

} A GUIDE FOR FAMILIES

Understanding <<FN>>'s Evaluation

What we tested, what the numbers mean, and what happens next.

<<SCHOOL>> · <<MEETING DATE>>

You asked. We looked. Carefully.

01 Someone was worried

A parent, a teacher, or the student raised a concern about learning, attention, behavior, or communication.

02 We gathered information

Not one test — many sources: records, teacher input, your input, observation, and direct testing.

03 We are answering one question

Does <<FN>> have a disability that affects learning, and if so, what help does the law require the school to give?

Five areas — and you.

Thinking and reasoning

How <<FN>> solves problems, remembers, and works through new information.

Academic skills

Reading, writing and math — measured directly, one skill at a time.

Learning processes

Memory, attention, language processing and speed — the machinery underneath the schoolwork.

Social and emotional

How <<FN>> feels and copes, from your report, the teachers' report, and <<FN>>'s own.

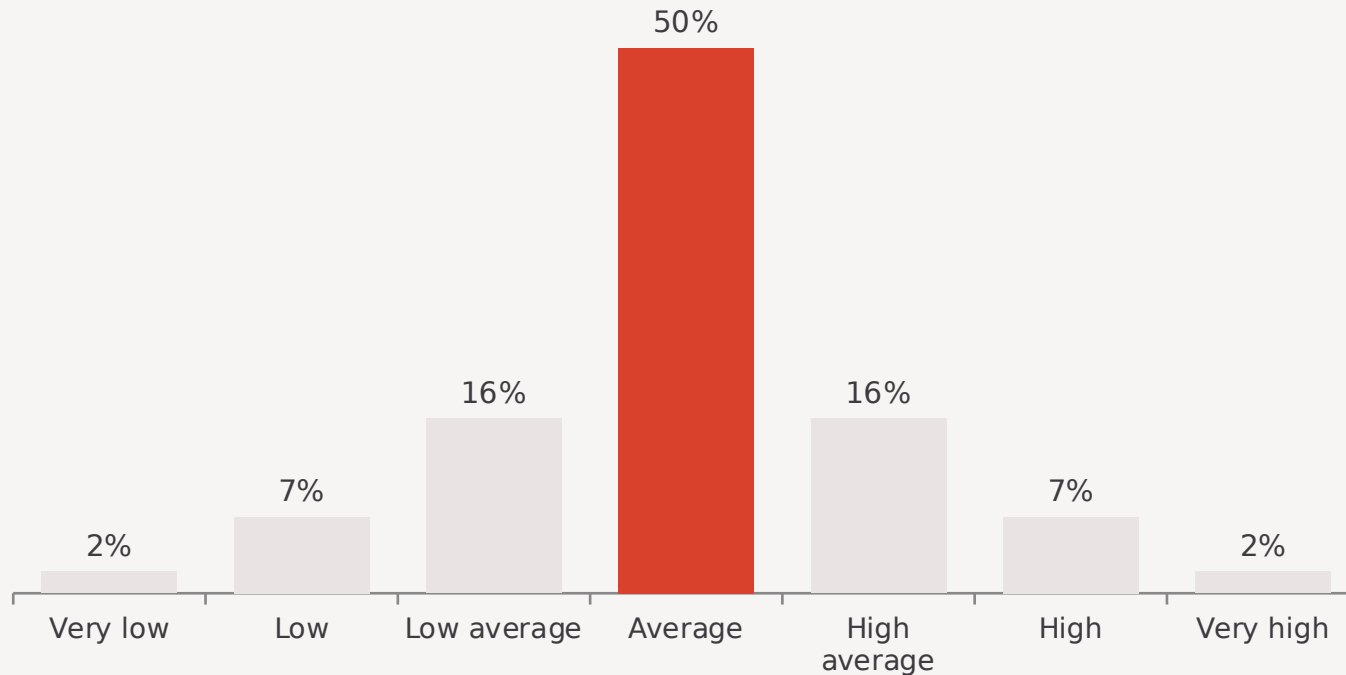
Everyday skills

What <<FN>> does independently at home and at school — not what a test can measure.

And your knowledge

You know your child better than any test does. What you told us is part of this report.

Most scores land in the middle. That is the point.



Half of all children score in the average range.

A score in that middle band is not a problem to fix. It means <<FN>> is doing what most children the same age do.

We only get concerned when a score sits well outside that band — and even then, one score on its own never decides anything.

"Percentile" is not a grade.

50

th percentile

does NOT mean 50% correct.

It means: out of 100 children the same age, about 50 scored at or below this. It is a comparison to other children — never a percentage of questions answered right, and never a report-card grade.

So the 50th percentile is exactly average. Not a failure.

Where <<FN>> is strong.

Every child in this room is good at something, and the family should hear it first.

<<STRENGTH 1>>

<<STRENGTH 2>>

<<STRENGTH 3>>

Where <<FN>> needs support.

These are the harder areas, described as skills — not as labels.

<<NEED 1>>

<<NEED 2>>

<<NEED 3>>

What this changes at school.

01 In the classroom

<<ACCOMMODATIONS CLASSROOM>>

02 For assignments and tests

<<ACCOMMODATIONS WORK>>

03 Extra support

<<SERVICES>>

04 At home

<<HOME SUPPORT>>

Four things, in this order.

01

Today

We talk it through, and you ask anything you want. Nothing is decided without you.

02

The team decides together

The group — including you — decides whether <<FN>> qualifies for services.

03

If yes, we write the plan

Goals, supports and services get written down, with dates and names attached.

04

We check back

The plan is reviewed at least once a year, and the testing is revisited every three years.

You are not a spectator here.

- You are a full member of the team. Your agreement matters, and your disagreement is recorded.
- You can ask for any word, number or test in this report to be explained again, in plain language.
- You can have your own copy of the full report, and you can take it to anyone you trust.
- You can disagree — in writing — and ask for an outside evaluation at the district's expense.
- You can ask for a meeting any time, not only when the school calls one.



What would you like to ask?

There is no question about your own child that is too small to ask in this room.



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