

VENTURA COUNTY SELPA INSTRUCTIONS

VII. REPORT FORMS

General Guidelines for Writing Assessment Reports:

The Assessment Report forms in this section contain all the legal elements for a “stand alone” Assessment Report as the result of an Assessment Plan. All the elements that are required by state and/or federal law are in black type. The elements that are in blue fields are optional, and are either advisement to the writer of the report or elements to be included in specific situations. The elements that are in blue can be deleted, by hitting the space bar. You must toggle between fields using the “down arrow” on your computer. If you make a mistake, you can “undelete” using the backward arrow at top of your screen.

It is important that all the elements in black be addressed in order to be a legally compliant Assessment Report. If a professional conducting an assessment chooses not to use the following SELPA-approved report formats, it is important that any report that is generated minimally includes all the required elements that appear in black.

If an individual professional is assessing a student, and the results are to be combined into a multidisciplinary psychoeducational assessment report, all of the elements of the report will not need to be addressed, as it is assumed that the multidisciplinary psychoeducational report will include those elements. However, if the report will be shared with the parents and included in the student’s file as a “stand alone” report, then it must also include all required elements.

There are certain components that are required only when the assessment is done as part as an initial or triennial reevaluation, including the evaluator’s observations about Special Education eligibility. It is important to remember that only the IEP team has the authority to determine Special Education eligibility, therefore, each individual assessor should address the *characteristics* of the disability that he or she may have observed. This requires all assessors to be aware of the eligibility criteria for various disabilities. See SELPA website for Special Education Eligibility Guidelines.

It is also important to remember that the final decision about the provision of Special Education and related services will be made by the IEP team. Therefore each Assessment Report should be stated in terms of recommendations to the team as to what the student may or may not benefit from.

Each assessment report should include not just the test scores, but also a narrative description of the results in terms the parents and general education teachers can understand. Assessment instruments should be described so that the reader can understand their purpose, and all terminology and acronyms explained.

Once the Assessment Report is completed, it should be saved electronically with your other reports on a protected computer, and a copy printed out for the family and file. Then, the entire report should be copied and pasted into the student’s IEP file in SESP. In this manner, other providers and subsequent year staff will have access to all reports.

Once the Assessment Report is shared at the IEP meeting, findings from the report should be summarized on the Present Levels of Performance page on the IEP. Goals

and/or objectives must be developed for any areas which are of concern, unless a rationale is provided on the present levels page.

A. Academic Assessment Report

1. EL Level - If student is or was formerly an English Learner (EL) note the current level of proficiency and whether or not he or she has been reclassified Fully English Proficient.

2. Test Administration Language - Describe the language in which the assessment was administered. Give any rationale if it was not given in the native language. *Examples might be that the materials were not available in the native language, but interpretation was provided, or rationale given as to why the instrument selected was the one most likely to yield accurate information.*

3. Reason for Referral/Relevant Background Information - Include source of referral and reason for referral.

4. Background Information - Include all information relevant to this report. For health and developmental, only address factors or issues which may affect the academic performance. For educational history, address targeted interventions in general education and Special Education services provided in the recent past.

5. Behavioral Observations

Report all relevant observations of the student's performance and behavior in classroom and other school settings. Address the student's behavior during testing, and any possible impact on reliability of the results.

6. Assessment Information

- Sources of Data Reviewed- Indicate all sources of assessment that were already existing in the child's file that were reviewed for this report. Note any assessment reports that are within three years old. Summarize if you choose.
- Name and Brief Description of New Assessment Administered and Results - Give the names of the new academic assessment instrument(s) used and a brief description. Report the results in each area assessed, most commonly, reading, writing and math.
- Explanation for any of the above that are not applicable- If any of the standard statements about the testing situation are not correct or accurate, give an explanation. *For example, rationale for deviations in administration of the test from the manual might be due to a visual or motor disability that precludes the student from participating exactly as described in the manual.*
- If the student is an EL, discuss any possible effects of English language acquisition on the assessment results. For example, interference/transfer from primary language affecting reading, comprehension, or reading disfluency as a result of demands of learning two languages or "code switching" affecting responses to comprehension or writing prompts.

7. Overall Summary and Recommendations

- Summary of assessment, including factors affecting educational performance- Using the results from the prior section, summarize the findings and address how they are likely to impact the student's ability to access core curriculum and participate in educational environments. *For example, the deficits in reading decoding and comprehension make it difficult for Student to access textbooks in all core academic subjects. Or, difficulties in math impact his progress in math and science.*
- Recommendations to enable to student to be involved in and progress in general education curriculum - Make suggestions as to the types of interventions and supports the student may need. *For example, Student may benefit from more individualized instruction in XXXX, or Student may need to have re-teaching in concepts of XXXX, or Student may need to have his core materials presented in an alternate format.*
- Eligibility - This section must be addressed for Initial and Triennial Evaluations only. If not an Initial or Tri, it can be left blank. The Assessor should note any characteristics of disability that he or she is qualified to observe. *For example, Student continues to show difficulty with Auditory Processing as evidenced by need for repeated directions to complete tasks. Student continues to be highly distractible in class and the testing situation. Student showed a great deal of anxiety in the testing situation.*
- Possible Special Education and related services needed or additions and modifications to current services needed to meet goals and participate in general curriculum/appropriate activities- Indicate your recommendations for Special Education and any related services that may be appropriate. *Example - Student may continue to benefit from Specialized Academic Instruction in the Special Education classroom for math, or Student may need additional Specialized Academic Instruction to address his difficulties with organization and work completion.*
- Need for specialized services and equipment - Required only for students with low incidence disabilities. However, note any adapted equipment or software that student may need. *For example, Clicker 5, word prediction software, Alpha Smart, typing software, Pro Lo Quo to Go, etc.*

Sign and Date Report. Remember to copy and paste into the student's SESP file as well.

B. Adapted Physical Education (APE) Assessment Report

Assessors in this area should remember that students do not *qualify* for Adapted Physical Education services, rather, they receive them if the IEP team feels the services are necessary in order for the student to benefit from his/her Special Education program. Only students of an age that would be participating in *regular PE* would be considered for Adapted PE services.

It is important that the APE Specialist compiling the report not make specific recommendations about *amount or type* of service, as that decision is made by the IEP team. The specialist *should make summative comments about the areas of concern that*

might benefit from further attention, but wait to participate in discussion with the rest of the team before deciding what or how much.

1. **Test Administration Language** - Describe the language in which the assessment was administered. Give any rationale if it was not given in the native language.
Examples might be because the test utilizes modeling and demonstration, language was not critical.
2. **Reason for Referral** - Indicate source of referral and reason for the assessment.
3. **Background Information** - Include all information relevant to this report. For health and developmental, only address factors or issues which may affect performance in PE. For educational history, describe the student's experiences in PE only.
4. **Behavioral Observations** - Report all relevant observations of the student's performance and behavior in school settings relevant to P.E. Address the student's behavior during assessment, and any possible impact on reliability of the results.
5. **Assessment Information**
 - **Sources of Data Reviewed** - Indicate all sources of assessment that were already existing in the child's file and were reviewed for this report. Note any assessment reports that are within three years old. Summarize if you choose.
 - **Name and Brief Description of New Assessment Administered and Results** - Give the names of the new assessment instrument(s) used and a brief description. Report the results in each area assessed.
 - **Explanation for any of the above that are not applicable** - If any of the standard statements about the testing situation are not correct or accurate, give an explanation. , *For example, rationale for deviations in administration of the test from the manual might be due to a visual or motor disability that precludes the student from participating exactly as described in the manual or, student was unable to complete the full battery due to orthopedic impairment.*
6. **Overall Summary and Recommendations**
 - **Summary of assessment, including factors affecting educational performance**- Using the results from the prior section, summarize the findings and address how they are likely to impact the student's ability to participate in the PE program. *For example, the deficits in eye hand coordination and overall mobility affect the student's ability to participate in the general education PE program. Or, Student's delays in gross motor skills produce anxiety which make it difficult for her to participate in the activities of the general education PE program..*
 - **Recommendations to enable to student to be involved in and progress in general education curriculum** - Make suggestions as to the types of interventions and supports the student may need. *For example, Student may benefit from more individualized instruction in XXXX, or Student may need to have the rules and/or equipment modified in order to participate in PE.*
 - **Eligibility** - This section must be addressed for Initial and Triennial Evaluations only. If not an Initial or Tri, it can be left blank. The Assessor should note any characteristics of disability that he or she is qualified to observe. *For example,*

Student needed repeated directions to complete tasks. Student showed extreme resistance to completing one task and moving on to another.

- Possible Special Education and related services needed or additions and modifications to current services needed to meet goals and participate in general curriculum/appropriate activities - Indicate your recommendations for Special Education and any related services that may be appropriate. *Example - Student may continue to benefit from Adapted PE Services, or Student may benefit from participation in Specially Designed PE with the other members of his class with ongoing consultation from APE Specialist.*
- Need for specialized services and equipment - Required only for students with low incidence disabilities. However, note any adapted equipment the student may need. *For example, specialized sports equipment for students with visual impairments or orthopedic impairments.*

Sign and Date Report. Remember to copy and paste into the student's SESP file as well.

C. Data Collection Form

There are two versions of this form in the software, one for students with goals only, one for goals and objectives. The form can be used for organizing data about goals. It is designed to be printed out and written on by hand in the instructional setting. The program automatically fills in the student's name, next IEP and triennial date and goals and/or objectives, but it does not allow you to write on in with your computer.

The grid on the right of the form may be used in several ways:

- Planning for instruction – Note the instructional periods/subjects across the top and use a check mark to indicate opportunities during the day for the student to work on the goal.
- Documenting instruction – Dates are noted across the top, and a check made if the goal was addressed.

Documenting progress – Note date of probe and/or observation across the top. Note performance accuracy in the box. Use the same terms as used to measure the goal—this will lead right to your progress reports!

D. Educational Progress Report

If you are using the SESP software, this report automatically prints in your goals and objectives. You enter the data for reporting to parents at regular intervals. Check with your administrator regarding required reporting intervals in your district.

E. Information for General Education Classroom Teacher

Used to inform the General Education Teacher about the special education student. Address all areas. Attach "Present Levels of Performance" and "Accommodations and Modifications" page from IEP. On "Accommodations and Modifications" page, circle or highlight those applicable to the teacher's class.

F. Need for Special Circumstances Paraprofessional Support – Assessment Report

This report is to be used when assessment is conducted to determine the need for additional adult support (*Intensive Individualized Instruction*) for a student for all or part

of the school day, or for extracurricular activities. There is a corresponding manual “Specialized Circumstances Paraprofessional Support” which is published by the Ventura County SELPA and posted on the website under “Publications” which describes the assessment process and includes all the forms.

1. Assessment Language – Note language of assessment and any rationale if not in the child’s language. Examples might be that these are observational tools that do not require direct oral responses from the child.
2. Reason for Referral/Relevant Background Information - The language is provided already. Give additional information if necessary.
3. Background Information - Include all information relevant to this report. For health and developmental, only address factors or issues which may affect the student’s ability to participate independently in school. For educational history, address any supports already provided to address the area(s) of concern. *For example, peer tutors or other support from existing classroom paraeducators.*
4. Behavioral Observations - Report all relevant observations of the student’s performance and behavior in classroom and other school settings. If behavior concerns are part of the reason for the assessment, address behaviors with and without adult supervision as well as how the behavior compares to his or her peers in similar settings and situations. Address the student’s behavior during assessment, and any possible impact on reliability of the results.
5. Assessment Results - Check all that apply - Check all of the evaluation tools that you completed, and attach to the report.
6. Overall Summary and Recommendations-
 - Summary of assessment, including factors affecting educational performance- Give an overall summary of the assessment results, including how the student’s educational performance may be affected if extra adult assistance is not provided. Address any other steps that may be taken before providing more adult support, for example, classroom supports or direct instruction that would assist the student in being more independent. Describe the times of day, settings and/or activities when the student seems to need support.
 - Recommendations regarding the need for paraprofessional support - *Check all boxes that apply.*
 - If the assessor is not recommending extra adult support, provide rationale. *For example, although Student needs help with dressing out for PE, the regular classroom aide will be able to assist him. Or, although Student often has difficulty with moving through the activities of the day, the teacher will provide a visual schedule using realia to assist him in anticipating changes. Or, although student has difficulty with lunch tray and opening food containers, helpers from the fifth grade class will be asked to volunteer to assist.*
 - If the assessor is recommending extra adult support, note the specific activities or times of day. If recommending the full day, note.
 - Note when and how much support will be faded. *For example, when Student is able to transition between classes with only verbal reminders from the teacher, paraeducator support will be faded to an*

“as needed” basis as determined by the Case Manager. Or, when Student is able to participate in the general education class with fewer than three major outbursts per week, paraeducator support will be faded to the first two hours of each day. Or, when Student is able to participate in the classroom activities with fewer than five verbal prompts from the teacher to get started and complete his work, paraeducator support will be faded to recess and lunch only.

- Times/methods for ongoing monitoring of need and ability to fade. It is important that goals for the student for increased independence be included in the IEP. The paraeducator or Case Manager should collect data on progress toward the goals on a regular basis. The data collection sheets should be attached to the report. Intervals for monitoring progress will be noted. (No less than monthly.) Note who will participate in monitoring. *Most likely the Special Education Case Manager, the paraeducator, the teacher, and parents.*

Sign and date the report and indicate your title.

G. Occupational Therapy (OT)

1. Occupational Therapy Evaluation

Assessors in this area should remember that students do not *qualify* for Occupational Therapy services, rather, they receive them if the IEP team feels the services are necessary in order for the student to benefit from his/her Special Education program. For example, a student with some moderate physical performance deficits may or may not receive Occupational Therapy services, depending on the overall school program and other adults in the educational environment who also may be available to address the need. Or, if the areas of deficit are not impacting the student's ability to participate in all the activities of the school day, it might not be considered a priority for therapeutic intervention.

It is important that the therapist compiling the report not make specific recommendations about *amount or type* of service, as that decision is made by the IEP team. The therapist *should make summative comments about the areas of concern that might benefit from further attention*, but wait to participate in discussion with the rest of the team before deciding what or how much.

1. Test Administration Language - Describe the language in which the assessment was administered. Give any rationale if it was not given in the native language. *Examples might be that the materials were not available in the native language, but interpretation was provided, or rationale given as to why the instrument selected was the one most likely to yield accurate information.*
2. Reason for Referral - Indicate source of referral and reason for the assessment.
3. Background Information - Include all information relevant to this report. For health and developmental, only address factors or issues which may affect performance in skill areas assessed in this report. If the student has a medical diagnosis that affects performance, indicate. For educational history, describe any treatment or therapies the student has received in the past to address the reason for referral, including Occupational Therapy.

4. Behavioral Observations - Report all relevant observations of the student's performance and behavior in classroom and other school settings. Address the student's behavior during assessment, and any possible impact on reliability of the results.
5. Assessment Information
 - Sources of Data Reviewed - Indicate all sources of assessment that were already existing in the child's file and were reviewed for this report. Note any assessment reports that are within three years old. Summarize if you choose.
 - Name and Brief Description of New Assessment Administered and Results - Give the names of the new assessment instrument(s) used and a brief description. There is a **correlated template** that can be used to "cut and paste" boiler plate information into the report about specific assessment tools on SELPA website under "Reports." Report the results in each area assessed. If an area is not assessed, indicate "Not an area of suspected disability."
 - Explanation for any of the above that are not applicable- If any of the standard statements about the testing situation are not correct or accurate, give an explanation. *For example, rationale for deviations in administration of the test from the manual might be due to a visual or motor disability that precludes the student from participating exactly as described in the manual.*
6. Overall Summary and Recommendations
 - Summary of assessment, including factors affecting educational performance- Using the results from the prior section, summarize the findings and address how they are likely to impact the student's ability to access core curriculum and/or participate in the educational environment. *For example, the deficits in eye hand coordination seem to be impacting Student's ability to perform legible written work. Or, Student's extreme sensory differences impact his ability to attend and perform in the classroom or Student's cerebral palsy affects his ability to sit in a regular desk for academic work for than a half hour at a time.*
 - Recommendations to enable to student to be involved in and progress in general education curriculum - Make suggestions as to the types of interventions and supports the student may need. *For example, Student may benefit from more individualized instruction and repeated practice in XXXX, or Student may need teacher to adapt assignments to assist student in demonstrating knowledge.*
 - Eligibility - This section must be addressed for Initial and Triennial Evaluations only. If not an Initial or Tri, it can be left blank. The Assessor should note any characteristics of disability that he or she is qualified to observe. *For example, Student needed repeated directions to complete tasks. Student showed extreme resistance to completing one task and moving on to another. Student's hemiplegia impacts all fine motor work in the classroom.*
 - Possible Special Education and related services needed or additions and modifications to current services needed to meet goals and participate in general curriculum/appropriate activities- Indicate your recommendations for Special Education and any related services that may be appropriate. *Example - Student may continue to benefit from Occupational Therapy Services, or Student may no*

longer require Occupational Therapy to address his handwriting skill development.

- Need for specialized services and equipment Required only for students with low incidence disabilities. However, note any adapted equipment the student may need. *For example, student will need slant board and weighted vest for desk top activities.*

Sign and Date Report. Remember to copy and paste into the student's SESP file as well.

2. School Performance Checklist for Students with Mild/Moderate Disabilities or Moderate/Severe Disabilities

Can be used for the teacher in making a referral for OT Assessment.

H. Physical Therapy (PT)

1. Physical Therapy Assessment Report

Assessors in this area should remember that students do not *qualify* for Physical Therapy services, rather, they receive them if the IEP team feels the services are necessary in order for the student to benefit from his/her Special Education program. Some physical therapy needs are medical only and would not be addressed through educational physical therapy. For example, a student with physical needs may or may not receive Physical Therapy services, depending on the overall school program and other adults in the educational environment who also may be available to address the need. Or, if the areas of deficit are not impacting the student's ability to participate in any of the activities of the school day, it might not be considered a priority for educational intervention.

It is important that the therapist compiling the report not make specific recommendations about *amount or type* of service, as that decision is made by the IEP team. The therapist *should make summative comments about the areas of concern that might benefit from further attention.*, but wait to participate in discussion with the rest of the team before deciding what or how much.

2. Test Administration Language - Describe the language in which the assessment was administered. Give any rationale if it was not given in the native language. *Examples might be that the materials were not available in the native language, but interpretation was provided, or rationale given as to why the instrument selected was the one most likely to yield accurate information.*

3. Reason for Referral/Relevant Background Information - Include source of referral and reason for referral.

4. Background Information - Include all information relevant to this report. For health and developmental, only address factors or issues which may affect the performance in the educational environment. Include medical diagnosis, if any. For educational history, describe any interventions or therapies the student has received in the past to address reason for referral, including Physical Therapy.

5. Behavioral Observations

Report all relevant observations of the student's performance and behavior in classroom and other school settings. Address the student's behavior during assessment, and any possible impact on reliability of the results.

6. Assessment Information

- Sources of Data Reviewed- Indicate all sources of assessment that were already existing in the child's file and were reviewed for this report. Note any assessment reports that are within three years old. Summarize if you choose.
- Name and Brief Description of New Assessment Administered and Results - Give the names of the new assessment instrument(s) used and a brief description. Report the results in each area assessed. If any area is not assessed, indicate "Not an area of suspected disability."
- Explanation for any of the above that are not applicable - If any of the standard statements about the testing situation are not correct or accurate, give an explanation. *For example, rationale for deviations in administration of the test from the manual might be due to a visual or motor disability that precludes the student from participating exactly as described in the manual.*

7. Overall Summary and Recommendations

- Summary of assessment, including factors affecting educational performance- Using the results from the prior section, summarize the findings and address how they are likely to impact the student's ability to access core curriculum and/or participate in the educational environment. *For example, difficulty in ambulation make it difficult for her to play safely on the playground. Or, difficulties with postural stability make it difficult for him to sit unassisted at the table or, poor motor coordination impacts her ability to climb up/down steps of bus.*
- Recommendations to enable to student to be involved in and progress in general education curriculum - Make suggestions as to the types of interventions and supports the student may need. *For example, Student may benefit from more individualized instruction and repeated treatment with XXXX, or Student may need adapted equipment in order to XXXX.*
- Eligibility - This section must be addressed for Initial and Triennial Evaluations only. If not an Initial or Tri, it can be left blank. The Assessor should note any characteristics of disability that he or she is qualified to observe. *For example, Student's low tone impacts all work requiring sustained attention. Student showed extreme resistance to completing one task and moving on to another. Student's hemiplegia impacts all fine motor work in the classroom.*
- Possible Special Education and related services needed or additions and modifications to current services needed to meet goals and participate in general curriculum/appropriate activities- Indicate your recommendations for Special Education and any related services that may be appropriate. *Example- Student may continue to benefit from Physical Therapy consultative services to assist the teacher in ongoing monitoring of physical improvement, or Student may no longer require Physical Therapy to address his climbing the steps of the bus.*

- Need for specialized services and equipment- Required only for students with low incidence disabilities. However, note any adapted equipment the student may need. *For example, student will need specialized tricycle or stander.*

Sign and Date Report. Remember to copy and paste into the student's SESP file as well.

2. Checklist for PT Referral

Can be used by teacher in making a referral for physical therapy assessment.

I. Preschool to Kindergarten Transition Assessment Report

This is the required report for reevaluation of Special Education student served in preschool programs prior to transitioning into kindergarten. See "Pre- IEP" Section "Reassessment Prior to Transition to Kindergarten" for related tools:

- Checklist for Reassessment Prior to Transition to Kindergarten
 - Memo to Parent
1. Language of Student/Language Used in Home- Indicate languages. If needed, use the Ventura County SELPA "Preschool Language Survey Process" to identify the child's language (available on the SELPA website under Early Childhood.)
 2. Test Administration Language- Describe the language in which the assessment was administered. Give any rationale if it was not given in the native language. *Examples might be that the materials were not available in the native language, but interpretation was provided, or rationale given as to why the instrument selected was the one most likely to yield accurate information.*
 3. Reason for Referral- There is standard language provided for the reason for this assessment.
 4. Background Information- Include all information relevant to this report. For health and developmental, only address factors or issues which may affect the child's performance. For educational history, describe interventions and services provided in the preschool program.
 5. Behavioral Observations- Report all relevant observations of the student's performance and behavior in classroom and other school settings. Address the student's behavior during assessment and any possible impact on reliability of the results.
 6. Assessment Information
 - Sources of Data Reviewed- Indicate all sources of assessment that were already existing in the child's file and were reviewed for this report. Note any assessment reports that are within three years old. Summarize if you choose.
 - New Assessments Administered- If you use the Ventura County SELPA Preschool to Kindergarten Transition Assessment, you may use the standard language provided on the form. This instrument is available for free to all staff of VC SELPA. Email Gina at gvillavicencio@vcoe.org for a copy. If not, hit your spacebar to delete. If you use another instrument, describe the instrument and what it is designed to assess.

- Summarize results in all applicable areas. Indicate “Not an area of suspected disability” for any areas not assessed.
- Explanation for any of the above that are not applicable- If any of the standard statements about the testing situation are not correct or accurate, give an explanation. *For example, rationale for deviations in administration of the test from the manual might be due to a visual or motor disability that precludes the student from participating exactly as described in the manual.*

7. Overall Summary and Recommendations

- Summary of assessment, including factors affecting educational performance - Using the results from the prior section, summarize the findings and address how they are likely to impact the student’s ability to access core curriculum and participate in educational environments. *For example, language deficits may impact student’s ability to listen and follow directions in kindergarten, or motor skills may impact ability to play on the playground safely.*
- Recommendations to enable to student to be involved in and progress in general education curriculum - Make suggestions as to the types of interventions and supports the student may need. *For example, Student may benefit from more individualized instruction in the readiness skills for general education classroom, or Student may need visual cues to follow the class schedule.*
- Eligibility - Since this reassessment is considered to be a Triennial Evaluation, the Assessor should note any characteristics of disability that he or she is qualified to observe. *For example, Student continues to show difficulty with Receptive Language and needs repeated directions to complete tasks. Student continues to be highly distractible in class and the testing situation. Student shows great difficulty in transitioning between activities.*
- Possible Special Education and related services needed or additions and modifications to current services needed to meet goals and participate in general curriculum/appropriate activities - Indicate your recommendations for Special Education and any related services that may be appropriate. *Example - Student may continue to benefit from Speech-Language Services for articulation and fluency, or Student may benefit from Specialized Academic Instruction in the Special Education classroom.*
- Need for specialized services and equipment- Required only for students with low incidence disabilities. However, note any adapted equipment or software that student may need. *For example, adapted seating, pencil or crayon grips, augmentative communication device.*

Sign and Date Report. Remember to copy and paste into the student’s SESP file as well.

Other assessors contributing to this report- If this is a comprehensive integrated psychoeducational report, indicate names and titles of all other assessors that contributed to this report. If no other assessors participated, DELETE the lines.

J. Psychoeducational Assessment Report

Using the pull down menu, select “Psychologist Only” if it is a single assessor report, or “Multidisciplinary” if more than one assessor’s results are being reported. Fill in all demographics at the top of the page.

1. EL Level- If student is or was formerly an English Learner (EL) note the current level of proficiency and whether or not he or she has been reclassified Fully English Proficient.
1. Test Administration Language- Describe the language in which the assessment was administered. Give any rationale if it was not given in the native language. *Examples might be that the materials were not available in the native language, but interpretation was provided, or rationale given as to why the instrument selected was the one most likely to yield accurate information.*
2. Reason for Referral- In this section, the psychologist should address the referral reason, i.e., issues or concerns raised by the school Problem Solving Team, triennial review, or any specific reason that the student was referred for the evaluation. Specify who has referred the student for evaluation.
3. Background Information- For initial evaluations, include all pertinent information. For assessment for triennial review, summarize briefly and add any new pertinent information,
 - Environmental, cultural, and economic information:
Describe parents’ educational background, economic status, home environment, culture and language background, stability of residence, etc. Indicate history of learning or other developmental or mental health issues of family or relatives.
 - Educationally relevant health and developmental information:
Describe educationally relevant pre-natal, peri-natal, and post-natal factors, labor and delivery information if relevant, general health (illnesses, injuries, allergies) of student. Describe relevant developmental milestones. Be sure to address current (within 12 months) vision and hearing screening results. If the student has been diagnosed with a medical condition, name the condition and address whether the student is receiving any medication. If known, indicate the name of the doctor(s) and/or specialist(s) who are following the student.
 - Background Information:
 - Attendance history- Indicate significant history of attendance or tardy issues. Indicate whether SARB has been involved. Indicate if student attended several different schools due to residence changes or other factors.
 - Interventions provided in general education prior to special education eligibility- *Required for initial evaluations only.* Summarize key elements obtained from the review of the cumulative record and Problem Solving Team records. Document exposure to consistent, research-based curriculum and methodology administered with fidelity, interventions tried and outcomes.

- Other relevant educational history- Document prior history of school difficulties, retention, past teacher remarks, grades, comments on report cards, and discipline record if appropriate.

4. Behavioral Observations:

- Observations in classroom and other appropriate settings, including the relationship of behavior to student's academic and social functioning - Document observations in settings such as classroom, playground, cafeteria, or other educational settings.
- Behavior during testing, including relationship of behavior to the reliability of current assessment results - Document student's behavior during the assessment and whether rapport was established with the examiner. *For example, address student learning style, approach to novel tasks, level of effort, attention, concentration, etc.*

5. Assessment Information

- Sources of Data Reviewed- Indicate all sources of assessment that were already existing in the child's file and were reviewed for this report. Note any assessment reports that are within three years old. Summarize if you choose.
- New Assessments Administered - List the names of the new assessment instrument(s) used. Either give a brief description in this area or give a description of the assessment instrument in the appropriate results section below.
- Explanation for any of the above that are not applicable - If any of the standard statements about the testing situation are not correct or accurate, give an explanation. , *For example, rationale for deviations in administration of the test from the manual might be due to a visual or motor disability that precludes the student from participating exactly as described in the manual.*

6. Results of Assessment/Present Levels of Academic Achievement and Related Development Needs:

For the following areas, only include reports in areas addressed. Indicate "not an area of suspected disability" if not addressed. If a formal assessment was conducted by another assessor, you may refer to the date of that report and attach it or synthesize the information in the appropriate section, including a description of the assessment instrument used. Ask other assessors to give you a brief description of the assessment they used and its purpose.

- **Cognitive Functioning:**

Describe assessment results and analyze the significance of the data obtained. Make a global statement about current levels of functioning and then analyze results with greater specificity. Examiner can also synthesize data from other prior assessments and/or observations. Address any issues with psychological processing, including processing disorders, and any pattern of strengths and/or weaknesses between processing performance. Processing deficits should be corroborated by classroom data or observations.

- **Pre-academic/Academic Skills:**
Discuss and analyze pre-academic or academic skill development. Include standardized and non-standardized assessment results from teachers. Include results from district and state testing, if available. Observations of classwork should be included.
 - **Communication Skills:**
Receptive, expressive, articulation, and pragmatic language skills should be addressed as appropriate. Address whether or not the student is an English learner, and if so, describe current level of English language development, including CELDT scores and current means of English Language Development.
 - **Motor Abilities:**
Discuss results of fine and/or gross motor assessments.
 - **Social/Emotional/Behavioral Functioning:**
Document any significant behavioral, social, or emotional factors found during the assessment or observations. If the reason for the referral is related to significant emotional or behavioral concerns, this section of the report should emphasize the documentation and analysis of data obtained through behavioral scales, charts, teacher reports, student interviews, self-report instruments, etc. Include observational data here to substantiate conclusions based on projective tests.
 - **Pre-Vocational/Vocational/Community Access:**
Document student's pre-vocational or vocational skill development. For students over 15, record summary results from career/vocational skills and interests assessments. Pre-vocational data may be a summary of the student's stated strengths, interests and hobbies, as well as future career plans. For students with Intellectual Disabilities, note any opportunities for community access and level of independent functioning in environments outside of school.
 - **Self-Care/Independent Living:**
Discuss adaptive skill development and assessment. Areas that should be included are personal self-help skills, domestic, and other independent living skills.
7. English Language Development – If the student is an EL, address all the areas in this section. Indicate stage of language acquisition as well as level of basic academic mastery. If not an EL, indicate and skip this section.
8. Overall Summary and Recommendations:
- Summary of assessment, including factors affecting educational performance- Integrate data from all sources and all areas of the report. Incorporate assessment findings from other specialists and professionals, in the school and from independent assessments (if available). Use this section to answer the reasons for referral. Make sure the results of the assessment of all areas of suspected disability were addressed adequately. Explain how the disability impacts the student's performance in the classroom and/or school settings. If a processing disorder is identified, it is imperative to explain how this deficit is exhibited in the classroom situation and how it may affect the student's performance. If the student is an EL, address how acquisition of the second language may or may not be impacting performance. *For example, Student appears to have challenges in all areas of academic performance including rate of learning and retention of material. Or, Student's difficulties with attention and*

memory affect her ability to attend to the teacher in most classes. Or, Student is impacted mostly in subjects that require reading and comprehension of material.

- Indicators or possible disability or continuing disability - This section must be addressed for Initial and Triennial Evaluations only. If not an Initial or Tri, it can be left blank. The Assessor should note any characteristics of disability that is observed or recorded. Do not give a definitive statement of whether or not the student has a Special Education disability, but describe the characteristics that would assist the IEP team in making that determination. *For example, Student continues to show difficulty with Auditory Processing which seems to impact many academic areas. Student continues to be highly distractible in class and the testing situation, resulting in poor performance in the classroom and behavioral concerns. Student showed a great deal of anxiety in the testing situation and as reported by both parents and teachers. Student showed many of the characteristics of autism according to California Education Code. Student performed in a manner typical of students with Intellectual Disabilities.*
- Recommendations to enable student to be involved and progress in general education curriculum (or, for a preschool child, to participate in appropriate activities)- Make suggestions about the types of interventions and supports the student may need. *For example, Student may benefit from more individualized instruction in XXXX, or Student may need to have re-teaching in concepts of XXXX, or Student may need to have his core materials presented in an alternate format.*
- Possible Special Education and related services needed or additions and modifications to current services needed to meet goals and participate in general curriculum/appropriate activities- Indicate your recommendations for Special Education and any related services that may be appropriate. *Example - Student may continue to benefit from Specialized Academic Instruction in the Special Education classroom for math. Or Student may need additional Specialized Academic Instruction to address his difficulties with organization and work completion. Or, Student may continue to benefit from participation in a classroom focusing on functional life skills.*
- Need for specialized services and equipment - Required only for students with low incidence disabilities. However, note any adapted equipment or software that student may need. *For example, Clicker 5, word prediction software, Alpha Smart, typing software, adapted seating, etc.*

9. Sign and date the report. Do not forget to copy and paste into SESP.

Other assessors contributing to this report- If this is a comprehensive integrated psychoeducational report, indicate names and titles of all other assessors that contributed to this report. If no other assessors participated, DELETE the lines.

K. Special Education Annual Report

Filled out by special education teacher in preparation for Annual Review. Optional – check with your administrator for district preference/policy.

Current Functioning in Special Education:

Describe setting in which student is receiving special education services. Discuss student's current performance in the special education program and describe progress made since the last review. Discuss goals/objectives met/not met from the previous IEP in general terms (e.g. met all goals and objectives except for multiplication in math; met all reading goals, but not written language, etc.). Include information regarding motivation, behavior, and functional skills. Also include performance in any community-based activities as appropriate.

Current Functioning in General Education:

Describe extent of student's participation in general education program and integration with nondisabled peers (amount of mainstreaming, subjects enrolled in special education, integration for lunch and recess, etc. Discuss student's performance in general education settings (academic and social). Comment on behaviors and work habits which either enhance or impede student's progress and ability to access the core curriculum.

Current Academic Achievement

Describe student's current performance levels in basic skills. Discuss strengths and weaknesses in reading, writing, language, and/or math, as appropriate. Tell what the student has learned or can do as well as what the student has difficulty with or is ready to learn. Specify areas which need particular emphasis and/or attention on the new IEP to enable the student to access the core curriculum. Write in terms of the student (what he or she has learned or likes or does), not in terms of the teacher (avoid the use of the pronoun "I").

Summary & Recommendations:

Summarize current levels of performance and ongoing needs. Explain how the student's disability affects his/her involvement and progress in the general education curriculum. Provide suggestions for accommodations where appropriate.

L. Speech/Language Assessment Report

1. EL Level - If student is or was formerly an English Learner (EL) note the current level of proficiency and whether or not he or she has been reclassified Fully English Proficient.
2. Test Administration Language - Describe the language in which the assessment was administered. Give any rationale if it was not given in the native language. *Examples might be that the materials were not available in the native language, but interpretation was provided, or rationale given as to why the instrument selected was the one most likely to yield accurate information.*
2. Most Recent Hearing Assessment - Indicate date and results.
3. Reason for Referral - Indicate source and/or reason for referral.
4. Background Information - Include all information relevant to this report. For environmental, cultural and economic, include any factors that may affect language development, including other languages spoken in the home. For health and developmental, only address factors or issues which may affect speech or language,

- including hearing. For educational history, describe any interventions or therapies the student has received in the past to address reason for referral, including Speech-Language Pathology.
5. Behavioral Observations - Report all relevant observations of the student's performance and behavior in classroom and other school settings. Address the student's behavior during assessment, and any possible impact on reliability of the results.
 6. Assessment Information
 - Sources of Data Reviewed - Indicate all sources of assessment that were already existing in the child's file and were reviewed for this report. Note any assessment reports that are within three years old. Summarize if you choose.
 7. New Assessments Administered - List all and either give a brief description of each assessment here or in the context of the areas of Assessment Results below. There is a **correlated template** that can be used to "cut and paste" boiler plate information into the report about specific assessment tools.
 - Explanation for any of the above that are not applicable - If any of the standard statements about the testing situation are not correct or accurate, give an explanation. *For example, rationale for deviations in administration of the test from the manual might be due to the necessity for having the instructions orally translated into another language, or some adaptations for a student with Intellectual Disabilities to assist in understanding the directions.*
 8. Assessment Results - Report the results in each area assessed. Indicate "Not an area of suspected disability" for any areas not assessed.
 9. If Student is an EL, Address the Following – If the student is an EL, address all of the areas of English language development. For more information on the terminology, see the Ventura County SELPA *Guidelines for Speech-Language Pathologists in the Schools*. Consider these factors in determining whether the student has a Speech-Language Impairment as opposed to issues related to the acquisition of English as a second language. If not an EL, indicate and skip this section.
 10. Overall Summary and Recommendations Regarding Educational Performance:
 - Recommendations to enable student to be involved and progress in general education curriculum (or, for a preschool child, to participate in appropriate activities)- Make suggestions about the types of interventions and supports the student may need. *For example, Student may benefit from more individualized practice with XXXX, or Student may benefit from more exposure to peers with typically developing language.*
 - Eligibility - This section must be addressed for Initial and Triennial Evaluations only. If not an Initial or Tri, it can be left blank. The Assessor should note any characteristics of disability that is observed or recorded, including any areas of Speech or Language that are considered to be significantly delayed according to CCR Title 5. Do not give a definitive statement of whether or not the student has a Special Education disability, but describe the characteristics that would assist the IEP team in making that

determination. *For example, Student shows significant delays in language development for his or her chronological age, or Student's fluency errors impact his ability to interact with peers, or Student's articulation disorder make it difficult for others to understand his needs.*

- Possible Special Education and related services needed or additions and modifications to current services that may be needed to meet goals and participate in general curriculum/appropriate activities- Indicate your recommendations for Special Education and any related services that may be appropriate. *Example - Student may continue to benefit from Speech-Language Therapy in small groups, or Student may benefit from frequent monitoring of his or her progress by the Speech Language Pathologist in collaboration with the Kindergarten teacher.*
- Need for specialized services and equipment - Required only for students with low incidence disabilities. However, note any adapted equipment or software that student may need. *For example, ProLoQuo To Go, or Alpha Talker.*

11. Sign and Date Report. Don't forget to copy and paste into SESP.