

## Evaluation Quick Reference Guide:

### REMINDERS:

- Transition evaluations will need to be conducted and services included in the IEP prior to age 16, or at a younger age as determined by the IEP team.
- Evaluations must be based upon the child's needs as determined by the IEP team. The purpose of conducting evaluations is to generate information in order to make decisions about eligibility, educational strategies and placement options.
- The team should take into account any exceptionality of the individual in the choice of assessment procedures.

### **(500) Deaf-Blindness**

- Current (within 1-2 years) report from an Ophthalmologist or Optometrist
- Audiological
- Ability
- Academic Achievement
- Language
- Adaptive behavior
- Braille assessment (the team shall consider based upon age-appropriateness)
- Orientation and mobility
- If the team decides there are other areas of suspected disability, other evaluations must be given, such as if appropriate, speech, motor, hearing, etc.

**NOTE: Skill based assessment information is to be gathered for each skill area affected by the disability.**

### **(505) Emotional Disturbance**

- Ability
- Academic achievement
- Observations
- Behavior – (To support educational impact a Standardized Rating Scale must be completed individually, at a minimum, by two teachers, a parent and if appropriate, the student).
- If the team decides there are other areas of suspected disability, other evaluations must be given, such as adaptive behavior (to include social skills), speech or language.

**NOTE: Skill based assessment information is to be gathered for each skill area affected by the disability.**

### **(510) Cognitive Disability**

- Ability
- Academic achievement
- Adaptive behavior
- If the team decides there are other areas of suspected disability, other evaluations must be given, such as motor, speech or language.

**NOTE: Skill based assessment information is to be gathered for each skill area affected by the disability.**

### **(515) Hearing Loss**

- Audiological
- Ability
- Academic achievement
- Language
- If the team decides there are other areas of suspected disability, other evaluations must be given, such as adaptive behavior or speech.

**NOTE: Skill based assessment information is to be gathered for each skill area affected by the disability.**

### **(525) Specific Learning Disability**

Eligibility using the **discrepancy model** will be determined through a comprehensive individual evaluation process which will include:

- Ability
- Academic achievement
- Observation
- If the team decides there are other areas of suspected disability, other evaluations must be given, such as adaptive behavior, speech or language.

**NOTE: Skill based assessment information is to be gathered for each skill area affected by the disability.**

Eligibility using **RtI** will be determined through a comprehensive individual evaluation process which will include:

- Academic achievement (1.5 standard deviations from the mean);
- Evaluation of student growth relative to benchmark utilizing CBM data taking into account both level and rate of learning; and
- Direct observation to assess student performance in the classroom;
- If the team decides there are other areas of suspected disability, other evaluations must be given, such as adaptive behavior, speech or language.

**NOTE: Skill based assessment information is to be gathered for each skill area affected by the disability.**

### **(530) Multiple Disabilities**

Evaluations must be conducted within the two (or more) disability areas, which the student is suspected of having.

- A child with multiple disabilities shall be evaluated by the procedures for each disability; and shall meet the criteria for two or more disabilities. The IEP team determines whether the criteria have been met.
- Evaluation data shall be gathered from those persons designated for each disability in the evaluation of multiple disabilities.

**NOTE: Skill based assessment information is to be gathered for each skill area affected by the disability.**

### **(535) Orthopedic Impairment**

- Ability
- Academic achievement
- **Gross and/or fine motor**
- Adaptive Behavior
- **Current medical data from a qualified medical examiner.**
- Documentation including observation of classroom performance and evaluation of how orthopedic impairments adversely affect education performance in the general education classroom or learning environment.
- If the team decides there are other areas of suspected disability, other evaluation must be given, such as speech or language.

**NOTE: Skill based assessment information is to be gathered for each skill area affected by the disability.**

### **(540) Vision Loss**

- Current (within 1-2 years) reports from an Ophthalmologist or Optometrist
- Ability
- Academic achievement
- Adaptive Behavior
- Braille assessment (the team shall consider based upon age-appropriateness).
- If the team decides there are other areas of suspected disability, other evaluations must be given, such as speech, language, or orientation and mobility.

**NOTE: Skill based assessment information is to be gathered for each skill area affected by the disability.**

### **(545) Deafness**

- Audiological
- Ability
- Academic achievement
- Language
- If the team decides there are other areas of suspected disability, other evaluations must be given, such as adaptive behavior, or speech.

**NOTE: Skill based assessment information is to be gathered for each skill area affected by the disability.**

### **(550) Speech/Language Impairment**

- Articulation: a standardized articulation test and observation
- Fluency: as determined by the speech/language pathologist
- Voice: as determined by the speech/language pathologist, medical evaluation may be necessary
- Language: standardized language assessments, checklists, language samples
- If the team decides there are other areas of suspected disability, other evaluations must be given, such as adaptive behavior.

**NOTE: Skill based assessment information is to be gathered for each skill area affected by the disability.**

### **(555) Other Health Impaired**

- Ability
- Academic achievement
- **Documentation of a chronic or acute health problem**
- If ADHD (Attention Deficit Hyperactivity Disorder) is the impairment, behavioral evaluations must be administered. To support educational impact a Standardized Rating Scale must be completed individually, at a minimum, by two teachers, a parent and if appropriate, the student).
- If the team decides there are other areas of suspected disability, other evaluations must be given, such as adaptive behavior, speech or language.

**NOTE: Skill based assessment information is to be gathered for each skill area affected by the disability.**

### **(560) Autism**

Note: School districts shall refer students suspected as having autism for a diagnostic evaluation to an agency specializing in the diagnostic and educational evaluation of autism or to another multidisciplinary team or group of persons who are trained and experienced in the diagnosis and educational evaluation of persons with autism.

- Ability
- Academic achievement
- Language
- Adaptive Behavior to include social skills
- Behavioral - (To support educational impact a Standardized Rating Scale must be completed individually, at a minimum, by two teachers, a parent and if appropriate, the student).
- Autism Specific Instrument
- Observation
- If the team decides there are other areas of suspected disability, other evaluations must be given, such as motor, speech, health, vision or hearing.

**NOTE: Skill based assessment and/or early development information is to be gathered for each skill area affected by the disability.**

### **(565) Traumatic Brain Injury**

- Ability
- Medical records of documentation of brain injury
- Academic achievement
- Adaptive Behavior to include social skills
- If the team decides there are other areas of suspected disability, other evaluations must be given, such as speech, language, gross motor, fine motor or attention

**NOTE: Skill based assessment information is to be gathered for each skill area affected by the disability.**

### **(570) Developmental Delay**

- Standardized assessment which provides assessment in all development areas:
- Cognitive,
- Physical/Motor (gross and fine)
- Communication
- Social/Emotional
- Adaptive
- If the team decides there are other areas of suspected disability, other evaluations must be given, such as speech.

**NOTE: Skill based assessment information is to be gathered for each skill area affected by the disability.**