

**Special Education**  
Wenatchee School District  
112 S. Elliott  
Wenatchee, WA 98801  
Phone 663-7117

**SUMMARY OF EVALUATION MEETING**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Birthdate: \_\_\_\_\_

Files reviewed by: \_\_\_\_\_

Name Position

In accordance with WAC 392-172-188, on \_\_\_\_\_ the evaluation team met and determined, with a reasonable degree of professional certainty that:

1. this student ( is may not be ) appropriately identified and/or classified - handicapping category: \_\_\_\_\_
2. this student's program ( does may not ) meet his/her unique needs, abilities and limitations.

The need to duplicate or not duplicate the assessment procedures used in this student's previous assessment was considered by the team. The assessment procedures , and the team's decisions are listed below. When, in the professional judgment of the team, it was decided not to duplicate an assessment procedure used in the previous assessment, the rationale for not doing so are stated.

Intellectual

( ) The evaluation team determined that another standardized measure of intelligence should be administered.

( ) The evaluation team decided that a standardized instrument for measuring intelligence was not necessary because. . .

( ) At least two previous intellectual measures have been administered and the results indicated stability over time with regard to the diagnosed handicapping condition and intellectual ability/functional levels. Further rationale for not administering standardized instruments. \_\_\_\_\_

Academic:

( ) The evaluation team determined that another standardized achievement test is appropriate for this assessment.

( ) The evaluation team determined that further standardized achievement tests are not necessary for the reassessment because:

- ( ) Review of the student's daily work demonstrates a continued significant academic deficit.

( ) Further rationale for not administering standardized achievement tests were \_\_\_\_\_

Observations:

- ( ) The evaluation team determined that further classroom observations should be made.
- ( ) The evaluation team felt another classroom observation was not necessary for this student because there has been continued communication between the regular education teacher and the special education teacher regarding classroom behavior. Based on this communication it is the evaluation team judgment that:
  - ( ) Classroom behavior has not contributed to academic delays.
  - ( ) Although classroom behavior may have had some negative impact on academic learning, this student's behavior is not the primary cause of academic delays.

Other rationale for using pre-existing classroom observation data: \_\_\_\_\_

Vision

- ( ) The evaluation team requested a new vision screening
- ( ) The evaluation team decided vision screening was not required for this reassessment because:
  - ( ) A vision screening has been completed within the past year.
  - ( ) Student's vision is being continually monitored by an eye specialist outside the school.

Other reasons for not reassessing student's vision: \_\_\_\_\_

Hearing:

- ( ) The evaluation team determined that this student's hearing should be retested.
- ( ) The evaluation team decided that another hearing test was not necessary because:
  - ( ) Hearing has been tested in the last year
  - ( ) Previous assessments have shown that hearing has not been a contributing factor to this student's handicapping condition and/or academic performance. Frequent monitoring of student since his/her last assessment has not revealed any reason to suspect hearing problems.
  - ( ) Additional reasons for not re-testing hearing: \_\_\_\_\_

Adaptive Behavior

- ( ) The evaluation team judged that another standardized instrument for assessing adaptive behavior is needed.
  
- ( ) The evaluation team felt that new adaptive behavior instruments are not necessary for this reassessment because continued monitoring of this student's daily activities by both the mainstream and special education teacher have shown a continued deficit in his/her personal and social sufficiency.

Further rationale for not administering standardized instruments for this reassessment: \_\_\_\_\_

Additional Assessment Procedures

- ( ) Social/emotional
- ( ) Language

- ( ) Medical
- ( ) Physical Therapy

evaluation team's decisions and justification for the decisions are listed below \_\_\_\_\_

| NAME  | <u>EVALUATION MEMBERS</u> | POSITION |
|-------|---------------------------|----------|
| _____ | _____                     | _____    |
| _____ | _____                     | _____    |
| _____ | _____                     | _____    |
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