

Evaluation Procedures Checklist



Non-discriminatory—Tests and other evaluation procedures will not discriminate based on race or culture and are given in the child’s native language or mode of communication unless it is clearly not feasible to do so.

Variety of Tools—A variety of tools and strategies are used to determine if child is a “child with an exceptionality” and contents of the IEP.



Tests and evaluation materials must **measure more than just I.Q.**

Tests should accurately **measure aptitude** or achievement, and not simply reflect a child’s “impaired skills”.

No single test can be used to determine if a child has an exceptionality and/or what services are needed.

Evaluate all needs—Child must be assessed in all areas of suspected exceptionality and evaluations identify all needs, whether or not commonly linked to the exceptionality category.

Any standardized test must be **validated** for the purpose, used by persons who are trained/knowledgeable and used according to test instruction.

Any change from standard evaluation conditions must be included in the evaluation report.



Public agencies must use technically **sound instruments**.

Assessment tools must provide **relevant information** that assists persons in determining educational needs.

Kansas G R I O T

Five sources of data collection



G – General Education Interventions/
Curriculum Progress

R – Record Review

I – Interview

O – Observation

T – Test

GRIOT offers a framework in which to organize and structure data collection.