

GRADING and REPORTING when there are MODIFICATIONS

A value is required to be entered on the elementary report card to maintain student records over time. In SD10, the Comment area of the report card must state that the student is working on modified learning outcomes in each modified curricular area listed on the report card for grade 4 – 7 and at what level they are working. Percentages (marks) and letter grades may be recorded for modified courses in secondary school for grades 8 – 12 are identified with My_Ed ministry code starting with XS IEP descriptor in the course title.

Progress reports to parents for students with special needs who are working toward individualized outcomes or goals rather than the prescribed learning outcomes of the BC curriculum for that subject or course may be done using structured written comments or letter grades.

Reporting for the student should be determined collaboratively at the school level. If letter grades are used when modifications have been made, the body of the student progress report should state that the evaluation is in relation to the individualized outcomes or goals and not in relation to learning outcomes for the subject or course.

The specific goals and objectives evaluated should be included in the student progress report.

FURTHER RESOURCES ON ACCOMMODATIONS

Further information is available from the Ministry:

Reporting Student Progress: Policy and Practice:

www.bced.gov.bc.ca/classroom_assessment/09_report_student_prog.pdf

A Guide to Adaptations and Modifications

www.bced.gov.bc.ca/specialed/docs/adaptations_and_modifications_guide.pdf

IEP Resource Guide for Teachers

www.bced.gov.bc.ca/specialed/docs/iepssn.pdf

ACKNOWLEDGEMENTS

Pamphlet information comes from BC Ministry of Education “A Guide to Adaptations and Modifications”. It was developed in consultation with representation from the following educational associations:

- * BC Council of Special Educators (BC CASE),
- * Learning Assistance Teachers’ Association (LATA),
- * Special Educators’ Association (SEA),
- * Office of the Inspector of Independent Schools, and
- * British Columbia Teacher’s Federation (BCTF)

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MODIFICATIONS

An Information Pamphlet for Schools, Parents and Students

3 Principles of Learning that Guide our Teaching Practice in BC:

- * **Learning requires the active participation of the student.**
- * **Students learn in a variety of ways and at different rates.**
- * **Learning is both an individual and a group process.**

School District 10

(Arrow Lakes)



SDIO SCHOOL DISTRICT 10
ARROW LAKES
World Class Learning in a Rural Environment

A GUIDE TO MODIFICATION

MODIFICATIONS

Accommodations in the form of modifications are instructional and assessment-related decisions made to accommodate an individual student's educational needs. They consist of individualized learning goals and outcomes that are different from the prescribed learning outcomes of a course or subject in the BC Ministry of Education curriculum.

When to use Modifications or Board Authorized Courses:

- * The decision to use modifications should be based on the same principle as adaptations – that all students must have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their education programs.
- * Before modifying the prescribed learning outcomes for a student, schools should review all instructional interventions tried and consider assessment information, utilizing a school-based team process that is ongoing and consultative – similar to Individual Education Plan development practices.
- * Modifications should be considered for those students whose special education needs are such that they are unable to access the BC Ministry curriculum

(i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively/multiply challenged.) **Using the strategy of modifications for students not identified as a student with special needs should be a very rare practice.**

- * In many cases, modifications need only form part of an educational program for a student with special needs, and they need not be a permanent or long term solution.
- * Continuing to use modifications should be reviewed on a regular basis. Decisions about modifications should be subject or course specific wherever possible. **To document consultation between school teams and parents, SD 10 uses the School Completion Evergreen Certificate tracking form that must be included in the IEP.**
For example, a student with an intellectual disability may require modifications to a specific subject area such as mathematics; however, modifications may not be required to meet the provincial prescribed learning outcomes in physical education.
- * Although decisions about modifications to a student's courses or subjects may take place in grades earlier than Grade 10, a formal decision that an overall program of studies is modified does not need to occur until Grade 10.

The decision to provide modifications, particularly at the secondary school level, will potentially track forward to the possibility of students' school outcome of earning a School Completion Evergreen Certificate upon leaving secondary school rather than credits toward graduating with a Dogwood Diploma. Therefore, the critical decision of whether a students' education program should include modifications should not be made in isolation by a single classroom teacher. The decision should be carefully and thoughtfully made, in consultation with parents, and/or instructional support personnel in a school-based team process leading to an assessment process with the final determination made by the school principal. This decision should address the student's longer term educational, career and life goals.

Examples of Modifications

- * An educational program for a student might include a combination of adaptations and modifications.
For example, a student could be working on grade level learning outcomes in PE, Health and Career Education and below grade level learning outcomes in Mathematics, all with adaptations while working on individualized learning outcomes that meet the student's IEP goals in other areas. The individualized outcomes may address functional life skills and foundational academic skills. (Guide p.4)