

## Best Practices in Special Education Assessment

Assess in all areas of suspected need:	Assessment/Assessor Should:
<ul style="list-style-type: none"> <li>a. Cognition</li> <li>b. Memory</li> <li>c. Attention</li> <li>d. Executive Function</li> <li>e. Auditory Processes</li> <li>f. Visual Processes</li> <li>g. Visual/Motor Processes</li> <li>h. Communication</li> <li>i. Autistic-like Behavior</li> <li>j. Sensory Processes</li> <li>k. Fine Motor</li> <li>l. Gross Motor</li> <li>m. Academics</li> <li>n. Social</li> <li>o. Emotional</li> <li>p. Mental Health</li> <li>q. Behavior</li> <li>r. Health</li> <li>s. Adaptive Skills</li> <li>t. Vocational Skills</li> <li>u. Assistive Technology</li> <li>v. Low Incidence Needs</li> <li>x. Other?</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all items on assessment plan/suspected areas are assessed;</li> <li>• Use instruments not racially, culturally, or sexually discriminatory;</li> <li>• Be administered in language likely to yield accurate information;</li> <li>• Be administered in form likely to yield accurate information;</li> <li>• Use valid measure(s);</li> <li>• Use reliable measure(s);</li> <li>• Be administered by trained personnel;</li> <li>• Be done by an assessor knowledgeable about student’s disability;</li> <li>• Be tailored to address specific areas of need;</li> <li>• Include findings not based on a single general intelligence quotient;</li> <li>• Accurately reflect aptitude;</li> <li>• Accurately reflect achievement level;</li> <li>• Use multiple measures or assessments;</li> <li>• Include observation;</li> <li>• Include records review;</li> <li>• Include parent interviews/input;</li> <li>• Include teacher interviews/input</li> <li>• Include tests and protocols administered in accordance with instructions;</li> <li>• Include correct scoring of all protocols;</li> <li>• Obtain basal point &amp; ceiling point for relevant tests;</li> <li>• Correctly administer timed assessments;</li> <li>• Appropriately document start and stop times for timed assessments; and</li> <li>• Convert raw scores to standard scores appropriately.</li> </ul>
<b>Assessment Reports Should:</b>	
<ul style="list-style-type: none"> <li>• Identify need for special education and related services;</li> <li>• Identify basis for determination of need;</li> <li>• Discuss relevant behavior during observation;</li> <li>• Provide analysis of test scores and not simply summarize;</li> <li>• Discuss the relationship of behavior to functioning;</li> <li>• Discuss relevant health findings, if any;</li> <li>• Discuss relevant developmental findings, if any;</li> <li>• Discuss relevant medical findings, if any;</li> <li>• For SLD, note basis on which student is eligible (i.e. severe discrepancy, RTI, or pattern of strengths &amp; weaknesses);</li> <li>• Discuss effects of environmental disadvantage, where appropriate;</li> <li>• Discuss effects of cultural disadvantage, where appropriate;</li> <li>• Discuss effects of economic disadvantage, where appropriate;</li> <li>• For students with low incidence disabilities, discuss need for specialized services;</li> <li>• For students with low incidence disabilities, discuss need for specialized materials and/or equipment;</li> <li>• Be well written (i.e. not contain significant spelling or grammar errors);</li> <li>• Explains analysis and not leave out points that warrant discussion;</li> <li>• Thoroughly explain findings; and</li> <li>• Not confuse pronouns (“he” when it should be a “she”) nor contain another student’s name.</li> </ul>	

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