

## Evaluations, Tests, Records, or Reports

**Written Assessment Report** includes interpretations of each test or procedure used and gives an analysis of the student's strengths and weaknesses as they relate to his or her educational needs.

**Student's Progress in Achieving IEP Objectives** refers to data collected related to the performance of the student toward mastery of the IEP objectives.

**Referral** means information about a student suspected of having a disability that is used by the ARC to help determine the need for an evaluation.

**Screening** means a systematic effort to identify physical and mental health barriers impacting the learning of an individual student.

**Educational History** may include school(s) attended, patterns of attendance, current level or grade placement, achievement data and grades, programs attended, and other relevant data.

**Communication (Speech/Language) Assessment** measures any means (e.g., speech, sign language, gestures, and writing) by which a student relates experiences, ideas, knowledge, and feelings to another.

**Augmentative Communication Assessment** evaluates the need for an alternative system to support, enhance, or supplement the communication of a student.

**Cognitive/Intellectual Assessment** gives an appraisal of the mental processes by which an individual acquires knowledge, including thinking, reasoning, and problem solving skills.

**Perceptual Abilities Assessment** measures the student's visual-motor integration abilities.

**Developmental Assessment** (Early Childhood) measures a preschool student's educational/developmental abilities in the areas of cognition, social-emotional, adaptive behavior, language, and motor.

**Academic Performance Assessment** is a systematic appraisal and analysis of a student's educational achievement in such areas as basic and content reading; reading comprehension; mathematics calculation, reasoning and application; written expression; oral expression; listening comprehension, learning preference and style, and work samples.

**Behavioral Observations** provide written documentation of a current pattern of behavior over time and across settings, including targeted behaviors, and are conducted in the environment in which the targeted behaviors occur.

**Hearing Evaluation** may include assessments of hearing acuity, speech discrimination, speech perception, and auditory processing. When the individual uses amplification, assessments may be conducted in both the unaided and aided conditions.

**Vision Evaluation** may include vision screening, functional vision evaluation, visual examination, and/or medical examination.

**Functional Vision/Learning Media Assessment** includes formal and informal evaluation of the student's use of vision in performing a variety of activities throughout the school day (e.g., completion of tasks presented at a distance, travel through school). It is an objective process of systematically selecting learning and literacy media (e.g. effective print size and contrast and lighting requirements).

**Braille Skills Inventory** is an assessment of a student's potential for reading and writing in Braille.

**Orientation and Mobility Assessment** measures the ability of the student with visual limitations to travel safely and efficiently in familiar and unfamiliar environments.

**Health/Medical Statement** refers to a report/documentation of (an) examination(s) by a licensed physician or other qualified health-care professional that verifies the diagnosis and nature of an illness or impairment and any limitations resulting from the illness or impairment.

**Motor Abilities** involve the capacity to execute any movement by maneuvering one's body and/or limbs, which is necessary and essential to basic learning for a student's growth and development. (May include Occupational Therapy and/or Physical Therapy Assessments related to educational performance.)

**Assistive Technology Evaluation** may include a functional evaluation in a child's customary environment, a determination of the type of technology required, and/or the need for instruction in the use of the assistive technology.

**Developmental History** provides written documentation from parent/guardian regarding health or medical information; family factors; developmental milestones; relationships with peers/family and others; and parental observations and expectations of the child in the home, community, and school.

**Social/Cultural Factors** include relationships with peers, family, and others; dominant language of the student and the family and any cultural factors; expectations of the parents for the student in the home, school and community environments; services received in the community; economic influences; and the impact of home, school, and community.

**Rating Scales** measure a student's behavior in a variety of areas such as hyperactivity, inattention, impulsivity, depression and inappropriate behaviors across settings.

**Adaptive Behavior Scales** provides information relating to the attainment of skills that lead to independent functioning as an adult.

**Social Competence (Emotional/Behavioral) Assessment** measures the student's adaptive behaviors in social situations and social skills that enable the student to meet environmental demands and to assume responsibility for his/her own welfare.

**Behavioral Data/Log** is a systematic method of documenting problematic behaviors over an extended period of time.

**Functional Behavior Assessment (FBA)** analyzes the student's behavior to determine the function the behavior serves for the student. An FBA is a problem solving approach that enables the examiner to determine what is triggering and maintaining the inappropriate behavior.

**Discipline Referral** is a written report of behavior violation that is submitted to a principal or other school administrator for a decision of disciplinary action, if classroom discipline measures do not correct the misconduct or if the behavior is a serious offense.

**Technical/Vocational Assessment** may include general work habits; dexterity; following directions; working independently or with job support or accommodation(s); job interests or preferences; abilities (aptitude); other special needs; job-specific work skills; interpersonal relationships and socialization; and related work skills.