

## Evaluation Report Model Form Guidance

**Reason for Evaluation (Areas of Concern): List all areas of concern.**

### Summary (Recommended)

The Evaluation Report (ER) must contain a summary of all areas evaluated. You can summarize each area evaluated in individual sections or write one comprehensive summary. It is best practice to have a comprehensive summary. The purpose of the comprehensive summary is to synthesize data across data sources (tie all of the data results together for the parent to understand). If you include a comprehensive summary, it should be written in parent-friendly language to ensure parents are informed of and understand the evaluation results. The summary also explains differences between data sources. For example, you may obtain inconsistent data within an area of assessment or among multiple classroom observations.

The comprehensive summary includes:

- The type(s) and sources of data used for the evaluation
- A summary of existing data, formal assessment results, and relevant test scores in a format compatible with the criteria component standards. (The data results should align with the required components in the eligibility rule.)

### Eligibility Determination

Does the student meet eligibility requirements to qualify for special education services?

#### When Determining Initial Eligibility:

This section informs the parent that the student meets or does not meet state eligibility requirements for special education and related services. This section also documents whether the student meets specific disability criteria. To qualify, a student must have a disability as defined under state rule and must need special education and related services. Eligibility criteria components for each disability category are outlined in Minnesota Rule 3525.1325 to 3525.1351.

#### When Determining Whether There is a Continuing Need (Reevaluations):

This section documents and informs the parent whether the student continues to have a disability and still needs special education and related services.

## Testing Conditions

If any of the evaluation materials or procedures were modified in any way, the extent to which they were modified must be described in the ER. Examples could include the use of an interpreter, enlarged visual materials, or modified testing sessions.

## Present Levels of Academic Achievement and Functional Performance (How is the student currently doing in school?)

1. Describe the student's current levels of performance as documented by any of the following sources of information:

- Formal and informal assessments of the student
- Student performance data, including classroom performance and progress on individualized education program (IEP) goals
- Work samples
- Curriculum-based measures

2. Describe classroom observation data including the following:

- Observed student behaviors relevant to the areas of concern
- How the student's current performance in a daily school routine or setting impacts his or her educational functioning
- For reevaluations, the team reviews existing data and collects additional classroom observation data if needed. The classroom observation data in the reevaluation is observation data collected since the last evaluation.

## Educational Needs and Additions and Modifications

What does the student need in order to make progress in the general education curriculum? Students with disabilities have access to the general curriculum when they have the opportunity to participate and make progress in the "same curriculum" as their peers without disabilities. "Same curriculum" means what general education students are taught and have the opportunity to learn. In Minnesota, the general education curriculum for each grade level is based upon the state's academic content standards. A student's individual education program must have goals aligned with those grade-level content standards. Special educators can help determine how a student with a disability can access the general education curriculum. Specially designed instruction means adapting, based upon the needs of the student, the content, methodology, or delivery of instruction to meet the student's unique needs and ensure access to the general education curriculum. (Minnesota has alternative academic achievement standards for students with the most significant cognitive disabilities.) For more information, See [Dear Colleague Letter from Office of Special Education and Rehabilitative Services](#) (OSERS) dated November 16, 2015.

1. Based upon a review of all the data collected as part of the evaluation, describe the educational needs of the student.
  - a. Identify educational needs in areas of academic and functional performance. Describe the discrepancy between the student's present levels of performance and the student's expected performance.
2. What skills and/or behaviors does the student need to improve in order to participate and progress in the general curriculum? Note: The general education curriculum must be aligned with grade-level content standards.
3. For a reevaluation, consider the student's current special education programming and describe additions or modifications to the existing program that are necessary, if any, for the student to make sufficient progress. If the current program has not been successful, or if new areas of need have been identified, include additional services or modifications the IEP team may need to include in the student's educational program.

## **Additional Assessments and Documentation**

### **Specific Learning Disability**

For students suspected of having a specific learning disability (SLD), the ER must include the following additional documentation:

- 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.
- A statement of whether the student has a SLD.
- An explanation of why the team determined the student has a SLD, including:
  - The basis for that determination.
  - An assurance that the determination was made in accordance with section 300.306(c)(1).
  - Evidence that the problem occurs across multiple settings.
  - 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.
  - Verification that the student was provided appropriate instruction in regular education settings delivered by qualified personnel.
  - Evidence of data-based documentation of repeated assessments of achievement at reasonable intervals.
  - Educationally relevant medical findings, if any.
- If the student achieves 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):

- Oral expression
  - Listening comprehension
  - Written expression
  - Basic reading skills
  - Reading fluency skills
  - Reading comprehension
  - Mathematics calculation
  - Mathematics problem-solving
- If 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 whether 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).
  - If the student has a disorder in one or any of the basic psychological processes, which includes an information processing condition that is manifested in a variety of settings;
  - If the student demonstrates 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 the student demonstrates an inadequate rate of progress measured over time through progress monitoring while using intensive SRBI consistent with Minn. Rule 3525.1341 Subp. 2(D); and
  - If the student has participated in a process that assesses the student’s response to SRBI, including:
    - The instructional strategies used.
    - 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.
    - Strategies for increasing the student’s rate of learning.
    - The parent’s right to request a special education evaluation.
  - 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.)

## Secondary Transition

During grade nine, the student’s IEP must address the student’s transition needs and post-secondary goals. Therefore, a transition assessment must be completed to provide sufficient time for the IEP team to review the data and timely develop the IEP.

The transition assessment will:

- Determine and document what the student needs in order to successfully transition from high school
- Address the following areas:
  - Postsecondary education (includes career and technical education)

- Integrated employment (including supported employment)
- Continuing and adult education
- Adult services
- Independent living (this includes home, recreation and leisure, and community participation)

The ER must include age-appropriate transition assessments relevant to the student’s secondary needs in the areas described above.

In order to effectively use the transition evaluation results to inform the student’s transition programming, the data must be incorporated into the relevant sections of the comprehensive ER. The transition evaluation results should be incorporated in the following sections of the comprehensive ER:

- Present levels of academic achievement and functional performance
- Educational needs
- Summary section(s)

### **Functional Behavior Assessment**

A functional behavior assessment (FBA) assists the IEP team in understanding why a student behaves in a certain way in the school setting.

An FBA can be conducted for any student with a disability when determined appropriate by the evaluation team, including the parent. An FBA is required in the following situations:

- Under the initial disability criteria for emotional behavioral disorder (EBD).
- For an EBD reevaluation if the initial evaluation did not include an FBA.
- If a student’s disciplinary removals result in a change in placement and the IEP team determines that the student’s conduct was a manifestation of his or her disability (see 34 C.F.R. § 300.530).<sup>1</sup>

The FBA must include a description and identity of the following components:

- Problem behaviors.
- 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.
- 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?).

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<sup>1</sup> If the student already has a completed FBA, the IEP team should consider if, due to changes in behavior, a new FBA is necessary.

- The possible functions of the behavior (Does the student need a break? Is the student unable to do the work that has been assigned?).
- Possible positive alternative behaviors (What behavior do you want the student to demonstrate?).  
Example: Develop a process when the student needs a break.
- 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.

When an FBA has been completed, it needs to be relevantly incorporated into a comprehensive ER. Components of the FBA should be addressed within the following areas:

- Present levels of academic achievement and functional performance.
- Educational needs (academic and behavioral needs).
- Additions and modifications.
- Summary section(s).

## Team Override

Team override decisions must be documented in writing and included in the student's special education file. When overriding state criteria, the team must both address disability criteria from Minn. R. 3525.1325 to 3525.1351 as well as include these four additional elements:

- An explanation why the standards and procedures used with the majority of students resulted in invalid findings for this student.
- A statement of the objective data used to conclude the student has a disability and is in need of special instruction and related services. For example, test scores, work products, self-reports, teacher comments, medical data, previous testing, observational data, ecological assessments, and other developmental data.
- A statement of which data had the greatest relative importance for the eligibility decision.
- Signed statements from any team members who disagree with the override, explaining why they disagree.