

# ASSESSMENT REPORTS

## Definitions

Refers to a written report(s) compiled by assessment team members at the completion of an evaluation.

## Legal Requirements

The personnel who conduct an assessment shall prepare a written report or reports of the results of each assessment. The report shall include, but not be limited to, all the following:

1. Whether the student may need special education and related services.
2. The basis for making the determination.
3. The relevant behavior noted during the observation of the student in an appropriate setting.
4. The relationship of that behavior to the student's academic and social functioning.
5. The educationally relevant health and development and medical findings, if any.
6. For students with learning disabilities which cannot be corrected without special education and related services.
7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate.
8. The need for specialized services, materials and equipment for students with low incidence disabilities, consistent with guidelines established pursuant to § 56136.

## Legal References

EC 56320; EC 56327; EC 56329; CDE Item #2-2-1

## Local Procedures

While it is important that the evaluation be comprehensive and provide a thorough evaluation of the student, it is equally important that the assessment report be comprehensive and provide the IEP team with the information they need to make decisions and develop a good IEP for the student. In other words, the assessment report, in addition to meeting the technical requirements of the law, must provide the IEP team with the information necessary to address the question of eligibility and develop the IEP, particularly, to write good goals and objectives.

Assessment reports must address all areas indicated on the assessment plan and include the following:

Identifying information, i.e., name, date(s) of evaluation, date of birth, age, gender, ethnicity, grade, primary language, parents' name and address, placement, school and names of assessors.

1. The purpose of the evaluation. The purpose should include specific questions that the assessment is to address.
2. When necessary, a statement that the student's primary language and racial and ethnic background were considered prior to the selection and interpretation of the evaluation procedures and measures.
3. The method(s) of evaluation, tests administered and a statement regarding the validity of the assessment results. If a student is assessed by a specialist who does not speak the student's primary language or mode of communication, describe the student's level of English proficiency and record how the assessment was conducted, e.g., with a translator, with a sign language interpreter, etc.
4. The student's educational background. This should include detailed information regarding the nature and results of instructional interventions in math and reading attempted to date and educationally relevant health, developmental and medical findings, if any.

5. Vision and hearing screenings results should also be included.
6. The results of each assessment including the identification of primary areas of need and current levels of performance in targeted areas. Specify the academic and behavioral skills the student has mastered and those skills that need to be learned. This information must be specific enough to serve as baseline data for the development of goals and objectives.
7. The relevant behavior noted during the observation of the student in an appropriate setting and its relationship to the student's academic and social functioning. The report should include where, when, and for how long the student was observed.
8. A statement regarding the effects of environmental, cultural, or economic disadvantage on student learning. In the case of English Language Learners, the extent to which the student's needs are the result of unfamiliarity with the English language.
9. Information related to enabling the student to be involved in and progress in the general curriculum.
10. Whether assistive technology and services are needed.
11. For students with low incidence disabilities, whether specialized services, materials, assistive technology and/or equipment are needed.
12. For students who are English Language Learners (ELL), whether linguistically appropriate goals/objectives are needed.
13. When an independent assessment has been provided by the parent, the report should show how that information was considered.
14. A summary of assessment results. This should include a description of whether the student meets the various eligibility requirements for a disability(s). This should include a statement that the delay cannot be corrected without special education and related services.

*Note: The assessment report may include a statement, as appropriate, whether a student may need special education and related services. Ultimately, the determination of eligibility is an IEP team decision.*

Recommendations for the IEP team to consider:

1. Whether the student's needs can be met in the general education classroom without modifications to the program or whether the student may need special education and related services. This should be stated in the format of a recommendation for the IEP team to consider when making its final decision regarding eligibility and services.
2. Instructional strategies, accommodation and modifications.
3. Testing accommodations and/or modification or alternate assessments.
4. There is no official timeline for completing the assessment report, nor for providing the report prior to the IEP if it is not complete. It is recommended by the Humboldt – Del Norte SELPA that the assessment report will be completed and a copy provided to the parents prior to the IEP meeting if possible. Otherwise, the report should be provided at the IEP meeting and reviewed in greater detail than if parents were able to review it prior to the meeting.

Following is a sample format for reporting assessment results:

Sample Report Format Demographics:

1. name
2. date(s) of evaluation
3. date of birth
4. age
5. gender
6. ethnicity
7. grade
8. primary language
9. parents' name and address
10. placement
11. school
12. names of assessors

Purpose of Evaluation:

1. Statement of purpose (why the student is being evaluated).
2. List of specific questions for the assessment to address.

Evaluation Content:

1. Areas of suspected disability to be addressed by the assessment.
2. When necessary, a statement that the student's primary language and racial and ethnic background were considered prior to the selection and interpretation of the evaluation procedures and measures.
3. Methods of assessment.
4. A statement regarding the validity of the assessments.
5. If a student is assessed by a specialist who does not speak the student's primary language or mode of communication, describe the student's level of English proficiency and record how the assessment was conducted, e.g., with a translator, with a sign language interpreter, etc.
6. List of tests and scores.

Educational Background:

1. Significant student history including behavior.
2. Detailed information regarding the nature and results of behavioral interventions and instructional interventions in math and reading attempted to date.
3. Relevant health, developmental and medical findings, if any.
4. Vision and hearing screenings results.

Assessment Results:

1. Assessment results for each area of assessment. This must include the specific academic /behavioral skills the student has mastered (current levels of performance) and baseline data for specific academic/behavioral skills the student needs to learn.
2. The relevant behavior noted during the observation of the student in an appropriate setting and its relationship to the student's academic and social functioning.
3. Information from interviews with teachers, parents, and student, as appropriate.

### Summary and Findings:

1. Summary of the primary areas of need.
2. Whether the student's needs can be met in the general education classroom or whether the student may need special education and related services. This should be stated in terms of information to be provided to the IEP team for its consideration when making its final decision regarding eligibility and services.
3. Detailed information for the IEP team to determine whether the student meets eligibility requirements for a particular disability(s). For students with learning disabilities this should include a description of the identified processing delay(s) that defines the disability and whether there is a discrepancy between achievement and ability that cannot be corrected without special education and related services.
4. A statement regarding the effects of environmental, cultural, or economic disadvantage on student learning. In the case of English Language Learners, the extent to which the student's needs are the result of unfamiliarity with the English language.
5. A summary of the type and extent (frequency, intensity and duration) of instructional interventions that the student received in reading and math.
6. Information related to enabling the student to be involved in and progress in the general curriculum.
7. When an independent assessment has been provided by the parent, the report should show how that information was considered.

### Recommendations:

1. Whether the student's needs can be met in the general education classroom without modifications to the general curriculum or whether the student may need special education and related services.
2. Instructional strategies, accommodation and modifications.
3. Testing accommodations and/or modification or alternate assessments.

### **FAQs**

Whose responsibility is it to prepare the multidisciplinary assessment report?

*It is up to the members of the assessment team to make that decision unless the district has established procedures for staff to follow. The district should take steps necessary to ensure that all reports are consolidated into a single multidisciplinary report.*

What if the assessment team does not agree on final summary and recommendations?

*The team should consult throughout the evaluation process so that areas of disagreement can be identified early and additional assessments conducted to resolve the dispute.*

#### **REMINDERS**

- Assessments must result in a written report.
- Assessments should be consolidated into one written report.
- Assessments must contain all of the required components.
- Best practice is to give parents a copy of the assessment report prior to the IEP meeting.