

Level of Impact of Impairment on School Participation: Grading Rubric

1. Mental or physical impairment is _____
2. Major life activity impacted is _____
3. Level of impact
 - a. Make an educated estimate without the effects of mitigating measures such as medication, assistive technology, reasonable accommodations or auxiliary aids/services.
 - b. For impairments that are episodic or in remission, make the determination for the time they are active.
 - c. Use the average in the general (school) population as the frame of reference.
 - d. Substantially limits means:
 - i. unable to perform a major life activity that the average person in the general population can perform; or
 - ii. significantly restricted as to the condition, manner, or duration under which an individual can perform a major life activity as compared to the condition, manner, or duration under which the average person in the general population can perform that same major life activity.

	ACADEMIC	SOCIAL	BEHAVIORAL	PARTICIPATION/ ATTENDANCE
5 EXTREME	<ul style="list-style-type: none"> Performs far below average on standardized tests Failing grades Never completes or turns in work 	<ul style="list-style-type: none"> Has no friends Always alone No relationship with adults at school Poor self esteem 	<ul style="list-style-type: none"> Multiple exclusions or removals from class Significantly modified or shortened schedule Parents called more than once a week for behavioral concerns 	<ul style="list-style-type: none"> Misses over 75% of school activities (due to behavior or discipline) Excessive absent More than 10 min. tardy to four or more classes per week
4 SUBSTANTIAL	<ul style="list-style-type: none"> Below average on standardized tests Failing or very low grades Completes/turns in very little work 	<ul style="list-style-type: none"> Has very few friends Expresses feelings of loneliness Very few relationships with adults at school Poor self esteem 	<ul style="list-style-type: none"> Frequent exclusions or removals from class Detention several times per month Partially modified or shortened schedule Parents called monthly for behavioral concerns 	<ul style="list-style-type: none"> Misses over 50% of school activities Frequently absent More than 10 min. tardy to two or more classes per week
3 MODERATE	<ul style="list-style-type: none"> Average or below on standardized tests Poor grades Inconsistent work completion 	<ul style="list-style-type: none"> Makes but loses friends Trouble interacting with adults Occasionally expresses low self esteem 	<ul style="list-style-type: none"> Some exclusions or removals from class Some office referrals Occasional detention Parents have been called for behavioral concerns 	<ul style="list-style-type: none"> Misses over 25% of school activities Often absent More than 10 min. tardy to at least one class per week
2 MILD	<ul style="list-style-type: none"> Average or above on standardized tests Grades of concern Occasionally misses schoolwork 	<ul style="list-style-type: none"> Would like more friends Typical relationships with adults Self-esteem average 	<ul style="list-style-type: none"> Occasional behavioral concerns Occasional discipline actions Parents have been called for behavioral concerns 	<ul style="list-style-type: none"> Occasionally misses school activities Occasionally absent Occasionally tardy
1 NEGLIGIBLE	<ul style="list-style-type: none"> Average or above on standardized tests Average or above average grades Completes/turns in most schoolwork 	<ul style="list-style-type: none"> Many friends Participates in activities with others Good relationships with adults Good self esteem 	<ul style="list-style-type: none"> Behavior typical of peers 	<ul style="list-style-type: none"> Participates in almost all school activities Average attendance Tardy less than once a month