



PHYSICAL IMPAIRMENT

Data Source	Minimal Impact	Mild Impact	Moderate Impact	Severe Impact
Achievement: Benchmark measures, District Wide Assessments , Curriculum Based Measures	25th percentile or above	10th to 24th percentile	6th to 9th percentile	Below 6th percentile
Accommodations Required	0-1	2-3	4-5	< 5
Achievement: Report Card	All Grades: A, B, C, satisfactory or secure	All Grades: D or better, progressing or developing	Passing some classes but 1 or 2 E, needs improvement	Mostly D, E, needs improvement, unsatisfactory
State/District Assessments	25 th percentile or above	10 th to 24 th percentile	6 th to 9 th percentile	Below 6 th percentile
Gross and/or Fine Motor Assessments	25 th percentile or above	10 th to 24 th percentile	6 th to 9 th percentile	Below 6 th percentile
Structured Classroom Observation	Similar to typical same gender classmates	Mildly different maybe periodic differences from same gender classmates	Over 50% of observation different from same gender classmates	Over 75% of observation different from same gender classmates
Disciplinary History	No office referral or 1 minor referral	2-4 minor office referral	5 or more minor office referrals, or 1-2 major office referrals	3 or more major office referrals
Attendance log related to medical diagnosis	0-10 days absent per school year	10-20 days absent per school year	20-28 days absent per school year	Over 28 days absent per school year
Access to the General Education Curriculum	Physical impairment does not interfere with day-to day functioning and learning	Physical impairment may interfere with learning due to occasional episodes or crises	Physical impairment consistently limits opportunity to participate in activities and interferes with learning	Physical impairment severely interferes with participation and learning and may require medical care

***An eligibility for Physical Impairment requires a medical diagnosis before proceeding to the rubric.**

A recommendation for special education eligibility may be considered only when the adverse impact on education performance is moderate or severe. Typically, three or more boxes would be checked in the moderate and/or severe categories. Professional judgment is required. A preponderance of data is needed to determine the extent of the physical impairments adverse impact on educational performance.