



Psychoeducational/Learning Evaluation Checklist

Developed by the Counseling Department and Learning Resource Center

For a psychoeducational/learning evaluation to be of maximum use for your child's education, we ask that you share the following checklist with the psychologist conducting your child's assessment. If as a school we have questions or concerns regarding the assessment, we will ask for your permission to speak with the psychologist to gather further information.

- The psychologist was directly referred by DJDS or has agreed to adhere to this checklist
- The psychologist is licensed or being supervised by a licensed psychologist
- The psychologist adheres to the 2014 Standards for Educational and Psychological Testing jointly published by the American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education
- Reason for referral for testing is clear
- A description of each test is provided, including information on the test purpose, reliability, and validity
- All limitations of the assessment are described clearly
- All results (for example, scaled/standard scores) are clearly displayed and interpreted
- The complete test has been given or there is a specific rationale described for why only parts of a test were administered or modified
- There is sufficient information to back up any diagnoses, conclusions, and recommendations (for example, multiple sources of data are used to arrive at a particular diagnosis) or to explain why a suspected diagnosis was not given
- DSM-5 diagnostic codes are provided
- The child's areas of strengths are described
- Feedback from the school is sought regarding student's academic, behavioral, social, and/or emotional functioning
- Cultural considerations are taken into account, particularly given our linguistically diverse population (for example, describing norming procedures)
- Recommendations for both home and school are provided