<u>Basic Evaluation Sections Cheat Sheet</u>

Reason for Referral:
If initial evaluation:
- Who made the referral?
- Why is the referral being made?
- What interventions were done and what was the outcome?
- What are the student's past educational concerns - academic- behavior etc.

If Re-evaluation:
- Why is the re-evaluation needed? - (3 year - student moved to district - additional testing areas)
- What concerns are still present and being addressed in the eval
- What were the past services, qualifications etc.

Background Information:
- History of education of the student (or family) . Any important background information that does not fall under other areas in the report.

Information, Strengths and Concerns Reported by Parents:
- Home and family Interview Questionnaire
- Phone conversations - Notes from parents
- Meetings held recently
- Review of records if nothing returned for eval

Educationally Relevant Medical Information:
- List any medical or mental health diagnosis the student has or medical conditions that affect the student's education.

Present Level of Performance:
 For re-evaluations - current progress on existing IEP goals and objectives
- Behavior present levels
- Functional skills present levels
- Grades
- State and District Testing
- Teacher Present Level Sheet(s) given out
- ASD -present levels in each core area
- DD present levels in 5 areas of development

FBA:
- Use the ABC Analysis chart (found on IASC website)
- Track behaviors starting immediately after receiving eval signature
- Track for as many weeks as possible in various settings
- Use the FBA cheat sheet (found on IASC website)

- Use the FBA template in the report to write up results

Academic Section:
- Reevaluations depend upon SOLID DATA (not just grades and MCA scores)
- Report specific Data as grade equivalency - Or percentiles
- Compare this data to same age general education peers
- Explain the extent of support being given

Transition - High School:
- Two or more Evaluation tools required which address all five areas - both student and parent evaluations needed
- Written up in sentence/paragraph format - not just scores
- Use the sped forms Template as your SUMMARY of assessments given.
- Needs must be derived from the transition information.

Needs Derived from the Disability: (Not opinions - direct instructional needs)
Written as " Crash needs to improve……"
- Look at all sections of the evaluation.
- Needs in academic
- Needs in Basic Psychological Processing
- Needs in Behavior   (BASC)
- Functional Needs (ABAS)
- Transition Needs
- Speech/DAPE-Motor/D/HH/Vision
- Attention - Organization (OHD)

Additions and Modifications:**..**
- What changes/additions are needed in the student's current plan in order for them to make progress in the general education setting?
- Changes in services, changes in programming, changes in adaptations and modifications page
- Any changes that need to be made based off from new eval information

Adaptations and Modifications: - *Part of Additions and Modifications - These are SUGGESTIONS at this point. (could benefit from)*
Derived directly from information from evaluation:
- Physical or sensory adaptations
- Behavior related adaptations or modifications
- Altered school day - schedule accommodations
- Assignments - curriculum - grading - graduation requirements
- Environment
- Assistive technology
- Formal Assessment
- Additional adult support may be required (DO NOT SAY PARA)

Observations:

- Make sure you are using the CORRECT observation forms for the area(s) you are evaluating. - Observational data is used in determining eligibility
- Do the correct number of observations or review of observations
- Use templates if created for writing up the observations
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Wrap up Evaluation:

- Ensure all parts are complete as listed on eval plan - Cross Check
- Do NOT do parts you are not responsible for. (see responsibility list)
- Contact any service providers if parts are missing
- Read through and proof report