

STUDENT EVALUATION REPORT

Background:

Reason for Referral:

Information on why this evaluation is occurring.

Educational History:

Previous schools, attendance rates, general school background.

Parent Report of Student Strengths and Needs:

It is important to get feedback from parent and this should always be part of the discussion.

Educationally Relevant Medical Findings:

This should include any medical findings that impact education. We have been advised to not report birth information. Hearing and Vision should go here.

Previous Plans implemented:

If this is an Initial, than this would be information about RTI/MTSS. Key information such as when referred to RTI as well as what areas were targeted in RTI would be important. This could be behavioral or academic. Other plans to reference may include 504, READ plans, ELL plans, ALP, etc. If this is a Reevaluation than you would have information in here on when the student was identified as special education under what disability and information about services the student has been receiving.

If this is an Initial and SLD is being considered, must include:

Description of Intervention: (name of intervention and student: staff ratio)

Frequency and Duration of the Intervention: (start date, end date, day/minutes per week) for each of the Tier's of Intervention.

Body of Evidence:

Universal Assessment:

This would be all the DIBELS, NWEA, TCAP.. Testing results that are available for ALL STUDENTS.. The SPED teacher would insert this.

Targeted Assessments:

Here you would list all the assessments given for this specific evaluation. If you just reviewed records you would write Records Review.

THE DATE COMPLETED SHOULD ALWAYS BE AFTER THE CONSENT FOR EVALUATION WAS SIGNED.

| Assessment Strategy or Tool: | Administered By: | Date Completed: |
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ACADEMIC:

Whichever areas of assessment were listed on the consent should be included as results here. Whatever you would typically write in your “section” of Enrich you would put in this area.

COMMUNICATION:

COGNITIVE:

SOCIAL EMOTIONAL:

MOTOR:

Progress Monitoring Data/Student Centered Data Collection:

This is how you have been monitoring the student progress. For an initial this would be data collected during RTI/MTSS for a Reevaluation this could be a review of progress on IEP goals, recent AIMSweb testing, etc. This would be information from the SPED teacher.

If this is an initial for SLD must include:

Gap Analysis

Growth Rate in Interventions

Observation of Student:

Specific observation- Date and Time noted and the student should be observed within the general education environment within the area of concern for the student.

Analysis of Student Data:

Overall Summary of the data that should identify the students strengths and needs.

This section should also include a statement regarding exclusionary factors. Be sure that if student is ELL than there is a statement of how ELL data was considered.

If there are no concerns with exclusionary factors the following statement can be used:

“The team has reviewed all exclusionary factors and has determined that the current areas of concern are not related to cultural factors, limited English proficiency, lack of appropriate instruction, or other disadvantage”

Implications for Instruction:

Implications for Instruction outline based on the data presented what interventions/supports/services may benefit the student in accessing grade level standards.

TEMPLATE COMPLETED

Once all the information is in the template you will need to cut and paste this template into the Evaluation Summary section of the Evaluation Report in Enrich.

You should enter the date the Evaluation Report was completed.