

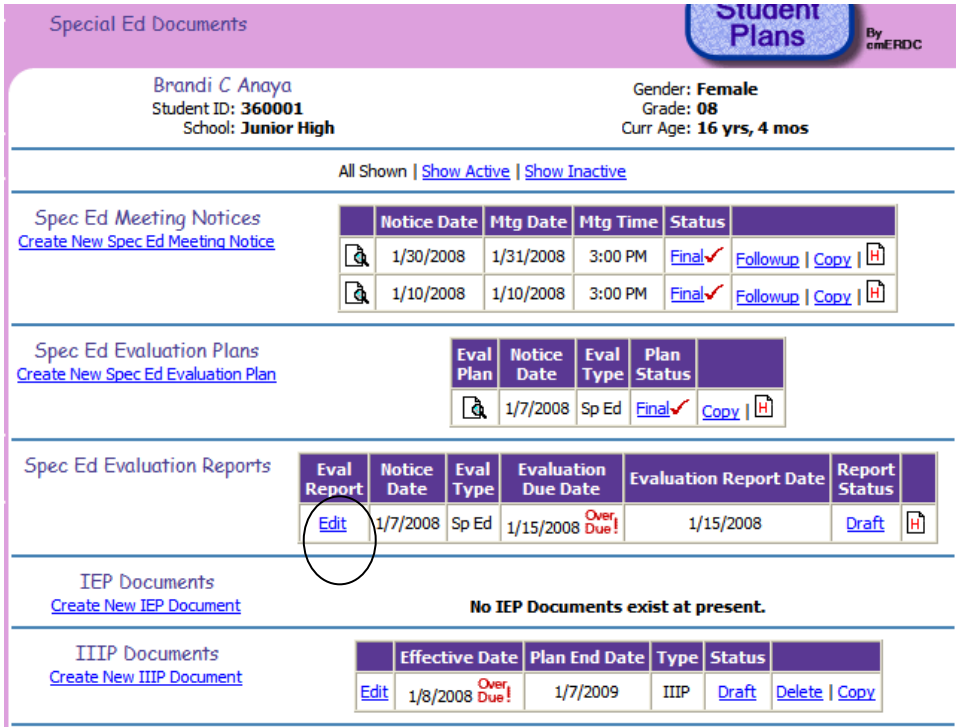
EVALUATORS – EVALUATION REPORT

Evaluation Reports are automatically created when the parent response has been recorded for an Evaluation Plan and the parent consents to the evaluation.

The Evaluation Report document contains five sections that must be completed before the document can be finalized:

- a. Evaluation Reports
- b. Summary of Evaluations
- c. [Determination of Eligibility](#)
- d. [Disabilities](#)
- e. [Criteria](#)
- f. [Followup – Team Approval](#)

Creating Evaluation Reports

1.	Special Ed evaluation reports are displayed in the Special Ed document groups on the menu bar	S504 Evaluation Reports are displayed in the S504 document group on the menu bar.												
 <p>The screenshot shows the 'Special Ed Documents' menu bar for a student named Brandi C Anaya. It includes sections for 'Spec Ed Meeting Notices', 'Spec Ed Evaluation Plans', 'Spec Ed Evaluation Reports', 'IEP Documents', and 'IIIP Documents'. The 'Spec Ed Evaluation Reports' table has the following data:</p> <table border="1"> <thead> <tr> <th>Eval Report</th> <th>Notice Date</th> <th>Eval Type</th> <th>Evaluation Due Date</th> <th>Evaluation Report Date</th> <th>Report Status</th> </tr> </thead> <tbody> <tr> <td>Edit</td> <td>1/7/2008</td> <td>Sp Ed</td> <td>1/15/2008 Over Due!</td> <td>1/15/2008</td> <td>Draft</td> </tr> </tbody> </table>			Eval Report	Notice Date	Eval Type	Evaluation Due Date	Evaluation Report Date	Report Status	Edit	1/7/2008	Sp Ed	1/15/2008 Over Due!	1/15/2008	Draft
Eval Report	Notice Date	Eval Type	Evaluation Due Date	Evaluation Report Date	Report Status									
Edit	1/7/2008	Sp Ed	1/15/2008 Over Due!	1/15/2008	Draft									
2.	Click the Edit link for the Evaluation Report you wish to work on.	The Evaluation Report List is displayed showing the evaluation areas that were entered on the Evaluation Plan.												

- | | | |
|----|---|--|
| 6. | Click the Save and Continue button. | Your work is saved as a draft and you can continue working on it. Just as with any other work on a computer, you should save periodically to avoid losing your work. |
| 7. | Click the Submit (Done) button. If complete, change draft to complete and submit. | Your work is saved and the Evaluation Report List is displayed. The report you just worked on appears with Draft status in the Report column. |

Evaluation Report List

Student Plans By cmERDC

The evaluation report was successfully entered/modified.

Brandi C Anaya ID #: 360001
 School: Junior High
 Type: Evaluation

Grade: 08
 Eval Age: 15 yrs, 10 mos
 Report Date: 1/15/2008

Select	Area	Procedure	Evaluator	Position
Draft	Intellectual Functioning	Weschler Adult Intelligence Scale-Revised (WAIS-R)	Maureen Davis	Psychologist

- | | | |
|----|---|--|
| 8. | Click on Summary of Evaluations on the menu bar | The Summary of Evaluations page is displayed |
|----|---|--|

Evaluation Report Summary

0011 Administrator working as Maureen Davis

Brandi C Anaya ID #: 360001
 School: Junior High
 Type: Evaluation

Grade: 08
 Eval Age: 15
 Report Date: 1/15/2008

Brandi C Anaya

Special Ed
 S504
 Health
 AIP
 Other
 Tuition Agreements
 Transportation
 Student Information
 Student Guardians
 Student Conference Logs
 View Student Schedule
 Print Student Summary

Draft Components
 Print all Draft Components

Evaluation Report 1/15/2008

Evaluation Reports
Summary of Evaluations
 Determination of Eligibility
 Disabilities
 Criteria

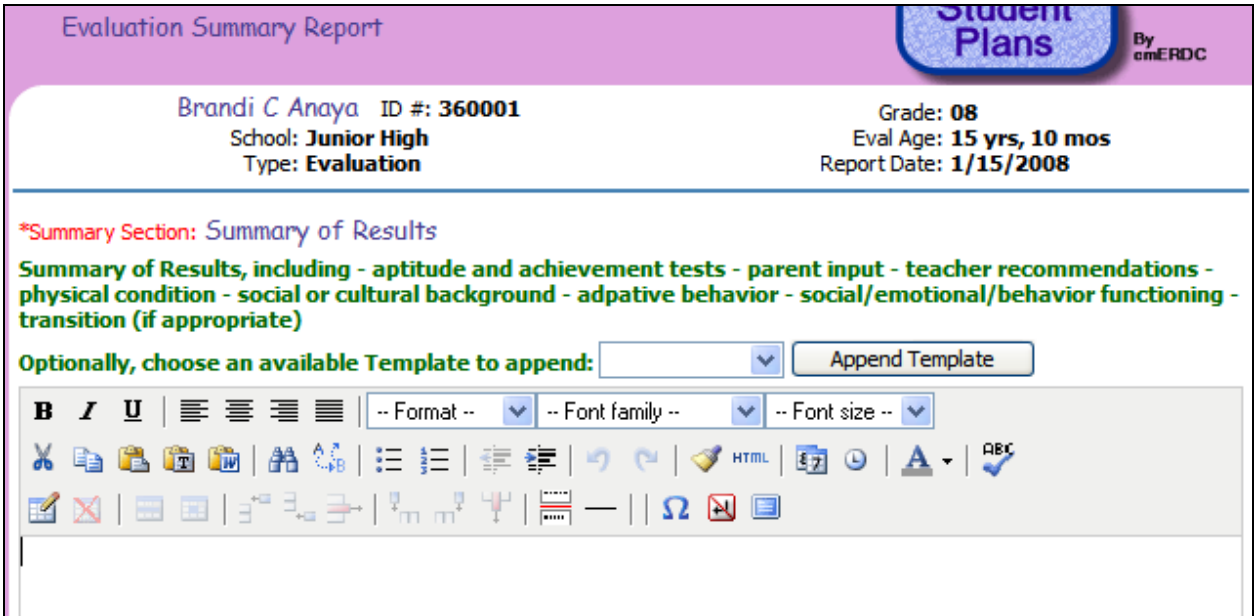
Check Completeness
 Print Report (pdf)
 Print All Criteria (pdf)
 Print Individual Reports (pdf)

Comprehensive Special Education

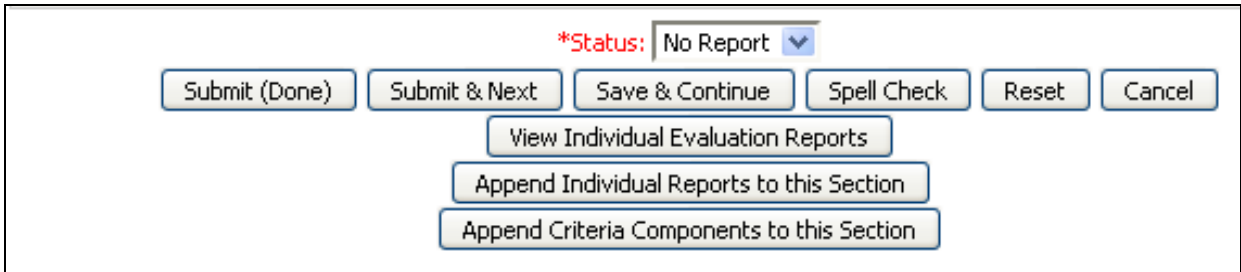
The following is the suggested Outline of a Summary Report for this Evaluation Type.
 (✓ means the section has been marked 'Complete')

- *[Summary of Results](#)
No Associated Procedure Sections:
- *[Determination of Eligibility](#)
No Associated Procedure Sections:
- *[Present Level of Performance](#)
Weschler Adult Intelligence Scale-Revised (WAIS-R): Interpretation of Results
- *[Educational Needs](#)
Weschler Adult Intelligence Scale-Revised (WAIS-R): Recommendations
- *[Additions and Modifications](#)
No Associated Procedure Sections:
- *[Related Services](#)
No Associated Procedure Sections:
- *[Transition](#)
No Associated Procedure Sections:
- [Blind Students](#)
No Associated Procedure Sections:
- [SLD Students](#)
No Associated Procedure Sections:
- [Team Override](#)
No Associated Procedure Sections:

9.	The layout of the Summary of Evaluations page has been determined earlier by district SpED personnel	If the section has a red asterisk it is required to pass completeness check.
10.	Click on a section	In this example, the summary of results section screen is displayed



11.	When done, change the status to complete	If desired individual reports or criteria components that are applicable to this section could be appended
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Determination of Eligibility



1.	In the Evaluation Reports section of the Menu Bar, click Determination of Eligibility.	The Evaluation Determination of Eligibility page is displayed.
2.	Click in the Report Date box and enter a date for the report.	
3.	Click in the radio button for the line that best describes this student's eligibility for a Special Education plan or a Section 504 plan	This screen must match what the Disability screen has. For example, if the primary disability is physically impaired check one of the 'Is Eligible'. Additionally, if one or more boxes are checked on the disability page that are 'Evaluated, Not Eligible', the 'Is Not Eligible' box must also be checked.
4.	Click the Submit button.	The Evaluation Eligibility page is redisplayed with a success message.

Disabilities



1. Select disabilities from the Evaluation Report menu	The disabilities screen will be displayed																																																																																										
<div style="border: 1px solid black; padding: 10px;"> <div style="display: flex; justify-content: space-between; align-items: center;"> Evaluation Disabilities <div style="text-align: right;">  By cmERDC </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="text-align: left;"> <p>Brandi C Anaya ID #: 360001 School: Junior High Type: Evaluation</p> </div> <div style="text-align: right;"> <p>Grade: 08 Eval Age: 15 yrs, 10 mos Report Date: 1/15/2008</p> </div> </div> <div style="margin-top: 10px; text-align: center;"> <p>✓ means the criteria has been met. ✗ means the criteria has not been met.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #4a4a8a; color: white;"> <th>Primary</th> <th>Secondary</th> <th>Evaluated, Not Eligible</th> <th>Code</th> <th>Disability</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>00</td> <td>No IEP, non-disabled student</td> <td></td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>01</td> <td>Speech/language impaired</td> <td style="text-align: center;">Check </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>02</td> <td>Developmental Cognitive Disability: Mild-Moderate</td> <td style="text-align: center;">Check </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>03</td> <td>Developmental Cognitive Disability: Severe-Profound</td> <td style="text-align: center;">Check </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>04</td> <td>Physically impaired</td> <td style="text-align: center;">Check </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>05</td> <td>Deaf - Hard of Hearing</td> <td style="text-align: center;">Check </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>06</td> <td>Visually impaired</td> <td style="text-align: center;">Check </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>07</td> <td>Specific learning disabilities</td> <td style="text-align: center;">Check </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>08</td> <td>Emotional/behavioral disorders</td> <td style="text-align: center;">Check </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>09</td> <td>Deaf-Blind</td> <td style="text-align: center;">Check </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>10</td> <td>Other health impaired</td> <td style="text-align: center;">Check </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>11</td> <td>Autism spectrum disorder</td> <td style="text-align: center;">Check </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>12</td> <td>Developmental delay</td> <td style="text-align: center;">Check </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>12</td> <td>Developmental Delay 0-2</td> <td></td> </tr> </tbody> </table> </div> </div>		Primary	Secondary	Evaluated, Not Eligible	Code	Disability	Criteria	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	00	No IEP, non-disabled student		<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	01	Speech/language impaired	Check	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	02	Developmental Cognitive Disability: Mild-Moderate	Check	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	03	Developmental Cognitive Disability: Severe-Profound	Check	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	04	Physically impaired	Check	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	05	Deaf - 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Criteria



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<div style="border: 1px solid black; padding: 10px;"> <div style="display: flex; justify-content: space-between; align-items: center;"> Evaluation Criteria Checklists <div style="border: 1px solid blue; border-radius: 15px; padding: 5px; background-color: #e6f2ff;">Student Plans</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> <p>Brandi C Anaya ID #: 360001</p> <p>School: Junior High</p> <p>Type: Evaluation</p> </div> <div style="text-align: right;"> <p>Grade: 08</p> <p>Eval Age: 15 yrs, 10 mos</p> <p>Report Date: 1/15/2008</p> </div> </div> <div style="margin-top: 10px; text-align: center;"> <p>Merge All Draft Criteria</p> <p>✓ means the criteria has been met.</p> <p>✗ means the criteria has not been met.</p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #4b4b9b; color: white;"> <th style="text-align: left;">Criteria Description</th> <th style="text-align: center;">✓</th> <th></th> <th></th> </tr> </thead> <tbody> <tr><td>Autism Spectrum Disorders (ASD)</td><td style="text-align: center;">Check</td><td></td><td></td></tr> <tr><td>Deaf-Blind (D- B)</td><td style="text-align: center;">Check</td><td></td><td></td></tr> <tr><td>Developmental Adapted Physical Education (DAPE)</td><td style="text-align: center;">Check</td><td></td><td></td></tr> <tr><td>Developmental Cognitive Disability Mild-Moderate (DCD MM)</td><td style="text-align: center;">Check</td><td></td><td></td></tr> <tr><td>Developmental Cognitive Disability Severe-Profound (DCD SP)</td><td style="text-align: center;">Check</td><td></td><td></td></tr> <tr><td>Early Childhood Special Education (ECSE 0-2)</td><td style="text-align: center;">Check</td><td></td><td></td></tr> <tr><td>Early Childhood Special Education (ECSE 3-6)</td><td style="text-align: center;">Check</td><td></td><td></td></tr> <tr><td>Emotional or Behavioral Disorders (EBD 0-K)</td><td style="text-align: center;">Check</td><td></td><td></td></tr> <tr><td>Emotional or Behavioral Disorders (EBD K-12)</td><td style="text-align: center;">Check</td><td></td><td></td></tr> <tr><td>Other Health Disabilities (OHD)</td><td style="text-align: center;">Check</td><td></td><td></td></tr> <tr><td>Physically Impaired (PI)</td><td style="text-align: center;">Check</td><td></td><td></td></tr> <tr><td>Severely Multiply Impaired (SMI)</td><td style="text-align: center;">Check</td><td></td><td></td></tr> <tr><td>Specific Learning Disability (SLD)</td><td style="text-align: center;">Check</td><td></td><td></td></tr> <tr><td>Speech or Language Impairment (S/L)</td><td style="text-align: center;">Check</td><td></td><td></td></tr> <tr><td>Traumatic Brain Injury (TBI)</td><td style="text-align: center;">Check</td><td></td><td></td></tr> <tr><td>Visual Impairment (VI)</td><td style="text-align: center;">Check</td><td></td><td></td></tr> </tbody> </table> </div>			Criteria Description	✓			Autism Spectrum Disorders (ASD)	Check			Deaf-Blind (D- B)	Check			Developmental Adapted Physical Education (DAPE)	Check			Developmental Cognitive Disability Mild-Moderate (DCD MM)	Check			Developmental Cognitive Disability Severe-Profound (DCD SP)	Check			Early Childhood Special Education (ECSE 0-2)	Check			Early Childhood Special Education (ECSE 3-6)	Check			Emotional or Behavioral Disorders (EBD 0-K)	Check			Emotional or Behavioral Disorders (EBD K-12)	Check			Other Health Disabilities (OHD)	Check			Physically Impaired (PI)	Check			Severely Multiply Impaired (SMI)	Check			Specific Learning Disability (SLD)	Check			Speech or Language Impairment (S/L)	Check			Traumatic Brain Injury (TBI)	Check			Visual Impairment (VI)	Check		
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Evaluation Criteria Checklist
For Physically Impaired (PI)

Student
Plans

By
cmERDC

Brandi C Anaya ID #: 360001

School: **Junior High**
Type: **Evaluation**

Grade: **08**

Eval Age: **15 yrs, 10 mos**
Report Date: **1/15/2008**

*Evaluator(s): Maureen Davis

*Evaluation Date: 7/22/2008

A pupil is eligible and in need of special education instruction and services if the pupil meets the criterion in item A and one of the criteria in item B. (For complete information regarding these disability requirements, refer to Minnesota Rule 3525.1337. Effective: 11/26/2001, CFL Revised: 9/2/2002.)

✓ means the criteria group has been met. ✗ means the criteria group has not been met.
"Y" button means "Yes"; "N" button means "No"; "X" button means "Clear previous answer"

Y N X

A. Medically diagnosed physical impairment (documented evidence in file)

Physical Impairment

B. Documentation in evaluation report of need for special education instruction and services, from these items

Y N X

1. Two systematic observations in daily routine setting documenting a lack of functional level in organizational or independent work skills (one by physical and health disabilities teacher)

Y N X

2. Two systematic observations in daily routine setting documenting an inability to manage or complete motoric portions of classroom tasks within time constraints (one by physical and health disabilities teacher)

Y N X

3. Physical impairment interferes with educational performance (1 SD or more below on an achievement test)

Achievement Test:

SD:

3. Click in the radio buttons and text boxes and fill in all of the required information for this checklist.

The items labeled with red text and an asterisk (*) are required information that must be filled in if they're not already.

If you don't know all of the information at this time, you may leave some of it blank, but you'll need to come back later and fill it in before you can finalize the plan.

4. Click the Submit button.

The Evaluation Criteria Checklists page displays with a success message, eligibility will auto calculate, and the ✓ column will be marked.

If the criteria for the item you selected were not met, the Criteria Checklist will be redisplayed with messages indicating what needs to be done to complete the form. If a checklist is incomplete, the ✓ column on the Evaluation Criteria Checklists page will be marked with X.



Brandi C Anaya ID #: 360001
 School: Junior High
 Type: Evaluation

Grade: 08
 Eval Age: 15 yrs, 10 mos
 Report Date: 1/15/2008

[Merge All Draft Criteria](#)
 ✓ means the criteria has been met.
 X means the criteria has not been met.

Criteria Description	✓			
Autism Spectrum Disorders (ASD)		Check		
Deaf-Blind (D-B)		Check		
Developmental Adapted Physical Education (DAPE)		Check		
Developmental Cognitive Disability Mild-Moderate (DCD MM)		Check		
Developmental Cognitive Disability Severe-Profound (DCD SP)		Check		
Early Childhood Special Education (ECSE 0-2)		Check		
Early Childhood Special Education (ECSE 3-6)		Check		
Emotional or Behavioral Disorders (EBD 0-K)		Check		
Emotional or Behavioral Disorders (EBD K-12)		Check		
Other Health Disabilities (OHD)		Check		
Physically Impaired (PI)	X	Check	Clear	
Severely Multiply Impaired (SMI)		Check		
Specific Learning Disability (SLD)		Check		
Speech or Language Impairment (S/L)		Check		
Traumatic Brain Injury (TBI)		Check		
Visual Impairment (VI)		Check		

5. Repeat to check any additional criteria as you wish.

6.	Click the Print Preview icon for a criteria checklist you'd like to view or print. 	A new window opens displaying the document with all of your entries in your browser or Adobe Acrobat Reader, depending on your browser. If you wish to actually print the document, click the Adobe Acrobat Reader print button to send the document to your printer.
7.	Close the form preview window.	The Evaluation Criteria Checklists page should still be displayed in your web browser.
8.	Click the Clear link to remove the mark from the  column for one of the criteria you marked.	The Evaluation Criteria Checklist page is displayed with a message requesting confirmation.

Click on 'Confirm Clear' to really clear the answers or click on 'Cancel' to abort clear.

Brandi C Anaya ID #: 360001
 School: Junior High
 Type: Evaluation

Grade: 08
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Y N X A. **Medically diagnosed physical impairment (documented evidence in file)**
 Physical Impairment:

✗ **B. Documentation in evaluation report of need for special education instruction and services, from these items**

Y N X 1. Two systematic observations in daily routine setting documenting a lack of functional level in organizational or independent work skills (one by physical and health disabilities teacher)

Y N X 2. Two systematic observations in daily routine setting documenting an inability to manage or complete motoric portions of classroom tasks within time constraints (one by physical and health disabilities teacher)

Y N X 3. Physical impairment interferes with educational performance (1 SD or more below on an achievement test)

Achievement Test:

SD:

9.	Click the Confirm Clear button.	The Evaluation Criteria Checklist is displayed with a success message, and the ✓ or ✗ is removed for that item.
10.	Click the Merge All Draft Criteria link at the top of the Criteria list.	<p>The Evaluation Criteria Checklists page is redisplayed with a success message.</p> <p>During the Evaluation Summary phase, the Criteria Checklist can be merged together.</p> <p>If two or more evaluators filled out the same criteria form, they may have agreed or disagreed on some items. The merge will compare the responses.</p> <ul style="list-style-type: none"> • If there is no disagreement, the individual responses are merged into a single non-draft criteria entry. • If there is disagreement, you get a message to that effect. Then you have to actually go back and look at both entries and decide how to fill out the criteria (hopefully, with some discussion to settle the disagreement), and then try merging them again.

Evaluation Criteria Checklists

The Criteria Checklist answers were successfully merged.

Brandi C Anaya ID #: 360001
 School: Junior High
 Type: Evaluation

Grade: 08
 Eval Age: 15 yrs, 10 m
 Report Date: 1/15/2008


[Merge All Draft Criteria](#)
 ✓ means the criteria has been met.
 ✗ means the criteria has not been met.

Criteria Description	✓		
Autism Spectrum Disorders (ASD)		Check	
Deaf-Blind (D-B)		Check	
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Developmental Cognitive Disability Severe-Profound (DCD SP)		Check	
Early Childhood Special Education (ECSE 0-2)		Check	

Completeness Check

1	Perform completeness check to see what is left to complete	Completeness screen will be displayed
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Evaluation/Reevaluation Report Completeness Check


By cmERDC

Brandi C Anaya ID #: **360001**
 School: **Junior High**
 Type: **Evaluation**

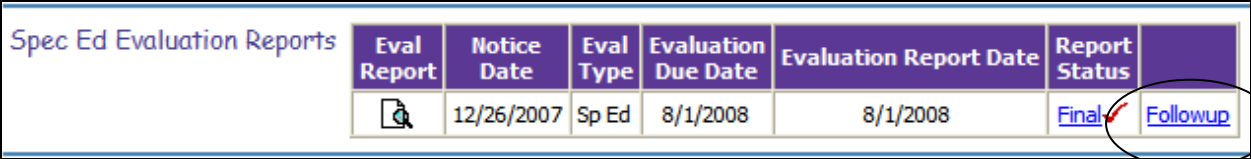
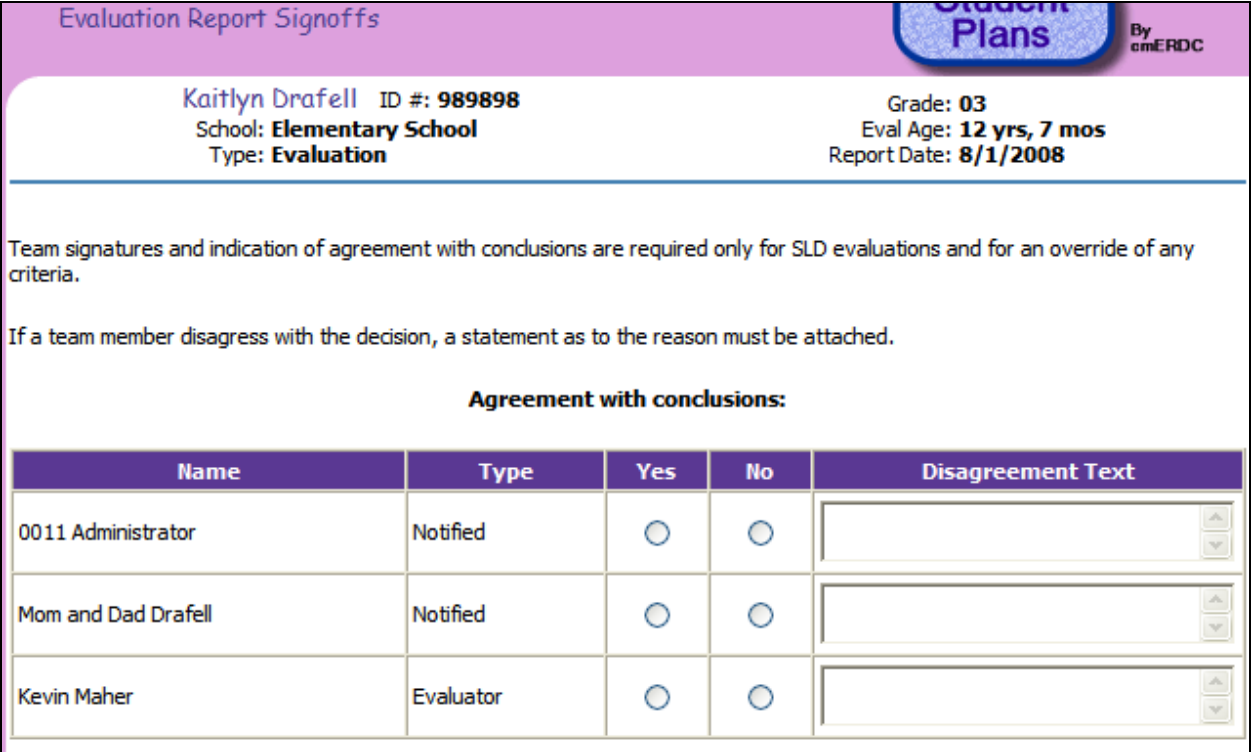
Grade: **08**
 Eval Age: **15 yrs, 10 mos**
 Report Date: **1/15/2008**

		Section	Messages
Edit		Section: Testing Results	Required Section Status is not 'Complete'.
Edit		Section: Interpretation of Results	Required Section is missing.
Edit		Section: Recommendations	Required Section is missing.
Edit		Report for Weschsler Adult Intelligence Scale-Revised (WAIS-R)	Incomplete from Maureen Davis
Edit		Evaluation Reports	1 Evaluation Report
Edit		Summary Section: Summary of Results	Required Summary Section is missing.
Edit		Summary Section: Determination of Eligibility	Required Summary Section is missing.
Edit		Summary Section: Present Level of Performance	Required Summary Section is missing.
Edit		Summary Section: Educational Needs	Required Summary Section is missing.
Edit		Summary Section: Additions and Modifications	Required Summary Section is missing.
Edit		Summary Section: Related Services	Required Summary Section is missing.
Edit		Summary Section: Transition	Required Summary Section is missing.
Edit	✓	Summary Section: Blind Students	Complete.
Edit	✓	Summary Section: SLD Students	Complete.
Edit	✓	Summary Section: Team Override	Complete.
Edit		Summary of Evaluations	10 Summary Sections
Edit	✓	Determination of Eligibility	Complete
Edit	✓	Disabilities	Complete

Follow-up (Team Approval)



Once an Evaluation Report has been finalized, signatures need to be collected from the interested parties indicating their agreement (or disagreement) with the conclusions of the report if the student qualifies for SLD or is eligible based on an override..

1.	After an Evaluation Report has been finalized, a Follow-up link will appear in the Evaluation Reports documents table.	
		
2.	Click the Follow-up link in Evaluation Reports documents table.	The Evaluation Reports Signoffs page is displayed.
		
3.	Click in the radio buttons to indicate each person's agreement with the report's conclusions.	<p>Yes indicates agreement.</p> <p>No indicates disagreement.</p>

4.	For any people that disagree (where you clicked in the No column), click in the appropriate Disagreement Text box and type their statement.	
5.	Click the Submit button.	The Evaluation Report Signoffs page is redisplayed with a success message.