**Annotated Evaluation Report (ER)**

*Date of report:* This date should be the last day that you worked on the report. CANNOT EXCEED 60 days from receipt of Permission to Evaluate-Consent Form.

*Date Report Provided to Parent/Guardian/Surrogate:* This date should be when the report was presented to parent at a meeting. CANNOT exceed 60 days from receipt of Permission to Evaluate-Consent Form.

1. ***REASON(S) FOR REFERRAL:***
* Statement of why the child is referred for an evaluation and specific concerns noted by the team and/or parent
* If the child is an out-of-state transfer with an IEP, an **ER** must be completed and the reason is to determine continued need for special education services under Pennsylvania state regulations

(i.e. “*The STUDENT is a recent transfer to the Hazleton Area School District from STATE where HE/SHE previously received special education services. The purpose of this evaluation is to determine the student’s need for special education services according to Pennsylvania state regulations.”)*

1. ***SOURCES OF EVALUATION DATA:***
	1. *Evaluations and information provided by the parent of the student (or documentation of LEA’s attempts to obtain parental input):*
* Parent input form (or indications that information was solicited, but not returned, and documented in the contact log and reiterated/noted in this section)
* Summary of previous medical/psychological reports provided by the parent
	1. *Observations – include teacher observations and observations by related service providers, when appropriate:*
* Guidance observations
* Current grades
* Disciplinary infractions (administrative reprimands/suspensions/expulsions)
* Related service provider data (Speech, OT, PT)
	1. *Recommendations by teachers:*
* Instructional interventions/accommodations attempted
* Recommendation regarding area of need relating to instruction and assessment (oral language, listening comprehension, written expression, basic reading skill, reading fluency, reading comprehension, mathematics calculation, math problem solving, daily living skills, attention to task, increase/decrease specific behaviors, social skills, etc.)
* This is **NOT** a recommendation for a certain type/amount of services (e.g. speech therapy 1x/week for 30 minutes)
	1. *The student’s physical condition (include health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student’s suspected disability and potential need for special education:*
* Summary of student’s medical information (vision/hearing screenings, current doctor, medical diagnoses, medications, agency involvement, hospitalizations) via nurse’s report and parent disclosure

*(I highly recommend using the Parent Input form on my district Webpage under West Hazleton. It is more comprehensive than the one many special education teachers typically have that cannot address much of this information. There is also a copy available in Spanish. You must login to the district webpage in order to access my page)*

* Developmental history provided by the parent input
* Summary of social/cultural background (family constellation, languages spoken at home and by child, changes in residence/school)
* Summary of educational history (attendance, retentions, years of ESL)
* Adaptive information, including rating scales by the psychologist
	1. *Assessments – Include, when appropriate, current classroom based assessments; aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.:*
* Local/State assessments
	+ Local assessment results (Systems 44/Read 180 benchmarks, etc)
	+ State assessments results (PSSA/PASA results 4-12)
* Current classroom based assessments
	+ Curriculum Based Assessment results (Basic Reading Inventory, GMADE, progress monitoring, Systems 44/Read 180 progress monitoring for current year **ONLY**)
	+ ESL testing results (initial WIDA results, current WIDA results, current level, frequency of service)
	+ Child Study Team results
* Aptitude and achievement tests
	+ IQ and achievement testing as documented in existing documentation or as calculated by psychologist assessment. *Please remember to note the date of administration so that there is not confusion about how current the information is)*
* Behavioral assessments
	+ Functional Behavioral Assessment data
	+ Behavioral rating scales per school psychologist
	+ Behavioral charting information
* Vocational Technical Education Assessment results
	+ Vocational data
* Secondary Transition
	+ Transition data (interest inventories, interviews, etc). Required for any student who is turning 13 during the course of the IEP OR any student as appropriate
1. ***IF AN ASSESSMENT IS NOT CONDUCTED UNDER STANDARD CONDITIONS, DESCRIBE THE EXTENT TO WHICH IT VARIED FROM STANDARD CONDITIONS (including if the assessment was given in the student’s native language or other mode of communication):***
* Indicate any ways in which an assessment varied from standardized protocol, including translating or reading the items, substituting subtests, discontinuation of an assessment, interruptions during a timed section, etc.
1. ***DETERMINING FACTORS – A student must not be found to be eligible for special education and related services if the determining factor for the student’s disability is any of those listed below.***
	1. *Lack of appropriate instruction in reading:*
* Statement of reading curriculum, reading interventions provided through regular education, CST, and/or Title if poor attendance has had an impact in reading instruction
	1. *Lack of appropriate instruction in math:*
* State of math curriculum, math interventions provided through regular education, CST, and/or Title, and if poor attendance has had an impact in math instruction
	1. *Limited English proficiency:*
* Statement that the student was considered for eligibility for ESL and was deemed eligible/ineligible. If receiving ESL, document levels, duration, and frequency of services. ESL should also provide progress monitoring results regarding the student’s acquisition of academic skills in the English language.
1. ***SUMMARY OF FINDINGS/INTERPRETATION OF EVALUATION RESULTS:***
	1. *Present levels of academic achievement*
* List of strengths and needs (academically)
* Instructional levels for reading and math
* Communicative status as reported by speech therapist
* Motor abilities, if considered for OT or PT due to existing services from out of state special education programming. OT referrals may result from classroom teachers’ observations of writing skills, copying skills, use of school utensils in regular education classroom. A PT referral might result from observations by the physical education teacher or observations of gross motor skills on the playground/recess.
* Transition needs, if age 14 or older
* Most recent WIDA scores, proficiency level, and progress monitoring in ESL, if receiving ESL services
	1. *Present levels of functional performance*
* List of strengths and needs (functionally)
* Present level of performance in functional areas
	+ Ability to access school environment; learn daily routines; independently use restroom
	1. *Behavioral information*
* List of strengths and needs (behaviorally)
* Social/emotional status

**DETERMINATION OF SPECIFIC LEARNING DISABILITY**

**(This section MUST be addressed for every student! If the child has a primary or secondary disability of SLD, all sections must be completed in full. If the child does not have a disability of SLD, only items 1 and 10 must be completed, and all other sections may be marked ‘NA’).**

1. *The student does not achieve adequately for the student’s age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student’s age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.*
* Indicate which of the above areas the student is demonstrating significant need
* If the student does not have any academic need, indicate that they are achieving adequately for their age and/or State-approved grade-level standards
* If the student is not SLD, you can include a statement of what their disability category is and that they do not meet the criteria for SLD.
1. *Response to Scientific Research-Based Intervention (RtI).*
* The district is **NOT** RtI approved and this section must not be completed

*Severe Discrepancy between Intellectual Ability and Achievement.*

* Discrepancy statement from psychologist’s testing in original evaluation in which the student was labeled SLD indicating areas of significant weakness OR statement that “[the student] has a specific learning disability in the area of \_\_\_\_\_\_\_” as per the psychologist’s recommendations and continues to be substantiated by current testing results (performance on local assessments, PSSA level, Burns/Roe level, GMADE level, etc).
* If student is not SLD: “NA”
1. *The instructional strategies used and the student-centered data collected:*
* Specially designed instruction as it pertains to the student’s academic needs
* If student is not SLD: “NA”
1. *The educationally relevant medical findings, if any:*
* Nurse’s report data and if there is relevant data noted on the Parent Input form
* “There are no reported educationally relevant medical findings” if none indicated
* If student is not SLD: “NA”
1. *The effects of the student’s environment, culture, or economic background:*
* Indications of any C&Y involvement, homelessness, transience, or any significant cultural issues
* “There are no environmental, cultural, or economic effects noted” if none indicated
* If student is not SLD: “NA”
1. *Data demonstrating that prior to referral or as part of the referral process for an evaluation for specific learning disability, the student’s regular education instruction was delivered by qualified personnel, including the English as a Second Language (ESL) program, if applicable:*
* “[the principal] verifies that all regular education instruction was delivered by highly qualified personnel”
* If student is not SLD: “NA”
1. *Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting progress during instruction, which was provided to the parents:*
* Progress monitoring data (DIBELS progress monitoring, Aimsweb, etc.)
* If the student is not SLD: “NA”
1. *An observation in the student’s learning environment (including the regular classroom setting) to document the student’s academic performance and behavior in the areas of difficulty. Note the relationship of that behavior to the student’s academic functioning:*
* Service provider’s observation of student’s functioning within the regular education curriculum and classroom, if applicable
* Regular education teacher’s observation of student’s general performance in academic areas as they pertain to the areas of need
* If the student is not SLD: “NA”
1. *Other data, if needed, as determined by the evaluation team:*
* Any other pertinent information, such as agency input/involvement, high truancy, significant behaviors that may be impacting the student’s ability to access the regular ed curriculum, etc.
* If none of these area noted, indicate this
* If the student is not SLD: “NA”
1. *Include a statement of each item below to support the conclusions of the evaluation team that the findings are not primarily a result of*
	1. *Visual, hearing, motor disability:*
* Statement of any vision needs, hearing needs, motor needs, ADHD as per nurse’s report **OR**
* “The student’s disability is primarily not a result of a visual, hearing, or motor disability”
	1. *Intellectual disability:*
* Statement of extremely low intellectual functioning with comparable adaptive functioning **OR**
* “The student’s disability is primarily not a result of an intellectual disability”
	1. *Emotional disturbance:*
* Statement of any significant behaviors that impede the student’s learning or the learning of others **OR**
* “The student’s disability is primarily not a result of an emotional disturbance”
	1. *Cultural factors:*
* Statement of any significant cultural factors **OR**
* “The student’s disability is primarily not a result of cultural factors”
	1. *Environmental or economic disadvantage:*
* Statement of any significant environmental or economic disadvantages **OR**
* “The student’s disability is primarily not a result of environmental or economic disadvantages”
	1. *Limited English proficiency:*
* Statement of student’s current ESL level and rate of progress in ESL services

**OR**

* “The student’s disability is primarily not a result of limited English proficiency”