

Ventura County SELPA

Alternate Standards-Based Report Card (ASBRC)

Purpose and Procedures

Purpose of the Alternate Standards-Based Report Card

The Alternate Standards-Based Report Card (ASBRC) was developed as an alternative to the regular elementary report card for students with disabilities (special education and Section 504), general education students participating in interventions, and English Language Learners who are unable to be evaluated appropriately using the regular report card. The ASBRC was not designed to be a report of progress toward IEP goals. The ASBRC was intended to provide parents with progress toward out-of-grade-level content standards when the student is unable to demonstrate meaningful progress toward the grade-level standards on the regular report card.

This memo will review the procedures for use of the Alternated Standards-Based Report Card for elementary special education students. Contact your principal if you have questions regarding the use of ASBRC with other student populations.

Who is Eligible to be Graded Using the Alternate Standards-Based Report Card?

Not all students with disabilities should be graded using the ASBRC. It is designed for students with disabilities who are participating in a standards-based, rather than a functional or community-based curriculum. Students assessed using the ASBRC receive Specialized Academic Instruction (SAI) in a general education setting or a special education setting (i.e. separate class). Students with moderate/severe disabilities working toward functional goals and assessed using the CAPA, are not typically candidates for the ASBRC.

The ASBRC is appropriate for students with disabilities who are working more than a year below grade level, and are unable to demonstrate meaningful progress toward their grade-level content standards, even with accommodations. (Accommodations for instruction and assessment can include reduced number of items; test questions read aloud and/or dictated responses for science, history, and/or math; extended time for assignments or tests; use of a math chart or calculator for tasks that are not assessments of knowledge of math facts; graphic organizers; reduced number of answer options; visual model; test taken in a separate room; etc.) For these students, use of the regular report card does not provide the parent with information regarding the student's performance on more appropriate, out of grade-level standards.

Each content area (i.e. English/Language Arts, Math, and Science/Social Studies) is on a separate page of the ASBRC. This allows for the use of the ASBRC in combination with the regular report card. For example, the ASBRC could be used to evaluate performance in ELA and Science/Social Studies, and the regular report card to evaluate proficiency in Math. Please note that both report cards would not be used for the same content area.

Who Determines if the Alternate Standards-Based Report Card is Appropriate for a Particular Student?

The determination whether a student is achieving a year below grade level in any content area and is unlikely to demonstrate meaningful progress toward grade level standards, even with accommodations, should be made by the IEP team. The determination should be based on multiple measures including, but not limited to, individual curriculum based assessments, benchmark assessments, teacher developed assessments, statewide assessments and work samples. Grading methods should be discussed with the parent at each annual review, and documented on the *Accommodations and Modifications* page of the IEP. It is expected that many students taking the California Modified Assessment (CMA) in a subject area would meet the criteria for use of the ASBRC in that same subject area. Use of the ASBRC does not preclude students from earning a diploma.

Who Completes the Alternated Standards-Based Report Card?

The ASBRC should be completed by the teacher(s) responsible for providing instruction in the specific content area. For students receiving specialized academic instruction in a content area in a special education classroom, it is likely that the special education teacher is providing all instruction in that content area, and therefore, would complete the ASBRC independently. The ASBRC should be completed collaboratively by both general and special education teachers for students who receive instruction in the general education setting with support from a special education teacher.

What Grades and Standards are Addressed on the Alternate Standards-Based Report Card?

The ASBRC was designed for students in grades 1 through 5, and includes essential standards for grades K-4. However, if students in grade 6 are also served at the elementary level in your district, they may be evaluated using the ASBRC. The ASBRC includes space to write in individualized grade level standards in each of the content areas; these areas could be used for grade 6 students.

How is the Alternate Standards-Based Report Card Completed?

It is not expected that all items on the ASBRC will be completed. Out-of-grade-level standards that have been addressed in the current school year should be included. For example, if the student is in the fifth grade, but working toward fourth grade content standards, the fourth grade content standards should be addressed on the ASBRC. Teachers are not expected to collect accuracy and consistency data for the standards on the ASBRC. Rather, teachers should have work samples that demonstrate progress toward the standard. Students may receive a 1, 2, 3, or 4 at any grading period, including at the end of the school year. Teachers may use a notation to indicate that a standard is addressed in an IEP goal. (Remember that parents must still be notified of progress toward IEP goals at the same time report cards are provided.)

Is the Alternate Standards-Based Report Card Available On-line?

The ASBRC is available in English and Spanish on the SELPA website www.venturacountyselpa.com, under "Resources for Teachers."