

# Georgia Department of Education

## High School Mathematics Decision Rubric for Eligible Students with Disabilities – 2.0

*(for decision regarding Advanced Algebra: Concepts and Connections)*

### Rubric Explanation:

The purpose of this High School Mathematics Decision Rubric is to assist Individualized Education Program (IEP) teams as they engage in the discussion around eligible students with disabilities completing an alternate course sequence, aligned with their transition plan for post-secondary options, to meet the mathematics course requirements of State Board of Education (State Board) Rule 160-4-2-.48. This rubric has been revised to align with the new course expectations included within Georgia's K-12 Mathematics Standards that were adopted August 2021.

According to the Awarding Units of Credit and Acceptance of Transfer Credit and/or Grades State Board Rule ([160-5-1-.15](#)), this rubric should only be used for students who (1) have a disability documented prior to high school that has precluded the student from achieving grade-level proficiency in mathematics; **AND** (2) have earned credit in Algebra: Concepts and Connections **and** Geometry: Concepts and Connections; **AND** (3) the preponderance of data indicates the student would not be able to successfully progress in the Advanced Algebra: Concepts and Connections course. Once this rubric is initiated, it should be revisited and signed annually. The IEP team's decision should be based on the unique needs of the student, individual student data, and post-secondary goals.

Local boards of education shall award units of math credit only for courses approved by the State Board that include concepts and skills based on the state-adopted curriculum for grades 9-12. 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 (State Board Rule 160-4-2-.48). Alternate course sequences would allow a student with disabilities earning core credit in Algebra: Concepts and Connections **AND** Geometry: Concepts and Connections along with two other mathematics courses to satisfy the minimum mathematics requirements for high school graduation.

**Special Note:** Parents/guardians and students must be informed that Advanced Algebra: Concepts and Connections is required for many post-secondary opportunities and students who do not complete Advanced Algebra: Concepts and Connections in high school will have limited college and career options after high school.

### Directions:

- Complete the rubric for eligible students with disabilities who (1) were identified prior to enrollment in high school, (2) have a disability affecting mathematics achievement, and (3) want to follow an alternate course sequence to meet the mathematics course requirements of State Board Rule 160-4-2-.48 and will not receive appropriate benefit from participation in Advanced Algebra: Concepts and Connections or the equivalent.
  - All assurance statements must be met.
  - This document and the information included in the decision must be reviewed and documented by the IEP team and must be attached and regarded as part of the student's IEP annually.
  - All appropriate parties must sign and certify that they understand the assurances included within the rubric on an annual basis.





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<b>YES</b>	<b>NO</b>	The student's post-secondary opportunities as outlined in the student's transition plan's post-secondary measurable goals and summary of transition assessment do not require <i>Advanced Algebra: Concepts and Connections</i> . The student currently has <b>no future aspirations</b> to pursue any post-secondary opportunities that require <i>Advanced Algebra: Concepts and Connections</i> .
<b>YES</b>	<b>NO</b>	The student and the parent/guardian were apprised that <i>Advanced Algebra: Concepts and Connections</i> content knowledge is necessary for university admission in Georgia and will be included on the SAT, ACT, and Armed Services Vocational Aptitude Battery (ASVAB) assessments.

Check "ASSURED" for each of the following statements. If each assurance cannot be checked, the student is **NOT** eligible to follow an alternate course sequence to meet the mathematics course requirements of State Board Graduation Rule 160-4-2-.48.

The decision to *follow an alternate course sequence* for *Advanced Algebra: Concepts and Connections* or the equivalent and an additional advanced mathematics course is **NOT** based on:

<b>ASSURED</b>
<input type="checkbox"/> The amount of time the student has received special education services
<input type="checkbox"/> Excessive or extended absences
<input type="checkbox"/> A specific eligibility or combination of disabilities (i.e., deafness/blindness, visual, auditory, and/or motor disabilities)
<input type="checkbox"/> Behavior and disciplinary records
<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 State Board Rule 160-4-2-.48. Students who complete *Algebra: Concepts and Connections* and *Geometry: Concepts and Connections*, along with two other mathematics courses, but who do not complete *Advanced Algebra: Concepts and Connections* or the equivalent may not be prepared for college and career post-secondary options and 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 taking an alternate course sequence for high school mathematics may impact my eligibility 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 annually. This Rubric can be scanned and attached to an electronic IEP.*

Parent/Guardian Name (Print): _____	Parent/Guardian (Signature): _____	Date: _____
Student Name (Print): _____	Student (Signature): _____	Date: _____
IEP Case Manager Name (Print): _____	IEP Case Manager (Signature): _____	Date: _____