Required Components of a School Evaluation
When evaluating a student who is being considered for qualification under the category of TBI, the team should include a variety of formal evaluation tools. This will provide the most comprehensive profile of the student's learning and behavioral needs.

A combination of the following measures should be included in the evaluation:

- Standardized and norm-referenced measures
- Criterion-referenced measures
- Personality/projective measures
- Sociometric measures

Informal evaluation tools and activities should also be a part of every evaluation, and should include at least one of the following:

- Checklists (such as the TBI Checklist)
- Classroom or work samples
- Student file review
- Educational and medical history (pre- and post-injury)
- Systematic behavioral observations in a variety of educational settings
- Interviews with student, family, and educators familiar with the student

Pre-Injury Profile
It is crucial to the evaluation process to gather information about the student prior to the injury, including learning style, academic profile, behavior, and interests. Information about the student's pre-injury status can help with interpretation of post-injury evaluations. Comparing the student's behavior before and after the injury is important in highlighting the changes that have occurred, both those directly related to the injury, and in reaction to the injury.
A student's school history, such as past standardized test records, history of learning or behavioral difficulties, past placement, past evaluations, work samples, etc. should be reviewed to obtain a pre-injury profile of the student.