| **PURPOSE:** The Evaluation Review Form is designed to assist teams in reviewing evaluation reports for compliance with WAC 392-172A-03000 through -03080. Teams should mark an item as “Y” (“yes”) if the evaluation contains evidence of that item. On this form, the term “evaluation” means all evaluations (initial evaluations and reevaluations), “initial evaluations” means the item applies only to initial evaluations, and “reevaluations” means the item applies only to reevaluations.The information contained on this form should not be considered a substitute for reading the regulations. |
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**Evaluation Review Form**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School District**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SSID#:** |  | **Date of Birth:** |  | **Disability Category:** |  | **Evaluation Date:** |  | Initial:  Re-eval: |
|  |  |  |  |  |  |  |  |

*(If SLD, complete all 3 pages)*

| Prior Written Notice and Parent Consent  §300.300, §300.304, §300.503, & WAC 392-172A-03000; 03020; 05010 | |
| --- | --- |
| Y  N | Does the file contain evidence of prior written notice provided to the parents within a reasonable amount of time prior to conducting the evaluation (including a description of any evaluation procedures the district proposes to conduct)? |
| Y  N | If an initial evaluation, does the file contain evidence of written parent consent? |
| Y  N  NA | If a reevaluation, does the file contain evidence of written parent consent or reasonable efforts to obtain parent consent (if the evaluation will include additional assessments)? |
| Evaluation Timelines  §300.301 and §300.303, & WAC 392-172A-03005; 03015 | |
| Y  N | Was the evaluation conducted and eligibility established within 35 school days of the district’s receipt of parent consent (or such other time period as agreed to by the parent and documented by the district, including the reason(s) for extending the timeline)? |
| Y  N  NA | Was the reevaluation conducted within three years of the previous evaluation (unless the parent and the district agreed that a reevaluation was unnecessary and documented that agreement in the student’s file)? |
| **Eligibility for Special Education**  §300.8 & WAC 392-172A-01035(1)(a) | |
| Y  N | Does the evaluation establish (for initial evaluations) or reconfirm (for reevaluations) the presence of a disability that meets the criteria for one of the identified disability categories? |
| Y  N | Does the evaluation document the adverse educational impact of the disability? |
| Y  N | Does the evaluation document the student’s need for special education and related services? |

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| **Scope and Content of Evaluation**  §300.304, §300.305, and §300.306 & WAC 392-172A-03020; 03025; 03040 | |
| --- | --- |
| Y  N  NA | Does the initial evaluation rule out the lack of appropriate instruction in reading and math, as well as limited English proficiency, as determinant factors? |
| Y  N | Does the evaluation utilize information/data from a variety of sources (rather than relying on a single measure as the sole determinant factor), including aptitude and achievement tests; parent input; current classroom-based, local, or state assessments; classroom-based observations; and/or observations by teachers and related service providers? |
| Y  N  NA | For reevaluations, does the report document whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals and to participate, as appropriate, in the general education curriculum? |
| Y  N | Were the assessments and any other evaluation materials used to assess the student selected and administered so as not to be discriminatory on a racial or cultural basis? |
| Y  N | Was the student assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social/emotional status, general intelligence, academic performance, communication, and motor abilities? |
| Evaluation Report  §300.305 & WAC 392-172A-03035 | |
| Y  N | Does the evaluation contain a discussion of the assessments and a review of the data that supports the conclusion regarding eligibility? *(Note: The use of existing data may be used to continue to qualify a student for special education when reevaluating students –*  *re-instrumentation of standardized tests is not required.)* |
| Y  N | Does the evaluation include a description of how the student’s disability affects the student’s involvement and progress in the general education curriculum (or for preschool children, in appropriate activities)? |
| Y  N | Does the evaluation document the results of individual assessments and/or observations conducted by members of the professional evaluation group? |
| Y  N | Does the evaluation contain the date and signature of each professional member of the evaluation group certifying that the evaluation report represents his/her conclusion (or a separate statement if the report does not represent his/her conclusion)? |

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| **Additional Procedures for Specific Learning Disabilities (SLD)**  §300.309(a)(2)(i), §300.311, & WAC 392-172A-03050; 03055; 03080  ***\*Complete this section for all SLD evaluations, regardless of methodology.*** | |
| Y  N | Does the evaluation document the determination of the evaluation group concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the student’s achievement level? |
| Y  N  NA | Does the initial evaluation provide evidence that the student received appropriate instruction in reading and mathematics by considering the following: (a) Data that demonstrate that prior to, or as a part of, the referral process, the student was provided appropriate instruction in general education settings, delivered by qualified personnel; and (b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction? |
| Y  N  NA | Does the initial evaluation (or the first evaluation in which the group is considering eligibility as SLD) contain information from an observation of the student’s academic performance in the general education classroom, or contain information from an observation in routine classroom instruction and monitoring of the student’s performance that was done before the student was determined eligible as SLD? |
| Y  N  NA | Does the evaluation include a discussion of the student’s pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state grade level standards, or intellectual development, if applicable? *(Note: the pattern of strengths and weaknesses may be considered under either SLD methodology (severe discrepancy or response to scientific, research-based intervention) but is not itself a separate methodology).* |
| Y  N | Was the determination of eligibility made by the student’s parent and a group of qualified professionals including: (1) the student’s general education classroom teacher (or if the student does not have a general education classroom teacher, a general education classroom teacher qualified to teach a student of his/her age; or for students of less than school age, an individual qualified to teach a student of his/her age); and (2) at least one individual qualified to conduct individual diagnostic examinations of students? |
| **Additional Procedures for SLD when using Severe Discrepancy Methodology**  §300.307 & WAC 392-172A-03065; 03070  ***\*Complete this section only if the district uses the severe discrepancy methodology to qualify students as SLD.*** | |
| Y  N  NA | Does the evaluation establish a severe discrepancy between the student’s intellectual ability and academic achievement in one or more of the eight areas (oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, mathematics problem solving); or if there is no discrepancy, does the evaluation document the use of professional judgment, including a written narrative, to justify the presence of a specific learning disability? *(Note: The use of existing data may be used to continue to qualify a student for a SLD when reevaluating students – re-instrumentation of an IQ test and standardized achievement test is not required.)* |
| **Additional Procedures for SLD when using Response to Scientific, Research-based Intervention**  §300.309(a)(2)(i), §300.311, & WAC 392-172A-03060; 03080  ***\*Complete this section only if the district uses a process based on the student’s response to scientific, research-based intervention to qualify students as SLD.*** | |
| Y  N  NA | Does the initial evaluation provide evidence that the student did not make sufficient progress to meet age or state grade level standards? |
| Y  N  NA | Does the initial evaluation provide evidence that the student’s general education core curriculum instruction provided the student with the opportunity to increase his/her rate of learning? |
| Y  N  NA | Does the initial evaluation document whether two or more intensive, scientifically, research-based interventions were implemented with fidelity and for a sufficient duration to establish that the student’s rate of learning did not increase or allow the student to reach the identified targets? |
| Y  N  NA | Does the initial evaluation describe the instructional strategies used and the student-centered data collected in accordance with the district’s response to scientific, research-based intervention procedures? |
| Y  N  NA | Does the initial evaluation provide evidence that the student’s parents were notified about: State and school district policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; strategies for increasing the student’s rate of learning; and the parents’ right to request an evaluation? |