

SECTION 9-A

**inclusion
matters!**



Determine Data Collection and Grading Options

PART 1 **Determine Data Collection**

Determine Data Collection

It is important to remember that although data collection is necessary for accountability, the purpose of collecting data is to make decisions. The information collected should help in making decisions about a student's performance and quality of life. It allows the team to look at progress toward an objective and decide if the instruction, environment or adaptations need to be adjusted to accomplish the objective. Collecting information also helps to analyze the quality of life for the student that would include interesting, age-appropriate activities, satisfying peer interactions, and supportive environments.

There are many types of data collection systems, but an effective system will address these questions:

1. Am I clear about why I want to collect this information?
2. Does the method of collecting information tell me what I need to know? Is it accurate? Is it related to the IEP objectives?
3. Does everyone on the team understand the purpose and the method of collecting data? Does it mean the same thing to all of us?
4. Is it easy and efficient to collect and use?
5. Will I be able to use it to make decisions and changes?
6. Have I decided an appropriate schedule for collecting the information? How frequently should data be collected to get the necessary information? Who will be collecting the data in each setting?
7. Have I identified a system to review the data on a regular basis with the team so it can be used to make decisions?

Typical data collection systems can be used in inclusive education, however, the CURRICULUM MATRIX can be adapted to use to collect data.

For a student with severe disabilities, it may not be necessary or practical to collect data weekly on each objective.

For additional resources related to Data Collection, please visit the Inclusive Education page on the SSD website.

Curriculum Matrix

Schedule Goals & Objective					

At Intervention/Trial Plan

Student:

Dates:

To:

Task Outcome	
Stud. Level	
Data Method	
Person Resp	
At Solution 1	
At Solution 2	

ACADEMIC/ COMPLETION	# OF PROBLEMS	% CORRECT	WORKSHEET COMPLETED
DAY 1			
DAY 2			
DAY 3			
DAY 4			
DAY 5			
DAY 6			

Adapted from Reed, P., Bowser, G, & Korsten, J. (2002). How do you know it? How can you show it? Oshkosh, WI: WATI.

Spell Checker Data Sheet

Name: _____

School: _____

Date	Words looked up	Word found on 1st try	Word NOT Found

Adapted from archived forms located in the QIAT listserv

Writing Speed and Accuracy

Student: _____

Date: _____

Data Collected By: _____

Date	# OF ERRORS	# OF WORDS TYPED	TIME TO COMPLETION

Writing Speed and Accuracy

Student: _____

Date: _____

Data Collected By: _____

Date	Class	Write	Type	# of Errors	# of Words Generated	Time to Complete	Comments



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SECTION 9-B

Determine Data Collection and Grading Options

PART 2 Determine Grading Options

Determining Grading Options

Report cards and grading student progress are ongoing issues in education and can be an area of concern for students, teachers and parents.

It is important to remember that a child with a disability has an individualized education program and his/her progress does not need to be measured in comparison to other students if it is not appropriate to do so. Rather, the IEP team in accordance, with the local district's policy, can determine how to measure and report the student's progress according to an individual standard. The goal is to develop a grading system which provides accurate information about what the student has actually learned. Collaboration among teachers, parents, and administrators (and often the students) can generate systems which fall within the district policy and are still effective reports of progress.

One example of a possible system is the personalized grading system developed by Dennis Munk and William Bursuck. Munk and Bursuck make the following recommendations:

- Clarify the purpose for the grades
- Individualize curricular expectations
- Identify grading adaptations, such as
 - Prioritize content and related assignments
 - Base part of grade on the processes the student uses or the effort put forth
 - Incorporate progress on IEP goals
 - Incorporate improvement measures
 - Change the weights of grades
 - Use contracts and rubrics to communicate expectations

Munk, Dennis D and Bursuck, William D.

Educational Leadership, Oct2003, Vol. 61 Issue 2, p38-43, 6p, 2 Color Photographs

<http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=11868857&site=ehost-live>

A second example of a possible system is offered by Lee Ann Jung and Thomas R Guskey who suggest a five step model:

- For each reporting standard, ask whether the standard is an appropriate expectation without adaptations
- If the standard is not appropriate, determine whether it would be appropriate with learning accommodations.
- If not, determine how the standard needs to be modified or choose an alternative appropriate standard.
- Base grades on the modified standard rather than the grade-level standard
- Communicate the meaning of the grade.

Jung, Lee Ann and Guskey, Thomas R. GRADING Exceptional Learners. Educational Leadership, Feb2010, Vol. 67 Issue 5, p31-35, 5p

<http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=47791470&site=ehost-live>

Once again, if an alternative grading method is deemed appropriate and whichever grading option is determined and implemented, collaboration through the IEP team and understanding by all members of the team is essential.