

**Mississippi Department of Human Services/Division of Youth Services
EVALUATION PLAN**

Student Name: _____ DOB: _____ R/G: _____

INITIAL EVALUATION	REEVALUATION
<input type="checkbox"/> The Multidisciplinary Evaluation Team (MET) requests your consent to conduct an evaluation to determine if s/he is a child with a disability and, if so, his/her educational needs. An initial evaluation will NOT be conducted unless you agree below.	<input type="checkbox"/> The IEP Committee requests your consent to conduct a reevaluation to determine if s/he continues to be a child with a disability and, if so, his/her educational needs. The IEP Committee will conduct a reevaluation unless you refuse below.
ASSESSMENT AREAS	ASSESSMENT METHODS
PHYSICAL STATUS <input type="checkbox"/> General physical condition , including general health, strength, vitality, and alertness <input type="checkbox"/> Sensory abilities , including hearing and vision acuity <input type="checkbox"/> Fine (small) motor skills , including use of equipment and materials <input type="checkbox"/> Gross (large) motor skills , including mobility and physical fitness <input type="checkbox"/> Sensory processing and/or perceptual-motor function	<input type="checkbox"/> Review of Records <input type="checkbox"/> Observations <input type="checkbox"/> Interviews <input type="checkbox"/> Tests
COMMUNICATION STATUS <input type="checkbox"/> Articulation , including an orofacial examination and production of speech sounds <input type="checkbox"/> Voice and Fluency , including quality and smoothness of speech <input type="checkbox"/> Language , including ability to understand others (receptive) and express him/herself	<input type="checkbox"/> Review of Records <input type="checkbox"/> Observations <input type="checkbox"/> Interviews <input type="checkbox"/> Tests
SOCIAL-EMOTIONAL STATUS <input type="checkbox"/> Social development and skills , including ability to build/maintain social relationships <input type="checkbox"/> Emotional development and skills , including ability to manage moods <input type="checkbox"/> Self-management , ability to demonstrate appropriate behaviors across environments	<input type="checkbox"/> Review of Records <input type="checkbox"/> Observations <input type="checkbox"/> Interviews <input type="checkbox"/> Tests
COGNITIVE AND ACADEMIC STATUS <input type="checkbox"/> Academic Achievement , including school learning on content such as basic reading and comprehension, written and oral expression, and math calculation and reasoning <input type="checkbox"/> Intellectual/Cognitive Functioning , verbal and non-verbal ability to think and learn	<input type="checkbox"/> Review of Records <input type="checkbox"/> Observations <input type="checkbox"/> Interviews <input type="checkbox"/> Tests
ADAPTIVE STATUS <input type="checkbox"/> Adaptive Behavior , including daily living skills, self-sufficiency, and adjustment <input type="checkbox"/> [Other special assessments]	<input type="checkbox"/> Review of Records <input type="checkbox"/> Observations <input type="checkbox"/> Interviews <input type="checkbox"/> Tests