

## EVALUATION

If an ER is complete and the team decides further testing is needed for motor or speech for example, a new ER must be completed, not an addendum. The ER would have a new ER date and all data needs to be brought forward to new ER including criteria components.

FBA is the only evaluation that can be a stand-alone ER for Manifestation Determinations.

**Evaluation Materials/Procedures:**

- consider all *existing data* when determining areas to assess-include in PWN;
- use a *variety of tools* to gather functional, developmental and academic information about the child;
- Part C must include 5 areas of development (motor, cognitive, communication, adaptive and self-help)
- if *racial or cultural factors*- include in PWN-either adaptations made or none needed;
- administered in *native language/mode of communication*- mention in Other Factors on PWN-adaptations made if any;
- sufficiently comprehensive* to determine eligibility & needs

All tests listed on the Eval Plan must be addressed in the ER. (A test cannot be administered if it is not in the Eval Plan.) If a test is not given, you must call parents and explain why assessment was not administered and document explanation in ER. You can explain in Eval Plan under what conditions a test may or may not be given and then document in ER why it was not administered. If you use this method, you do not need to call parent. Example: Test of Early Reading Ability (TERA) will be administered if student does not establish basal on Woodcock Johnson 3...

### **Evaluation Report:**

#### **Background Information/Reason for Referral:**

- For initial evaluation, include relevant background info, pre-referral intervention information, and reason for referral- concern areas,
- For re-evaluation, include sped history

#### **Information Reported by Parents:**

- Parent questionnaire information; any outside evaluation data shared by parents;
- Include any medical information that may be educationally relevant,
- Burden is on school district to obtain info from parents; document attempts if no data

#### **Present Level of Performance and Test Interpretation:** Each assessed area will have 3 sections:

**-Current Status:** If this is an initial evaluation, document any referral data relevant to why *this area* is being assessed. What were the concerns presented for this area? If it is a re-eval, briefly summarize results from previous evaluations in this area.

*Example for Academic Area:* Anthony is reading at a 4<sup>th</sup> grade level compared to his 6<sup>th</sup> grade peers. Teachers report that he is easily frustrated and is socially withdrawing. His teachers feel that his biggest issues are in the areas of reading comprehension and fluency. His parents report that he needs extra help with reading homework.

**-Test Scores/interpretation:** Test scores, percentiles, SD- include the data required by criteria along with a SUMMARY of interpretation. The whole test does not need to be restated in terms of data and a narrative- if you listed all the scores, then use narrative to say if it was valid and what it means.

Examples: On the Woodcock Johnson-III Anthony received the following scores. (This section will look the same as what you currently do with test scores.)

**-Summary of Results:** This summary is new and requires the staff member to indicate what was gained by doing the assessment. In a nutshell of a sentence or two, what did you learn about the student through the evaluation? What is the overall test data summary along with significant findings that will inform teachers/parents in working with the student? (This section will all merge to the Comprehensive Summary required at end of ER.) Don't include if qualify here.

Examples: Assessment data indicates that Anthony standard scored a 69 in the area of reading comprehension and a standard score of 53 in reading fluency. During the assessment Anthony really struggled to answer questions in these areas and became frustrated (tapping his foot, biting on his fingers) when he could not answer a question.

On the Peabody Picture Vocabulary Test Anthony received a score of 100 which is in the typical range for understanding spoken vocabulary words. It should be noted here that Anthony carefully looked at each picture before he pointed to his answer.

On the Expressive One-Word Picture Vocabulary Test Anthony received a standard score of 53 which is greater than 2.5 standard deviations below the mean. This score indicates that Anthony is having difficulty in expressing the names of objects.

### **Eligibility Determination:**

- The ER must address disability criteria components for all areas student qualifies for including D/APE.
- For re-evaluations, criteria components must be addressed indicating how student continues to qualify for services although status may not be as severe. Lead in statement for re-eval should not indicate the student does not need to meet eligibility criteria, instead it can be identified as a re-evaluation and include a comment regarding the current status of the eligibility components.

**Example:** Student qualified for specific learning disability service in 3<sup>rd</sup> grade. The following is the current status of the criteria components.

### **Comprehensive Summary:**

- All individual section *Summary of Results* will merge here and case manager will need to 'tweak' it. Individual summaries of each assessment instrument alone is not sufficient to address this requirement.
- Address all areas evaluated with only a sentence or two each. The summary draws information from multiple measures for each area evaluated and informs Present Level statement on the IEP.

**Related Services:**

Indicate if student will be receiving any related services: social work, OT or PT.

**Educational Needs:**

-Include what the student needs to increase or decrease in order to participate in general education setting. The needs should lead to goals and services on IEP. Do not list specific services, just the skills areas to improve.

**Examples:**

**Compliance:** Jack needs to improve his reading fluency; Megan has articulation distortions of the vocalic /r/ and /sh/ sounds in all environments; Penny needs to understand the importance of money; Sam will need to investigate post high school opportunities.

**Non-Compliance:** Jill needs to continue to receive SLD services 5 times per week; Ben needs to have speech services.

**Additions/Modifications:**

In addition to the special education services being recommended to address the student’s identified needs, what else is needed for the student to meet annual goals and participate in general education? What additions or modifications to special education will the IEP Team need to spell out/detail when developing or revising the IEP? The ER is an analysis of the needs of the student. Along with identifying the need for service, it should identify what else is needed to help that student be successful. There is no legal guidance on how much or how little this would entail.

**Examples:**

**Compliance:** Patrick will need the use of a word processor to complete lengthy written assignments; the IEP team will also need to determine the best method by which to reinforce multiple step instructions for Patrick due to his significant deficits in sequencing oral information.

**Non-compliance:** Patrick will need some accommodations and mild modifications in addition to sped services.

**Other ER Topics:**

**Part C Evaluation Report**

No separate ER for Part C children it is embedded in IFSP.

**FBA:**

Required for initial EBD or use of conditional procedures; can do review of existing FBA on re-eval if behaviors are within same cluster and addressed in previous FBA; also used for any students with behavioral needs.

Must include:

- Measureable, observable description of problem behaviors;
- Identification of events, times, situations of occurrences;
- Identifies antecedents, behaviors, consequences;
- Possible functions of the behavior;
- Possible positive alternative behaviors;
- Variety of data collection methods and sources

<b>Transition:</b>	Prior to age 14 or grade 9, transition evaluation must be completed. Evaluations in 5 <sup>th</sup> and 6 <sup>th</sup> grade should be aware of transition evaluations. The evaluation needs to cover all 5 areas of MN secondary transition initially. Only employment and post secondary education/training are required after initial evaluation with independent living skills as needed in subsequent evaluations. Evaluation must include 1 formal and 1 informal measure using more than 1 source. See WCED website for list of transition evaluations. Refer to MN Secondary Transition Compliance Toolkit 2009-2010 for further information on secondary evaluations.
<b>Override:</b>	Override must describe why findings were invalid, what objective data was used to determine student has a disability, which data had greatest relative importance, signed by all team members who agree. For those who disagree, a statement of disagreement and signature must be included.
<b>Exit Procedures:</b>	Must evaluate to determine the child is no longer a child with a disability. Not required when parents request dismissal or when a secondary disability is being discontinued. This requirement is when the student will no longer be receiving any services due to adequate progress and team decision.
<b>Graduated/Aged Out:</b>	Summary of Performance (SOP) must be completed on students who graduate with diploma or age out and include a summary of academic achievement and functional performance along with recommendations on how to assist the child in meeting post secondary goals.