

## Evaluation Report Model Form

Date:

Is this an Initial Evaluation or a Reevaluation? Choose one of the following:

- Initial Evaluation
- Reevaluation

Student Name:

Date of Birth:

School:

Grade:

### Reason for the Evaluation

### Summary (Recommended)

### Eligibility Determination

#### Initial Eligibility (Use this section if the student is found eligible)

Based on the information included in this evaluation report (ER), the student is eligible for special education for the following reason(s):

- The student qualifies through a team override decision
- The student meets entrance criteria for the disability indicated below (choose one):
  - Autism Spectrum Disorder
  - Deaf & Hard of Hearing
  - Deaf-Blind
  - Developmental Cognitive Disability
  - Developmental Delay
  - Emotional or Behavioral Disorder
  - Other Health Disabilities

- Physically Impaired
- Severely Multiply Impaired
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visually Impaired

### **Initial Eligibility (Use this section if the student is not found eligible)**

Based on the information included in this report, the student is not eligible for special education because the student did not meet state criteria in the following areas examined:

- Autism Spectrum Disorder
- Deaf and Hard of Hearing
- Deaf-Blind
- Developmental Cognitive Disability
- Developmental Delay
- Emotional or Behavioral Disorder
- Other Health Disabilities
- Physically Impaired
- Severely Multiply Impaired
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visually Impaired

### **Reevaluation**

Based on the information included in this report, the student continues to have a disability and continues to demonstrate a need for special education and related services.

### **Present Levels of Academic Achievement and Functional Performance**

1. Describe the student’s current level of performance as documented by any of the following sources of information. The sources of information can be reported both in writing and/or in a visual chart.
  - a. Include current classroom based, state and district assessment data. (Visual charts from the state assessment report can be pasted into the ER.)
  - b. Include student grades and teacher reports.
  - c. Include most recent evaluation data, (Including functional behavior and transition assessments.)
  - d. Include information provided by the parent.
2. Describe classroom observation data. If this is a reevaluation, describe the classroom observation data collected since the last evaluation, or describe why no further observation data was needed.

## Educational Needs

1. Identify academic and functional performance needs in all areas of academic, functional, and social emotional and behavioral performance.
2. Describe skills and/or behaviors the student needs to improve in order to participate and progress in the general curriculum.
3. Describe recommended special education services.
4. For reevaluations, identify any needed additions or modifications to the student's specialized instruction and related services.

## Additional Assessments and Required Documentation

### Secondary Transition (Separate sheet with the hyperlink)

1. Describe and document what the student needs in order to successfully transition from high school.
2. Address the following areas:
  - a. Postsecondary education (includes career and technical education)
  - b. Integrated employment (including supported employment)
  - c. Continuing and adult education
  - d. Adult services
  - e. Independent living (this includes home, recreation and leisure, and community participation)
3. Update the following areas of the comprehensive evaluation:
  - a. Present levels of academic achievement and functional performance
  - b. Educational needs
  - c. Summary section(s)

### Specific Learning Disability (Separate sheet with the hyperlink)

The ER must also include documentation of:

1. An observation of the student in the student's learning environment, including the general classroom setting, documenting the student's academic performance and behavior in the areas of difficulty.
2. A statement of whether the student has a specific learning disability.
3. An explanation of why the team determined the student has a specific learning disability, including:
  - a. The basis for that determination, including an assurance that the determination was made in accordance with 34 C.F.R. § 300.306 (c) (1).
  - b. Evidence that the problem occurs across multiple settings.
  - c. A statement that the underachievement is not primarily the result of visual, hearing, or motor impairment; developmental cognitive disabilities; emotional or behavioral disorders; environmental, cultural, or economic influences; limited English proficiency; or a lack of appropriate instruction in reading or math.

- d. Verification that the student was provided appropriate instruction in regular education settings delivered by qualified personnel.
  - e. Evidence of data-based documentation of repeated assessments of achievement at reasonable intervals.
4. Educationally relevant medical findings, if any.
5. Documentation that the student does not achieve adequately for the student's age and/or meets state-approved grade-level standards in one or more areas listed here and as found in 34 C.F.R. § 300.309(a)(1):
  - a. Oral expression
  - b. Listening comprehension
  - c. Written expression
  - d. Basic reading skills
  - e. Reading fluency skills
  - f. Reading comprehension
  - g. Mathematics calculation
  - h. Mathematics problem-solving
6. Documentation that:
  - a. the student does not make sufficient progress to meet age or State-approved grade level standards consistent with 34 C.F.R. § 300.309(a)(2)(i) when using a process based on the student's response to scientific, research-based intervention (SRBI) or
  - b. the student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards, or intellectual development consistent with 34 C.F. R. § 300.309(a)(2)(i).
7. Documentation that the student has a disorder in one or more of the basic psychological processes, which includes an information processing condition that is manifested in a variety of settings;
8. Documentation that the student demonstrates:
  - a. a severe discrepancy between general intellectual ability and achievement in one or more of the areas found in 34 C.F.R. § 300.309(a)(1) or
  - b. an inadequate rate of progress measured over time through progress monitoring while using intensive SRBI consistent with Minn. Rule 3525.1341 Subp. 2(D).
9. If the student has participated in a process that assesses the student's response to SRBI, the ER must include:
  - a. the instructional strategies used,
  - b. the documentation that the parents were notified about the State's policies regarding the amount and nature of the student performance data that would be collected and the general education services that would be provided,
  - c. strategies for increasing the student's rate of learning, and
  - d. the parent's right to request a special education evaluation.

10. The certification of each team member that this report reflects his or her conclusion and, if not, an attached statement presenting his or her conclusions. (If a member does not agree, they need to write a statement explaining why they disagree.)

### **Functional Behavioral Assessment (Separate sheet with the hyperlink)**

1. The Functional Behavioral Assessment (FBA) FBA must describe and identify the following components:
  - a. Problem behaviors.
  - b. Events, times, and situations that predict the occurrence and nonoccurrence of the behavior. Examples include: classroom, hallway, lunchroom, recess, physical education class, specialty classes, bus, changes in schedule, general or special education, substitute teacher or paraprofessional, before, during, or after school.
  - c. Antecedents (What happened right before the problem behavior?), consequences (What happened to the student as a result of the behavior?), and reinforcers that maintain the behavior (Did the student get what he or she wanted?).
  - d. The possible functions of the behavior (Does the student need a break? Is the student unable to do the work that has been assigned?).
  - e. Possible positive alternative behaviors (What behavior do you want the student to demonstrate?). Example – develop a process when the student needs a break.
  - f. A hypothesis or possible reasons for the behavior and a summary statement regarding behavioral patterns through tracking the behavior. The FBA should include a variety of data collection methods and sources to facilitate development of the hypothesis and summary statements.
2. Components of the FBA should be addressed within the following areas:
  - a. Present levels of academic achievement and functional performance.
  - b. Educational needs (academic and behavioral needs).
  - c. Additions and modifications.
  - d. Summary section(s).

### **Override of Eligibility Criteria (Separate sheet with the hyperlink)**

The ER must also include:

1. Documentation that explains why the standards and procedures used with the majority of students resulted in invalid findings.
2. An explanation of what objective data were used to conclude that the student has a disability and is in need of special instruction and related services.
3. A description of which data had the greatest relative importance for the eligibility decision.
4. The team override decision must be signed by the team members agreeing to the override decision. For those team members who disagree with the override decision, a statement of why they disagree and their signature must be included.

## Signatures

Signatures and indication of agreement with conclusions are required for SLD evaluations and for an override of any eligibility criteria. For team members not in agreement, a statement of why they disagree must be attached.

Signature	Title	Agreement with Conclusions
_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No