

## Reference Rubric for Reporting XSIEP Courses - Dogwood

For a student receiving a Dogwood Certificate, the marks reported for XSIEP non-credit courses are based on the goals established in the student's Individual Education Plan (IEP), and growth towards achieving these goals. Students must receive a mark in all courses.

### Assessment of IEP goals and Reporting for Students

Assess the student's growth in meeting their IEP goal(s). Determine the Overall Mark: The overall mark for a student is an average of the Knowledge & Skills mark and the Effort mark. Transfer letter grades to **PERCENTAGES** for reporting an overall mark on a student's transcript.

Aspect	A Extending/Exceeding	B/C+ Proficient/Meeting	C Developing/Approaching	C- Emerging/Minimally Meeting
Demonstration of growth in knowledge &/or skills, and effort to achieve the IEP goals.	Student demonstrates an excellent performance and understanding of the goals, is making ongoing efforts to attain them and at times may have exceeded expectations.	Student demonstrates that they are moving towards achieving the goals and is making efforts to grow in these areas.	Student demonstrates partial achievement or growth towards attaining the goals with some effort.	Student demonstrates initial understanding of the goals and are demonstrating effort to grow in these areas.

Overall Mark
100% to 86% = A
85% to 73% = B
72% to 67% = C+
66% to 60% = C
59% to 50% = C-

Comments
Identify if the student is on an adapted program. Communicate student learning and progress through strength-based comments, support strategies used, adaptations applied to support success, observations, interviews/conversations, and products. Note level of supports (peer, teacher, SBRT, EA) provided and the frequency of this need (e.g., starting tasks, initiating work, etc.).

**Sample Comment:** (\*student name) is on an adapted program. Their programming is tailored to meet their specific learning needs. They receive additional support from the School Based Resource Teacher, (\*SBRT name). This student is using the support block for (\*provide specifics around course(s), strategies, instruction/interventions, adaptations, etc.). This support time this term was used for (\*share examples of activities, social connections, peer support, positive outcomes, etc.). They have received a grade in this class based on their growth related to personalized IEP goals. Some adaptations and support this student have received include: (\*Education Assistant support, extra time to complete tasks, reducing the number of assignments required, and providing samples/visuals of expected work, etc.). Please refer to this student's IEP for a more comprehensive overview of the learning goals set for this school year and progress reporting provided by the SBRT.