



Special Education Advisory Committee

Draft Policy 5030

ASSESSMENT AND GRADING

Review and Recommendations Summary

February 12, 2025

Prepared For:
SEAC Membership
Special Education Community
Loudoun County School Board

Overview: Policy 5030

ASSESSMENT AND GRADING

The Regulations Governing Special Education Programs for Children with Disabilities in Virginia ("VA Regulations") reflect the state and federal requirements for the provision of special education and related services to eligible students with disabilities in Virginia public schools. Section [8VAC20-81-230\(D\)](#) of the VA Regulations mandates that a School Board appointed advisory committee for special education ("SEAC") advise the School Board through the division superintendent, specifies that a majority of SEAC committee members be individuals with disabilities or parents of children with disabilities, and defines the functions of the SEAC as follows:

1. Advise the local school division of needs in the education of students with disabilities;
2. Participate in the development of priorities and strategies for meeting the identified needs of students with disabilities;
3. Submit periodic reports and recommendations regarding the education of students with disabilities to the division superintendent for transmission to the local school board;
4. Assist the local school division in interpreting plans to the community for meeting the special needs of students with disabilities for educational services;
5. Review the policies and procedures for the provision of special education and related services prior to submission to the local school board; and
6. Participate in the review of the local school division's annual plan.

This report satisfies requirement 3 and 5 above. SEAC has reviewed the draft policy and determined that it does not meet the needs of students with disabilities. SEAC is further concerned that these policy revisions are not in alignment with the [One LCPS: 2027 Strategic Plan for Excellence](#).

Summary of SEAC Consideration History

The SEAC Policy and Compliance Subcommittee met virtually in open meetings on Monday, January 27, 2025, and Wednesday, February 5, 2025 at 6:30pm to discuss Policy 5030 – Assessment and Grading, along with other Policies and issues.

Policy 5030 seeks to establish a consistent approach to assessment and grading in all LCPS schools and is based on the belief that assessment of student learning is an essential component of the teaching and learning process, and has the potential to motivate students and improve learning.

A motion was made and seconded on February 5, 2025, that the following concerns and recommendations be adopted by the SEAC Policy and Compliance Subcommittee and presented to the full membership for a vote. The motion passed unanimously. The Subcommittee's concerns and recommendations were presented to the full membership on February 12, 2025. A motion was made and seconded to accept the concerns and recommendations as drafted. The motion was discussed and passed with one abstention.

Concerns and Recommendations for Draft Policy 5030

The following concerns and recommendations were reviewed and voted on by the full SEAC membership during the February 12, 2025, SEAC business meeting.

Concern 1: If homework is assigned, it should be reviewed and used to then understand if a student needs remediation before that student is required to demonstrate those skills on a summative assessment. If the student is not doing well on the formatives, then we need to provide remediation/reteaching so they can be successful on the summative. Homework should be a tool to identify reteaching and/or intervention opportunities.

Recommendation 1: Add at line 58: If upon review of the formative assessment, it becomes clear that the student has not mastered the skill(s), then additional instruction or reteaching will be provided to the student.

Concern 2: The definition of “reasonable effort” is too narrow with the phrase “made an attempt to complete every part of it.” It is unrealistic to expect our students with disabilities, or any student, who does not have mastery of the skill(s) to complete every section of the assignment. This language puts our students with disabilities at great risk of losing the opportunity to take a reassessment or get a grade no lower than 50%. SEAC believes the definition used by Fairfax County Public Schools (“FCPS”) more adequately protects students with disabilities.

Recommendation 2: At lines 65-67 substitute the following: “A ‘reasonable effort’ occurs when a student submits an assignment with some evidence that an attempt was made to demonstrate knowledge.”

Concern 3: There is little to no feedback being given to many students on their performance to make sure they understand the material. If the student perceives that the teachers aren’t looking at this work or using it to assess a student’s understanding of the material, then they are less motivated to complete the work. We want to make sure that reteaching is differentiated. If a student is struggling with the method of instruction given in the first place, then maybe the way the student needs to learn is different.

Recommendation 3: Add at line 216 after “steps in instruction”: “Formative assessments should be reviewed promptly with the student to provide feedback to the student prior to the summative assessment on that material. If upon review of the formative assessment, it becomes clear that the student has not mastered the skill(s), then additional differentiated instruction or reteaching will be provided to the student.”

Concern 4: Trying to ensure teachers are providing multiple modes of assessment because learners can show their knowledge in a variety of ways. This language comes from the LCPS Instructional Framework, and is very important for students with disabilities.

Recommendation 4: Add a new sentence in subparagraph i. at line 226: “Teams should create rigorous and authentic opportunities for students to demonstrate and apply their learning in various ways.”

Concern 5: The paragraph should be clear that no more than 25% of the quarter grade will be from an individual major summative assessment.

Recommendation 5: Add to line 229, “An individual **major** summative assessment . . .”

Concern 6: There is concern that summative assessments are not always being graded in a timely manner and students are missing the opportunity for feedback on their performance prior to a retake or before moving on to new material.

Recommendation 6: ADD at line 231 a new subparagraph in section 3 “Summative Assessment”:

“iv. “Summative assessments should be graded, returned, and reviewed promptly with the student. Teachers are expected to grade each assignment and provide feedback and post grades to the gradebook within seven school days after the due

date with the understanding that major projects/papers may require additional time to ensure quality feedback. If more time is required to provide feedback, teachers will notify students in advance of the project's due date."

Concern 7: Microsoft, Google, and other platforms are pushing AI into increasingly more programs used by students. This section should probably be removed because the concern with plagiarism is addressed in a different section of the policy. We do have students with disabilities who may need to use AI to express thoughts and ideas. This is a foreseeable accommodation for some students. If this section is kept, we recommend that language be added to make sure it is clarified that AI is being utilized "knowingly" since it is part of so many programs in features such as word prediction, grammar suggestions, etc.

Recommendation 7: Add the word "Knowingly" before "Utilizing generative artificial . . ." at line 316. Add at the end of the sentence at line 317: "or as a documented accommodation or assistive technology in a student's Section 504 Plan or IEP."

SEAC Membership Vote on Policy 5030

SEAC Membership Vote on Recommendations

Quorum: 19 out of 21 members present. Quorum established.

Motion: To accept the recommendations of the Policy and Compliance subcommittee for Policy 5030.

Vote Summary: 18 ayes, 1 abstention. Motion carries.