0-25% of the time. |
| Transitions | Moves from one activity to another in an appropriate manner 76-100% of the time. | Moves from one activity to another in an appropriate manner 51-75% of the time. | Moves from one activity to another in an appropriate manner 26-50% of the time. | Moves from one activity to another in an appropriate manner 0-25% of the time. |
| Total (Raw Score): | | | | |

Comments: _____

Total (Raw Score): _____

Converted % from Grade Chart: _____

Conversion Chart for Students with IEPs in General Ed Classes

Use with Grading Rubric Raw Score

Conversion Chart

(Converting Raw Score to Percentages)

| Student Raw Score | Converted Raw Score Percentage |
|--------------------------|---------------------------------------|
| 20 | 100 |
| 19 | 97.4 |
| 18 | 94.8 |
| 17 | 92.2 |
| 16 | 89.6 |
| 15 | 87 |
| 14 | 84.4 |
| 13 | 81.8 |
| 12 | 79.2 |
| 11 | 76.6 |
| 10 | 74 |
| 9 | 71.4 |
| 8 | 68.8 |
| 7 | 66.2 |
| 6 | 63.6 |
| 5 | 61 |
| 4 | 58.4 |
| 3 | 55.8 |
| 2 | 53.2 |
| 1 | 50.6 |

2018-2019 Clovis Point Modified Grading Rubric

NOTE: This rubric is used with students who participate in a general education setting and **who are responsible for at least part of the content for the class**. The use should be consistent with the students goals and individual abilities.

| Criterion | 4 | 3 | 2 | 1 |
|--|--|---|---|--|
| When accommodations and / or modifications have been made, the student . . . | | | | |
| Content | Demonstrates learning independently without significant conceptual errors. | Demonstrates learning independently. May have minor conceptual errors. | With help, demonstrates learning. May have minor conceptual errors. | With help, demonstrates partial understanding. May have significant conceptual errors. |
| Task Completion | Produces best quality classwork and completes assignments within individual time allotment 76-100% of the time. | Produces best quality classwork and completes assignments within individual time allotment 51-75% of the time. | Produces best quality classwork and completes assignments within individual time allotment 26-50% of the time. | Produces best quality classwork and completes assignments within individual time allotment 0-25% of the time. |
| Effort | Attempts all tasks independently, asks for help, uses class time productively and stays on task 76-100% of the time. | Attempts all tasks independently, asks for help, uses class time productively and stays on task 51-75% of the time. | Attempts all tasks independently, asks for help, uses class time productively and stays on task 26-50% of the time. | Attempts all tasks independently, asks for help, uses class time productively and stays on task 0-25% of the time. |
| Attitude | Respects peers and teacher, complies with requests, and respects the classroom environment 76-100% of the time. | Respects peers and teacher, complies with requests, and respects the classroom environment 51-75% of the time. | Respects peers and teacher, complies with requests, and respects the classroom environment 26-50% of the time. | Respects peers and teacher, complies with requests, and respects the classroom environment 0-25% of the time. |
| Peer Interaction | Offers ideas and support, asks questions and encourages others 76-100% of the time. | Offers ideas and support, asks questions and encourages others 51-75% of the time. | Offers ideas and support, asks questions and encourages others 26-50% of the time. | Offers ideas and support, asks questions and encourages others 0-25% of the time. |
| Total (Raw Score) | | | | |

Comments: _____ **Total (Raw Score):** _____

_____ **Converted % from Grade Chart:** _____