**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**??? School**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**GRADE:**

**CHRONOLOGICAL AGE:**

**PRIMARY LANGUAGE:**

**EVALUATOR:**

**PURPOSE OF THE EVALUATION**

**INITIAL EVALUATION**

\_\_\_\_\_\_\_\_\_ was referred for a comprehensive assessment by \_\_\_\_\_, due to \_\_\_\_\_\_\_\_\_\_.  Results of this evaluation will be discussed at the IEP meeting and the team will determine if \_\_\_\_\_\_\_\_\_ is eligible for Special Education Services.  If \_\_\_\_\_\_\_\_ is eligible for services, then the IEP team will determine what educational needs and services are needed to support learning within the least restrictive environment.

**TRIENNIAL EVALUATION**

This comprehensive triennial re-evaluation is required by state and federal regulations. The purpose of the assessment is to examine \_\_\_\_\_\_ current educational functioning, progress towards goals, educational needs (including services, modification and supports) and if \_\_\_\_\_ continues to be eligible for Special Education services.  The results of this evaluation will be discussed at the IEP meeting and the team will make the final decision regarding eligibility, services and supports within the least restrictive environment. If \_\_\_\_\_\_\_\_ is eligible for services, then the IEP team will determine what educational needs and services are needed to support learning within the least restrictive environment.

**STUDENT INFORMATION**

**Strengths:**

**Interests:**

**DEVELOPMENT AND HEALTH FACTORS**

Birth History:

Location:

Pregnancy:

Delivery:

Developmental Milestones:

First Word(s):

First Sentence:

Crawling:

Walking:

Toilet Training:

Illnesses and/or Injuries:

Vision and Hearing:

Family History:

**EDUCATIONAL HISTORY**

|  |  |
| --- | --- |
| School History | Grades |
| School |  |
| School |  |
| School |  |
| School |  |
| School |  |
| School |  |
| School |  |

**Attendance:**

**Grades:**

**GPA:**

**Credit summary:**

**RESPONSE TO INTERVENTIONS**

|  |  |  |
| --- | --- | --- |
| Intervention | Date | Outcome |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**SPECIAL EDUCATION**

**Recent IEP:**

**Disability Code:**

**Current goals/progress:**

**Services:** Specialized Academic Instruction – Gen. Ed. \_\_\_\_\_ hours a week

Specialized Academic Instruction – Outside Gen. Ed. \_\_\_\_\_ hours a week

Transition/College/Awareness/Preparation \_\_\_\_\_ hours a year

Speech/Language Therapy \_\_\_\_\_ hours a year

Occupational Therapy \_\_\_\_\_ hours a year

Physical Therapy \_\_\_\_\_ hours a year

Adapted P.E. \_\_\_\_\_ hours a year

Psychological Services \_\_\_\_\_ hours a year

Mental Health Services \_\_\_\_\_ hours a year

**ASSESSMENT RESULTS**

The following assessment was conducted in accordance with IDEIA 2004. Pursuant to current legal mandates, the assessment procedures used were appropriate, valid and reliable for the purpose stated and were selected to address specific questions regarding school performance. Racial, ethnic and linguistic backgrounds were considered prior to selection and interpretation of evaluation procedures and measures. All assessment procedures measure a limited sample of an individual’s total performance and abilities. The instruments and procedures that have been selected have been interpreted within the limits of their measured validity and according to standard procedures and purposes recommended by the publishers. Students with cultural and linguistic experiences that differ significantly from the one in which the student is instructed require results to be reviewed with caution*.* Conclusions were supported with multiple sources of information that could include: review of records, observations, interviews, informal measures and standardized tests.

The results of this assessment…….

**OBSERVATIONS**

**Classroom observation summary**

**Playground observation summary**

**Testing observation summary**

**INTERVIEWS**

**Teacher(s) Interview Summary**

**Parent Interview Summary**

**Student Interview Summary**

**ENGLISH LANGUAGE ARTS**

**Areas of Strength:**

**Areas of Need:**

**Assessment Results (Benchmarks, grades, formal/informal assessments, observations):**

**WRITTEN LANGUAGE**

**Areas of Strength:**

**Areas of Need:**

**Assessment Results (Benchmarks, grades, formal/informal assessments, observations):**

**MATH**

**Areas of Strength:**

**Areas of Need:**

**Assessment Results (Benchmarks, grades, formal/informal assessments, observations):**

**STANDARDIZED ASSESSMENTS**

**Woodcock Johnson IV Tests of Achievement**

**WJIV Classification**

**Standard Score (SS) Range:**

**131 and above Very Superior**

**121 to 130 Superior**

**111 to 120 High Average**

**90 to 110 Average**

**80 to 89 Low Average**

**70 to 79 Low**

**69 and Below Very Low**

|  |  |  |
| --- | --- | --- |
| **Cluster** | **Previous Scores / Date** | **Current Scores** |
| Reading |  |  |
| Broad Reading |  |  |
| Basic Reading Skills |  |  |
| Reading Fluency |  |  |
| Mathematics |  |  |
| Broad Mathematics |  |  |
| Math Calculation Skills |  |  |
| Written Language |  |  |
| Broad Written Language |  |  |
| Written Expression |  |  |
| Academic Skills |  |  |
| Academic Fluency |  |  |
| Academic Applications |  |  |
| Brief Achievement |  |  |
| Broad Achievement |  |  |

|  |  |  |
| --- | --- | --- |
| **Test scores** | **Previous Scores / Date** | **Current Scores** |
| Letter Word ID |  |  |
| Sentence Reading Fluency |  |  |
| Passage Comprehension |  |  |
| Calculation |  |  |
| Word Attack |  |  |
| Oral Reading |  |  |
| Math Facts Fluency |  |  |
| Applied Problems |  |  |
| Spelling |  |  |
| Sentence Writing Fluency |  |  |
| Writing Samples |  |  |

**Test/Cluster Summaries:**

**SUMMARY**

\*\*(Synthesis of information, academic and behavioral, gathered from observations, teacher interview, and formal/informal assessment results).

**RECOMMENDATIONS**

AREAS OF NEED

Reading

Math

Writing

Behavior

INTERVENTION IDEAS

Respectfully Submitted,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name/Title Date