

Evaluation/Reevaluation Decision Forms

When evaluating a child for receipt of special education services, the following criteria apply:

Initial Evaluations

For initial evaluation, a formal assessment of individual intelligence/cognition is required. In some cases, other developmental and non-linguistic performance procedures may be necessary in order to meaningfully assess cognitive functioning. When measuring the relevant contribution of cognitive factors and adaptive behavior, the examiner must have used instruments that possess technically sound characteristics.

Achievement testing must include both norm-referenced and relevant assessment in the general curriculum. This will need to include data that will enable the development of an individualized education program (IEP) with measurable outcomes. The assessment procedures for determining the instructional needs of a child are based upon the child's ongoing performance in the school's regular curriculum. A regular education curriculum is defined to include instructional/ learning experiences in academic, social and adaptive domains. These assessment procedures will assist in determining the child's individualized education program, relevant to:

1. Prerequisite skills, supports and modifications necessary for the child to make progress in the school's regular curriculum;
2. The nature of the discrepancy between the level of functioning of the child and the one at which the child is expected to perform within the school's regular education curriculum; and
3. Effective educational methodology to enhance the child's likelihood of achieving identified educational outcomes.

Materials and procedures used to assess a child with limited English proficiency (LEP) are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.

If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g., the qualifications of the person administering the test, or method of test administration) must be included in the evaluation report.

General assessments regarding communicative abilities, at a minimum, must assess both receptive and expressive language. To determine eligibility under Speech or Language Impairment, additional assessment is required. If the child is non-speaking, the communicative intention of the child should be determined using multiple procedures/methods. Describe how the child communicates (e.g., Braille, sign language, gestures, electronic communication devices, communication boards, etc.), and how alternative communication is used by the child to access the regular curriculum.

Reevaluations

Any time the child is reevaluated, utilize the Existing Data Review and Conference Decision Form and Evaluation/Programming Conference Decision Form at the appropriate time.

Some disabilities necessitate more frequent reevaluation than other disabilities due to their variability in functional impact over time, such as traumatic brain injury or mental retardation as a result of fetal alcohol syndrome.

The public agency must provide a copy of the evaluation report and the documentation of determination of eligibility to the parent.