







BRIDGE

Oklahoma State University
Building Resources and Interventions for Districts Seeking Growth in Education



General Assessment Checklist

Interpreting Psycho-Education Evaluation Results

General Assessment Procedures		Overview and Checklist Items	
 <h2>Review Existing Data</h2> <p>Gather background information and referral information</p>		<input type="checkbox"/> Was information included on current presenting concerns?	<input type="checkbox"/> Was home and school background information included that may affect performance?
		<input type="checkbox"/> Did it include information about hearing and vision screening, and other relevant health data?	<input type="checkbox"/> Was there a conclusion regarding referral concern, areas for evaluation, and need for further assessment?
 <h2>Collect New Data</h2> <p>Administer individual standardized assessments, collect rating form data, and conduct observations and interviews</p>		<input type="checkbox"/> Are all administered assessments documented?	<input type="checkbox"/> Was consideration given to cultural and linguistic factors when selecting the tests?
		<input type="checkbox"/> Were up-to-date, commonly used, assessments administered?	<input type="checkbox"/> Was more than one method of assessment used within an appropriate time-frame?
 <h2>Synthesize Data</h2> <p>Integrate data from records, interview, rating forms, and assessments to make diagnostic conclusions</p>		<input type="checkbox"/> If an uncommon assessment was administered, is there evidence of reliability and validity of this assessment?	<input type="checkbox"/> Were the chosen assessments related to the referral concern and useful in determining educational need?
		<input type="checkbox"/> Integrate data from records, interview, rating forms, and assessments to make diagnostic conclusions	<input type="checkbox"/> Were the norms and/or criteria used appropriate for the student's demographics?
 <h2>Report Data</h2> <p>Write a report providing assessment results and recommendations Walk through report with family and school</p>		<input type="checkbox"/> Were there any noted modifications for standardization that affect the interpretation?	<input type="checkbox"/> Does the data converge across multiple methods/sources?
		<input type="checkbox"/> Were data reported relative to norms and/or criteria with interpretation guidance?	<input type="checkbox"/> Were the standardized data interpreted within the context of the individual student's environment, background, school history, and observations?
		<input type="checkbox"/> Was data collected to rule-in and rule-out the disability?	<input type="checkbox"/> Were all components of a comprehensive evaluation present?
		<input type="checkbox"/> Does the data converge across multiple methods/sources?	
		<input type="checkbox"/> Were relevant skills measured?	