

## Integrated Report Writing Checklist

Assessment, Interpretation, and Integration of Results	YES/ NO
Evaluation tools are selected for the specific child (e.g. specific referral questions, linguistic and cultural factors, initial hypotheses created from assessment results)	
The reasons for referral are clearly listed and are unique to this specific child and the concerns that led to a decision for evaluation.	
Background information presents a thorough picture of the student and sets up a foundation for understanding his or her strengths and needs	
Observations are written clearly and in observable terms.	
Report is integrated across assessments, child-based and includes strengths and weaknesses of child & environmental conditions	
Interpretations of test scores are reasonable and accurate, explain the individual's functioning on a given instrument, and are free of psychometric inaccuracies and/or conceptual misunderstandings.	
Integration and interpretation of assessment results is described (and done by the examiner) and not left to the reader.	
Concrete behavioral examples are provided to explain performance on assessments.	
Performance on norm-referenced tests is described in conjunction with real-life examples of how that performance is noted within the classroom or at home (e.g. from parent/teacher/child interviews and child observations).	
Test results are presented as one mechanism for understanding the child and are not over-sold as being able to tell us more than they actually can.	
As assessment results are integrated and analyzed, the specific referral questions are answered (or hypotheses about the questions are provided).	
Scores from standardized tests are tabled appropriately and located in a single table for easy reference.	

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Conclusions provide the essential information regarding the student, avoids introducing new data, and offers a summary of strengths and needs. Conclusion answers the referral questions and guides interventions offered	
Report includes a thorough description of what we are doing NOW to help this child.	
Report functions as a problem-solving assessment linking identified issues to interventions. The report clearly includes what <u>we</u> (meaning the school-not just the parents) might do differently to help this child.	
Strengths of the child are included, along with potential recommendations for utilizing known strengths to assist the child.	
Recommendations are realistic and consistent with evaluation findings; and can be understood by the reader.	
Recommendations are provided for each identified area of concern and have real-life and immediate applications (in other words, we can do this at school)	

Report Writing Style	YES/NO
The reading level of the report is appropriate for the audience (e.g. <12th grade using Flesch Kincaid grade level)	
A reader understands this child and this child's needs after reading this report.	
The report is <u>about a child</u> and not a sequential listing and explanation of tests.	
This report is clearly distinguishable from the last report you wrote about a different child.	
Report is absent of jargon, consistent, and easy to understand.	
Report is organized, logical, meaningful, and appropriate in length.	
Content is free of typographical errors and misspellings.	

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Grammar and sentence structure are appropriate.	
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