



PsychEd
Services

ASSESSMENT FOLDER TEMPLATE

MARCH 2022

<https://psychedservices.com/>

To save time, make a predesigned packet of information that you'll use to print for each assessment folder. While the forms in this bundle may be used, it is suggested that you create your own pack using forms that you frequently utilize. Additional forms you may find helpful include: parent/student interviews, health/development form, frequently used protocols, meeting agenda, and sentence completion form. Having a standard procedure in place for each assessment will save you time and reduce errors (e.g., misplacing that protocol!).

Instructions:

Page 3 should be completed prior to printing and be printed on Avery 5160 labels. The labels on the bottom may be used to mark protocols as well as be used for shipping labels if you are physically mailing items. Page 4 is to be placed in each student file to track the progress of the assessment. Pages 5 and 6 are for jotting down notes during observations and interviews. Pages 7-9 include an additional student observation form and a student interview form.

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- 3** Data Entry and Labels
 - 4** Action Log
 - 5** Notes
 - 7** Student Observation Form
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Date:

First:

Last:

Address:

City, State, ZIP:

Telephone:

Ethnicity:

DOB:

Primary Language:

☐ Initial ☐ Triennial

Current School:

Grade:

Age:

Gender:

Current Program:

English Only ☐

Referral Date:

English Learner ☐

English Pro ☐

[Print](#) [Export](#) [Clear Form](#)

School:

Grade: Age:

School:

Grade: Age:

School:

Grade: Age:

School:

Grade: Age:

School:

Grade: Age:

School:

Grade: Age:

School:

Grade: Age:

School:

Grade: Age:

School:

Grade: Age:

To the Parents of:

To the Parents of:

To the Parents of:

Beaumont, CA 92223

Beaumont, CA 92223

IEP scheduled for:

☐ observation
☐ assessment
☐ parent & teacher
☐ academic

Pyscho-educational
Report

ACTION LOG

Assessment Folder for: _____

School		DOB:
Placement		
Assessment Purpose		Age:
AP to Parents	Date:	Grade
AP from Parents	Date:	
	Referral Date:	
	Assessment Date:	
	IEP Date:	
Area	Assessment Used	Date Completed
Cognitive		
Academic		
Behavioral		
Parent Input		
Gen. Ed. Teacher Input		
Sp. Ed. Teacher Input		
Classroom Observation		
Records Review		
Vision/Hearing		
Student Interview		
Attendance		
Discipline		
	IEP Meeting Held On:	
	Next Triennial (Mo/Yr):	

STUDENT OBSERVATION FORM

Observation Date: _____ Time: _____

Student: _____ Teacher: _____

Setting(s) Observed: _____

✓ indicates 1st half of observation

+ indicates 2nd half of observation

Student Skills

- _____ critical/complex/creative thinking
- _____ deductive/inductive reasoning
- _____ decision making
- _____ demonstrating
- _____ creating
- _____ leading/following
- _____ listening
- _____ observing/viewing
- _____ mentoring
- _____ working collaboratively
- _____ estimating/informed opinion
- _____ other

Student

- _____ asked questions
- _____ participated in discussions
- _____ read aloud
- _____ read independently
- _____ wrote independently
- _____ wrote collaboratively
- _____ took notes
- _____ short verbal responses to
- _____ questions
- _____ used whiteboard
- _____ used calculators
- _____ used computers
- _____ used measuring & mapping tools

Classroom Observed

- _____ RSP
- _____ SDC
- _____ GenEd

Student Activities

- _____ reviewing prior learning/skills
- _____ practicing new learning/skills
- _____ reading in text
- _____ reading other materials
- _____ writing
- _____ speaking/presenting
- _____ computations
- _____ hands-on learning
- _____ worksheets/workbooks
- _____ testing
- _____ short/long-term research
- _____ oral/group project
- _____ open-ended problem solving
- _____ discussion of self/peer assessments
- _____ studying/memorizing
- _____ other

Multiple Intelligence Activities

- _____ visual/spatial
- _____ verbal/linguistic
- _____ logical/mathematical
- _____ bodily/kinesthetic
- _____ musical/rhythmic
- _____ interpersonal
- _____ intrapersonal

Student

- _____ worked at desk
- _____ moved to different desks/groups
- _____ worked away from desks
- _____ worked outside the classroom
- _____ other

Classroom Set Up

- ☐ theater/traditional style
- ☐ desks in pods
- ☐ desks in an arc or a circle
- ☐ other

Teacher

- ☐ lectured
- ☐ questioned
- ☐ discussed
- ☐ facilitated activities
- ☐ used the whiteboard
- ☐ used the overhead
- ☐ used the TV/VCR
- ☐ used audio equipment
- ☐ other

Topic(s) Posted:
Y N

Student Involvement:
High Low

Student On Task
| | | | |

Student Actively Participating
| | | | |

Taxonomic Levels Observed

- ☐ knowledge
- ☐ comprehension
- ☐ application
- ☐ analysis
- ☐ synthesis
- ☐ evaluation

Lesson

- ☐ followed the original plan
- ☐ was modified in class
- ☐ other

Student Created Products

STUDENT QUESTIONNAIRE AND ASSESSMENT OBSERVATION

Student lives at home with: 1. Mom 2. Dad 3. Both 4. _____

Number of siblings: _____

HOMEWORK:

How much time do you spend on your homework? _____

Usually complete when: 1. Right after school 2. Just before bed. 3. _____

Where is homework completed: 1. Bedroom 2. Kitchen 3. Living room 4. Other: _____

Homework is turned in: 1. Sometimes 2. Often 3. Never

College Plan: 1. Yes 2. No

Drug use: 1. Yes 2. No

Smoking: 1. Yes 2. No

Alcohol: 1. Yes 2. No

On a scale of 1 to 10 (with 10 being the most difficult) how difficult is:

Reading _____

Math _____

Homework _____

Writing _____

OBSERVATION:

Appearance: 1. Dirty 2. Unkempt 3. Neat/clean

Handedness: 1. Left 2. Right

Cleanliness: 1. Dirty 2. Average 3. Very Clean

Odor: 1. Unpleasant 2. Strong 3. Slight 4. None 5. Pleasant

ACTIVITY LEVEL:

Initially: 1. Lots for movement 2. Squirming 3. Appropriate

During: 1. Movement increases 2. Maintained 3. Same 4. Decreased Volume: 1. Soft 2. Appropriate 3. Loud

Speed: 1. Slow 2. Appropriate 3. Fast

Use of Sentence Structure: 1 One- or two-word responses 2. Appropriate 3.

Awkward Pencil grip: 1. Poor 2. Slightly off 3. Appropriate

Asking questions: 1. Clarification 2. Off topic 3. Inappropriate 4. Challenging 5. Defensive