**Autism Spectrum Disorder**

**Checklist for Comprehensive Evaluation**

*Student Educational History*

* Grade level of student
* Date of enrollment, 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 and teacher interview of cognitive, achievement, adaptive skills, communication skills, motor abilities, and social/emotional abilities
* Documentation of tiered Interventions (MTSS/RTI) and the student’s response to those 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 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.

*Psychosocial/Cultural History*

* Family background
* Environmental background
* Social background
* Cultural background
* Birth and developmental history
* Behavior/social skills
* Parent/student interview

*Health Assessment*

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

*Standardized diagnostic assessment for Autism.*

* Include any outside medical/clinical reports.
* Formal/standardized Autism assessment

*If Multilingual*

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

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

*Standardized assessments – in area(s) of concern*

* Sensory Profiles
* Motor foundation and motor planning
* Speech/Language/Communication
  + Pragmatic Language
* Cognitive
  + Consider a split between verbal and nonverbal intellectual potential.
* Adaptive
  + Consider a discrepancy between IQ and adaptive skills.
* Social-Emotional
* Executive Functioning
* Academic Achievement