

CSEP Planning: Review and Assessment

Directions

1. Organize and analyze informal data collected
2. Develop a working hypothesis of the referral concern.
3. Determine what additional data is needed to answer referral question.

Student's Name: _____ School District: _____

Date of Birth: _____ Age: _____ Grade: _____

Review all relevant existing evaluation information in order to determine what additional data is needed to determine:

1. Whether the child has a particular category of disability or, in the case of a reevaluation, whether the child continues to have a disability.
2. The present levels of performance and educational needs of the student.
3. Whether the child needs special education and related services, or in the case of a reevaluation, whether the child continues to need special education and related services.
4. Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the individualized education program of the child and to participate, as appropriate, in the general curriculum.

AREA/ DATA SOURCE	TYPE AND DESCRIPTION OF DATA REVIEWED (Include name and date of the previous assessment if applicable)	SUMMARY OF INFORMATION (Describe strengths and weaknesses)
<input type="checkbox"/> Vision: a student's near/far point visual acuity, eye muscle control, depth perception, color blindness, orientation/mobility skills.		
<input type="checkbox"/> General screening		
<input type="checkbox"/> School health records		
<input type="checkbox"/> Previous assessments		
<input type="checkbox"/> Medical reports		
<input type="checkbox"/> Teacher		
<input type="checkbox"/> Parent		
<input type="checkbox"/> Other		
Further Assessment Information Needed? <input type="checkbox"/> Yes <input type="checkbox"/> No	Assessment instruments, if known	
<input type="checkbox"/> Hearing: a student's hearing acuity for pure-tones and speech, middle ear function, central auditory processing skills, and the need for/use of amplification systems.		
<input type="checkbox"/> General screening		
<input type="checkbox"/> School health records		

<input type="checkbox"/> Previous assessments		
<input type="checkbox"/> Medical reports		
<input type="checkbox"/> Teacher		
<input type="checkbox"/> Parent		
<input type="checkbox"/> Other		
Further Assessment Information Needed? <input type="checkbox"/> Yes <input type="checkbox"/> No	Assessment instruments, if known	
<input type="checkbox"/> Health/Motor: a student's physiological and neurological condition including gross and fine motor skills, metabolic functioning, and/or evidence of disease or injury. May also include laterality, directionality, balance, kinesthetic skills, tactile skills, and ambulatory/postural problems.		
<input type="checkbox"/> General screening		
<input type="checkbox"/> School health records		
<input type="checkbox"/> Medical reports		
<input type="checkbox"/> Previous assessments		
<input type="checkbox"/> Teacher		
<input type="checkbox"/> Parent		
<input type="checkbox"/> Other		
Further Assessment Information Needed? <input type="checkbox"/> Yes <input type="checkbox"/> No	Assessment instruments, if known	
<input type="checkbox"/> Speech: a student's articulation or phonological skill, voice, or fluency.		
<input type="checkbox"/> General screening		
<input type="checkbox"/> Previous assessments		
<input type="checkbox"/> Medical reports		
<input type="checkbox"/> Teacher		
<input type="checkbox"/> Parent		
<input type="checkbox"/> Related service provider		
<input type="checkbox"/> Other		
Further Assessment Information Needed? <input type="checkbox"/> Yes <input type="checkbox"/> No	Assessment instruments, if known	
<input type="checkbox"/> Language: a student's receptive/expressive language skills, auditory processing.		
<input type="checkbox"/> General screening		
<input type="checkbox"/> Previous assessments		
<input type="checkbox"/> Medical reports		
<input type="checkbox"/> Teacher		
<input type="checkbox"/> Parent		
<input type="checkbox"/> Related service provider		
<input type="checkbox"/> Other		
Further Assessment Information	Assessment instruments, if known	

Needed? <input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> Intellectual/Cognitive: a student's general mental abilities including learning rate, specific strengths and weaknesses, and sensory perceptual learning processes.	
<input type="checkbox"/> Previous assessments	
<input type="checkbox"/> Medical reports	
<input type="checkbox"/> School records	
<input type="checkbox"/> Teacher	
<input type="checkbox"/> Parent	
<input type="checkbox"/> Other	
Further Assessment Information Needed? <input type="checkbox"/> Yes <input type="checkbox"/> No	Assessment instruments, if known
<input type="checkbox"/> Adaptive Behaviors: a student's ability to function and maintain self independently, and the degree to which the student meets satisfactorily the culturally imposed demands of personal and social responsibility.	
<input type="checkbox"/> Previous assessments	
<input type="checkbox"/> Medical reports	
<input type="checkbox"/> School records	
<input type="checkbox"/> Teacher	
<input type="checkbox"/> Parent	
<input type="checkbox"/> Other	
Further Assessment Information Needed? <input type="checkbox"/> Yes <input type="checkbox"/> No	Assessment instruments, if known
<input type="checkbox"/> Social/Emotional/Behavioral: a student's social/emotional/behavioral development in relation to learning, interpersonal relationships, and self.	
<input type="checkbox"/> Previous assessments	
<input type="checkbox"/> Medical reports	
<input type="checkbox"/> Teacher	
<input type="checkbox"/> Parent	
<input type="checkbox"/> Student	
<input type="checkbox"/> Counselor	
<input type="checkbox"/> Related service provider	
<input type="checkbox"/> Outside agency	
<input type="checkbox"/> School records	
<input type="checkbox"/> Other	
Further Assessment Information Needed? <input type="checkbox"/> Yes <input type="checkbox"/> No	Assessment instruments, if known
<input type="checkbox"/> Academic Achievement: a student's educational skills and achievement levels including pre-	

academic skills, if age appropriate.		
<input type="checkbox"/> Classroom/teacher assessments		
<input type="checkbox"/> Curriculum-based assessments		
<input type="checkbox"/> Agency/district-wide assessments		
<input type="checkbox"/> State-wide assessments		
<input type="checkbox"/> Previous assessments		
<input type="checkbox"/> School records		
<input type="checkbox"/> Teacher		
<input type="checkbox"/> Parent		
<input type="checkbox"/> Student		
<input type="checkbox"/> Intervention strategies		
<input type="checkbox"/> Current IEP progress report		
<input type="checkbox"/> Other		
Further Assessment Information Needed? <input type="checkbox"/> Yes <input type="checkbox"/> No	Assessment instruments, if known	
<input type="checkbox"/> Assistive Technology (if applicable): a student's need for assistive devices/services in order to maintain, increase, or improve the functional capabilities of the student.		
<input type="checkbox"/> Previous assessments		
<input type="checkbox"/> Medical reports		
<input type="checkbox"/> Teacher		
<input type="checkbox"/> Parent		
<input type="checkbox"/> Student		
<input type="checkbox"/> Related service provider		
<input type="checkbox"/> Outside agency		
<input type="checkbox"/> Other		
Further Assessment Information Needed? <input type="checkbox"/> Yes <input type="checkbox"/> No	Assessment instruments, if known	

Review research related to area of need and grade level standards

- a) Select norm-referenced tests of cognition, language, and achievement (CSEP)
- b) Observation tools (language demands, classroom)

Assess: Data collection continues based on the assessment plan.	Describe
1. Measure Psychological Processes	Administer Core set of norm-referenced tests of cognition
2. Measure Language	Administer Core Set of norm-referenced language tests

	(Expressive and Receptive)	
3. Measure Achievement	Administer norm-referenced test of achievement based on assessment plan	
4. Analyze norm-referenced data	Organize data by construct, task demands, publisher calculations	
5. Administer Additional tests	Administer Additional tests in areas that show deficiencies and/or needed to explore referral question.	
6. Observe in classroom	<p>1. Observe the student in the general education classroom in the subject(s) related to the area(s) of concern.</p> <p>a) Describe how the academic area(s) of concern impact the student's performance in the classroom.</p> <p>b) Note specific behaviors related to the academic areas of concern including the student's reactions to learning and feedback from the general education teacher</p> <p>c) Complete language demands assessment</p>	
7. Administer informal assessments	<p>Useful informal tests can be:</p> <p>a) Curriculum based measures (nonsense word fluency, oral reading fluency, etc.)</p> <p>b) Language Demands Assessment</p> <p>c) Tests of limits</p>	

Decide: This stage is conducted after all data is collected and has two main outcomes: a) integrate and analyze data and b) apply data to PSW policy		
1. Organize, sort, and make visual representation of data	Use integrated data analysis and pattern seeking techniques	Describe
2. Apply Data to PSW policy to answer these questions	<ul style="list-style-type: none"> ▪ The child exhibits a pattern of strengths and weaknesses in: <ul style="list-style-type: none"> ▪ Performance; Yes or no? ▪ Achievement; or Yes or No? ▪ Both; Yes or No? ▪ The pattern is relative to: <ul style="list-style-type: none"> ▪ Age; (how does the student compare to same age peers- both classroom and norm-referenced?) ▪ State-approved grade-level standards; or (how far from grade standards) 	

	<ul style="list-style-type: none"> ▪ Intellectual development (how does this compare with each other? Intra-individual) 	
<p>3. Apply Data to PSW policy to answer these questions</p>	<ul style="list-style-type: none"> ▪ The pattern is evident as indicated by significant variance: <ul style="list-style-type: none"> ▪ Among specific areas of cognitive function such as working memory and verbal comprehension; or (yes or no and which ones?) ▪ Between specific areas of cognitive function and academic achievement; and (yes or no and which ones?) <p>The pattern is relevant to the identification of an SLD using appropriate assessments.</p>	