



Educational Evaluation Report

The purpose of the evaluation is to determine the educational interventions that are required for the individual to access and make progress in general education curriculum, and whether the individual is eligible for special education services. This evaluation is based on educationally relevant information gathered through reviews (monitoring data, work samples, school records, and reports from other sources), interviews (teacher, parent, and child), observations, and tests or other assessments.

An individual is eligible for special education services when there is 1) a disability which is determined by assessing rate of educational progress and discrepancy from expectations, and 2) a need for special education services. Following the evaluation, parents and professionals meet to review the results of the evaluation and to determine if the individual has a disability and needs special education.

Eligibility Meeting: _____

Student: _____ **Birthdate:** _____ **Gender:** ____ **Grade:** ____

Resident District: _____

Attending District: _____

Area Education Agency: _____

Building: _____

Attending Building Phone: _____

Relationship: _____

Name: _____

Address: _____

City, ST Zip: _____

Student lives at this address: _____

Email: _____

Home: _____ **Cell:** _____

Work: _____

Relationship: _____

Name: _____

Address: _____

City, ST Zip: _____

Student lives at this address: _____

Email: _____

Home: _____ **Cell:** _____

Work: _____

Individuals contributing to this evaluation:

_____	_____
_____	_____
_____	_____
_____	_____

Contact person for this report:

_____	_____	_____
Name	Phone	E-Mail

Individual Information: The evaluation must include educationally relevant information that is important for eligibility decision making. The information describes how the individual is provided access and opportunity to learn what is expected, and that his/her difficulty is not the result of other, more plausible factors.

Which Performance Domain(s) will be the focus of this evaluation?

- Academic Behavior Physical
 Health Hearing/Vision Communication
 Adaptive Behavior

Reminder: for a child not yet in kindergarten, data from this evaluation may be utilized with other information to report early childhood outcomes in the areas of: positive social-emotional skills, acquisition and use of knowledge & skills, and appropriate behaviors to meet needs

What is the area(s) of concern?

What are the individual's strengths that support his or her educational success in the area(s) of concern?

What evidence suggests that concerns are pervasive across different times and/or different settings?

Within the areas of concern, describe

- a) ways in which access and opportunity were assured for this individual to learn what was expected
- b) whether or not the concerns are primarily caused by any of the following factors:
- Limited English proficiency
 - A lack of appropriate instruction in reading, including the essential components of reading instruction
 - A lack of appropriate instruction in math
- c) any ecological factors (e.g., race, ethnicity, culture, language, or life circumstances) that affect the individual's educational performance

Educational Progress: Progress means performance over time. In addressing progress, the team considers data that have been collected about the individual's performance over time in relation to the interventions that have been provided. The evaluation must provide evidence as to whether or not the individual's performance is persistently below the educational standard(s), or age or grade level expectation(s).

Performance Domain: _____

List the Iowa Core essential concepts and skills, Iowa Early Learning Standards and Benchmarks, or District Standards and Benchmarks of the core instructional program in the area(s) of concern for the individual's age and/or grade level.

Using multiple assessment methods and data sources, including progress data collected on a frequent and regular basis, summarize the individual's response to the targeted or intensified instruction that was provided.

Describe the targeted or intensified instruction, curriculum, environmental changes provided to address this area of concern.

Describe how the interventions were matched to the individual's needs.

Describe how interventions were implemented (Were interventions implemented as designed? Were changes to interventions made?).

Response to Intervention Performance Results

- **Standard of comparison:**

- **Expected level of performance prior to intervention:**

- **Expected level of performance following intervention:**

- **Expected rate of progress:**

- **This individual's level of performance prior to intervention (i.e. baseline):**

- **This individual's level of performance following intervention:**

- **This individual's rate of progress:**

If this child received intervention in a small group, describe his or her response in comparison to how the other individuals in the group responded (may be answered "No other students received the same intervention")

Identify the instruction, interventions and environmental changes under which the individual experienced the most growth or success.

Describe any other information relevant to understanding the individual's rate of acquisition or progress.

Using the above information, summarize the significance of this individual's rate of progress.

Educational Discrepancy: Discrepancy is the difference between the individual's current level of performance and the expected level of performance for individuals of the same age, grade, or other established standards. The evaluation relies on multiple sources of data for each area of concern to describe the individual's performance in comparison to peers or educational standards, and if the individual's performance is unique within a comparable group.

Report the performance results for each domain identified on the Consent for Full and Individual Initial Evaluation.

Performance Domain: _____

Area of Concern	Data Source	Date(s)	Peer/Expected Performance	Individual's Current Performance

Using the data above, and any other relevant information (including qualitative, descriptive information), summarize the individual's level of performance in comparison to peers or other educational standards. (Compare this child's performance to children across the state or nation, or to generally accepted developmental milestones or educational expectations). What additional factors are important to understanding the individual's level of performance? Is performance meeting standards, but is sustained by interventions?

Using the data above, and any other relevant information (including qualitative, descriptive information), summarize whether or not the individual's performance (following the provision of adequate general education instruction and supplemental or intensified instruction) is unique from a comparable group. (Compare this child's performance to children in his/her small group, classroom, school or district who have had similar educational experiences.)

Educational Needs: Educational needs are the instructional strategies, services, activities and supports, and the accommodations and modifications required in order for the individual to be involved and make progress in the general curriculum. The evaluation describes the individual's educational needs in the areas of instruction, curriculum, environment and additional learning supports.

Based on evidence from the analysis of the Progress and Discrepancy components, the functional implications of the individual's performance, as well as other educationally relevant information, describe the individual's needs within:

- **Instruction (i.e. instructional strategies and methods that will enable learning, reinforcement/motivational strategies)**
- **Curriculum (i.e. content of instruction, specific skills and concepts the individual needs to learn)**
- **Environment (i.e. adaptations to procedures, schedules, routines, behavioral expectations, room or seating arrangements, adaptive supports)**
- **Additional Learning Supports (i.e. family supports or involvement, community partnerships, transition supports, supports for engagement, assistive technology, other accommodations that are needed)**

The evaluation/IEP team will meet to review the Full and Individual Evaluation results and make an eligibility decision.

