

## FULL AND INDIVIDUAL EVALUATION IMPLEMENTATION CHECKLIST

All items in left column must be checked for a child to be found eligible for special education services. (Note exception under progress if rare and unusual circumstances exist.)

<b>Exclusionary Factors: Has student had ample opportunities to learn?</b>	<b>Data Sources:</b>
<ul style="list-style-type: none"> <li>A. Appropriate instruction provided in general education setting</li> <li>B. Concerns pervasive (exist across settings or providers/etc)</li> <li>C. Consistent attendance during instruction</li> <li>D. Primary cause is not limited English Proficiency</li> <li>E. Primary cause is not socio-economic, ethnic, racial, or familial factors</li> </ul>	<ul style="list-style-type: none"> <li>Cumulative Records</li> <li>Attendance Records</li> <li>Report Cards</li> <li>Parent/Teacher/Child/Provider Interview</li> <li>Class-wide student achievement data</li> <li>Progress monitoring data from supplemental instruction on similarly performing students</li> <li>Intervention Documentation</li> <li>Other:</li> </ul>
<b>Progress: Is student's progress significantly below expected?</b>	<b>Data Sources:</b>
<ul style="list-style-type: none"> <li>Yes    No A. Rare or unusual circumstances exist (Health, sensory, physical impairment). If yes, rest of progress section not required).</li> <li>B. Supplemental instruction meets requirements</li> <li>C. Supplemental instruction matched to needs</li> <li>D. Supplemental instruction provided as designed</li> <li>E. Rate of progress significantly below expectations</li> <li>F. Resources required to support sufficient growth differ from general education</li> </ul>	<ul style="list-style-type: none"> <li>Cumulative Records</li> <li>Report Cards</li> <li>Parent/Teacher/Child/Provider interview,</li> <li>Permanent Product Review,</li> <li>Progress Graph</li> <li>Intervention Plan</li> <li>Intervention Integrity Data</li> <li>Problem Analysis/Diagnostic Data</li> <li>Instructional Program Data</li> <li>Interview Interventionist</li> <li>Observation During Intervention</li> <li>Other:</li> </ul>
<b>Discrepancy: Is student's performance significantly below peers?</b>	<b>Data Sources:</b>
<ul style="list-style-type: none"> <li>A. Student's performance below grade level on Iowa Core essential concepts and skills (including early learning standards)</li> <li>B. District-wide assessment results meet discrepancy standard (or not applicable )</li> <li>C. Other norm referenced assessment results meet discrepancy standard (or not applicable )</li> <li>D. Criterion referenced assessments meet discrepancy standard (or not applicable )</li> <li>E. Level of performance compared to peers in setting is discrepant</li> <li>F. Assessment data converge</li> </ul>	<ul style="list-style-type: none"> <li>District-wide Assessment Reports</li> <li>Test Protocols or Probes</li> <li>Observation Summaries</li> <li>Rating Scales</li> <li>School-wide Data</li> <li>Classroom Performance Data</li> <li>Group Intervention Data</li> <li>Other:</li> </ul>
<b>Needs: Does student have instructional needs requiring specially designed instruction?</b>	<b>Data Sources:</b>
<ul style="list-style-type: none"> <li>A. Curriculum needs identified (concepts and skills below grade level)</li> <li>B. Instructional needs beyond core instruction identified</li> <li>C. Environmental needs are identified (or not applicable )</li> <li>D. Learning supports needed are identified (or not applicable )</li> </ul>	<ul style="list-style-type: none"> <li>Permanent Products</li> <li>Observation in Instructional Setting</li> <li>Teacher/Parent/Child/Provider interview</li> <li>Problem Analysis/Diagnostic Data</li> <li>Other:</li> </ul>