

Standards



1. CONTENT STANDARD

A standard describes what students are expected to know and be able to do in each subject area and grade level. In an effort to improve student achievement, the California Legislature passed AB 265 in 1997, which requires all students in the State to meet standards and pass assessments.



2. ESSENTIAL STANDARD

Taken as whole, content standards delineate a broad range of expectations for a particular grade level. An essential standard identifies specific content critical to the special education student's program through the curriculum. According to this handbook, having just a few **essential standards** at each grade level provides the staff with a road map through the content standards maze.



3. HOW STANDARDS AFFECT SPECIAL EDUCATION STUDENTS

Special education students have a right to access the general curriculum as mandated by IDEA. The IEP team determines the curriculum standard most appropriate for the special education student. Knowledge of **essential standards** will be helpful to the IEP team in guiding their decision. While providing maximum access to the general education curriculum and standards, a special education student may meet standards at an individualized rate. The students may demonstrate mastery and understanding with alternative assessments at individualized levels as determined by the IEP team.



4. INDIVIDUALIZED EDUCATION PROGRAM & STANDARDS

Because a student has an Individualized Education Program (IEP), matriculation may be determined by mastery or progress towards individualized educational goals as determined by the IEP team and not necessarily by meeting district grade-level **essential standards**.



5. CALIFORNIA HIGH SCHOOL EXIT EXAM

Essential standards focus on the curriculum elements that will help students prepare for the California High School Exit Exam (CAHSEE) and facilitate transition into adult life.