



# Individual Student Record Review Form: Identification/General Evaluation

THE FOLLOWING PAGES ARE REQUIRED FOR EACH STUDENT

**Student Identifier:**

**Reviewer:**

**Date:**

Randomly select five (5) student records for this review. To randomly select student files, begin with a comprehensive list of students in the defined category (e.g., Black students identified with a disability). Use a random number generator (e.g., the RAND function in Excel) to select the desired number of files. If a selected file is inappropriate for some reason, document thoroughly why it is inappropriate – this becomes a part of the record. Replace any such files with a new randomly selected file.

**Description:** Relevant records of students with disabilities will be reviewed to determine if the child was appropriately evaluated and met the criteria for the disabilities with which they were identified. For each child, complete the evaluation questions and then disability-specific questions.

**List all assessments used to evaluate the child:**

## Area 1: Evaluation Questions Applicable to All Disabilities

92 Neb. Admin. Code [§ 51-006.02C](#); [34 C.F.R. § 300.304](#); [§ 300.306](#)

District Response

1a*	§ 51-006.02C5; § 300.304(b)(1)	Did the evaluation include a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child?	<input type="checkbox"/> Yes <input type="checkbox"/> No
1b*	§ 51-006.02C5; § 300.304(b)(1)(ii)	Did the evaluation include information related to enabling the child to be involved in and progress in general education (for children in K–12) or age-appropriate activities (for children ages 3–5 not yet in kindergarten)?	<input type="checkbox"/> Yes <input type="checkbox"/> No

\*Compliance item.



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92 Neb. Admin. Code § 51-006.02C; 34 C.F.R. § 300.304; § 300.306			District Response
1c*	§ 51-006.02C14a, b; § 300.306(c)(1)	Does the evaluation show documentation and consideration of information obtained from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior?	<input type="checkbox"/> Yes <input type="checkbox"/> No
1d*	§ 51-006.02C7; § 300.304(c)(2)	Did the tests and other evaluation materials used include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient?	<input type="checkbox"/> Yes <input type="checkbox"/> No
1e*	§ 51-006.02C8; § 300.304(c)(3)	Were the tests selected and administered to ensure that the results accurately reflect the child's aptitude or achievement level and not the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
1f*	§ 51-006.2C1a; § 300.304(c)(1)(i)	Were the assessments and other evaluation materials selected and administered so as not to be discriminatory on a racial or cultural basis?	<input type="checkbox"/> Yes <input type="checkbox"/> No
1g*	§ 51-006.2C6; § 300.304(c)(1)(iii)	Were the assessments and other evaluation materials used for the purposes for which they are valid and reliable?	<input type="checkbox"/> Yes <input type="checkbox"/> No
1h*	§ 51-006.2C6; § 300.304(c)(1)(iv), (v)	Were the assessments or tests administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessments?	<input type="checkbox"/> Yes <input type="checkbox"/> No
1i*	§ 51-006.02C6b(i)	If an assessment was not conducted under standard conditions, does the evaluation report contain a description of the extent to which it varied from standard conditions (e.g., the qualifications of the person administering the test, or the method of the test administration)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
1j*	§ 51-006.02C9; § 300.304(b)(2)	Was more than one measure or assessment used to determine whether a child is a child with a disability and for determining an appropriate educational program for the child?	<input type="checkbox"/> Yes <input type="checkbox"/> No
1k*	§ 51-006.02C11; § 300.304(c)(6)	Was the evaluation sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified?	<input type="checkbox"/> Yes <input type="checkbox"/> No

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92 Neb. Admin. Code <a href="#">§ 51-006.02C</a> ; 34 C.F.R. <a href="#">§ 300.304</a> ; <a href="#">§ 300.306</a>			District Response
1l*	§ 51-006.02C12; § 300.304(b)(3)	Did the district use technically sound instruments?	<input type="checkbox"/> Yes <input type="checkbox"/> No
1m*	§ 51-006.02C13; § 300.304(c)(7)	Did the district use assessment tools and strategies that provide relevant information to determine the child's educational needs?	<input type="checkbox"/> Yes <input type="checkbox"/> No

**District Response:** If you answered "No" to any items above, provide explanation or relevant information:

State compliance review notes and items with potential findings of noncompliance:

\*Compliance item.



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Area 2: English Learners or Children Using Other Modes of Communication			<input type="checkbox"/> N/A if the child's primary language is English (If N/A, skip this section)
92 Neb. Admin. Code § 51-006.2C; 34 C.F.R. § 300.304(c)			District Response
2a		<p><b>Child's primary language or other mode of communication:</b></p> <p><b>Language or mode of communications of the assessments and other evaluation materials:</b></p> <p><b>If the child was an English Learner, indicate the English proficiency level:</b></p>	
2b*	§ 51-006.2C1b; § 300.304(c)(1)(ii)	Were the assessments and other evaluation materials administered in the child's native language or other mode of communication and in the way likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2c*	§ 51-006.02C4	If the child has limited English proficiency, were the materials and procedures used to assess the child selected and administered in a way that measures the extent to which the child has a disability, rather than measuring the child's English language skills?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

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**District Response:** If you answered “No” to any items above, provide explanation or relevant information:

**State compliance review notes and items with potential findings of noncompliance:**



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Area 3: Student Transferred into District during Evaluation			<input type="checkbox"/> N/A if the child did not transfer into the district during the evaluation (If N/A, skip this section)
92 Neb. Admin. Code § 51-006.02C; 34 C.F.R. § 300.304(c)			District Response
3a		<p><b>Date of child's transfer:</b></p> <p><b>Date the parent and district agreed the evaluation would be completed:</b></p> <p><b>Date of the completed evaluation:</b></p>	
3b*	§ 51-.006.02C3; § 300.304(c)(5)	Was the evaluation completed promptly?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3c*	§ 51-.006.02C3; § 300.304(c)(5)	Did the district coordinate with the prior school to complete the evaluation?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3d*	§ 51-.006.02C3; § 300.304(c)(5)	Did the child's prior school or cooperative share all necessary information with the current school?	<input type="checkbox"/> Yes <input type="checkbox"/> No

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**SPED**  
SPECIAL EDUCATION

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## General Notes

A large, empty rectangular area with a light blue gradient background, intended for writing general notes.