

Student: _____

Case Manager: _____

1. Problem Definition

Date of meeting when problem was defined: _____

State the problem in the space here: _____

2. Intervention Activities

Teacher/aide responsible: _____

Specific teaching steps or methods: _____

Frequency of instruction: _____

3. Progress Monitoring Activities

Assessment method(s) used to track student's progress: _____

Date for next report and/or meeting: _____

Intervention discontinuation criteria: _____

Procedure for phasing out intervention: _____

FIGURE 7.1. Intervention planning worksheet.

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APPENDIX B

Test Administration and Scoring Rubric

Note. Some elements in the Near Proficiency and In Need of Attention columns cite multiple issues. The evaluator or supervisor should circle issues that are applicable to clarify the basis for these ratings.

	MASTERY (2)	NEAR PROFICIENCY (1)	IN NEED OF ATTENTION (0)
1. Preparation	Room free of distractions (auditory and visual), comfortable seating, adequate lighting, etc.	Some effort to reduce distractions and create a conducive work environment, but could be improved	Inadequate testing conditions for lack of effort to reduce distractions and create a conducive work environment
2. Preparation	Optimal positioning of people and materials in accordance with test manual and best practice	Less than optimal positioning of people and materials; some unnecessary inconvenience	Significant shortcomings in the positioning of materials and people; highly inconsistent with test manual

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Appendix B

	MASTERY (2)	NEAR PROFICIENCY (1)	IN NEED OF ATTENTION (0)
3. Preparation	All testing materials present and in place; advance preparation as needed	Some testing materials are nonstandard or out of place or not adequately prepared in advance	Testing materials are missing or out of place; lack of preparation significantly detracts from administration
4. Initial steps	Appropriate rapport established: friendly and supportive, but professional	Adequate rapport established, but overly casual or distant	Failure to establish adequate rapport because of poor practice
5. Initial steps	Accurate and developmentally appropriate explanation of testing purpose and procedures	Explanation of testing purpose and procedures is misleading, unclear, or not suited to developmental level	No explanation of testing purpose and procedures, or explanation is highly counterproductive
6. Administration	Fluent, natural tone of voice	Stilted, halting, or unnatural tone of voice; pace is too fast or too slow	Critical or threatening tone of voice
7. Administration	Subtest instructions given verbatim	Some minor deviations from verbatim instructions	Major deviations from instructions or serious omission of instructions
8. Administration	Fluid transitions between subtests, with no previewing description of tasks that follow	Minor confusion or delay in transitions between subtests; some description of tasks that follow	Long or disorganized transitions between subtests; excessive description of tasks that follow
9. Administration	Sample/demonstration items given exactly per instructions	Minor deviations from instructions in administering sample/demonstration items	Significant deviations from instructions or failure to provide sample/demonstration items
10. Administration	Items given in the prescribed sequence according to test manual instructions	Some minor deviation from the prescribed sequence of items, or errors self-corrected	Significant deviations from the prescribed sequence of items

Appendix B

	MASTERY (2)	NEAR PROFICIENCY (1)	IN NEED OF ATTENTION (0)
11. Administration	Accurate timing with stopwatch in accordance with manual instructions (e.g., unobtrusive)	Slight errors in timing or minor deviations from manual instructions (e.g., timing is obtrusive or secretive); failure to use stopwatch, if required	Significant errors in timing or major deviations from manual instructions, failure to time when required, or failure to use a timing device
12. Administration	Wrong answers accepted without cueing (no verbal feedback, telltale pauses, nonstandard queries, etc.)	Wrong answers accepted, but with occasional or slight/subtle cues that answers are incorrect	Feedback repeatedly provided that answers are wrong, when not permitted
13. Administration	Right answers accepted without cueing (verbal feedback, nodding, smiling, etc.)	Right answers accepted, but with occasional or subtle cues that answers are correct, when not permitted	Feedback repeatedly provided that answers are right, when not permitted
14. Administration	Correct querying (Q) of responses: when required or only when permitted, using acceptable wording	Mostly accurate querying: some omitted queries, or querying when not permitted, or nonstandard wording	Many instances of failing to query when required or querying when not permitted; inappropriate wording
15. Administration	Correct prompts (P) and teaching items when required, and only as permitted by instructions	Mostly correct use of prompts and teaching items; occasional oversight or minor errors in prompting or teaching	Serious errors or oversight in prompting or teaching
16. Administration	Items repeated only when permitted and in accordance with instructions	One or two minor errors in repeating items when not allowed or in not repeating items when required	Serious or several errors in repeating items when not allowed or not repeating items when required
17. Administration	Starting point and discontinuation rules followed in accordance with instructions	Minor deviations from starting point and discontinuation rules on one or two subtests	Major deviation from starting point and discontinuation rules, or many minor deviations

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	MASTERY (2)	NEAR PROFICIENCY (1)	IN NEED OF ATTENTION (0)
18. Recording	Accurate and complete recording of key information (name/identifier, age, etc.) on record form face sheet	Minor error or omission of key information on face sheet	Major omission of key information on face sheet, or serious error (e.g., test-age error that affects scoring)
19. Recording	Verbal responses recorded in full, in accordance with instructions	Mostly complete recording of verbal responses as required	Failure to record verbal responses as required, or overly abbreviated recording.
20. Recording	Noteworthy behavioral observations recorded (effort, attention, affect, response to failure, quirks, etc.)	Behavioral observations recorded, but some noteworthy behaviors missed	No behavioral observations recorded
21. Recording	Noteworthy extraneous verbalizations recorded, including the point at which they occurred	Some noteworthy extraneous verbalizations recorded	No recording of noteworthy extraneous verbalizations
22. Scoring	Individual items correctly scored	Occasional mistakes in scoring individual items	Many mistakes in scoring individual items
23. Scoring	Subtest raw scores correctly tallied	Minor errors in tallying subtest raw scores	Multiple errors in tallying raw scores that affect scaled scores
24. Scoring	Subtest scaled scores accurately determined	Minor errors in deriving one or two subtest scaled scores	Major error or multiple errors in deriving subtest scaled scores
25. Scoring	Composite scores accurately determined	Minor errors in deriving one or two composite scores	Major error or multiple errors in deriving composite scores

Name: _____

Date: _____

Observer: _____

Score: _____ of 50

Comments: _____

APPENDIX F

Data Summary Template

No set of test score descriptors is universally used by all tests, even though test scores are based on the same statistical model (i.e., a normal curve). While the following descriptors are not an exact match with the descriptors proposed by the respective test publishers, they are generally applicable interpretations of *standard scores* that are based on a mean of 100 and a standard deviation of 15, and of *scaled scores* that are based on a mean of 10 and a standard deviation of 3.

Standard score	Percentile rank	Descriptor
Above 130	> 98	Extremely high
116–130	85–98	High
110–115	75–84	High average
91–109	27–73	Average
85–90	16–25	Low average
70–84	2–15	Low
Below 70	< 2	Extremely low

Scaled score	Descriptor
16 and above	Far above average
13–15	Above average
8–12	Average
5–7	Below average
4 and below	Far below average

Note. When using the format above, the test-specific descriptors listed below are deleted.

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Appendix F

Wechsler Intelligence Scale for Children—5th Edition (WISC-V)

Full Scale and Primary Index Scales

These composite scores are based on a mean of 100 and standard deviation of 15. Scores of 90–109 are considered to be within the Average range (see descriptors below).

SCALE	Composite score	Confidence interval (95%)	Percentile rank	Range
Full Scale IQ				
Verbal Comprehension Index				
Visual Spatial Index				
Fluid Reasoning Index				
Working Memory Index				
Processing Speed Index				

Ancillary Index and Complementary Index Scale Scores

These composite scores are based on a mean of 100 and standard deviation of 15. Scores of 90–109 are considered to be within the Average range.

SCALE	Composite score	Confidence interval (95%)	Percentile rank	Range
Ancillary Index Scales				
Quantitative Reasoning Index				
Auditory Working Memory Index				
Nonverbal Index				
General Ability Index				
Cognitive Proficiency Index				
Complementary Index Scales				
Naming Speed Index				
Symbol Translation Index				
Storage and Retrieval Index				

Appendix F

WISC-V Composite Score Range Descriptors

130 and above	Extremely high
120–129	Very high
110–119	High average
90–109	Average
80–89	Low average
70–79	Very low
69 and below	Extremely low

Primary Index Subtest Scores

Subtest scaled scores are based on a scale of 1–19, with a mean of 10 and standard deviation of 3. Scores of 8–12 are considered to be within Average range. (See descriptors below.)

Supplemental subtests, shown in *italics*, do not contribute to Primary Index scores. Only the subtests shown in **bold** contribute to the Full Scale IQ.

Verbal Comprehension Subtests		Fluid Reasoning Subtests	
SUBTEST	Scaled score	SUBTEST	Scaled score
Similarities		Matrix Reasoning	
Vocabulary		Figure Weights	
<i>Information</i>	()	<i>Picture Concepts</i>	()
<i>Comprehension</i>	()	<i>Arithmetic</i>	()
Visual Spatial Subtests		Working Memory Subtests	
SUBTEST	Scaled score	SUBTEST	Scaled score
Block Design		Digit Span	
Visual Puzzles		Picture Span	
		<i>Letter–Number Sequencing</i>	()
Processing Speed Subtests			
SUBTEST	Scaled score		
Coding			
Symbol Search			
Cancellation	()		

Appendix F

Ancillary Index Subtest Scores

Quantitative Reasoning Index Subtests	
SUBTEST	Scaled score
Figure Weights	
Arithmetic	

Auditory Working Memory Index Subtests	
SUBTEST	Scaled score
Digit Span	
Letter–Number Sequencing	

Nonverbal Index Subtests	
SUBTEST	Scaled score
Block Design	
Visual Puzzles	
Matrix Reasoning	
Figure Weights	
Picture Span	
Coding	

General Ability Index Subtests	
SUBTEST	Scaled score
Similarities	
Vocabulary	
Block Design	
Matrix Reasoning	
Figure Weights	

Cognitive Proficiency Index Subtests	
SUBTEST	Scaled score
Digit Span	
Picture Span	
Coding	
Symbol Search	

Subtest Score Range Descriptors

16 and above	Far above average
13–15	Above average
8–12	Average
5–7	Below average
4 and below	Far below average

Complementary Index Subtest Scores

Naming Speed Index Subtests	
SUBTEST	Standard score
Naming Speed Literacy	
Naming Speed Quantity	

Symbol Translation Index Subtests	
SUBTEST	Standard score
Immediate Symbol Translation	
Delayed Symbol Translation	
Recognition Symbol Translation	

Appendix F

Wechsler Individual Achievement Test—3rd Edition (WIAT-III)

WIAT-III composite and subtest scores are based on a mean of 100 and a standard deviation of 15. Scores of 90–110 are considered to be within the Average range (see descriptors below).

COMPOSITE SCALE	Composite score	Confidence interval (95%)	Percentile rank	Range
A. Total Reading				
B. Basic Reading				
C. Reading Comprehension and Fluency				
D. Written Expression				

SUBTEST^a	Standard score	Confidence interval (95%)	Percentile rank	Range
Early Reading Skills				
Word Reading (A, B)				
Pseudoword Decoding (A, B)				
Reading Comprehension (A, C)				
Oral Reading Fluency (A, C)				
Alphabet Writing Fluency (D)				
Sentence Composition (D)				
Spelling (D)				

^aLetters indicate composite scales to which subtests contribute.

Composite Score Range Descriptors

Above 145	Very superior
131–145	Superior
116–130	Above average
85–115	Average
70–84	Below average
55–69	Low
Below 55	Very low

Comprehensive Test of Phonological Process—2nd Edition (CTOPP-2)

COMPOSITE SCALE	Composite score	Confidence interval (95%)	Percentile rank	Range
Phonological Awareness				
Phonological Memory				
Rapid Naming				

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CTOPP-2 composite scores are based on a mean of 100 and a standard deviation of 15. Scores of 90–110 are considered to be within the Average range.

Phonological Awareness Subtests		Rapid Naming Subtests	
SUBTEST	Scaled score	SUBTEST	Scaled score
Elision		Rapid Digit Naming	
Blending Words		Rapid Letter Naming	
Phoneme Isolation		Rapid Color Naming	
		Rapid Object Naming	
<hr/>			
Phonological Memory Subtests			
SUBTEST	Scaled score		
Memory for Digits			
Nonword Repetition			

Subtest Score Range Descriptors

17–20	Very superior	6–7	Below average
15–16	Superior	4–5	Poor
13–14	Above average	1–3	Very poor
8–12	Average		

Bender Visual–Motor Gestalt Test—2nd Edition (Bender–Gestalt-II)

Bender–Gestalt standard scores are based on a mean of 100 and a standard deviation of 15. Scores of 90–109 are considered to be within the Average range.

PHASE	Standard score	Confidence interval (95%)	Percentile rank	Range
Copy				
Recall				

Standard Score Range Descriptors

145 and above	Extremely high	80–89	Low average
130–144	Very high	70–79	Low
120–129	High	55–69	Very low
110–119	High average	54 and below	Extremely low
90–109	Average		

Appendix F

Differential Ability Scales—2nd Edition (DAS-II)

SCALE/Subtest	Standard score	<i>T</i> score	Confidence interval (95%)	Percentile rank	Qualitative range
General Conceptual Ability (GCA)					
[Special Nonverbal Composite]					
Verbal Ability					
Verbal Comprehension					
Naming Vocabulary					
Verbal Similarities					
Word Definitions					
Nonverbal Reasoning Ability					
Picture Similarities					
Matrices					
Sequential and Quantitative Reasoning					
Spatial Ability					
Recall of Designs					
Pattern Construction					
Copying					
DIAGNOSTIC SUBTESTS					
Recall of Objects— Immediate					
Recall of Objects—Delayed					
Recall of Digits Forward					
Recognition of Pictures					
Phonological Processing					
Working Memory					
Recall of Sequential Order					
Recall of Digits Backward					
Processing Speed					
Speed of Info. Processing					
Rapid Naming					
School Readiness					
Early Number Concepts					
Matching Letter-Like Forms					
Phonological Processing					

Appendix F

Standard Scores for the DAS-II have a mean (average) of 100 and a standard deviation of 15.

T scores have a mean of 50 and a standard deviation of 10. For the DAS-II, *T* scores from 43 to 57 (approximately the 25th–75th percentile) are considered to be within the average range.

INTERPRETATION OF RATING SCALE SCORES

The following descriptors are generally applicable interpretations of clinical rating scales that use *T* scores, which have a mean of 50 and a standard deviation of 10.

<i>T</i> score	Descriptor
≥ 70	Very elevated—many more concerns than typically reported
60–69	Elevated—more concerns than typically reported
40–59	Average—typical levels of concern
<40	Low—better than average; fewer concerns

Note: When using the format above, the test-specific descriptors listed below are deleted.

Behavior Rating Inventory of Executive Function—2nd Edition (BRIEF–2)

The BRIEF–2 (and/or Conners–3) uses *T* scores, which have a mean of 50 and a standard deviation of 10. Descriptors corresponding to these scores are as follows:

<i>T</i> score	Descriptor
≥ 70	Very elevated—many more concerns than typically reported
60–69	Elevated—more concerns than typically reported
40–59	Average—typical levels of concern
<40	Low—better than average; fewer concerns

Appendix F

SCALE/INDEX	Teacher Report		Parent 1 Report		Parent 2 Report		Self-Report	
	<i>T</i>	Percentile	<i>T</i>	Percentile	<i>T</i>	Percentile	<i>T</i>	Percentile
Inhibit								
Shift								
Emotional Control								
Behavioral Regulation Index								
Initiate								
Working Memory								
Plan/Organize								
Organization of Materials								
Monitor								
Task Completion								
Metacognition Index								
Global Executive Composite								

Conners 3rd Edition (Conners–3)

SCALE/INDEX	Parent Report		Teacher Report		Self-Report	
	<i>T</i>	Percentile	<i>T</i>	Percentile	<i>T</i>	Percentile
CONTENT SCALES						
Inattention						
Hyperactivity/Impulsivity						
Learning Problems						
Executive Functioning						
Aggression						
Peer/Family Relations						
SYMPTOM SCALES						
ADHD Inattentive						
ADHD Hyperactive–Impulsive						
Conduct Disorder						
Oppositional Defiant Disorder						
ADHD Index						
Global Index						

Appendix F

Behavior Assessment System for Children—Third Edition (BASC-3)

The BASC-3 uses *T* scores, which have a mean of 50 and a standard deviation of 10. Descriptors corresponding to these scores differ for clinical scales and for adaptive scales, as follows:

<i>T</i> score	Clinical scales	Adaptive scales
≥ 70	Clinically significant	Very high
60–69	At-risk	High
41–59	Average	Average
31–40	Low	At-risk
≤30	Very low	Clinically significant

SCALE/INDEX	Teacher Report		Parent Report	
	<i>T</i>	Percentile	<i>T</i>	Percentile
COMPOSITE SCORES				
Externalizing Problems				
Internalizing Problems				
School Problems				
Adaptive Skills				
Behavioral Symptoms Index				
Clinical Scales				
Hyperactivity				
Aggression				
Conduct Problems				
Anxiety				
Depression				
Somatization				
Attention Problems				
Learning Problems				
Atypicality				
Withdrawal				
Adaptive Scales				
Adaptability				
Social Skills				
Leadership				
Study Skills				
Functional Communication				

(continued)

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SCALE/INDEX	Teacher Report		Parent Report	
	<i>T</i>	Percentile	<i>T</i>	Percentile
Content Scales				
Anger Control				
Bullying				
Developmental Social Disorders				
Emotional Self-Control				
Executive Functioning				
Negative Emotionality				
Resiliency				
Clinical Indexes				
ADHD Probability Index				
EBD Probability Index				
Autism Probability Index				
Functional Impairment Index				

BASC-3 Self-Report of Personality

SCALE/INDEX	<i>T</i> Percentile
COMPOSITE SCORES	
School Problems	
Internalizing Problems	
Inattention/Hyperactivity	
Emotional Symptoms	
Personal Adjustment	
Clinical Scales	
Attitude to School	
Attitude to Teachers	
Sensation Seeking	
Atypicality	
Locus of Control	
Social Stress	
Anxiety	
Depression	
Sense of Inadequacy	
Somatization	
Attention Problems	
Hyperactivity	

(continued)

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SCALE/INDEX	<i>T</i> Percentile
Adaptive Scales	
Relations with Parents	
Interpersonal Relations	
Self-Esteem	
Self-Reliance	
Content Scales	
Anger Control	
Ego Strength	
Mania	
Text Anxiety	
Executive Functioning	
Negative Emotionality	
Resiliency	
Clinical Index	
Functional Impairment Index	

APPENDIX G

Report-Writing Rubric

Note. Some elements in the Needs Improvement and Problematic columns cite multiple issues. The evaluator or supervisor should circle issues that are applicable to clarify the basis for these ratings.

	PROFICIENT/ SATISFACTORY (3)	NEEDS IMPROVEMENT (2)	PROBLEMATIC (1)
1. Overall Organization	Report includes all sections pertinent to the assessment.	A section is missing or misplaced; some sections contain material that belongs elsewhere.	Report deviates problematically from recommended section organization and content.
2. Reason for Referral	Reason for referral concisely identifies key child-specific questions and concerns.	Reason for referral includes some irrelevant information, omits key points, or is overly generic or detailed.	Reason for referral is highly irrelevant or far too detailed.
3. Assessment Procedures	Selected procedures are appropriate and sufficient to address referral question(s) and hypotheses.	Absence of an important data source reduces the capacity to address referral question(s) and hypotheses, or unnecessary or inappropriate procedures are included.	Selected procedures are clearly inappropriate or insufficient to address referral question(s) and hypotheses.

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Appendix G

	PROFICIENT/ SATISFACTORY (3)	NEEDS IMPROVEMENT (2)	PROBLEMATIC (1)
4. Background Information	Background information is well organized.	Some background information is somewhat disorganized.	Background information is highly disorganized.
5. Background Information	Background information fully attributes sources and adequately protects client privacy.	Some background information does not attribute sources.	Background information fails to protect client privacy.
6. Background Information	Background information is sufficient, relevant, and appropriate.	Background information is somewhat insufficient or includes some inappropriate or irrelevant material.	Background information is highly insufficient or inappropriate or includes much irrelevant material.
7. Behavioral Observations	Observations are low inference, and meaningfully and clearly distinguish the child from others.	Some observations are overly inferential, or fail to distinguish the child from others.	Observations are lacking, inappropriate, or highly inferential.
8. Behavioral Observations	Observations are pertinent to referral questions and provide insight into the child's functioning.	Observations provide limited insight into referral questions and the child's functioning.	Observations are lacking or provide little insight into referral questions and the child's functioning.
9. Thematic Organization of Test/Assessment Results	Assessment results are organized by themes or areas of functioning, which are appropriately titled and relevant to the given case.	Assessment results are organized by themes or areas of functioning, but are heavily influenced by test structure or include areas with little relevance to the given case.	Assessment results are organized by tests administered.
10. Test Results	Test results are presented in a manner that appropriately considers measurement error.	Test results are presented with limited or inconsistent recognition of measurement error.	Test results are presented with no recognition of measurement error.
11. Test Results	Test results are reported selectively, with emphasis on key findings and minimal attention to trivial or uninterpretable results.	Test results are reported with some selectivity; too much attention to trivial or uninterpretable results or to description of tests and tasks.	All test results are reported regardless of importance, and with equal emphasis.
12. Test Results	Test results are presented in an understandable and meaningful manner, using sample responses and/or qualitative data to clarify findings.	Test results are presented with some confusion or with insufficient elaboration to understand findings.	Test results are presented in a misleading or incomprehensible manner or with no clarifying elaboration.

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	PROFICIENT/ SATISFACTORY (3)	NEEDS IMPROVEMENT (2)	PROBLEMATIC (1)
13. Thematic Organization of Clinical Impressions	Clinical impressions are organized by themes or areas of functioning and are relevant to referral question(s) and concerns.	Clinical impressions are organized by themes or areas, but include material with little relevance to referral question(s) and concerns.	Clinical impressions are very limited or include material that is irrelevant to referral question(s) and concerns.
14. Clinical Impressions	Clinical impressions are highly consistent with findings.	Clinical impressions are somewhat consistent with findings.	Clinical impressions are highly inconsistent with findings.
15. Clinical Impressions	Clinical impressions make optimal use of integrated findings from multiple assessment sources.	Clinical impressions make limited use of integrated findings from multiple assessment sources.	Clinical impressions do not integrate findings from multiple assessment sources.
16. Clinical Impressions	Clinical impressions effectively address all referral questions, and provide valuable insight into the child's life and functioning.	Clinical impressions adequately address most referral questions, and provide some insight into the child's life and functioning.	Clinical impressions inadequately address referral questions, and provide little insight into the child's life and functioning.
17. Summary	Summary is concise, highlights key findings, and addresses referral questions; no new information is introduced.	Summary is too long or short, fails to selectively highlight key finding and referral questions, or introduces new information.	Summary is far too long or short, fails to highlight key finding and referral questions, or introduces much new information.
18. Summary	Summary is selective and concise, with no new information.	Summary is overly long or detailed or introduces some new information.	Summary is far too long or detailed or introduces much new information.
19. Summary	Summary clearly addresses referral questions and key findings; the child, rather than assessment data, is the focus.	Summary does not fully or clearly address referral questions, omits key findings, or includes some irrelevant or confusing material.	Summary fails to address referral questions or key findings or includes much irrelevant or confusing material.
20. Recommendations	Recommendations are consistent with reported findings in Clinical Impressions and Summary.	Recommendations are somewhat inconsistent with reported findings in Clinical Impressions and Summary.	Recommendations are highly inconsistent with reported findings in Clinical Impressions and Summary.
21. Recommendations	Recommendations are clinically or procedurally sound, practical, and applicable to the individual child.	Recommendations could be more clinically sound, practical, or applicable to the individual child, or pose procedural problems.	Recommendations are unfounded, impractical, generic, missing, or pose major procedural problems.

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	PROFICIENT/ SATISFACTORY (3)	NEEDS IMPROVEMENT (2)	PROBLEMATIC (1)
22. Data Summary	Data Summary follows the report and includes all scores, clearly labeled, along with essential related data (e.g., percentiles, confidence intervals) and interpretive guidance.	Data Summary has missing or problematically presented scores or related data, or lacks sufficient interpretive guidance.	Data Summary is missing or misplaced, or misinforms the reader because of serious errors.
23. Writing	Avoids jargon, technical terms, and complex language; terms unfamiliar to a teacher or parent are accompanied by definitions or explanations.	Some avoidable use of jargon, technical terms, and complex language; technical terms are not adequately defined or explained.	Much jargon, technical terms, and complex language; no attempt to define or explain technical terms.
24. Writing	Writing is clear and concise, with well-constructed paragraphs and sentences, and is carefully proofread for mechanical errors and typos.	Writing is unclear or confusing in parts, includes some poorly constructed paragraphs and sentences, or is insufficiently proofread for mechanical errors and typos.	Writing is very unclear or confusing, has many poorly constructed paragraphs and sentences, or is replete with mechanical errors and typos.
25. Follow-Up	Follow-up procedures with one or more consumers (e.g., teachers, parents, child) provide detailed information about the value of the assessment and the extent to which recommendations were followed.	Follow-up procedures with one or more consumers provide limited information about the value of the assessment and the extent to which recommendations were followed.	No follow-up procedures were conducted to ascertain the value of the assessment and the extent to which recommendations were followed.

Report Author: _____

Evaluator/Supervisor: _____

Date Reviewed: _____

Readability Level: _____

Score: _____ of _____

Comments: _____

Appendix H

CASE PRESENTATION EVALUATION FORM

Inadequate	Weak	Fair	Good	Excellent
1	2	3	4	5

1. **Relations with Parents and Team Members** 1 2 3 4 5

- a. Establishes a welcoming, respectful climate for the parent.
- b. Explicitly encourages parent participation.
- d. Recognizes and supports the expertise of other team members.
- d. Uses people skills (door openers, reflective listening, etc.) in responding to others.

Comments:

2. **Tone and Delivery** 1 2 3 4 5

- a. Confident, relaxed manner.
- b. Good eye contact.
- d. Engaging, fluid, conversational tone.
- d. Works from an outline or brief notes, rather than from a script or the report. [Apptext]

Comments:

3. **Presentation of Data** 1 2 3 4 5

- a. Clear, nontechnical description of assessment: purpose, methods, interactions.
- b. Avoids unnecessary jargon; explains relevant terms in everyday language.
- d. Presents results in a nontechnical manner (e.g., ranges, approximate percentiles).
- d. Uses examples of test performance or behavior to illustrate key points.

Comments:

(continued)

Appendix H

- | | | | | | |
|--------------------------|---|---|---|---|---|
| 4. Findings/Focus | 1 | 2 | 3 | 4 | 5 |
|--------------------------|---|---|---|---|---|
- a. Conveys a sense of the child.
 - b. Highlights the child's strengths and positive attributes.
 - d. Addresses referral questions and concerns.
 - d. Focuses on *key* findings, rather than on trivial and irrelevant data.
 - e. Relates findings to child's school performance and behavior.
 - f. Summarizes key findings to set the stage for recommendations.
 - g. Provides input into IEP Team decisions without overstepping the team role.

Comments:

Other observations/comments:

Student: _____

Evaluator: _____

Score: _____