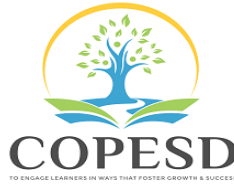


**CHEBOYGAN • OTSEGO • PRESQUE ISLE
EDUCATIONAL SERVICE DISTRICT**

6065 Learning Lane
(231) 238-9394



Indian River, MI 49749
(231) 238-8551 (fax)

COP ESD Guidelines for Student Evaluations

For Initial Evaluations:

- A Child Study Process is the recommended prerequisite to all initial student assessment
- Child Study should include clearly stated results (data) derived from ongoing progress monitoring and informal assessment in a specific area such as reading, math or behavior
- Child Study should include the reporting of data that reflects the student's response to the use of research based targeted interventions that have been used to date
- Upon receiving a parental request for an initial evaluation, a teacher or building principal should do the following **PRIOR TO COMPLETING AN ASSESSMENT PLAN**:
 - Contact a COP psychologist to speak to the parent
 - Convey to the parent that a process of gathering data on student performance will begin along with targeted intervention in the area of remediation for the purpose of gathering assessment data over a period of time

For Re-evaluations:

- Once a student has had at least two comprehensive assessments that are stable, further IQ testing will rarely be necessary
- There is an option at the time of a three year re-evaluation to indicate that no further information is needed for program planning

For both Initial and Re-evaluations:

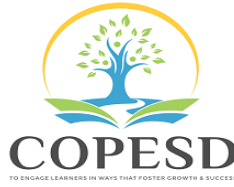
- Student assessment can take many forms and may or may not include standardized testing
- Completion of an Assessment Plan should always include a COP ESD ancillary staff member (School Psychologist, School Social Worker, Speech Therapist) that will potentially be involved in the assessment process

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- **LD MET** – which reflects the option of using *Response to Intervention* information OR a Pattern of Strengths and Weaknesses to determine eligibility
- **Assessment Plan and Consent Form** – has some additional sections related to:
 - Indicating that a Child Study Process has been used prior to the request for assessment (results of this process must be available)
 - Indicating that no additional data is needed for re-evaluation due to the student having had at least two previous comprehensive evaluations
 - Indicating that a School District has adopted Response to Intervention procedures for determining student’s eligibility for special education

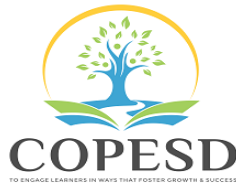
Should you need additional information or assistance within your district, please don’t hesitate to call Kristi Williams at the COP Office, 231-238-9394 ext. 1313.

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COP ESD Guidelines for Student Evaluations

School psychologists are recognized as experts in assessment. *Assessment* is defined as the process of gathering information from a variety of sources, using a variety of methods that best address the reason for evaluation. This is in contrast to *testing* which is limited to administration and scoring of tests. Application of the knowledge and skills of school psychologists in assessment can help ensure that all children and youth receive needed services. School psychologists can provide local and state education agencies with information about tests and assessment methods that can be used within the context of scientifically based practice and can be linked to prevention and intervention.

In the course of designing or conducting assessments, both in general and special education, school psychologists should strategically select assessment procedures with clearly defined purposes in mind. The COP ESD expects that all children referred for assessment will have gone through a child study process within the local school. When the student intervention results and the building administrator agree that a comprehensive assessment is needed, an assessment planning meeting should be convened.

An **initial evaluation** of a student with a suspected disability includes an individual comprehensive assessment as prescribed by the assessment planning committee. This evaluation may or may not include measures of academic skills, cognitive abilities and processes, and mental health status; measures of academic and oral language proficiency as appropriate; classroom observations; and indirect sources of data. A comprehensive assessment will not always require standardized testing. Existing data from a problem solving process that determines if the child responds to scientific evidence-based intervention may be considered at the time of referral, or new data of this type may be collected as part of the comprehensive evaluation.

The purposes and specific questions for re-evaluation should guide the selection of assessment methods and instruments. A comprehensive re-evaluation may or may not include standardized testing. **Secondary level students will rarely need standardized testing.** **Three broad purposes for re-evaluation are:**

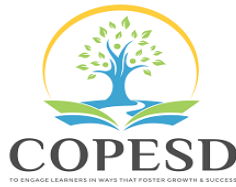
- 1) **Accountability.** Re-evaluations should include a review of progress by examining data reflecting past and present levels of performance. *Data may include grades, school discipline records, curriculum-based measures, and norm-based measures.* The effectiveness of a student's individual educational program should be analyzed. Lack of progress should stimulate changes in the IEP regarding curriculum, instructional techniques, behavioral strategies, the educational environment, or a reassessment of the nature of the disability.

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- 2) **Planning.** Assessment information should be used to determine whether modifications to the special education services are needed in order for the child to meet the annual goals and participate, as appropriate, in the general curriculum.
- 3) **Qualification.** Under IDEA it is assumed that the initial identification of an education disability and qualification for special education services are valid processes. When the initial identification and qualification meet standards of reliability and validity a re-evaluation involving standardized testing will not be necessary.

In reviewing existing data to determine the components of the re-evaluation for the individual student, parental input is encouraged. Further, the team should consider factors that influence the choice of specific assessment procedures including: The student's age, degree of language proficiency in English, severity and nature of the disability, progress in school, years of support from special education, and the consistency of the results of previous evaluations. Before determining that a child no longer has a disability that requires special education support all of the above factors must be considered.

Existing information, such as classroom assessments, norm-based measures, curriculum-based measures, observations by related service professionals, and interviews with teachers, family, and student, may provide critical data from which the team can determine what questions need to be addressed by the re-evaluation. Existing information may be sufficient to meet the requirements of the re-evaluation.

Finally, the re-evaluation should emphasize the collection of functional data readily linked to instructional strategies. The outcome of the re-evaluation should be a better understanding of the student's current levels of performance and needed modifications in instruction to match the goals of the general education curriculum to the extent feasible.

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