**Making Quality Eligibility Determinations: Assessments and Evaluation Reports  
Questions and Answers**

1. **Can you give specifics of who is considered a trained and appropriate person to administer different educational tests?**

You really must consult the examiner’s manual for the assessment being used to determine qualifications. (See slide 27)

Here are some direct links to publisher resources:

Riverside Insights User Qualifications: <https://f.hubspotusercontent30.net/hubfs/7083436/Qualifications%20Guide.pdf>  
  
Pearson User Qualifications: <https://www.pearsonassessments.com/professional-assessments/ordering/how-to-order/qualifications/qualifications-policy.html>   
WPS Qualifications Guidance: <https://ecom-cdn.wpspublish.com/prod/media/content-wps/QualificationGuidelines.pdf>

This came from our DESE Myth of the Month on Assessments: <https://dese.mo.gov/sites/dese/files/media/file/2022/04/se_compliance_Assessment_April_MOM.docx>

1. **If intervention data, district data, and observations are mentioned somewhere in report, do you need to repeat that information in the justification determination section of the report also?**

The [Standards and Indicators](https://dese.mo.gov/media/pdf/full-version-special-education-compliance-standards-and-indicators-0), 200.250.a states, “The basis for the determination includes a synthesis of information from all assessment, observation, and existing data that are considered together and carefully examined for consistency among the evaluation components. To synthesize means to combine, putting together ideas and findings from multiple sources to make an overall point. No single score or evaluator’s interpretation is used as the sole basis for eligibility determination.” See the example in the Google folder. <https://drive.google.com/drive/folders/1r20KJk1K5LQ_CqKHCOBcPfBt7ZHPebaK>

1. **What about using age based norms for a student that has been retained?**

See response to number 5.

1. **Or for a student who has a late birthday for their grade?**

See response to number 5.

1. **What about using age vs. grade based norms when a student has been retained? In this case, the student has not received the same level of instruction as most children their age.**

See test publisher guidance. However, there may be other variables, such as grade retention, early or late birthdays, etc. for teams to consider prior to making the determination of which set of norms to use. Teams must follow test publisher guidance and be able to clearly convey why they used the norms they chose to use. Teams should not vary the norm sets they use solely to gain the biggest discrepancy. Teams must have a verified reason, per test publisher guidance, for using the norm set they chose to use and should, by virtue of best practice, indicate which norms they used and why in the evaluation report.

[Special Considerations for Score Interpretation (pearsonassessments.com)](https://urldefense.com/v3/__https:/www.pearsonassessments.com/content/dam/school/global/clinical/us/assets/telepractice/special-considerations-for-score-interpretation.pdf*:*:text=The*20primary*20advantage*20of*20age*20norms*20is*20that,for*20grade*20or*20have*20an*20unusual*20educational*20history.__;I34lJSUlJSUlJSUlJSUlJQ!!EErPFA7f--AJOw!FVoVyYM0Lx7uZ9J5EEurztFdNCSOOgf54iKrmDhoJvXjxLzHxLjc-uzVlalPoxyg7SqcY8qxFobZimvXZutShRk$)

[What Norms Should I Use? (Age or Grade?) : Self-Help Portal (riversideinsights.com)](https://urldefense.com/v3/__https:/support.riversideinsights.com/support/solutions/articles/70000591961-what-norms-should-i-use-age-or-grade-__;!!EErPFA7f--AJOw!FVoVyYM0Lx7uZ9J5EEurztFdNCSOOgf54iKrmDhoJvXjxLzHxLjc-uzVlalPoxyg7SqcY8qxFobZimvXZ6nlvSI$)

[When should I use Age or Grade Based scoring? - Pearson Assessment Support](https://urldefense.com/v3/__http:/pearsonassessmentsupport.com/support/index.php?View=entry&EntryID=1440__;!!EErPFA7f--AJOw!FVoVyYM0Lx7uZ9J5EEurztFdNCSOOgf54iKrmDhoJvXjxLzHxLjc-uzVlalPoxyg7SqcY8qxFobZimvXxD41MGo$)

1. **What are the three prongs of eligibility?**

* Missouri eligibility criteria described in the State Plan for Special Education and Standards and Indicators
* Adverse educational impact
* Need for specially designed instruction

1. **Can you put something together or some wording as to how to handle when we receive an in-state evaluation report that we feel does not demonstrate an accurate eligibility? I know we should reject as part of transfer process, however, when reevaluating, is there a preferred way to help explain to the parent the reason one district may have said the student was eligible compared to if your district does not?**

Do not sugarcoat it but do not direct blame either. Assume the previous local education agency had positive intent behind their actions. Explain that not all educators have the same training and experience. Reference the Standards and Indicators. As soon as possible and as you evaluate, use your tiered intervention system and special education services, as appropriate, to provide academic interventions and collect data on the student’s ability to make progress. Consider this information when making eligibility decisions.