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**LEARNER ASSESSMENT REPORT**

***Instructions:*** *This report should be completed in collaboration with the learner’s family/caregivers, previous teachers, and after reviewing the learner’s relevant files. It may be useful to complete this for each learner at the beginning of a school year. Please complete as many sections as you can.*

| **LEARNER:** |
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| **Name:** |  | **Date of Birth:** |  |
| **Chronological Age**:  |  | **Grade:**  |  |
| **Language(s) Spoken** |  | **Assessment Language:** |  |
| **Ethnicity** |  |  |  |
| **EXAMINER:** |
| **Name** |  | **Date of Assessment:** |  |
| **Position** |  |  |  |

| **LEARNER’S HISTORY** |
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**Source of Learner’s History:** *Indicate which source(s) were utilized to create this report:*

* + School Forms
	+ School Files
	+ Psych-ed reports
	+ Past schools (reports, interviews, etc.,)
	+ Medical Files
	+ IEPs, 504 plan (support plan, MTSS/RTI/PBIS support plan)
	+ Interviews with Family/Caregivers; Teachers and Learners

**Differing Abilities Description**: *(Describe the academic, behavioral, or social concerns, if there is a disability, make sure to describe what the disability means or manifests for the learner. State also whether the learner requires any accommodation within the learning environment. You may find this information in the review of records or documented concerns about the learner.)*

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**Health Records:** *Does the child have any medical diagnosis or severe allergies? Is being maintained on any medications? Any vision and hearing concerns?*

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**Educational History:** *Where has the student attended school before? What was that experience like for the student? Has the student ever received recognition for academic success or placed on academic probation? Was there any disciplinary action taken? Why?*

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**Previous Academic Interventions:** What interventions or accommodations have been tried? What was the duration? What worked? What did not work? Who implemented it? Who were the stakeholders?

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**Interview Summaries:** *For this section, record the main takeaways from the interviews, such as the learner’s strengths, weaknesses, observations, academic trends, etc,*

| **Family Interview Summary:** **Name of Interviewee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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| **Educator Interview(s) Summary:** **Name of Interviewee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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| **Student Interview Summary:** **Name of Interviewee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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**Classroom Observation(s) Summary:** *Indicate key observations of the learner in the teaching and learning environment. For example: How attentive is the learner? Does the learner participate and seek clarification if uncertain? Does the learner complete tasks on time? Describe the learner’s communication needs. Is the child able to communicate appropriately when they want connection/attention, preferred activity or tangible item, they would like to avoid something, if they are overstimulated or dysregulated?*

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**How did you ensure that the assessment was culturally responsive/sustaining?** *Describe how you addressed language, cultural, communication, and other experiences during the assessment process.*

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| **ASSESSMENT RESULTS** |
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**Formal Assessment: Provide a brief description of the assessment administered:**

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**Date of Criterion-Referenced Assessment:**

| **Administered Subtests**  | **Item Examples** | **Raw Score** | **% Correct** | **Significant information gained from the assessment:**  |
| --- | --- | --- | --- | --- |
|  |  |  | % |  |
|  |  |  | % |  |
|  |  |  | % |  |
|  |  |  | % |  |
|  |  |  | % |  |
|  |  |  | % |  |

**Informal Assessment:**  *Please insert pictures or attachments of work samples at the instructional level with feedback such as error analysis or rubric.*

|  | ***Assessment 1*** | ***Assessment 2*** |
| --- | --- | --- |
| **Rationale:** *(why did you choose this assignment as an example of the student’s instructional ability)* |  |  |
| **Directions:** (*what directions were given to the student?)* |  |  |
| ***Strengths*** |  |  |
| ***Areas for Growth*** |  |  |
| ***Any other comments:*** |  |  |

*Social Emotional-Behavioural Screeners:* Observations in structured and unstructured environments

| **Name of Tools/Screeners/Inventories** | **[Inventory 1]** | **[Inventory 2]** |
| --- | --- | --- |
| **Rater***(learner/self, teacher, parent)* |  |  |
| **Scores** *(if applicable)* |  |  |
| **Classification/Categorization** |  |  |
| **Interpersonal Relations** *(peers, adults, teachers, principal, etc.,)* |  |  |
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| **REPORT SUMMARY** |
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**Social-Emotional-Behavioral Observations:** *Write about the qualitative observations during school. You can use sentence starters such as: “During school \_\_\_ is often \_\_\_\_. In structured whole group instruction \_\_\_\_\_. In unstructured time \_\_\_\_\_. When an adult is working one on one with \_\_\_. During the assessments the following behaviors were noted: \_\_\_\_\_\_.”*

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**Strengths:** *Using triangulation, identify at least 3 strengths and provide evidence from both the assessments and the qualitative data to support your analysis. Possible sentence starters: “One strength of \_\_\_\_ is \_\_\_\_. This is evidenced by \_\_\_\_\_\_ in the WJ-IV, where \_\_ achieved a [standard score/RPI/percentile/age or grade equivalent] of \_\_\_\_. This indicates…Furthermore, according to the Brigance subtest \_\_\_\_\_, he/she/they were able to \_\_\_\_ such as \_\_\_\_. In their work sample, \_\_\_\_\_\_. Another strength is…...*

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**Areas of Growth:** *Using triangulation, identify at least 3 areas of growth and provide evidence from both the assessments (quantitative) and the qualitative data to support your analysis- you will write a suggested IEP goal based your student’s need identified in this section. “One area of growth is \_\_\_\_. This is evidenced by \_\_\_\_\_\_ in the WJ-IV, where \_\_ achieved a [standard score/RPI/percentile/age or grade equivalent] of \_\_\_\_ which indicates \_\_\_\_\_. Examples of this are \_\_\_\_\_. Furthermore, according to the Brigance subtest \_\_\_\_\_, he/she/they were able to \_\_\_\_ such as \_\_\_\_. In their work sample, \_\_\_\_\_\_. Another area of growth is……*

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| **Support Plan***(You may use any support plan template, especially if one is already prescribed by your institution)* |
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**Suggested Goals**

1. ***Math*:** By \_\_\_\_ when given \_\_\_\_\_\_ containing \_\_\_\_\_, \_\_\_\_\_\_ will be able to correctly answer \_\_\_\_\_ with \_\_\_% accuracy as measured by \_\_\_\_\_\_\_.
2. ***Reading/Writing/Speaking*):** By \_\_\_\_ when given \_\_\_\_\_\_ containing \_\_\_\_\_, \_\_\_\_\_\_ will be able to correctly answer \_\_\_\_\_ with \_\_\_% accuracy as measured by \_\_\_\_\_\_\_
3. ***Behavior/Transition/Self-Management*:**By \_\_\_\_ when given \_\_\_\_\_\_ containing \_\_\_\_\_, \_\_\_\_\_\_ will be able to correctly answer \_\_\_\_\_ with \_\_\_% accuracy as measured by \_\_\_\_\_\_\_.

**Supports for Success**

*What supports (accommodations, modifications, services) are needed to ensure the learner is successful with their goals? Do materials need to be created, purchased, or adapted? Do others need to know about the support? Is training needed?*

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**Progress Monitoring Plan**

*How will you measure the student’s progress on their goals? What system of communication will you use to ensure all of the stakeholders (student, teachers, family, etc.) have access to the progress report? If you have an example progress monitoring sheet, you can add that here with a screenshot or include it as an attachment. Examples of data collection:*

* [Interval Recording or Scatter Plot Form](https://drive.google.com/file/d/16ptjeeNUicw0PVHbHC0Zhi9FB_YsP3xH/view?usp=sharing)
* [A-B-C Observation Form](https://drive.google.com/file/d/177JasR0waT7bje96vcZQdMylguz6FhZd/view?usp=sharing)
* [A-B-C Checklist Form](https://drive.google.com/file/d/1k8ozpLcpbWjFaAJ1-TBFV7YST-3nJaqJ/view?usp=sharing)

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**Collaboration Plan:** *Who will collaborate in support of the student (student, family, support people, school staff, mental health, OT, PT, APE, AT/AAC, Speech and Language, Deaf/Hard of Hearing, Vision, Orientation Mobility, probation, etc.? What role will each person take in supporting the academic/behavioral/functional success of the student? How do you recommend communication between stakeholders? Make sure to include how you can use your student’s strengths in addressing their goals.)*

| The above collaboration plan should will be explained for each of the stakeholders: **Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Learner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Family Members/Caregivers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Other Support Personnel: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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