LOCAL SCHOOL SYSTEM INFORMATION
Description of Types of Evaluations

The evaluation areas listed below are typical examples of those used in an assessment of a student's abilities. The term psychological evaluation refers to a comprehensive assessment that may include tests in several areas that are listed below. The list does not include every area that may be tested and some areas may not be tested during an evaluation. Certain tests may be administered only by specially trained, certified, or otherwise qualified examiners. The evaluator(s) will choose specific tests that are thought to be best for the student's age, grade, and physical growth. Parents will be given specific information on the tests used at the time the results are reviewed and at special education Individualized Education Program (IEP)/Placement meetings.

HEARING/VISION – Screenings of a student's vision and hearing acuity. Hearing screenings involve an audiometric screening that may include pure-tone or impedence audiometry. If additional testing is indicated, the student may be referred to an audiologist or medical specialist. If additional tests are needed after a vision screening, the student may be referred to a medical eye specialist. If a vision or hearing problem is indicated, specific tests will be selected to be nondiscriminatory of the hearing or visual impairment. A visual impairment may postpone testing until the visual problem can be corrected.

ACHIEVEMENT – Achievement tests may be group or individual tests given to students to determine the student's current levels of academic functioning. Areas that may be assessed are: oral expression, listening comprehension, written expression, basic reading skills, reading fluency, reading comprehension, mathematics calculation and mathematics reasoning.

MOTOR – Testing may involve the determination of the student's gross and fine motor skill development, including abilities to perform functional school-related tasks and any deficits experienced in physical activities related to the educational program.

INTELLIGENCE – These tests are individually administered tests of general intelligence. The tests are used to measure different types of cognitive abilities such as comprehension, visual and auditory perception, visual and auditory memory, vocabulary, etc. Results of these tests are required to determine eligibility for some special education programs. These tests may also include assessment of a student's learning styles, academic strengths and weaknesses that may be helpful in determining classroom modifications and adaptations.

SPEECH/LANGUAGE – Testing includes assessment of a student's articulation, language, fluency, voice, and adequacy of the oral mechanism. For the non-verbal student, evaluation will use alternative communication methods/systems.

SOCIAL/EMOTIONAL – Testing includes an assessment of the student's ability to interact appropriately in everyday situations within the family, school and community. Such evaluations may include checklists, observations, parent and teacher interviews, and other means to assess a student's behavioral and emotional growth.

VOCATIONAL – Factors related to expected vocational levels are examined. These include assessments that measure career/post-school interests, aptitudes and skills, scholastic abilities, manual dexterity, clerical/technology skills, mechanical reasoning, spatial reasoning and functional motor skills.