

Comprehensive Evaluation – Necessary Elements

Necessary Element	To Consider	Non-Example	Example
<p><i>In the basis for determination, the statement needs to use explicit Rule 51 language.</i></p> <p>92 NAC 006.03E2a; 006.03F2a; 006.03E2, 006.03F2c</p>	<p>Limit or eliminate broad statements like “according to Rule 51 verification guidelines” or “according to state guidelines.</p>	<p>According to Rule 51 state guidelines, Sam qualifies for special education services.</p>	<p>Based on the evaluation results, Ethan qualifies as a child with a Speech Language Impairment as defined in 92 NAC 51-006.04L. The evaluation indicated significant deficits in expressive and receptive language skills impacting his academic performance.</p>
<p><i>Explicitly identify educational needs and the nature and extent of the special education and related services the child needs.</i></p> <p>92 NAC 006.03E2b; 006.03F2a</p>	<p>Some reviewed MDT reports only listed educational strategies or present levels but did not link them to educational needs.</p>	<p>The student is in need of academic support.</p>	<p>Alex requires specialized support to address his emotional regulation and behavioral challenges, <u>which impact his ability to focus and engage in classroom activities.</u> Specifically, he needs: 1) Strategies to improve emotional regulation. 2) Behavior intervention strategies to manage impulsivity and outbursts. 3) Support in developing coping strategies and social skills.</p>
<p><i>A summary statement should explicitly demonstrate how evaluation data illustrates an adverse effect on the student's education.</i></p> <p>92 NAC 006.04</p>	<p>Some MDT reports state an adverse effect, but did not connect it to data.</p>	<p>The results from the MDT show an adverse effect on the student's educational performance.</p>	<p>Evaluation results, including intelligence testing (WISC-V: IQ 105) and academic assessments (WIAT-4) reveal that Rebekah has significant learning challenges. Specifically, her scores in reading (Standard Score 70) and math (Standard Score 65) are lower than those of her same-peers. Additionally, her behavior assessment shows she has high levels of anxiety, with a T-score of 75.</p>
<p><i>Use a <u>variety</u> of assessment tools that assess <u>specific areas of educational need</u> and ensure assessment in <u>all areas of suspected disability.</u></i></p> <p>92 NAC 006.02C5; 006.02C9; 006.02C7; 006.02C10</p>	<p>Gather and use all relevant information about the student as part of the decision-making process.</p>	<p>Suspected SLI and not considering hearing.</p>	<p>Considering and including the following but not limited to: summative and formative measures, progress monitoring, diagnostic assessments, teacher input, parental input.</p>

