

Guide to Modifications and Accommodations in Grading

Andrea and Nancy Hungerford have set forth three steps to determining what grade to award to students with disabilities in the general classroom.

1. Determine (in writing) the core curriculum content of each class (that is, what essential skills every student should have gained by the end of the course.)
2. If the student is expected to demonstrate all core skills, but in different modes or amounts, the student is receiving accommodations-grade should **NOT** be marked modified.
 - fewer problems (but problems that test the entire range of skills)
 - assistance with spell check or calculator
 - oral testing or written response not counted down for spelling **SO LONG AS** none of these are core skills for the class issue
3. If the student is excused from demonstrating some of the course's core skills, the student is receiving modifications –grade **SHOULD** be marked modified.
 - test problems cover only part of the skills taught
 - test is untimed, includes fewer problems, or spelling isn't counted **IF** these skills are the **FOCUS OF THE COURSE**

An example might be a math test where fewer problems or untimed tests are given, but the whole range of skills are represented in the test accommodations. Another example might be that in science written tests, spelling and grammar are not counted as part of the grade.