**Legal Requirements: Evaluation Procedures**

Reflect on your evaluation team’s practices in terms of the IDEA requirements for evaluation procedures. Rate your team’s practice as an individual, then together discuss the ratings of all team members and reflect how your team might work to improve evaluation procedures.

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| Required Evaluation Procedures | Our team engages in best practices | Our team is minimally compliant | Our team needs to improve compliance |
| •Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information |  |  |  |
| •Include information from the parents |  |  |  |
| •Include information related to enabling the child to participate and progress in the general curriculum, or, for preschool children, to participate in appropriate activities |  |  |  |
| •Assess the student in all areas of a suspected exceptionality |  |  |  |
| •Not use any single measure or assessment as the single criterion for determining whether the child is a child with an exceptionality |  |  |  |
| •Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors |  |  |  |
| •Use assessment tools and strategies that provide relevant information the directly assists persons in determining the educational needs of the child are provided  |  |  |  |
| •The assessments and other evaluation materials shall be selected and administered so as not to be racially or culturally discriminatory |  |  |  |
| •The assessments and other evaluation materials shall be provided and administered in the child’s native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally |  |  |  |
| •The assessments and other evaluation materials shall be valid and reliable for the specific purpose for which they are used |  |  |  |
| •The assessments and other evaluation materials shall be administered by trained and knowledgeable personnel in accordance with instructions provided by the producer of such tests |  |  |  |
| •The assessments and other evaluation materials shall include those that are tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient |  |  |  |
| •Assessments shall be selected and administered to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the results accurately reflect the child’s aptitude or achievement level or whatever other factors the assessment purports to measure, rather than reflecting the child’s impaired sensory, manual, or speaking skills, unless those skills are the factors the assessment purports to measure  |  |  |  |
| •Materials and procedures used to assess a child with limited English proficiency shall be selected and administered to ensure that they measure the extent to which the child has an exceptionality and needs special education, rather than measuring the child’s English language skills |  |  |  |
| •If an assessment is not conducted under standard conditions, a description of the extent to which the assessment varied from standard conditions shall be included in the evaluation report. |  |  |  |