

EXPLANATION OF EVALUATION PROCEDURES

In order to conduct an evaluation of your child, we will use a variety of assessment tools and strategies to gather relevant functional and developmental information. The procedures marked below have been selected as the most appropriate for your child's assessment. No single procedure or test will be used in determining your child's eligibility for special education services or in planning an appropriate educational program. Tests and evaluation materials used to assess your child have been selected so as not to be discriminatory and will be administered by trained and knowledgeable personnel.

- ___ **1 Vision Screening:** Vision screening is conducted by trained school personnel to rule out possible visual acuity difficulties.
Hearing Screening: Hearing screening is conducted by the trained school personnel to rule out possible auditory deficiencies.
- ___ **2 Classroom Observation:** Classroom observations are conducted by the student's classroom teacher and by a teacher other than the student's classroom teacher. The student will be observed in a regular classroom setting with peers.
- ___ **3 Academic Achievement:** Academic achievement is assessed by trained educational personnel with individually administered test(s) in the area(s) of suspected learning difficulties.
- ___ **4 Intellectual Functioning:** The intelligence evaluation is conducted by a licensed school psychologist and/or psychological examiner. Intellectual functioning is determined through performance scores on an appropriate individual, standardized instrument designed to evaluate intellectual functioning. The selection of specific tests is based on the age of the student as well as the specific concerns identified by school personnel and/or the parent/guardian.
- ___ **5 Speech Skills:** Speech skills are measured by the speech/language therapist/pathologist by appropriate individual standardized instruments and analysis of sound production in conversational speech.
Language Skills: Language skills are measured by the speech/language therapist/pathologist by appropriate individual standardized instruments and observational data.
- ___ **6 Gross Motor Skills:** Gross motor skills are assessed by a physical therapist through the use of individual standardized instruments and clinical observation.
Fine Motor Skills: Fine motor skills are assessed by a physical and/or occupational therapist through the use of individual standardized instruments and clinical observation.
- ___ **7 Visual Skills:** Screening for visual acuity/sight balance skills.
Auditory Skills: Screening for acuity/hearing levels.
- ___ **8 School Behavior:** Adaptive behavior within the educational environment is determined by scores on an appropriate individual standardized instrument to be completed by relevant school personnel or through systematic documented observations which compare the child with other children of his/her age group.
Home Behavior: Adaptive behavior within the home and community environments is determined by scores on an appropriate individual standardized instrument completed with or by the child's primary caregiver or through systematic documented observations, impressions, and developmental history provided by the caregiver.
- ___ **9 Audiological Evaluation:** An audiological evaluation is conducted by an audiologist or ENT specialist using a variety of tests and measurements depending upon the unique needs of the student.
- ___ **10 Functional Vision Assessment:** Vision is assessed by a functional vision specialist to determine how the student uses vision to perform routine tasks and the degree to which a visual impairment interferes with the learning process.
- ___ **11 Personality Assessment:** Personality is assessed by a licensed school psychologist and/or psychological examiner through the use of self-reports, personality inventories, interviews, and projective evaluations with input solicited from the parent/ guardian, classroom teacher(s), and the student.
- ___ **12 Vocational Assessment:** Vocational skills are assessed through the use of interest inventories, aptitude tests, and parent/student interviews.
- ___ **13 Assistive Technology Evaluation:** An evaluation that is performed to determine what, if any, technical devise(s) are needed for someone to perform a given task.
- ___ **14 Self-Help/Adaptive Behavior:** Self-help skills are determined by assessing a student's daily living skills. Adaptive behavior skills are determined by assessing a child's socialization skills and independent functioning in the community.
- ___ **15 Functional Behavior Assessment** is a process for gathering information that can be used to build an effective behavioral support plan for a student.
- ___ **16 Early Childhood Development** is all information relevant to the child between birth and entry into school. This information includes, but is not limited to: birth and other medical records; the child's developmental milestones in motor, language, and cognitive skills; behavioral development; social skills within the home and community; and other information needed in the assessment of young children.
- ___ **17 Other** _____.