

LONG COUNTY SCHOOL SYSTEM
468 South McDonald Street
Ludowici, GA 31316
Typical Areas for Evaluation

The assessment areas listed below are examples of those typically addressed in an evaluation of a student's abilities. The list does not include every area that might be assessed nor may all areas listed be assessed. The evaluator will choose specific tests that are thought to be best for the student's age, grade, and physical abilities. Parents will be given specific information on the tests used at the time the results are reviewed and at any subsequent Special Education IEP/Placement meetings. Certain tests may be administered only by specially trained, certified, or otherwise qualified examiners. The term psychoeducational evaluation refers to a comprehensive assessment that may include tests in several of the following areas.

HEARING/VISION-Screenings of a student's vision and hearing acuity. Hearing screenings involve an audiometric screening that may include pure-tone or impedance audiometry. If additional testing is indicated, the student may be referred to an audiologist or medical specialist. If additional tests are needed after a vision screening, the student may be referred to a medical eye specialist. If a vision or hearing problem is indicated, the evaluation will be conducted in a nondiscriminatory manner, i.e. the assessment measures will be selected and administered so that the results accurately reflect the student's cognitive, academic, language, or other skills of interest, rather than reflecting the student's impaired hearing and/or vision.

ACADEMIC ACHIEVEMENT-These tests may be group or individual tests to determine the student's current level of academic functioning. Areas that may be included are: oral expression; listening comprehension; written expression; basic reading skills; reading comprehension; reading fluency; mathematics calculation; and mathematics reasoning.

MOTOR- Testing may involve determination of the student's gross and fine motor skill development, including abilities to perform functional, school-related tasks and any deficits experienced in physical activities related to the educational program.

INTELLIGENCE-Includes individually administered tests of general intelligence. These tests are used to measure different types of cognitive abilities such as comprehension, visual and auditory perception, visual and auditory memory, vocabulary, etc. These tests may also include assessment of a student's learning styles and intellectual strengths and weaknesses that may be helpful in determining appropriate classroom accommodations and supports.

SPEECH/LANGUAGE-Testing includes assessment of a student's articulation, language, fluency, voice, and adequacy of the oral mechanism. For the nonverbal student, the assessment will explore alternative communication methods and systems.

SOCIAL/EMOTIONAL-Testing includes assessment of a student's ability to interact appropriately in everyday situations within the family, the school, and the community. Such tests may include rating scales, parent, teacher, and/or student interviews, observations, etc.

VOCATIONAL-Factors related to employment interests and preparation are assessed. Areas of assessment may include evaluation of scholastic abilities, manual dexterity, clerical skills (typically including perceptual speed and accuracy), mechanical reasoning, spatial reasoning, career interests, and functional motor skills.