QUICK GUIDE: EVALUATION

THE EVALUATION PROCESS

Once the evaluation team has determined that an evaluation is warranted, the team will obtain written consent from parents using the *Consent for Assessment* form. When completing an evaluation, the *Idaho Special Education Manual* provides guidance that "the evaluation of each student with a suspected disability shall be full and individualized and sufficiently comprehensive to identify all of the student's suspected special education and related services needs whether or not commonly linked to the disability category in which the student may be classified."

Idaho Special Education Manual, Chapter 4, Section 5A

TEAM CONSIDERATIONS

What areas must be assessed to determine if the student is eligible for special education services?	"The student shall be assessed in all areas related to the suspected disability, which includes areas such as functional, developmental, and academic skills needed to participate and progress in the general education curriculum." –*Idaho Special Education Manual*, Ch. 4, Section 5A The evaluation team, which includes the parent(s), will determine the areas to be assessed. The team should consider the eligibility criteria for the suspected disability categories as well as the information needed in order to answer the referral questions developed by the team.
What is the difference between *evaluation* and *assessment?*	**Assessment.** The formal or informal process of systematically observing, gathering, and recording credible information to help answer evaluation questions and make decisions. It is an integral component of the evaluation process. A test is one method of obtaining valid and reliable information within the assessment process. Assessment data may also include observations; interviews; medical reports; data regarding the effects of general education accommodations, adaptations, and interventions; and other formal or informal data. --*Idaho Special Education Manual*, Glossary **Evaluation.** A term that means using all required procedures to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs. --*Idaho Special Education Manual*, Glossary
Does every evaluation require new assessments?	**No.** An important component of the evaluation process is the review of existing information. If the team already has enough information from previous evaluations, progress monitoring, external assessment results, work products, and other sources to make an eligibility decision and meet eligibility criteria, new assessments may not be necessary.
The student's parents provided information from an external source (i.e. Doctor, SLP, OT, etc.) Do we need to obtain written consent in order to use this information to determine eligibility?	**No.** Any information provided by the student's parents is considered existing information and does not require written consent. The team must consider the provided information as part of the review of existing information and determine if additional evidence is needed in order to determine if the student meets eligibility criteria under the IDEA.

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