**Intellectual Disability**

**Or**

**Multiple Disabilities**

**Checklist for Comprehensive Evaluation**

*Student and Family Background*

* Grade level of student
* Date of enrollment and grade level at enrollment
* Schools attended/grade levels.
* History of special education/Section 504/READ Plan/EL Plan

*Current Educational Information*

* School attendance
* Behavior Referrals
* Educational Records review
* Documentation of Tiered Interventions
	+ Diagnostic assessment results
	+ Detailed and specific
	+ Goals
	+ Interventions
	+ Length of interventions
	+ Progress monitoring
	+ Increase of time and intensity – as needed
	+ Modified interventions – as needed
	+ Gap size and/or rate of improvement (CBM measures)
	+ Pre and Post data
* Curriculum-based measures
* Objective data on classroom performance (grades on assignments, grades of tests, credits)
* District and State assessments
* Work samples/portfolios of student work.
* At least two observations by special education provider(s) - (Date and name/title of observer)
	+ In a structured environment (including the regular classroom setting)
		- Document academic performance and behavior.
	+ In a non-structured environment
		- Document social interactions.
* General education teacher’s input with a focus on the child’s social, communication, and/or play skills in natural activities and routines and the need for structure and modification to encourage the child’s participation in learning.
* Motor and sensory motor skills
* Communication skills

Psychosocial/Cultural History

* Family background
* Environmental background
* Social background
* Cultural background
* Developmental history
* Behavior/social skills
* Parent interview

*Health Assessment*

* Vision and hearing screenings are conducted within the year, including dates and results.
* Past and current health status reports
* Birth History
* Medications
* Outside medical/clinical reports provided by the parents.

*If Multilingual*

* Home Language Survey
* ACCESS Scores
* WIDA Scores
* Review comparisons to like peers.
* Review of EL supports

*Vocational Assessment if the student is 15 or in the 9th grade.*

*Formal assessments in the following:*

* Cognitive – SS below 70
* Adaptive – SS below 70
* Academic Achievement – SS below 70 in reading, writing, and math.

*Specialized Assessments if Areas of Concern*

* Speech/Language
* Motor
* Social/Emotional