

Date sent to parents: _____

M.S.A.D. 15
GRAY/NEW GLOUCESTER SCHOOL DISTRICT
14 SHAKER ROAD
GRAY, MAINE 04039
(207) 657-2066

“TYPE OF” EVALUATION

CONFIDENTIAL

Name:

Report Date:

Date of Birth:

Evaluation Date(s):

Age at Time of Evaluation:

School:

Grade:

Evaluator:

Reason for Referral and by Whom:

This would be found in the referral information and states why the student was referred and who referred the student. It should be specific and not just a general statement such as “Suzy is failing her classes”.

Evaluation Measures/Tests:

List of tests, procedures, and resources used or from which information was collected to complete the evaluation.

Relevant Background Information:

This section would include information relevant to the evaluation. Typically, it will include a brief developmental history, educational history, emotional/behavioral history and medical history.

Observation in the Learning Environment:

This section would include observations of the student within the learning environment. (e.g.

classroom, playground, music class, across all learning environments.) It does not have to be observations completed by the Examiner. This section could incorporate observations completed by other professionals, as well.

Clinical and/or Testing Observations:

This section is for observations made by the evaluator during the administration of the assessment.

Results of Informal Assessment Procedures:

This section would include assessment information other than standardized evaluations. This may include information such as school grades, teacher reports, parent reports, pre-referral data, etc.

Summary of Evaluation Procedures Employed:

This section gives a brief general description of evaluation procedures/measures used and their purpose.

Results of Each Evaluation and Interpretation (including standard deviation scores if applicable) (The DSM multi-axial must be included when DSM diagnostic impression is required):

This section includes the actual data resulting from the evaluation procedures/measures administered including standard scores and standard deviation scores, if applicable. It also includes an interpretation of the scores and the tasks/abilities that they represent. "The DSM multi-axial must be included when DSM diagnostic impression is required" C.101 § V.4.C.

Summary of Evaluation Results and Diagnostic Impressions:

This section integrates all the information to support understanding of the presenting problem.

Educational Recommendations Necessary to Meet the Student's Educational Needs:

This section specifies the educational recommendations necessary to meet the child's needs, regardless of the eligibility determination.

Interventions, Accommodations and Modifications that Regular or Special Educators could Implement to Facilitate the Child's Learning:

This section includes actual tasks that a student can do to help facilitate learning in the area(s) that needs are identified.

- 1.
- 2.

Sincerely,

Name

date