



CONSIDERING REEVALUATIONS AND THE NEED FOR STANDARDIZED TESTING

How to use this tool:

- Consult with the IEP team to help determine what assessments, if any, are needed for decision-making purposes during the assessment planning phase of an IEP evaluation.
- Help determine what information is useful for decision-making purposes.

*300.305 Additional requirements
for evaluations and reevaluations.*

REEVALUATIONS

1 REVIEW EXISTING DATA:

What does this include?

- evaluations and information provided by the parents of the child
- classroom-based assessments
- intervention history and progress monitoring data
- state and local assessments
- classroom observations



2 REQUEST INPUT AND OBSERVATIONS FROM PARENTS, TEACHERS, AND RELATED SERVICE PROVIDERS.

3 COORDINATE WITH EVALUATION SPECIALISTS AND IEP SERVICE PROVIDERS FOR DATA REVIEW.

4 THEN DECIDE WHAT ADDITIONAL DATA, IF ANY, ARE NEEDED.

Review of existing data may be made without holding an IEP meeting

HOW DO I KNOW IF MORE INFORMATION IS NEEDED?

Can you answer these questions with the information you already have? If you can, there is no need for testing.

1 DOES THE CHILD CONTINUE TO HAVE A DISABILITY? WHAT ARE THE EDUCATIONAL NEEDS OF THE CHILD?

What information do I need to answer this question?

- previous and current medical records or evaluations
- special education documents
- screeners, such as teacher questionnaires or classroom checklists
- curriculum-based assessments in relevant academic areas
- teacher and parent interviews
- observations
- grades
- classroom tests scores
- progress monitoring data from SST data or IEP data
- intervention history

If you do not have enough data to support an answer, then you may need to proceed with standardized testing.

2 WHAT ARE THE PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND RELATED DEVELOPMENTAL NEEDS OF THE CHILD?

What information is missing?

- Do you have current levels of functioning for all relevant areas (i.e., communication, academics, behavior, etc.)? After reviewing your records, decide if you need more information to answer this question. If you decide you need to test, consider whether testing in all areas is necessary.
- Consider partial standardized assessments to answer your questions.

Example

If you have data to support that the child is achieving adequately in math according to classroom performance and tests and there are no other concerns with math, you would not need to conduct standardized testing in math.

However, say you have a child who has developed a new weakness in reading, if they have never had standardized testing in reading, you may want to consider standardized testing in reading.

3 DOES THIS STUDENT CONTINUE TO NEED SPECIAL EDUCATION AND RELATED SERVICES?

What will the progress look like for this child without specialized instruction? How can their needs be met?

- Look at progress data with the current level of interventions (special education support).
 - If the student did not have these supports, would they progress in the general education setting?
- If a new concern is related to a related service provider, that specialist may suggest standardized testing.

4 ARE THERE ANY ADDITIONS OR MODIFICATIONS TO THE SPECIAL EDUCATION AND RELATED SERVICES TO ENABLE THE CHILD TO MEET THE MEASURABLE AND ANNUAL GOALS SET OUT IN THE IEP OF THE CHILD AND TO PARTICIPATE, AS APPROPRIATE, IN THE GENERAL EDUCATION CURRICULUM?

- Does the student need more support or accommodations?
- How often is the student using the accommodations provided? Consider removing the accommodations if they are no longer needed.

SO...WHAT DOES THIS LOOK LIKE?

1 START COLLECTING ALL RELEVANT DATA AND INFORMATION PRIOR TO HOLDING AN IEP MEETING.

2 HOLD AN IEP MEETING TO GO OVER ALL OF THE DATA AND MAKE SURE THERE ARE NO ADDITIONAL QUESTIONS OR MISSING INFORMATION TO PROCEED WITH ELIGIBILITY.

3 WHEN DETERMINING THAT NO ADDITIONAL DATA ARE NEEDED TO DETERMINE WHETHER THE CHILD CONTINUES TO BE A CHILD WITH A DISABILITY, AND TO DETERMINE THE EDUCATIONAL NEEDS OF THE CHILD, THE SCHOOL MUST NOTIFY THE PARENTS OF:

- the determination and reasons why,
- the right of the parents to request an assessment with more information to determine if the child has a disability and to determine the child's educational needs,
- if the parents request an assessment, the school must assess the child.

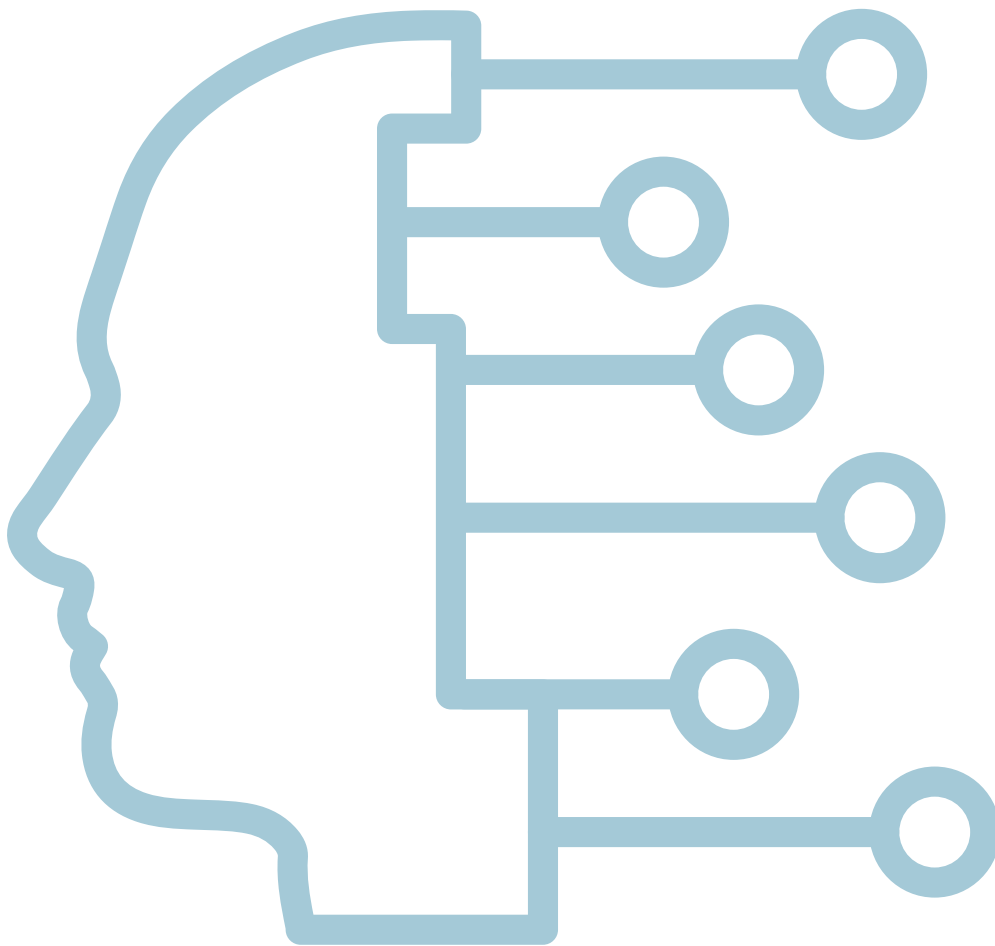
Refer to your state regulations and local guidelines on specific forms, where to document information, and when to hold IEP meetings.)

WHEN MUST I COMPLETE A FULL EVALUATION FOR THE CHILD?

WHEN THE TEAM IS CONSIDERING THAT THE STUDENT IS NO LONGER A CHILD WITH A DISABILITY.

Unless the child is graduating from secondary school with a regular diploma or the child exceeds the age of eligibility for FAPE under state law.

- *In this case, the school must provide the child with a summary of the child's academic achievement and functional performance, which should include recommendations on how to assist the child in meeting the child's postsecondary goals.*



SAMPLE SUMMARY

SUMMARY:

Based on the review of information referenced above, the IEP team has determined that additional assessment IS/IS NOT needed to determine:

- Whether the student has a particular disability category and/or continues to meet the eligibility criteria,
- the present level of performance of the student and the student's educational needs,
- whether the student continues to need special education and related services, and
- whether any additions or modifications to special education are needed to enable annual goals included in the student's IEP and to participate, as appropriate, in the general curriculum.

If additional assessment IS needed, state the reason:

Example: Johnny has been receiving special education services under the Specific Learning Disability category for 7 years. He continues to demonstrate deficits in basic reading skills and reading fluency. His IEP data and progress monitoring data both indicate a slower than typical rate of improvement in reading. New concerns have developed in the areas of writing and math. Although he is getting passing grades in his math class, he is provided with accommodations and extra support. It is recommended that further assessments be administered to help determine Johnny's present level of performance in both math and writing and to determine if special education services are needed for Johnny to be successful.

If additional assessment IS NOT needed, state the disability determination and recommended eligibility for special education:

Example: Johnny has been receiving special education services to support his reading deficits for the past 7 years. He continues to demonstrate deficits in basic reading skills and reading fluency. His IEP data and progress monitoring data both indicate a slower than typical rate of improvement in reading. With regard to academic abilities, Johnny is currently passing his classes at an acceptable level; however, he is receiving support, and data from his IEP suggests that he needs those supports and accommodations in order to be successful. Overall, based on the current data, Johnny seems to continue to meet the eligibility criteria for a Specific Learning Disability at this time. Additionally, he continues to need special education support in order to progress in the area of reading.

