

Guidelines for Creating Quality IEPs - Initial Evaluation or Reevaluation

This document is a reference for creating and documenting an IEP Initial Evaluation or Reevaluation. In each section, there is a description of the content area, the process utilized, the documentation or product, and referenced examples, including the names of related GUI forms. The standards in the areas of Reading, Math, Oral Language, Inquiry, Research, Writing and Early Learning are included in the Student Performance Summary Report.

Review of Existing Data

Description	Process	Product	Examples
Existing data: three good faith attempts	Three good faith attempts were made to involve parents, and options for meaningful participation were offered (i.e., transportation to meeting, teleconference, meeting outside of the school setting).	If parents were unable to attend, three good faith attempts to involve parents were documented on the Cover Sheet form.	Example – Cover Sheet
Existing data: information from parent (student strengths and concerns in multiple environments)	Parents were given the opportunity to share information regarding the student's strengths and concerns in multiple environments, including home, school, and the community. Questions were posed to obtain relevant information in all of the following areas: education, learning, medical, physical, social-emotional and external factors.	The Review of Existing Data form contains detailed information from the parent/legal guardian or relevant family members regarding educational, learning, medical, physical, and social-emotional strengths and concerns in the school, home and or community environments). Information regarding the student's family values, interests, and experiences are also documented here.	See Review of Existing Data, Parts A – E in EC (Margret) Elementary – (Bucky) Middle – (Kim) High – (Calvin)
Existing data: information from parent (impact of life stressors)	There was a discussion between IEP team members about the impact of life stressors on the student's performance, including a history of interventions and community supports.	Documentation provided a clear understanding of the impact that life stressors had on the students learning and behavior.	
Existing data: summary of previous	Data was summarized, discussed re: student performance on all relevant and available previous evaluations.	The Review of Existing Data form contains a summary of previous evaluations (e.g., disability, standardized	

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evaluations		test scores/interpretation, relevant medical information, vision/hearing screening results, SFA/Dial-3 Motor/MMSD Reference Guide (6-12 th grade), and/or medical/psychological report summaries and preferred mode of instruction). Each assessment has dates, sources, relevant scores, and a brief interpretation.	See Review of Existing Data, Parts A – E in EC (Margret) Elementary – (Bucky) Middle – (Kim) High – (Calvin)
Existing data: summary of previous evaluations (mobility and attendance)	There was a discussion between IEP team members regarding the number of absences, trancies, tardies, if appropriate, and the interventions tried to reduce them.	Documentation provides a clear understanding of the impact of student / family mobility and/or attendance on the student's learning or behavioral difficulties in school.	
Existing data: previous interventions and the effects of those interventions	Comprehensive information re: interventions, differentiation and modifications tried and their effect on the student's learning were shared and discussed. The IEP team discussed the quantity and/or quality of interventions tried, and length and duration of interventions. External factors were considered and discussed.	The Review of Existing Data form contains detailed information from previous interventions and the effect of those interventions. (e.g., SIMs information, Title 1, Reading Recovery, Read 180, social skills instruction, differentiated instruction, BIP, related services, outside treatment/therapy (medical or psychological), and culturally responsive curriculum. For ELL students identify language of instruction, exposure to second language & quality of instruction.	
Existing data: current classroom-based (local or state)assessments/	Data was summarized, discussed and documented re: student performance on all of the following: <ul style="list-style-type: none"> • Current classroom-based 	The Review of Existing Data form contains information from current classroom-based or state assessments and observations with regular education	

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observations	<p>performance on MMSD content standards and access skills</p> <ul style="list-style-type: none"> • Statewide assessments • Observations with regular ed. peers in natural settings <p>External factors were considered and discussed. For ELL students consider language of instruction, exposure to second language and quality of 2nd language instruction.</p>	<p>peers in natural setting. The information contained in this section would include where the student is currently performing relative to MMSD content area standards (Reading, Language Arts, and Math) as well as access skills. Observations also include comments on external/exclusionary factors that negatively impact student performance.</p>	
Existing data: observation by special education teacher(s) and or related service provider(s)	<p>Comprehensive information re: observations by special education teacher(s) and/or related service provider(s) relative to the student's academic and functional performance levels in curriculum content or achievement standards were shared, discussed and documented.</p>	<p>The Review of Existing Data form contains detailed observations by special education teacher(s) and/or related service provider(s) relative to the student's academic and functional performance levels in curriculum content or achievement standards.</p>	
Existing Data: information regarding team discussion around race and culture and the effects of these factors on school performance.	<p>IEP Team discussed possible differences between the student's race, culture, unique background and/or experiences and the school environment that may contribute to the student's learning or behavioral difficulties.</p>	<p>The Review of Existing Data form contains detailed information regarding the student's regular opportunities to share information regarding his/her life experiences with others in the classroom. This information is considered when instructional activities are planned. Documentation exists that the student consistently sees self represented in the curriculum and classroom materials.</p>	

No Need for Additional Assessment

Description	Process	Product	Examples
Sources of information: no need for additional assessment	The IEP team discussed and documented all sources of information when determining that no additional assessment was needed.	The Notice That No Additional Assessment Needed form contains entries for all sources considered in making the determination. Reference Eligibility Criteria for all areas suspected as areas of impairment Do we have sufficient data to determine eligibility or should we perform further assessments?	See Notice That No Additional Assessment Needed in EC (Margret) Elementary – (Bucky) Middle – (Kim) High – (Calvin)
No need for additional assessment	The IEP team discussed, reached consensus and documented that it possessed sufficiently comprehensive existing data, thus no additional assessment was needed to determine: Impairment, Need for Special Education /Related Services, Programming and Placement.	The Notice That No Additional Assessment Needed form contains an IEP team statement of consensus indicating the decision that it possesses sufficiently comprehensive existing data, thus no additional assessment is needed to determine: Impairment, Need for Special Education /Related Services, Programming and Placement.	

Determining Need for Additional Assessment and (Development of Evaluation Plan)

Description	Process	Product	Examples
Need for additional assessment: Sources of information	The IEP team discussed and documented all sources of information when determining that additional assessment was needed.	The Notice and Consent Regarding Need to Conduct Additional Assessments form contains entries for all sources considered in making the determination.	See Notice and Consent Regarding Need to Conduct Additional Assessments in “
Need for additional assessment	The parents were active participants with the rest of the IEP team in determining the need for additional assessment. The IEP team considered and discussed the use of non-biased multicultural assessments for the student. For an initial evaluation, written permission for assessment was obtained from the parent either at the meeting or after the meeting and mailed back to the IEP chairperson. Assessment Plan: discuss what assessments will be administered to develop a thorough assessment plan based upon observed/demonstrated concerns	The Notice and Consent Regarding Need to Conduct Additional Assessments form identifies all areas to be evaluated, description of assessments, and name of evaluator prior to seeking parent/legal guardian signature (e.g., Cognitive /Intellectual, Woodcock-Johnson III Test of Cognitive Abilities, Dr. John Doe). Comprehensive evaluation included primarily standardized tests. Document identify assessment tools that are nonbiased and culturally sensitive and normed on various populations	EC (Margret) Elementary – (Bucky) Middle – (Kim) High – (Calvin)
Need for additional assessment	Standardized tests and informal assessments were conducted, along with information gathered to represent multiple perspectives of student across settings. (school, home, community). Results are interpreted with consideration to student's background.	Additional assessment includes standardized tests, informal assessments, and multiple observations in various settings throughout the school-day.	

Integrating information from IEP team members and outside sources

Description	Process	Product	Examples
Pertinent information from all IEP team members and outside sources	Information from additional assessments and outside sources were summarized, discussed and documented in a clear and understandable manner. There was ample opportunity for clarification of information for all IEP team members, especially the parents.	The Information From Assessments and Other Sources form is represented as an integrated report which contains summaries of pertinent or critical information from all IEP team members administering additional assessments as well as information from outside sources (e.g., physician statement, psychological reports, neurological/medical assessments, part B information- Birth – 3 /agencies (i.e., Head Start & Bridges Reports & Summary of Records). Please note, occupational therapists and physical therapists are required to complete a written report and share any information related to eligibility determination.	See Information from Assessments and Other Sources in : EC (Margret) Elementary – (Bucky) Middle – (Kim) High – (Calvin)

Eligibility Determination

Description	Process	Product	Examples
Impairment criteria	Eligibility criteria for each area of impairment considered were presented in a clear and understandable manner. The effects of socioeconomic, cultural and/or linguistic differences on the student's learning were thoroughly considered, discussed and documented. The effects of co-existing impairments and poor school attendance were carefully considered, discussed and documented for current eligibility for impairment.	The Eligibility Determination form contains (a) evidence the IEP team utilized Wisconsin DPI criteria [PI 11.36]* including exclusionary factors to determine how the student either met or didn't meet impairment eligibility in each area and (b) documentation to support the IEP team decision (e.g., scores, ratings, observations, other data). (include SDD criteria checklist)	See Eligibility Determination Example in EC (Margret) Elementary – (Bucky) Middle – (Kim) High – (Calvin)

Description	Process	Product	Examples
The need for special education (interventions that allow the student to access and participate in the general curriculum and meet educational standards of same-grade students)	A relevant summary of the student's ability to access and participate in the general curriculum and meet educational standards was discussed and documented.	The Eligibility Determination form contains clear evidence the IEP team identified interventions and or differentiation provided by regular education that allow the student to access and participate in the general curriculum and meet educational standards that apply to same-grade students.	Please refer to any/all Eligibility Criteria Checklists for every disability area considered by the team (attached)
The need for special education (accommodations and modifications)	There was thorough discussion, probing questions and documentation re: the need for accommodations and/or modifications that require special education.	The Eligibility Determination form contains clear evidence the IEP team identified (a) whether or not the student requires accommodations and or modifications that require special education and (b) lists accommodations-modifications if needed.	
The need for special education (alternative curriculum)	There was thorough discussion, probing questions and documentation re: the need for an alternative curriculum provided by special education that could not be provided through accommodations and/or modifications of the general curriculum.	The Eligibility Determination form contains clear evidence the IEP team identified (a) whether the student requires an alternative curriculum provided by special education that cannot be provided through accommodations and or modifications of the general education curriculum and (b) lists areas of need, based on standards.	

Students Evaluated for Specific Learning Disabilities

Description	Process	Product	Examples
Appropriate instruction in regular education	There was thorough discussion, ample opportunity for questions, and documentation as to whether the student was provided appropriate instruction in regular education.	The Additional Documentation Required When Child is Evaluated for Specific Learning Disabilities form contains clear evidence demonstrating the student was provided appropriate instruction in regular education.	See Additional Documentation Required When Child is Evaluated for Specific Learning Disabilities in “
Repeated assessments of achievement	There was thorough discussion, ample opportunity for questions, and documentation as to whether the student received repeated assessments of achievement reflecting student progress.	The Additional Documentation Required When Child is Evaluated for Specific Learning Disabilities form contains clear evidence or references other sections of the evaluation that demonstrates the student received repeated assessments of achievement reflecting student progress.	EC (Margret) Elementary – (Bucky) Middle – (Kim) High – (Calvin)
Parents provided information on assessments of achievement	There was thorough discussion, ample opportunity for questions, and documentation as to whether the parents were provided information on the assessments of achievement of their child.	The Additional Documentation Required When Child is Evaluated for Specific Learning Disabilities form contains clear evidence the parents/legal guardians were provided information on the assessments of achievement of their child.	
Student behavior and its relationship to the student’s academic functioning	There was thorough discussion, ample opportunity for questions, and documentation re: the student’s behavior and how it relates to the student’s academic functioning.	The Additional Documentation Required When Child is Evaluated for Specific Learning Disabilities form contains clear evidence or references other sections of the evaluation that documents (a) information relative to behavior noted during observations in the learning environment and (b) identifies the relationship of that behavior to the student’s academic functioning.	

Description	Process	Product	Examples
Educationally relevant medical findings	There was a summary, thorough discussion and documentation re: any educationally relevant medical findings.	The Additional Documentation Required When Child is Evaluated for Specific Learning Disabilities form contains clear evidence of any educationally relevant medical findings.	
Student achievement relative to same age peers or grade level standards	There was thorough discussion, probing questions and documentation re: the student's achievement relative to same age peers or to meeting state-approved grade level standards in one or more of the following: Oral Expression, Listening Comprehension, Written Expression, Basic Reading Skills, Reading Fluency Skills, Reading Comprehension, Mathematics Calculation, Mathematics Problem Solving	The Additional Documentation Required When Child is Evaluated for Specific Learning Disabilities form contains clear evidence or references other sections of the evaluation that documents the student's achievement relative to same age peers or to meeting state-approved grade level standards in one or more of the following: Oral Expression, Listening Comprehension, Written Expression, Basic Reading Skills, Reading Fluency Skills, Reading Comprehension, Mathematics Calculation, Mathematics Problem Solving	
Student's progress relative to meeting age or state-approved grade level standards	There was thorough discussion, probing questions and documentation regarding the student's progress relative to meeting age or state-approved grade level standards (listed above) when using the student's strengths and weaknesses in performance, achievement or both, relative to age, state-approved grade level standards or intellectual development.	The Additional Documentation Required When Child is Evaluated for SLD form contains clear evidence or references other sections of the evaluation that document the student's progress relative to meeting age or state-approved grade level standards (listed above) when using the student's strengths and weaknesses in performance, achievement or both relative to age, state-approved grade	

Description	Process	Product	Examples
		level standards or intellectual development.	
Effects of the factors	There was thorough discussion, probing questions and documentation regarding the effects of the factors listed below relative to the student's academic achievement: visual impairment, hearing impairment, physical (motor) impairment, cognitive disability, emotional behavioral disability, cultural factors, environmental or economic disadvantage, and limited English proficiency.	The Additional Documentation Required When Child is Evaluated for Specific Learning Disabilities: contains clear evidence or references other sections of the evaluation documenting the effects of the factors listed below relative to the student's academic achievement: Visual impairment, Hearing impairment, Physical (motor) impairment, Cognitive disability, Emotional Behavioral Disability, cultural factors, environmental or economic disadvantage, and limited English proficiency.	