



Multidisciplinary Evaluation Team MDT Report

Date of MDT: 08/04/2016

Student: Antony Yandel Abarca-Moreno

Date Notice: 04/08/2016

Parents: Wendy Moreno

School District: Bellevue Public Schools

The evaluations consisted of procedures that were used to determine whether the child has a disability and the nature and the extent of the special education and related services that will be provided, if the child qualifies.

Check all that apply to this MDT Report

Initial Verification Date

☒ The testing materials and procedures selected and administered were not racially or culturally discriminatory.

Check either A or B:

☒ The MDT evaluation was completed in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally.

☐ It was not feasible to complete the MDT evaluation in the child's predominant or native language or other mode of communication.

Explanation:

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☒ Materials and procedures used to assess a child with limited English proficiency were selected and administered to insure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.

☒ A variety of assessment tools and strategies are used to gather relevant functional, developmental and academic information about the child, including information provided by the parent, and information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities), that may assist in determining whether the child is a child with a disability according to 92 NAC 51 (Rule 51), and the content of the child's IEP or IFSP.

☒ All data information obtained from the parent was considered for the purpose of making the verification decision.

Summary of data obtained:

☒ Instruments used to complete the MDT evaluation have been validated for the specific purpose for which they were used.

☒ The assessments are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessments.

If the assessment was not conducted under standard conditions, state the description of the extent to which the assessment varied from standard conditions.

☒ Assessments and other evaluation materials were used for purposes for which the assessments or measures are valid and reliable.

☒ Tests and other evaluation materials included those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

☒ Tests were selected and administered so as best to insure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

☒ No single measure or assessment was used as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.

☒ The child was assessed in all areas related to the suspected disability, including if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

☒ The evaluation was 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.

☒ The team used technically sound instruments to assess the relative contribution of cognitive and behavioral factors in addition to physical or development factors.

☒ The team used assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child.

In interpreting evaluation data for the purpose of determining if a child is a child with a disability and the educational needs of the child, the school district or approved cooperative:

☒ Drew upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;

and

☒ The information obtained from all of these sources was documented and carefully considered.

☒ In making a determination of eligibility, a child shall not be determined to be a child with a disability if the determining factor is lack of appropriate instruction in reading, lack of instruction in math, or limited English proficiency.

Check the appropriate line to indicate the verification decision

☐ A. No disability verified.

If no disability is verified refer student to SAT (Student Assistance Team) or problem-solving team and provide MDT information to SAT.

Date Referred to SAT

SAT Contact Person

☐ B. The child has met the written verification requirements as per one or more of the following:

Autism (AU) ☐
Emotional Disturbance (ED) ☐
Deaf Blindness (DB) ☐
Hearing Impairment (HI) ☐
Hearing Disability
Deaf (Severe Profound) ☐
Hard of Hearing (Mild/Moderate) ☐
Intellectual Disability ☐
Multiple Impairments (MULTI) ☐
Orthopedic Impairment (OI) ☐
Other Health Impairment (OHI) ☐
Specific Learning Disability (SLD) ☐

Speech Language Impairment (SLI) in the area:

Language ☐
Articulation ☐
Voice ☐
Fluency ☐

Traumatic Brain Injury (TBI) ☐

Visual Impairment (VI) in the area of: ☐

Visual Impairment

Blind ☐

Legally Blind ☐

Partially Sighted ☐

Developmental Delay (DD) ☐

Primary Disability: Choose...

Basis for making the determination:

Compiled by Sarah Greiss, Resource Teacher

Student Name: Antony Abraca-Moreno

DOB: 11/23/2009

Date(s) Tested: 4/28/2016

School: Betz Elementary

Antony was administered the Wechsler Individual Achievement Test III on April 28th, 2016. He put forth adequate effort and responded well to frustration levels. In the opinion of the examiner, this is a reliable estimate of Antony's achievement.

Average scores range from 85-115

Reading Scores

Early Reading Skills: 67

Math Scores

Numerical Operations: 14

Math Problem Solving: 100

Mathematics Composite: 101

Writing Score

Alphabet Writing Fluency: 67

Spelling: 80 (not a qualifying area)

Written Expression Composite: 71

Numerical Operations

For this test, Antony was asked to complete a variety of basic math problems, involving addition and subtraction. Antony showed the greatest success with problems with basic operation. He showed more difficulty with problems involving multiple steps. For this test, Antony earned a standard score of 102, which is within the average range. This indicates that his skills are developed when compared to peers his age.

Math Problem Solving

To assess Antony's math problem solving skills, he was asked to answer word problems involving his math skills. This measures his ability to apply his calculation skills to real world situations. Antony did attempt each problem asked of him. He showed success with number sense and addition. He showed more difficulty with patterns, graphs, and subtraction. For this test, Antony earned a standard score of 100, which is within the average range. This indicates that his skills are average when compared to peers his age.

Alphabet Fluency

For this test, Antony was asked to write as many letters as he knows within a set time limit. This test assesses Antony's ability to write letters in isolation. He wrote all but one letter backwards. For this test, Antony earned a score of 67 This indicates that his alphabet knowledge is with in the below average range.

Spelling

For this test, Antony was read a list of words and asked to spell them correctly. This measures Antony's ability to spell words correctly in isolation. For this test, Antony earned a standard score of 80, which is below the average range. This indicates that Antony's spelling skills are below average when compared to peers his age.

Writing Composite

This score is obtained from the alphabet writing fluency and spelling portions of the test. This score looks at Antony's writing holistically and indicates how well he will be able to write within a classroom. Antony earned a standard score of 71, which is within the below average range indicating that his skills are not developed when compared to peers his age.

Describe the child's education needs and the nature and extent of the special education related services that the child needs; for infants and toddlers, describe the developmental needs in each of the developmental domains and the unique needs of the child in each of the developmental areas.

Listing of required Team Members

#	Name	Position on MDT	I agree with the MDT decision

For students attending non-public schools, an administrator or a designated representative of the non-public school shall be a member of the MDT.

* Should a member(s) of the MDT not agree with the conclusion(s) of the report, they must submit a separate statement (minority report) presenting his or her conclusion(s).

The parent was provided a copy of the multidisciplinary evaluation team report on:

By:

MDT has been provided at no cost