

Evaluation Procedures, Assessments, Records and/or Reports

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- Achievement** – individually administered standardized tests that measure a student's skills in a variety of academic areas.  
*Specifically:* \_\_\_\_\_
- Adaptive Skills** – measures to determine skills necessary to function adequately within a person's environment.  
*Specifically:* \_\_\_\_\_
- Assistive Technology** – procedures to determine if a student requires assistive technology devices or services to increase, maintain or improve functional capabilities.  
*Specifically:* \_\_\_\_\_
- Behavioral Performance** – measures to determine a student's behavioral, social and/or affective status.  
*Specifically:* \_\_\_\_\_
- Classroom Performance** – information collected on the student's learning and progress in the classroom.  
*Specifically:* \_\_\_\_\_
- Communication Skills** – measures to determine skills necessary to understand and express information.  
*Specifically:* \_\_\_\_\_
- Developmental Skills** – information about the student's early learning and school readiness.  
*Specifically:* \_\_\_\_\_
- Functional Behavioral Assessment** – structured process to determine the possible functions of a student's behavior so that interventions and modifications can be developed.  
*Specifically:* \_\_\_\_\_
- Functional Vocational Assessment** – measures to determine a student's ability to perform certain aspects of a work related task.  
*Specifically:* \_\_\_\_\_
- Health** – information to determine the effect of health concerns on educational performance.  
*Specifically:* \_\_\_\_\_
- Hearing** – measures to determine the student's ability to hear.  
*Specifically:* \_\_\_\_\_
- Intellectual Ability** – individual, standardized tests that measure a student's learning and potential to learn.  
*Specifically:* \_\_\_\_\_
- Motor Skills** – measures to determine a student's gross and fine motor skills.  
*Specifically:* \_\_\_\_\_
- Observation(s)** – a purposeful study of the student in a variety of activities, situations and/or times at school, home or other settings.  
*Specifically:* \_\_\_\_\_
- Perceptual -motor** – measures the ability of the student to convert what is seen to written form.  
*Specifically:* \_\_\_\_\_
- Social Skills** – measures to determine skills that are necessary to initiate and maintain positive relationships with others.  
*Specifically:* \_\_\_\_\_
- Student Interests/Preferences** – measures to assist with post-secondary planning, including schooling, employment and adult living.  
*Specifically:* \_\_\_\_\_
- Transition Assessments** – a planned, continuous process of obtaining, organizing and using information to assist students in decision-making and preparation for meeting their goals and expectations during critical transitions in their lives.  
*Specifically:* \_\_\_\_\_
- Vision** – measures to determine a student's ability to see.  
*Specifically:* \_\_\_\_\_
- Vocational Aptitudes** – measures to determine prerequisite abilities pertaining to the world of work.  
*Specifically:* \_\_\_\_\_
- Other:** \_\_\_\_\_

Form # 21C

May be included as an attachment to the Prior Written Notice Form to  
address the Evaluation Procedures, Assessments, Records or Reports Component