

Data Requirements for Initial Evaluations and Reevaluations

Per [Iowa Administrative Code, 281](#), rules 41.301 - 41.306

Content of Full and Individual Initial Evaluation:

- Objective definition of the presenting problem, behaviors of concern, or suspected disability
- Analysis of existing information about the individual
- Identification of the individual's strengths or areas of competence relevant to the presenting problem, behaviors of concern or suspected disability
- Collection of additional information needed to design interventions intended to resolve the presenting problem, behaviors of concern or suspected disability, including, if appropriate, assessment or evaluation of health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, adaptive behavior and motor abilities.

Evaluation Procedures:

- Use a variety of assessment tools and strategies to gather relevant functional , developmental and academic information about the child, including information provided by the parent
- Not use any single measure or assessment as the sole criterion
- Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors
- Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
- The evaluation is sufficiently comprehensive to identify all the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.
- Assessment tools and strategies provide relevant information that directly assists persons in determining the educational needs of the child are provided

Additional Requirements for Evaluations and Reevaluations:

- Review existing evaluation data including
 - Evaluations and information provided by the parents
 - Current classroom-based, local, or state assessments, and classroom-based observations; and
 - Observations by teachers and related services providers
- Determine what additional data, if any, is needed to determine:
 - Whether the child is a child with a disability (or continues to be), and the educational needs of the child
 - The present levels of academic achievement and related developmental needs of the child
 - Whether the child needs (or continues to need) special education and related services
 - Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general education curriculum
- The public agency must administer such assessments and other evaluation measures as may be needed to produce the data identified above

Determination of Eligibility:

- A child must not be determined to be a child with a disability if the determinant factor for that determination is:
 - Lack of appropriate instruction in reading
 - Lack of appropriate instruction in math, or
 - Limited English proficiency
- In interpreting evaluation data for the purpose of determining if a child is a child with a disability and the educational needs, each public agency must:
 - Draw upon information from a variety of sources, including aptitude and achievement tests, parent input and teacher recommendations, as well as information about the child's physical condition, social or cultural background and adaptive behavior; and
 - Ensure that the information obtained from all of these sources is documented and carefully considered
- All determinations of eligibility must be based on the individual's disability (progress and discrepancy) and need for special education.