

Georgia Department of Education
Students with Disabilities – High School Mathematics Decision Rubric

Local boards of education shall award units of math credit only for courses that include concepts and skills based on the state-adopted curriculum for grades 9-12 approved by the State Board of Education. Students with disabilities, who were identified prior to enrollment in high school and have a disability affecting mathematics achievement, may follow an alternate course sequence to meet the mathematics course requirements of the graduation rule 160-4-2-.48. The alternate course sequences include 1) students enrolling in a single advanced mathematics course and receiving instruction over two years or 2) receiving dispensation from completing Mathematics III or GPS Advanced Algebra or CCGPS Advanced Algebra. These alternate course sequences would allow a student with disabilities earning core credit in Mathematics I and II or GPS Algebra and GPS Geometry, or CCGPS Coordinate Algebra and CCGPS Analytic Geometry with two other mathematics courses to satisfy the minimum mathematics requirements for high school graduation.

Mathematics		Evidence in the IEP clearly shows that:
YES <input type="checkbox"/>	NO <input type="checkbox"/>	<p>The student’s disability has precluded the student from achieving grade-level proficiency, as demonstrated by the student’s pattern of performance on the state-mandated test in the area of mathematics. (i.e., CRCT). Other valid assessment evidence for the content area under consideration (such as, benchmarks, unit assessments, etc.) may be used as documentation that the student did not meet grade-level expectations the prior year.</p> <p>What is it about the student’s disability that makes it difficult for the student to learn? Indicate where this is documented in the IEP:</p>
YES <input type="checkbox"/>	NO <input type="checkbox"/>	<p>The student’s progress to date in response to appropriate instruction, including special education and related services designed to address the student’s individual needs, is such that, even if significant growth occurs, the IEP team is reasonably certain that the student will not successfully master the standards in Advanced Algebra. The determination of the student’s progress has been based on multiple measurements (i.e. benchmarks, unit assessments, progress monitoring, performance in Mathematics I and II or GPS Algebra and GPS Geometry, or CCGPS Coordinate Algebra and CCGPS Analytic Geometry, etc.), that are valid for the content area of mathematics and that have been collected over a period of time.</p> <p>Indicate where this information is documented in the IEP:</p>
YES <input type="checkbox"/>	NO <input type="checkbox"/>	<p>The student has access to instruction in the state-adopted curriculum and will be required to successfully complete Mathematics I and Mathematics II or GPS Algebra and GPS Geometry or CCGPS Coordinate Algebra and CCGPS Analytic Geometry in addition to participating in 2 additional mathematics courses. The student’s IEP includes goals that: 1) are related to mathematics; 2) support access to the content standards; and 3) are designed to promote the student’s progress in the content area state-adopted curriculum.</p> <p>Indicate where this information is documented in the IEP or the student transcript:</p>

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Check “ASSURED” for each of the following statements. If assurance cannot be checked, the student is **NOT** eligible to follow an alternate course sequence to meet the mathematics course requirements of graduation rule 160-4-2-.48.

The decision to *follow an alternate course sequence* for Mathematics III, GPS Advanced Algebra, or CCGPS Advanced Algebra and an additional advanced mathematics course is **NOT** based on:

ASSURED <input type="checkbox"/>	The amount of time the student has received special education services.
ASSURED <input type="checkbox"/>	Excessive or extended absences.
ASSURED <input type="checkbox"/>	A specific eligibility or combination of disabilities (i.e., deafness/blindness, visual, auditory, and/or motor disabilities), but rather the student’s inability to appropriately demonstrate their knowledge of the state-adopted advanced mathematics curriculum.
ASSURED <input type="checkbox"/>	An administrative decision made outside of the IEP team’s discussion of these participation criteria.

Final Decision: Based on information that has been reviewed and documented by the IEP Team, the student is eligible to follow an alternate course sequence to meet the mathematics course requirements of graduation rule 160-4-2-.48.

Students who complete Mathematics I and Mathematics II or GPS Algebra and GPS Geometry or CCGPS Coordinate Algebra and CCGPS Analytic Geometry, along with two other mathematics courses, but who do not complete Mathematics III, GPS Advanced Algebra, or CCGPS Advanced Algebra may not meet the mathematics admission requirements for entrance into a University System of Georgia institution or other post-secondary institutions without additional coursework.

_____ Student Initials – I understand that if I do not successfully complete Mathematics III or its equivalent and one additional mathematics course then I may **NOT** be eligible to attend a University System of Georgia institution or other post-secondary institution.

This document must be attached and regarded as part of the student’s IEP. This Rubric can be scanned and attached to an electronic IEP.

Date: _____ Parent/Guardian Name (Print) _____ Parent/Guardian (Signature): _____

Date: _____ Student Name (Print) _____ Student (Signature): _____

Date: _____ IEP Case Manager Name (Print) _____ IEP Case Manager (Signature): _____