

# Evaluation/Re-Evaluation Worksheet

Date: \_\_\_\_\_  Initial Eval  Re-Eval Case Manager: \_\_\_\_\_

Student Name: \_\_\_\_\_ Disability: \_\_\_\_\_ Birth Date: \_\_\_\_\_

Student Grade: \_\_\_\_\_ ESL Concerns:  None  Some  Yes Parent Language: \_\_\_\_\_

Pre-Eval Meeting Date: \_\_\_\_\_ Eval Meeting Date: \_\_\_\_\_ Eval Due Date: \_\_\_\_\_

Describe other options or factors that were considered relevant to this evaluation such as behavior, blindness, or visual impairment, deafness or hard of hearing, assistive technology, race, culture, or language: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Following is a statement of adaptations needed to conduct this evaluation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**IPF: Teacher Informants (2)** \_\_\_\_\_

**BASC: Teacher Informants (2)** \_\_\_\_\_

## Academic & Functional Performance – Case Mgr.

*To determine levels of achievement in reading, math, and written language.*

### Assessment Procedure:

- Record/File Review
- Wechsler Individual Achievement Test – 2<sup>nd</sup> Edition
- Woodcock Johnson Achievement Battery – 3<sup>rd</sup> Edition
- Brigance
- Classroom observation and classroom performance
- Informational Assessments
- Behavioral Observation
- Functional Behavior Assessment (FBA)

## Autism Spectrum Disorders Assessment:

### Assessment Procedures:

- Record/File Review
- Informal Interviews-Parent, Teacher Student
- Behavioral Observation
- Checklist for the Identification of Individuals with Autism Spectrum Disorders
- Childhood Autism Rating Scale (CARS)
- Gilliam Autism Rating Scale 2<sup>nd</sup> Ed. (GARS-II)
- Gilliam Asperger's Disorder Scale (GADS)
- Autism Diagnostic Observation Schedule (ADOS)

## Motor Skills – OTR

*To assess fine motor and sensory motor skills.*

### Assessment Procedure:

- Record/File Review
- Fine Manual Control and Manual Coordination of the Bruininks-Oseretsky Test of Motor Proficiency-2<sup>nd</sup> Edition
- Test of Visual Perceptual Skills-3<sup>rd</sup> Edition
- Developmental Test of Visual Motor Integration-5<sup>th</sup> Edition
- Motor-Free Visual Perception Test – 3<sup>rd</sup> Edition (MVPT-III)
- Sensory Integration Inventory Revised for Individuals with Developmental Disabilities
- Adolescent/Adult Sensory Profile
- Observation
- Staff/Parent Interviews

## Sensory Status-Nurse

*To assess vision and hearing.*

### Assessment Procedure:

- Record/File Review
- Visual Acuity (Vision Test)
- Pure Tone Hearing Test

## Communication- Speech Therapist

*To assess articulation status, receptive, and expressive language abilities*

### Assessment Procedure:

- Record/File Review

#### Articulation:

- Photo Articulation Test - 3<sup>rd</sup> Edition
- Goldman Fristoe 2 – Test of Articulation'
- Speech samples

#### Language:

- Clinical Evaluation of Language Fundamentals-4<sup>th</sup> Edition
- Clinical Evaluation of Language Fundamentals – 3<sup>rd</sup> Edition Spanish Edition
- Expressive One Word Picture Vocabulary Test
- Expressive One Word Picture Vocabulary Test – Spanish Bilingual Edition
- Peabody Picture Vocabulary Test – 4<sup>th</sup> Edition
- Oral and Written Language Scales
- Boehm Test of Basic Concepts – 3<sup>rd</sup> Edition
- The Adolescent Word Test
- Test of Word Knowledge
- Pragmatic Communication Skills Protocol
- Functional Communication Skills Profile - Revised
- Assessment of Social & Comm. Skills for Children with Autism
- Observation
- Language Sample

#### Problem Solving:

- Adolescent Test of Problem Solving
- Test of Problem Solving

#### Lip Reading:

- The Craig Lip Reading Inventory Word Recognition
- Utley Lip Reading Test

#### Auditory Processing:

- Test of Auditory Processing Skills - 3<sup>rd</sup> Edition (TAPS-III)
- Test of Auditory Reasoning and Processing Skills

#### Oral Motor:

- The Apraxia Profile
- Oral Speech Mechanism Screening Examination - Revised
- Informal Oral Motor Evaluation

#### Voice:

- Voice Evaluation Profile

#### Fluency:

- Stuttering Severity Instruments for Children and Adults-3<sup>rd</sup> Edition
- Speech samples

## **Intellectual/Cognitive Functioning – School Psychologist**

*To determine ability level and to gather data about information processing style.*

### Assessment Procedure:

- Record/File Review
- Informal Interviews: Parent, Teacher, Student
- Wechsler Intelligence Scale for Children – 4th Edition (WISC-IV)
- Wechsler Intelligence Scale for Children – 4th Edition – Integrated (WISC-IV-I)
- Wechsler Adult Intelligence Scale – 4th Edition (WAIS-IV)
- Stanford - Binet Test of Intelligence – 5th Edition (SB:V)
- Kaufman Assessment Battery for Children – 2nd Ed (K-ABC-II)
- Wechsler Nonverbal Scale of Ability (WNA)
- Universal Nonverbal Intelligence Test (UNIT)
- Comprehensive Test of Nonverbal Intelligence (C-TONI)
- Test of Memory and Learning (TOMAL)

## **Memory & Attention/Impulsivity – School Psychologist**

*To determine ability level and style of recall of information and level of attention and impulsivity.*

### Assessment Procedure:

- Record/File Review
- Test of Information Processing Skills (TIPS)
- Test of Memory and Learning (TOMAL)
- Children’s Memory Scale (CMS)
- Conners’ Continuous Performance Test – 2nd Ed (CPT-II)
- Information Processing Form (IPF)
- Attention-Deficit/Hyperactivity Disorder Test (ADHDT)

## **Emotional/Social and Behavior Functioning – School Psychologist**

*To determine effects of behavior on school achievement.*

### Assessment Procedure:

- Record/File Review
- Informal Interviews: Parent, Teachers, Student
- Conners’ Rating Scales – Revised (CRS-R): Parent, Teacher, Student
- Behavior Assessment System for Children – 2nd Edition (BASC-II): Parent, Teachers, Student
- Children’s Depression Inventory (CDI)
- Beck Depression Inventory – 2nd Edition (BDI-II)
- Reynold’s Adolescent Depression Scale – 2nd Edition (RADS-II)
- Revised Children’s Manifest Anxiety Scale – 2nd Edition (RCMAS-II)
- Social Skills Rating Scales (SSRS): Parent, Teacher, Student

## **Adaptive and Functional Skills-School Psychologist**

*To determine levels of adaptive behavior.*

### Assessment Procedure:

- Record/File Review
- Behavioral Observation
- Informal Interviews: Parent, Teachers, Student
- Vineland Adaptive Behavior Scales – 2nd Edition (VABS-II): Parent, Teacher
- Adaptive Behavior Evaluation Scale – Revised (ABES-R)
- Adaptive Behavior Assessment System–2nd Ed. (ABAS-II): Parent; Teacher
- Scales of Independent Behavior – Revised (SIBS-R): Home, School

## **Transition: Community Living, Experience & Participation-Vocational Evaluator or Instructor (circle one)**

*To determine level of support and skill development needed for accessing community environments.*

### Assessment Procedure:

- Street Survival Skills Questionnaire
- Enderle-Severson Transition Rating Scale
- Future Planning Inventory – Parent Form
- Parent Transition Survey
- Student Transition Survey
- Transition Planning Inventory

## **Transition: Home Living/Daily Living Skills – Vocational Evaluator or Instructor (circle one)**

*To determine level of skills for independent living and planning necessary for accessing community living.*

### Assessment Procedure:

- Enderle-Severson Transition Rating Scale
- Street Survival Skills Questionnaire
- Future Planning Inventory – Parent Form
- Parent Transition Survey
- Student Transition Survey
- Health Care Skills Inventory
- Transition Planning Inventory

## **Transition: Jobs & Job Training – Vocational Evaluator or Instructor (circle one)**

*To determine careers of interest.*

### Assessment Procedure:

- Reading-Free Vocational Inventory
- Future Planning Inventory – Parent Form
- Parent Transition Survey
- Student Transition Survey
- Becker Work Adjustment Profile
- Enderle-Severson Transition Rating Scale
- Situation assessment
- Work Adjustment Inventory
- MECA Assessment Program
- MECA Interest Indicator
- Transition Planning Inventory
- Review of Career Assessment Inventory
- R-WRIOT

## **Transition: Post-Secondary Education & Training – Vocational Evaluator or Instructor (circle one)**

*To determine ability levels for career options and training programs for after high school. To determine current involvement and future need with post-secondary agencies.*

### Assessment Procedure:

- Enderle-Severson Transition Rating Scale
- Learning Style Inventory
- Future Planning Inventory – Parent Form
- Student Transition Survey
- Parent Transition Survey
- Parent Post-Secondary Transition Assessment
- Transition Planning Inventory
- Transition Behavior Scale

## **Transition: Recreation & Leisure – Vocational Evaluator or Instructor (circle one)**

*To determine activities currently involved in and identify supports needed for future activities and needed skill development.*

### Assessment Procedure:

- Enderle-Severson Transition Rating Scale
- Future Planning Inventory
- Parent Transition Survey
- Student Transition Survey
- Transition Planning Inventory