

JORDAN SCHOOL DISTRICT

**SPECIAL EDUCATION
ASSESSMENT MATRIX**

January, 2017

HOW TO USE THE JORDAN SCHOOL DISTRICT SPECIAL EDUCATION ASSESSMENT MATRIX

The Jordan School District Special Education Assessment Matrix consists of two major components:

- Assessment Matrix
- Assessment Matrix Descriptors

1. **Assessment Matrix:**

The Matrix can be used as a quick reference when selecting an assessment instrument. It aids in identifying the test or tests that will be most useful for a specific need.

To facilitate use of the Matrix, the assessment instruments have been categorized into twelve groups. They are:

- I. Intellectual/Cognitive Functions
- II. Adaptive Behavior (Developmental)
- III. Social/Behavioral
- IV. Observational
- V. Pre-Academic Skills
- VI. Academic Achievement
- VII. Reading/Written Language
- VIII. Math
- IX. Communication—Articulation, Language, Stuttering & Voice
- X. Perceptual/Psychomotor/Processing
- XI. Transition
- XII. Memory

Appropriate grade levels are indicated on the left side of the Matrix.

The page labeled “Criteria for Classification” in the Test Matrix manual outlines the MINIMUM REQUIRED areas of assessment cross-referenced to the twelve groups of instruments for quick compliance reference. These areas are based on the 2016 edition of the Utah State Board of Education (USBE) Special Education Rules.

2. **Assessment Matrix Descriptors:**

The Assessment Matrix Descriptors give the user quick access to information regarding administration, response mode, reference mode, and contents. This information will aid in pinpointing the specific instrument appropriate for the need.

3. **Normal Curve:**

This gives normal curve equivalents for percentiles, stanines, z-scores, etc.

NOTE: Tests may be checked out through the Guidance Programs Department.

**JORDAN SCHOOL DISTRICT
CRITERIA FOR CLASSIFICATION
JANUARY, 2017**

**Cross-Referenced with the
Special Education Assessment Matrix**

AUTISM

Use of Multiple Measures (Formal and Informal)

1. Autism checklist/rating scale (parent/teacher)
2. Measure of intellectual assessment (Group I)
3. Measure of academic achievement (Group VI)
4. Measure of communication (Group IX)
5. Measure of social behavior (Group III)
6. Measure of adaptive behavior functioning (developmental) (parent and teacher) (Group II)
7. Prior medical and developmental history from a qualified health professional regarding specific syndromes, health concerns, medications, and any information deemed necessary must be on record

(See Autism Identification, Location, and Evaluation –
USBE Special Education Rules (2016), p. 29-31)

DEAFBLINDNESS

Use of Multiple Measures (Formal and Informal) in all areas of suspected deficits and must take into consideration the impact of the combined vision and hearing losses. Evaluation must include both clinical and functional assessments.

1. Audiological evaluation
 - a. Clinical – Audiological testing may include:
 - i. Audiological testing
 1. Testing yielding threshold results; aided threshold evaluations yielding aided threshold results; speech audiometric tests yielding speech discrimination scores and speech reception thresholds; and proper functioning, fitting, and follow-up of hearing aids.
 - ii. Otoacoustic Emission Testing (OAE)
 - iii. Auditory Brainstem Response (ABR)
 - b. Functional assessment of auditory abilities
 3. Vision evaluation
 - a. Ophthalmological testing (see Rules for requirements)
 - i. Clinical assessment of visual acuity, visual field, fixation and movement, refractive errors, and health of the eye structure
 - ii. Additional diagnostic tests such as Visual Evoked Response (VER), Magnetic Resonance Imaging (MRI), and Electroretinogram (ERG)
 - . Functional assessment of visual abilities
 - b. Functional assessment of visual abilities
 4. Educational evaluation – The Team must consider and evaluate, if appropriate:

- a. Language and communication needs (Group IX)
- b. Current and future needs for instruction/use of Braille
- c. Orientation and Mobility (O&M) needs
- d. Accommodations and modifications necessary for the student to be able to access the general curriculum and other activities
- e. Assistive technology needs

(See Deafblindness Identification, Location, and Evaluation –
USBE Special Education Rules (2016), p. 33-34)

DEVELOPMENTAL DELAY

Multiple Measures (formal and informal) must be used to assess the areas of suspected delay

1. Students eligible for services have been diagnosed as having a significant delay or deficit in one or more of the following areas:
 - a. Cognitive development (Group I)
 - b. Physical/motor development (Group X)
 - c. Language/speech development (Group IX)
 - d. Social/emotional development (Group III)
 - e. Self-help skills/adaptive behavior functioning (developmental) (parent and teacher) (Group II)
2. Significant delays are defined as:
 - a. 1.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development
 - b. 2.0 standard deviations below the mean, or at or below the 2nd percentile in two areas of development
 - c. 2.5 standard deviations below the mean, or at or below the 1st percentile in one area of development
3. Assessments selected must be appropriate for students ages 3 through 7 and based upon a student's sensory, motor, and communication limits.

(See Developmental Delay Identification, Location, and Evaluation–
USBE Special Education Rules (2016), p. 35)

EMOTIONAL DISTURBANCE

Multiple Measures (formal and informal) must be used to assess behavioral, social, and academic areas and must include:

1. Documentation that behavior that adversely affects the student's educational performance has been exhibited over a long period of time and to a marked degree and for behaviors for which the student is referred.
2. At least three (3) fifteen-minute response discrepancy observations on referring behavior pinpoints. A comparison student who is not a student with a disability and who is not being referred must be selected and observed in the same setting on the same behavior pinpoints as the referred student for comparison. An assigned member of the evaluation team other than the student's regular classroom teacher will make the educational observations. Observations are not required for re-evaluation unless the IEP Team determines they are needed, but are necessary for

- initial evaluation for classification.
3. Social/behavior/adaptive checklists or rating scales (Group III) (parent/teacher/self-report--if appropriate)
- Complete Documentation in the student's records in each of the following:
4. A measure of intellectual development (Group I)
 5. Academic achievement tests. (Group VI)

(See Emotional Disturbance Identification, Location, and Evaluation—
USBE Special Education Rules (2016), p. 37)

HEARING IMPAIRMENT/DEAFNESS

Multiple Measures (formal and informal) for students suspected of having a hearing impairment

1. Areas of evaluation must include:

- a. Audiological evaluation, which may include:

Audiological testing yielding threshold results; aided threshold evaluations yielding aided threshold results; speech audiometric tests yielding speech discrimination scores and speech reception thresholds; and proper functioning, fitting, and follow-up of hearing aids.

1. Otoacoustic Emission Testing (OAE)
 2. Auditory Brainstem Response (ABR) testing
 3. Functional assessment of auditory abilities
 - b. Language growth and development (signed, spoken, or written) assessed by qualified personnel using assessment instruments are procedures appropriate for the diagnosis and appraisal of suspected impairment.
 - c. Speech and language evaluation (Group IX)
 - i. Speech intelligibility may be evaluated by: phonetic evaluation, suprasegmental features (vocalization, vocal duration, vocal intensity, vocal pitch), and articulation of segmental features (vowels, diphthongs, consonants, blends).
 - ii. Linguistic evaluation
 - iii. Language and communication mode
 - d. Academic achievement (Group VI)
5. Consider evaluations in the areas of:
 - a. Intellectual ability (Group I)
 - b. Adaptive behavior functioning (developmental) as gathered by parent(s) or adult student, and school staff. (Group II)

(See Hearing Impairment/Deafness Identification, Location, and Evaluation –
USBE Special Education Rules (2016), p. 39)

INTELLECTUAL DISABILITY

Multiple Measures (formal and informal) must be used to assess all areas of suspected deficits and must include:

1. Intellectual Evaluation
 - a. An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicated significant sub-average intellectual functioning (generally two standard deviations) on the full-scale score. (Group I)
 - b. If scores (e.g., domain, cluster, index) are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.
2. Documentation of significant deficits in academic achievement as measured by achievement tests (Group VI)
3. Documentation of significant deficits in academic achievement as measured by academic achievement as measured by achievement tests, classroom academic screenings and tests, report cards, cumulative records, etc.
4. Documentation of significant deficits in adaptive behavior functioning (developmental) as measured by standardized and/or curriculum-based assessments must be gathered from parent(s) or adult-student, and teacher. (Group II).

(See Intellectual Disability Identification, Location, and Evaluation—*USBE Special Education Rules (2016)*, p. 40)

MULTIPLE DISABILITIES

Multiple Measures (formal and informal) to assess in all areas of concern.

1. Measure of intellectual assessment (Group I)
2. The use of assisted and augmentative communication and motor systems must be considered during evaluation and documented.
3. Measure of academic achievement (Group VI)
4. Where deficits in adaptive behavior are suspected, they must be measured and documented on standardized and/or curriculum-based assessments with input from parent(s) or adult student and school staff.
5. Vision and hearing must be assessed
6. Measure of vocational skills must be considered (Group XI)
7. The following sensory/motor areas must be considered for evaluation (Group X):
Abnormal tactile or joint sensation, abnormal muscle tone and movement, lack of integration of primitive reflexes, lack of balance or coordination, organization of sequential motor movement, motor skills, or a combination of any of the above.
8. Prior medical history from a qualified health professional must be on record if specific syndromes, special health problems (e.g., tracheotomy), medication, and long-term medical prognosis are a concern for the individual.

(See Multiple Disabilities Identification, Location, and Evaluation – *USBE Special Education Rules (2016)*, p. 41-42)

ORTHOPEDIC IMPAIRMENT

Multiple Measures (formal and informal) used to assess all areas of suspected deficits

1. Prior medical history from a qualified health professional must be on record regarding specific syndromes, health concerns, medication, and any information deemed necessary for planning the student's educational program.
2. Multiple measures to assess **suspected** deficit areas, e.g.:
 - a. Measure of academic achievement (Group VI)
 - b. Measure of adaptive behavior functioning (developmental) (parent and teacher) (Group II)
 - c. Measure of behavioral/social (parent and teacher) (Group III)
 - d. Physical

(See Orthopedic Impairment – Identification, Location, and Evaluation--
USBE Special Education Rules (2016), p. 42-43

OTHER HEALTH IMPAIRMENT

Multiple Measures to assess in all areas of suspected deficits

1. Prior medical history from a qualified health or mental health professional must be on record regarding specific syndromes, health concerns, medication, and any information deemed necessary for planning the student's educational program. Each individual who provides health and/or mental health evaluation information may only provide it consistent with parameters of his/her Utah professional licensure.
2. Multiple measures to assess all areas of **suspected** deficits, e.g.:
 - a. Measure of academic achievement (Group VI)
 - b. Measure of adaptive behavior functioning (developmental) (parent and teacher) (Group II)
 - c. Measure of social/behavioral functioning (parent and teacher) (Group III)
 - d. Physical
 - e. Measure of intellectual functioning – JSD requirement (Group I)

(See Other Health Impairment Identification, Location, and Evaluation –
USBE Special Education Rules (2016), p. 43-44)

SPECIFIC LEARNING DISABILITIES

An evaluation must include a variety of assessment tools and strategies and cannot rely on any single procedure as the sole criterion.

An LEA may use one of the following methods for determining a student's eligibility under the specific learning disability category: Rtl, Discrepancy (this option is only available until July 1st, 2019), Combination (Rtl and Discrepancy), and the use of Alternative Research-based procedures. The team may determine areas in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation and mathematics problem solving. The team determines that

its findings are not primarily the result of determination of a visual, hearing, or motor disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency.

Teams must consider data that demonstrates prior to, or as part of, the referral process, appropriate instruction was provided in regular education settings, delivered by qualified personnel; and data-based documentation of repeated assessments of achievement was given at reasonable intervals, reflecting formal assessment of progress during instruction was provided to student's parent(s) or adult student.

1. Measure of intellectual assessment required (Group I)
2. Measure of academic achievement in the area of the suspected disability. These areas include basic reading skills, written expression, reading fluency skills, reading comprehension, mathematics calculation and mathematics problem solving (Group VI).
3. Measure of communication or achievement if the suspected disability is in the area of oral expression or listening comprehension (Group VI and IX).
4. Observation of academic performance in the student's learning environment including the regular classroom setting. The team must decide to use information from an observation in routine classroom instruction and monitoring of the student's performance done before the student was referred OR conduct such an observation in the regular classroom AFTER the student has been referred AND parental or adult-student consent is obtained.
5. Educationally-relevant medical findings should be considered, if any.
6. Comparison of intellectual ability and areas of achievement using LD Estimator (web-based, as determined by JSD) as part of a process to determine if the student has a specific learning disability. The comparison of the standard scores on the tests of achievement and intellectual ability must produce a report that states that a severe discrepancy exists between the student's expected achievement score and the obtained achievement score.
7. Specific Learning Disability Problem Solving Rubric Specific Documentation for eligibility: Must be used after teams have had appropriate training for use of this rubric. <http://specialed.jordandistrict.org/files/SLD-initial-Rubric-Form-Enabled.pdf>
8. Evaluation:
 - A. Student's performance on a standardized, norm-referenced, individually administered in the area of suspected disability AND
 - B. Student scored above the intellectual disability range on a standardized, norm-referenced, individually administered measure AND
 - C. Comparison of standard scores on tests of achievement and intellectual ability and document consideration of the discrepancy analysis and team's determination of a severe discrepancy.
9. The determination of the team concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance, cultural factors; environmental or economic disadvantage; or limited English proficiency on the student's achievement level.
10. Each team member must certify in writing whether the report reflects the member's conclusion. If it does not reflect the member's conclusion, the team member must submit a separate statement presenting the member's conclusions.

(See Specific Learning Disabilities Identification, Location, and Evaluation –
USBE Special Education Rules (2016), p. 46-50

SPEECH/LANGUAGE IMPAIRMENT

Multiple Measures (Formal and Informal) are required for a student suspected of having speech or language impairment (primary disability or requiring related services).

1. Multisource assessment conducted in one or more of the following areas (Group IX):
 - a. Language
 - b. Listening
 - c. Speaking
 - d. Stuttering
 - f. Voice
 - g. Phonological pattern errors and phonemic awareness if the team suspects a potential relationship between the speech/language impairment and these areas
 - i. Reasoning
2. A qualified speech-language pathologist must evaluate the student using assessment instruments and procedures that are appropriate for the determination and appraisal of a speech or language impairment.

(See Speech/Language Impairment Identification, Location, and Evaluation –
USBE Special Education Rules (2016), p. 51

TRAUMATIC BRAIN INJURY

Multiple measures (formal and informal) **must** be used to assess all areas of suspected deficits.

1. Informal assessment and diagnostic teaching must be part of the full evaluation.
2. Must gather information of developmental history and/or pre-injury learning and educational performance.
3. Prior medical history from a qualified health professional regarding specific syndromes, health concerns, medication, and any information deemed necessary for planning the student's education program.
4. Although other evaluations could be considered, the following areas must be considered for evaluation:
 - a. Augmentative communication assistive service needs.
 - b. Rehabilitative team evaluations.
 - c. Measure of self-help/adaptive behavior functioning (developmental) (parent and teacher) (Group II)
 - d. Measure of academic achievement (Group VI)
 - e. Speech and language assessment (Group IX)
 - f. Measure of social skills/classroom behavior (Group III)
 - g. Measure of intellectual assessment (Group I)
 - h. Measure of vocational skills (secondary) (Group XI)
 - i. Measure of gross/fine motor skills (Group X)

(See Traumatic Brain Injury Identification, Location, and Evaluation –
USBE Special Education Rules (2016), p. 51-53)

VISUAL IMPAIRMENT (INCLUDING BLINDNESS)

Multiple measure (formal and informal) must be used to assess all areas of suspected deficits.

1. A recent eye report from a qualified eye care professional that contains a description of the student's visual impairment and visual capabilities must be on record.
2. Multiple measures to assess all areas of **suspected** deficits, e.g.:
 - a. Educational Achievement (Group VI)
 - b. Adaptive behavior functioning (developmental) (parent and teacher) (Group II)
 - c. Social/behavioral (parent and teacher) (Group III)
 - d. Physical
3. A qualified professional must assess:
 - a. Kind and extent of instruction needed based on the student's present level of performance including the functioning level of the student in adjusting to visual problems and gaining educational and social success.
 - b. Current and future need for instruction and the use of Braille.
4. Orientation and Mobility (O&M) must be assessed if the student is determined to be blind or visually impaired.

(See Visual Impairment Identification, Location and Guidelines –
USBE Special Education Rules (2016), p. 53-54)

Assessment Matrix

Assessment Matrix Descriptors

Normal Curve