

## **Alternate Performance Based Assessment (APBA)**

**July 18, 2013**

Students with disabilities must participate in the state End of Course (EOC) assessment. These students must receive appropriate support and accommodations with the goal of mastering course content and passing the EOC assessment. However, a student on an active IEP whose disability interferes with performance on the EOC assessment may demonstrate mastery of core knowledge and skills for that course through the approved alternative performance based assessment.

The IEP team must determine if the disability is likely to have an adverse effect on performance on the EOC assessment. Discussion of the potential need for the alternative performance based assessment may take place at the annual IEP meeting and be appropriately documented. In the event the student fails to earn a passing grade for the course, the alternative performance based rubric will be used to assess the level of mastery of the course content. The student's level of achievement of the core knowledge and skills for each of state end of course test is determined by the teacher of record in consultation with the IEP team and special education providers, using the state approved alternative performance based assessment document. Results of the performance based assessment will not improve Adequate Yearly Progress calculations for the school, but will count toward graduation rate. Students with disabilities who successfully participate in this process will meet course requirement leading to a regular high school diploma.

### **Case Manager Instructions**

- The Case manager verifies students with disabilities (SWD) that are enrolled in courses that require an End of Course exam.
- The Case manager is responsible for communicating the potential need for the APBA rubric to the regular education teacher.
- Case Manager is responsible for collecting evidence from the regular education teacher to support mastery of standards found on the APBA rubric. Completion of standards should be documented on the rubric throughout the duration of the course.
- It is recommended that all SWD have an APBA rubric completed so when the APBA needs to be applied to the final report card the evidence has been collected and the data is complete and ready to post on the report card. This is extremely important because often EOC Scores are returned after school is out and teachers are unavailable to sign and provide documentation for the rubric.
- When the EOC scores are returned to the school and it has been determined that the SWD failed the course due to a low EOC score the APBA rubric score may replace the EOC score on the final report card. The student's grade must be passing before the EOC score is applied.
- If the students' APBA score was high enough to raise the average above passing then the student will earn the credit for the course. If the APBA score did not raise the grade above passing then nothing needs to be done to the report card and the student fails the course.
- The teacher of record must sign and date the APBA rubric and is responsible for making the final grade change on the report card. In some cases the SPED teacher may be the teacher of record.
- The teacher of record must take the original EOC score off the report card in SMS and place the APBA rubric score in its place. The APBA score is figured into the final grade at 25%.
- The final grade may have to be calculated by hand, because SMS does not automatically re-calculate the grade.
- Evidence of completion of the APBA rubric standards should be kept with a copy of the APBA rubric. The Teacher of record should keep the original documents with the grade book and a copy of the rubric placed in the students' cumulative and IEP folder.
- AYP EOC Courses are: Algebra I, II, English I, II, III, Biology, and US History.
- Non AYP EOC courses are Chemistry, Physics and Geometry.