

**HANCOCK COUNTY SCHOOLS SPECIAL EDUCATION DEPT.**  
**Re-Evaluation Determination Plan, Form #13**  
**Cheat Sheet for Overview of Tests and Categories**

**Achievement**

WIAT-II (Wechsler Individual Achievement Test), W-J III (Woodcock Johnson), Bracken, YCAT (Young Children's Achievement Test), MBA (Mini Battery of Achievement), GORT-4 (Gray Oral Reading Test-4), STAR Reading and Math, Gates MacGinitie, classroom performance

**Adaptive Skills**

ABES, ABES-R (Adaptive Behavior Evaluation Scale-Revised), ABES-R2, Vineland, Vineland 2

**Assistive Technology**

List any evaluations done or if the student uses assistive technology devices.

**Behavioral Performance**

BASC-2 (Behavior Assessment Scales for Children-2), BDIS (Behavior Disorder Inventory Scales), EBPS-2 (Emotional Behavior Problem Scale-2), ADDES-3 (Attention Deficit Disorder Evaluation Scale-3), Conner's 3, Hand Test, H-T-P (House-Tree-Person), Childhood Depression Inventory, Manifest Anxiety Scale; current behavior/emotional problems.

**Developmental Scales**

BDI (Battelle Developmental Inventory), DIAL-R;

**Health**

Medical Diagnosis (Dx)

**Hearing**

Results of an audiogram or other hearing/ear test

**Information from the Parents**

**Intelligence**

WISC-III/IV (Wechsler Intelligence Scale for Children), WPPSI-R/IV (Wechsler Preschool & Primary Scale of Intelligence), WAIS-III/IV (Wechsler Adult Intelligence Scale-III), SB-V (Stanford-Binet-V), CTONI (Comprehensive Test of Nonverbal Intelligence), Columbia Mental Maturity Index, K\*BIT (Kaufman Brief Intelligence), DAS-II (Differential Abilities Scales-II)

**Motor Skills**

**Observations**

Teacher, therapist, interventionist observations

**Perceptual Motor**

Bender-Gestalt, Beery-Butenika Visual Motor Inventory (VMI)

**Social**

SSI (Social Skills Inventory)

**Transition Assessments**

ACT Plan, ACT Explore, WESTEST results, Career surveys, aptitude surveys, etc.

**Vision Orientation and Mobility**

For students with visual impairments

**Other**

TAPS, TAP-UL, TAPS-3 (Test of Auditory Processing Skills), TVPS (Test of Visual Processing Skills), PPVT-III (Peabody Picture Vocabulary Test), EVT (Expressive Vocabulary Test), C-TOPP2 (Comprehensive Test Phonological Processing)

## Re-Evaluation Determination Plan

1. Enter information that is RELEVANT to the child's current status.
2. Academic Information includes achievement, classroom performance, and teacher reports.
  - a. Teacher reports and classroom performance:
  - b. STAR Reading; STAR Math; WESTEST
3. Make sure you include descriptions of the student's current status in as many sections as applicable.
4. Re-Evaluation determination Plan answers this question: DOES THE CHILD CONTINUE TO NEED SPECIAL EDUCATION SERVICES?
  - a. If Yes, then complete the eligibility process including all forms.
  - b. The IEP team can NOT change eligibility to another area of exceptionality. If that is the issue, psychological evaluations by a licensed school psychologist must be completed.
5. Observations
  - a. The teacher (s) who work with the students
6. Transition Assessments
  - a. Function Vocational Evaluation is GENERALLY completed by DRS and is done for students with functional/daily living needs (non-standard diploma).
  - b. Vocational Aptitudes could be information from the ACT PLAN.
  - c. Interests/Preferences are from surveys and questionnaires that are used to complete transition page of the IEP.
7. Note: If no additional data is needed in the current status column, a parent stills has the right to request an assessment.
8. If it has been a number of years since the last psychological evaluation was completed and the team has questions or concerns about a student's functioning that cannot be explained by current status reports, summative and formative assessments, STAR, etc. then the team should consider a re-evaluation.
9. If the team determines the student needs re-evaluated, eligibility must still be completed in order for the student to CONTINUE TO RECEIVE services while the evaluation is being done.
10. All re-evaluation requests are listed on:
  - a. Consideration page of the IEP (annual IEP meeting which is held at the same time as the EC meeting)
  - b. At the bottom of the IEP checklist which is attached to each IEP
11. This re-evaluation is NOT a part of the post-secondary (for college) education process.

### The following forms are required part of the Eligibility process:

1. #7 Meeting Notice: check EC and IEP
2. #13 p.1&2: Re-Evaluation Determination Plan
3. #9 SLD Team Report (SLD students only)
4. #8A Eligibility Committee Report
5. #8B Eligibility Determination Checklist
6. #21B PWN Eligibility for Special Education

**Updated: 04/2014**