**ASD Re-Evaluation Summary Template**

**/////’s present level of performance in Core Area 1 - Social Interaction:**

Presently, /////

**/////’s present level of performance in Core Area 2 - Communication:**

Currently, /////

**/////’s present level of performance in Core Area 3 - Behavior, interests and activities:**

Presently, /////

OVERALL SUMMARY

///// has been referred for a required three-year re-evaluation to determine continued qualification for special education services. ///// is currently receiving support under Minnesota educational Autism Spectrum Disorder (ASD) criteria. ///// is in the ///// grade at /////. In a parent interview, ////. ///// has a documented health condition of /////.

A review of /////’s previous intellectual testing with the ///// in //// demonstrated that ///// presented a cognitive profile within the ///// range as indicated by ///// ///// score of /////. A review of previous achievement testing indicated that ///// academic skills were assessed using the ///// in //// and showed that //////////. MCA testing from ///// demonstrated that /////. In addition, NWEA testing from ///// showed that /////. ////’s current grades for the //// school year include ////.

In a teacher interview, //// teachers reported that ////. In a student interview, //// reported ////.

A review of previous assessment in the area of communication demonstrated that ////. A review of previous assessment in the area of motor ability showed that ////. //// passed //// vision and hearing screenings on ////. /// is in good general physical health with no diagnosed physical health condition that would impact /// full participation in /// scheduled school program. /////’s social, emotional, and behavioral skills were assessed informally. Ratings across home and school settings revealed that /////. In the area of sensory processing, a review of previous assessment indicated that ////. Informal assessment in the area of sensory processing demonstrated that ////.

The team felt no need to formally assess ///// functional and adaptive skills. ////’s functional and adaptive skills were assessed informally and ratings demonstrated ////. A review indicated that /////’s functional and adaptive skills were formally assessed using the /////. Home and school ratings showed that /////.

A Functional Behavioral Assessment (FBA) was conducted to address /////’s behaviors. Results from the FBA illustrated that //////////.

A review indicated that characteristics commonly associated with ASD were assessed formally using the ///// in ////. Home and school ratings revealed that /////. Informal assessment was also completed in this area and ratings indicated ////.

The team felt no need for updated observation data at this time.

Secondary transition assessment indicated /////.

In summary, team assessment data showed that ///// continues to present characteristics commonly associated with ASD and qualitative impairments in social interaction, communication, and restricted, repetitive, or stereotyped patterns of behavior, interests, or activities. Thus, ///// continues to meet initial Minnesota educational Autism Spectrum Disorder (ASD) criteria.

**All finalized programming determinations are the responsibility of /////’s educational team as a whole based upon Minnesota State Special Education Guidelines.**