

# **Evaluation Team Report (ETR)**

## **Professional Development Agenda**

**\*Overview of the Strategic Improvement Self Review (SISR)  
and the purpose of today's meeting**

**\*Review the "Record Review Questions" (Rubric)**

**\*Essential ETR: Focus on Results Power Point**

**\*ETR Smart Sheet**

**\*"PR-06 Helper Guide", "PR-06 Helpful Handout" and  
"How to Word your PR-06"**

**\*Bright Local Schools ETR Checklist (and Preschool Checklist)**

**2.5 Hours on January 17<sup>th</sup>, 2017**

1971-1972

1973-1974

1975-1976

1977-1978

1979-1980

1981-1982

1983-1984

1985-1986

1987-1988

1989-1990

## **(SISR: Strategic Improvement Self Review)**

The Ohio Department of Education, Office for Exceptional Children, is required to ensure compliance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). Further, Section 3323.02 O.R.C. requires the special education program of each school district to be operated in accordance with the procedures, standards, and guidelines adopted by the State Board of Education in order to receive state or federal funds for the district's special education program.

OEC is transitioning to a Strategic Improvement Self-Review (SISR). The outcome of the review activities should provide valuable information for school districts' results driven accountability (RDA) planning process to improve results for children with disabilities, including implementation of special education processes and services/supports for students with disabilities. OEC's review process is designed to assist school districts in:

- reviewing implementation of federal and state requirements;
- setting and meeting high expectations as evidenced through improved results for students with disabilities.

The intent of the SISR process is to maximize the use of resources that will result in better academic, social and post-secondary outcomes for students with disabilities and to meet regulatory requirements. The SISR includes four phases:

Phase 1: LEA Self-Review (facilitated by SST and OEC staff);

Phase 2: Strategic Improvement Plan Implementation;

Phase 3: Strategic Improvement Plan Review and Results; and

Phase 4: Plan for Continued Activities



Record Review Questions

Child Find					
Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-1	300.305(a)	For children transitioning from Part C, did the LEA utilize child information from the Individual Family Service Plan (IFSP) and other documentation provided by Help Me Grow in suspecting or when determining eligibility for Part B supports and services?  <i>*Preschool Only</i>  <i>*Initial Evaluation Only</i>	YES	Information from Part C must be documented and can include: <ul style="list-style-type: none"> <li>• Observations in more than one setting and in multiple activities;</li> <li>• Interviews (information provided by parents or caregiver);</li> <li>• Results of the Bailey or Battelle.</li> </ul>	* Help Me Grow Forms, * Records from the Transition Conference, * PR-06 Evaluation Team Report- Part 2, * PR-04 Referral Form, * PR-01 Prior Written Notice
			NO	There is no evidence that the data indicated above are documented as part of the decision making process for suspecting or determining eligibility. The child is not transitioning from C to B.	
			NA		

Record Review Questions

Child Find					
Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-2	OAC 3301-51-06 (2) and OAC 3301-51-06(4)	Does the LEA provide interventions to resolve concerns for any school-age child who is performing below grade-level standards?	YES	<p>The record shows evidence of intervention data and provides a summary of the interventions that have been implemented prior to referral <u>or</u> during the evaluation process.</p> <p><b>For initial evaluations</b> the summary of interventions provided must include:</p> <ol style="list-style-type: none"> <li>1. A description of the research-based intervention(s) used,</li> <li>2. How long the intervention was provided (how many weeks),</li> <li>3. The intensity of the intervention – how often, and for how many minutes,</li> <li>4. A description of the results compared to the baseline data, and</li> <li>5. The decision was made as a result of the intervention(s).</li> </ol> <p><b>For reevaluations</b>, the summary of interventions provided would include:</p> <ol style="list-style-type: none"> <li>1. A description as delineated above if interventions were provided in addition to the specially designed instruction, related services, and other supports contained in the IEP.</li> <li>2. If no additional interventions were provided, a statement that it was determined by the ETR team that the IEP special education supports and services were sufficient to meet the child's needs.</li> <li>3. This area cannot be left blank and must refer to actual interventions, if provided, and not simply accommodations or modifications.</li> </ol> <p>The student record contains no evidence that interventions were provided to the child.</p>	<ul style="list-style-type: none"> <li>* Data from interventions,</li> <li>* PR-06 Evaluation Team Report- Part 2,</li> <li>* PR-04 Referral Form,</li> <li>* PR-01 Prior Written Notice.</li> </ul>
			NO		
			NA	Transfer ETR from previous LEA.	

Record Review Questions

Child Find

Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-3	300.501(b)(1)	Did the evaluation planning team include the parent?	YES	There is evidence of parental involvement in evaluation planning <u>or</u> evidence the parent was provided the opportunity to participate in evaluation planning.	* Evaluation Planning Form, * PR-01 Prior Written Notice* * PR-02 Parent Invitation, * PR-04 Referral Form * Other Documentation; Phone logs, parent contact logs, e-mails, conference call.
			NO	No evidence of parental involvement <u>or</u> no evidence the parent was provided the opportunity to participate in the evaluation planning.	* Documentation of LEA and Parent Agreement (must be verified by consultant for compliance).
			NA	The parent and the LEA agreed that a reevaluation was unnecessary <u>or</u> Transfer ETR from previous LEA.	

Record Review Questions

Child Find

Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-4	300.304(c)(4); OAC 3301-51-01; and OAC 3301-51-06	Is there evidence that the evaluation addresses all areas related to the suspected disability?	YES	<p>There is evidence that the evaluation addressed all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.</p> <p>Refer to the definitions within OAC 3301-51-01 for direction when determining if the child is assessed in all areas (Operating Standards, page 15-20).</p> <p>OAC 3301-51-06 contains additional procedures for evaluating for Specific Learning Disabilities, Multiple Disabilities, and Deafness or Hearing Impairment (Operating Standards pages 116-123) and preschool-age children (Operating Standards pages 112).</p> <p>The preschool form addresses the requirements in Rule 3301-51-11(C). Multiple sources of information are required to determine eligibility. For preschool, these sources include but are not limited to, information from Part C when children transition from early intervention, structured observations in more than one setting and in multiple activities, information provided by the parent or caregiver and criteria and norm-referenced evaluations. All developmental areas, not just those related to the disability, must be assessed with at least one source of information.</p>	<ul style="list-style-type: none"> <li>* Evaluation Planning Form,</li> <li>* PR-04 Referral Form,</li> <li>* PR-01 Prior Written Notice,</li> <li>* Preschool evaluation form.</li> </ul>
			NO	The evaluation report did not address all areas related to the suspected disability.	
			NA	The parent and the LEA agreed that a reevaluation is not necessary <u>or</u> Transfer ETR from previous LEA.	



Record Review Questions

Child Find

Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-5	300.306 (c)	Does the ETR clearly state the summary of assessment results?	YES	There is a clear and concise summary of the data and assessment results, and not just a word copy of all the assessments conducted. And the evaluation team report meets the requirements of 3301-51-06 (G) (summary of information). The ETR does not contain a clear summary of the results of all the data and assessments. Or there is merely a re-statement of all the assessments conducted without a concise summarization.	
			No		
			NA	The parent and the LEA agreed that a reevaluation is not necessary <u>or</u> Transfer ETR from previous LEA.	
CF-6	300.306 (c)	Does the ETR contain a clear and succinct description of educational needs?	YES	The description of educational need contains specific and adequate information about this child that will allow the IEP team to develop an effective and actionable IEP. This includes the need for special education and related services.	
			NO	The ETR does not contain a clear description of educational need for the child, or contains generic information that is not individualized to this child's needs.	
			NA	The parent and the LEA agreed that a reevaluation is not necessary <u>or</u> Transfer ETR from previous LEA. Or, this ETR substantiates the decision that the child no longer qualifies as a child with a disability under IDEA.	

Record Review Questions

Child Find					
Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-7	300.306 (a)(1)	Does the ETR contain specific implications for instruction <b>and progress monitoring</b> ?	YES	The ETR clearly describes the need and implications for specially designed instruction and, if applicable, related services. This must include how progress could be monitored in relation to IEP goals and services.	
			NO	There is no description of the implications for instruction or for progress monitoring. Or, the implications description is generic in nature and does not address the specific needs of this child.	
			NA	The parent and the LEA agreed that a reevaluation is not necessary <b>or</b> Transfer ETR from previous LEA. Or, this ETR substantiates the decision that the child no longer qualifies as a child with a disability under IDEA.	

Record Review Questions

Child Find

Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-8	300.306(a)(1)	<p><u>Determining Eligibility</u></p> <p>Did a group of qualified professionals as appropriate to the suspected disability determine whether the child is a child with a disability?</p> <p><i>*Initial Evaluations Only</i></p>	YES	<p>A group of qualified professionals determines eligibility. Refer to OEC's established guidelines for Qualified Professionals</p> <p>Example of Guideline(s):  <u>QP's for Specific Learning Disability</u></p> <p>A group of qualified professionals would include the following, but not limited to:</p> <ol style="list-style-type: none"> <li>1. Parent,</li> <li>2. LEA Representative,</li> <li>3. Person qualified to interpret the results of the assessments used,</li> <li>4. Additional group members,                             <ul style="list-style-type: none"> <li>• The child's regular teacher; or</li> <li>• If the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; or</li> <li>• For a child of less than school age, an individual qualified by the SEA to teach a child of his or her age; and</li> <li>• At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.</li> </ul> </li> </ol>	<p>* PR-06 Evaluation Team Report- Section 1 Individual Evaluator's Assessment and Section 5 Signatures</p>
			NO	Eligibility was not determined by a group of qualified professionals.	
			NA	Transfer ETR from previous LEA.	

Record Review Questions

Child Find

Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-9	300.306(a)(1); 300.305(a); and 3301-51-01 (B)(21)	<u>Determining Eligibility</u> Did a group of qualified professionals as appropriate to the suspected disability determine whether the child is a child with a disability?  * <i>Reevaluations Only</i>	YES	The IEP team and additional qualified professionals determine eligibility.  Refer to OEC's established guidelines for Qualified Professionals  <u>IEP Team Members</u> 1. Parent, 2. Regular Education Teacher, 3. Special Education Provider, 4. LEA Representative, 5. An individual who can interpret the instructional implications of evaluation results, 6. At the discretion of the parent or the school LEA, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; 7. Whenever appropriate, the child with a disability.  Eligibility was not determined by a group of qualified professionals <u>and</u> the IEP Team.  The parent and the LEA agreed that a reevaluation is not necessary <u>or</u> Transfer ETR from previous LEA.	* PR-01 Prior Written Notice to Parents, * PR-02 Parent Invitation, * PR-06 Evaluation Team Report- Section 1 Individual Evaluator's Assessment and Section 5 Signatures, * Documentation of LEA and Parent Agreement (must be verified by consultant for compliance).
			NO		
			NA		



### ETR Planning

**Required components - Evaluation:**

- SLD [OAC 3301-51-06(H)]
- ID [OAC 3301-51-01(B)(10)(d)(ii)]
- MD [OAC 3301-51-06(I)]
- VI [OAC 3301-51-01(B)(10)(d)(xiii)]
- HI [OAC 3301-51-06(J)]



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### Reason for Evaluation

**Must be documented on:**

- The Prior Written Notice (PR-01);
- The Evaluation Team Report (PR-06). And
- must relate to the child



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### Summary of Interventions

Provide a summary of all interventions provided prior to the child's referral for an evaluation or done as part of the initial evaluation.

PR-04



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### Summary of Interventions

**Must include:**

1. The specific research-based intervention(s)
2. The length of time
3. The intensity
4. The results
5. The decision(s) made as a result

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### Summary of Interventions

For all reevaluations provide a summary of interventions routinely provided to this child.

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### Specific Components of the ETR

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### Information Provided by Parent

Evaluations and information provided by the parent of the child is required to be addressed and may become a component of any initial or reevaluation upon team agreement.

[OAC 3301-51-06(F)(1)(a)(i)]



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### Medical Information

Provide relevant medical information that impacts the educational needs of the child or is considered necessary to ensure the child's health and safety while at school.



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### Medical Information

Medical consultation shall be encouraged for a preschool or school-age child on a continuing basis.



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### Addressing all Areas of the Suspected Disability

All areas related to the suspected disability shall be assessed, including if appropriate:

- Health
- Vision
- Hearing
- General Intelligence
- Academic Performance
- Communication abilities
- Motor Abilities
- Social and Emotional Status

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### Observation

- Summary of Observations required for SLD and Preschool;
- Observed in the child's learning environment, i.e., regular education setting;
- Preschoolers or children who are out of school for medical or disciplinary reasons observed in an environment appropriate for a child of that age.

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### Observation

Conduct an observation after the child has been referred for an evaluation and parental consent has been obtained.

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## Academic and Functional Assessments

The team must use a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child, including information provided by the parent

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## Section 2

### Summaries and Implications

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## Summary of Assessment Results

Includes:

- Summary of the key findings across all assessment information;
- Relationship of results to the referral;
- Description of child's performance (baseline specific/measurable data)

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### Description of Educational Needs

The needs identified in this section will tie directly to implications for instruction.

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### Implications for Instruction and Progress Monitoring

- Describe how the child's needs impede progress in the general curriculum
- Address each of the child's identified educational and functional needs

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### Eligibility Determination

- The determining factor is NOT due to lack of appropriate instruction in reading or math or limited English proficiency;
- The team has determined that the presence of the disability adversely affects the child's progress in the general education curriculum.

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**Section 3**

**Determining the Existence  
of a  
Specific Learning Disability**

Ohio Department of Education

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**SLD is a disorder of:**

**Basic psychological processes  
involved in understanding/using  
language,  
spoken or written**

Ohio Department of Education

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**Criteria for SLD**

**Does not achieve adequately for  
the child's age or to meet state-  
approved grade-level standards**

Ohio Department of Education

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**Processes for determining SLD**

- Cannot *require* a severe discrepancy model (intellectual ability vs. achievement)
- Uses a process based on response to research-based intervention OR
- Patterns of Strengths and Weaknesses

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**Section 4**

**Determining Eligibility**

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**A Qualified Team**

**For Initial Evaluations this group includes?**

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**A Qualified Team**

**For Reevaluations the IEP  
Team must include?**

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# ETR Evaluation Team Report

CHILD'S NAME: \_\_\_\_\_

ID NUMBER: \_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_

## 1 INDIVIDUAL EVALUATOR'S ASSESSMENT

Section to be completed by each individual evaluator

EVALUATOR NAME: \_\_\_\_\_

POSITION: \_\_\_\_\_

### AREAS OF ASSESSMENT:

\_\_\_\_\_

Indicate the area(s) that were assessed by the evaluator in accordance with the evaluation plan.

### EVALUATION METHODS AND STRATEGIES

Indicate the types of assessment strategies used to gather information about the child's performance

OBSERVATIONS

SCIENTIFIC, RESEARCH-BASED  
INTERVENTIONS

NORM-REFERENCED ASSESSMENTS

INTERVIEWS

CURRICULUM BASED ASSESSMENTS

CLASSROOM BASED ASSESSMENTS

REVIEW OF RECORDS AND RELEVANT  
TREND DATA (SCHOOL RECORDS, WORK  
SAMPLES, EDUCATIONAL HISTORY)

OTHER (Specify)

### ASSESSMENT INFORMATION

Provide a summary of the information obtained from the assessment results per the evaluation plan including the child's strengths, areas of need and baseline data

SUMMARY OF ASSESSMENT RESULTS:

DESCRIPTION OF EDUCATIONAL NEEDS:

IMPLICATIONS FOR INSTRUCTION AND PROGRESS MONITORING:

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_





# ETR Evaluation Team Report

## CHILD'S INFORMATION:

CHILD'S NAME: \_\_\_\_\_ ID NUMBER: \_\_\_\_\_  
STREET: \_\_\_\_\_ GENDER:  GRADE: \_\_\_\_\_  
CITY: \_\_\_\_\_ STATE: OH ZIP: \_\_\_\_\_  
DATE OF BIRTH: \_\_\_\_\_  
DISTRICT OF RESIDENCE: \_\_\_\_\_  
DISTRICT OF SERVICE: \_\_\_\_\_

## TYPE OF EVALUATION:

INITIAL EVALUATION  REEVALUATION

## DATES

DATE OF MEETING: \_\_\_\_\_  
DATE OF LAST ETR: \_\_\_\_\_  
REFERRAL DATE: \_\_\_\_\_  
DATE PARENTS  
CONSENT RECEIVED: \_\_\_\_\_

## PARENTS'/GUARDIAN INFORMATION

NAME: \_\_\_\_\_  
STREET: \_\_\_\_\_  
CITY: \_\_\_\_\_ STATE: OH ZIP: \_\_\_\_\_  
HOME PHONE: \_\_\_\_\_ WORK PHONE: \_\_\_\_\_  
CELL PHONE: \_\_\_\_\_ EMAIL: \_\_\_\_\_  
NAME: \_\_\_\_\_  
STREET: \_\_\_\_\_  
CITY: \_\_\_\_\_ STATE: OH ZIP: \_\_\_\_\_  
HOME PHONE: \_\_\_\_\_ WORK PHONE: \_\_\_\_\_  
CELL PHONE: \_\_\_\_\_ EMAIL: \_\_\_\_\_

## ETR FORM STATUS

- PART 1: INDIVIDUAL EVALUATOR'S ASSESSMENT  
(Separate Assessment from each Evaluator)
- PART 2: TEAM SUMMARY
- PART 3: DOCUMENTATION FOR DETERMINING THE  
EXISTENCE OF A SPECIFIC LEARNING DISABILITY
- PART 4: ELIGIBILITY
- PART 5. SIGNATURES

## INSTRUCTIONS

There are four parts to this form, i.e., Part 1,2,3 and 4. Parts 1,2 and 4 must be completed for all initial evaluations and reevaluations. Part 3 must be completed for initial evaluations if the suspected area of disability is Specific Learning Disability. Part 3 must be completed for reevaluations if the child is currently a child identified as having a specific learning disability or the team is considering a change in the child's disability category to Specific Learning Disability.

In Part 1 each member of the evaluation team will list in the "Areas of Assessment" box the area or areas that they will be assessing, i.e., vision, hearing, fine motor, gross motor, emotional/behavioral or intellectual ability. The evaluator will also provide, in Part 1, the evaluation method and strategies used to conduct the assessment by checking the appropriate boxes. A detailed summary of the results of the assessment or assessments will be provided in the "Summary of Assessment Results" section. The evaluator will sign their assessment page and include his or her position title. The date on this section will be the date the evaluator completed his or her assessment.

Part 2 will be completed by the team chair or district representative by gathering all team members' assessments (Part 1) and summarizing them in the boxes provided in Part 2. The interventions summary is completed for both initial evaluations and reevaluations per the instructions found on the form and in Procedures and Guidance for Ohio Educational Agencies serving Children with Disabilities. The reason(s) for the evaluation is also completed for both initial and reevaluations. The summary of information provided by the parents of the child will include information from the referral form as well as any information provided by the parent through behavioral checklists, interviews or meetings, outside evaluations.

Once all assessment information is gathered and summarized, the team will meet and review all information. The team will then describe the child's educational needs based on the information gathered, and state the implications for instruction and progress monitoring in the appropriate text box.

The team will then consider whether or not the child may have a specific learning disability based on the elements found in Part 3. If no one suspects a disability under this category, the team may skip Part 3 and move into Part 4.

In Part 4 the team determines whether or not the child is eligible for special education and related services by addressing each of the statements found in this section. The final text box in this section is completed with the information that supports the team's eligibility determination. All members of the team sign the report at the conclusion of this section. If any team member disagrees with the team's determination, the team member must attach a written statement of disagreement to the report.

# ETR Evaluation Team Report

CHILD'S NAME:

ID NUMBER:

DATE OF BIRTH:

**1**

## INDIVIDUAL EVALUATOR'S ASSESSMENT

Section to be completed by each individual evaluator

EVALUATOR NAME: Done for each person doing an assessment

POSITION: \_\_\_\_\_

**AREAS OF ASSESSMENT:** i.e. vision, hearing, speech and language development, academic skills, secondary transition skills...

Indicate the area(s) that were assessed by the evaluator in accordance with the evaluation plan.

## EVALUATION METHODS AND STRATEGIES

Indicate the types of assessment strategies used to gather information about the child's performance

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> OBSERVATIONS  | <input type="checkbox"/> SCIENTIFIC, RESEARCH-BASED INTERVENTIONS | <input type="checkbox"/> NORM-REFERENCED ASSESSMENTS |
| <input type="checkbox"/> INTERVIEWS  | <input type="checkbox"/> CURRICULUM BASED ASSESSMENTS             | <input type="checkbox"/> CLASSROOM BASED ASSESSMENTS |
| <input type="checkbox"/> REVIEW OF RECORDS AND RELEVANT TREND DATA (SCHOOL RECORDS, WORK SAMPLES, EDUCATIONAL HISTORY) | <input type="checkbox"/> EVALUATION METHODS AND STRATEGIES        | <input type="checkbox"/> OTHER (Specify)             |

Preschool - the following must be evident in the area of suspected disability: observations in more than 1 setting, interview, criterion reference and norm referenced evaluation

## ASSESSMENT INFORMATION

Provide a summary of the information obtained from the assessment results per the evaluation plan including the child's strengths, areas of need and baseline data

### SUMMARY OF ASSESSMENT RESULTS:

- List the name of the assessment tool you used. (standardized assessment, short cycle assessment, observation, teacher made test)
- Provide a clear and understandable description of the child's performance, if you use test scores Interpret them.
- Connect the assessment results to the reason the child was referred for an evaluation
- Time reference your assessment data- should be within 1 year
- The summary should also identify any conditions or limitations that may have influenced the validity of the results, including implications for children who are culturally and linguistically diverse
- This assessment data will become your baseline data for your Present Levels of Performance and Goals on the IEP
- Summarize graphs and charts (which can be attached)
- Include: background history (education with HQT, developmental milestones, etc....), History of Interventions and results, the child's learning style, what strategies worked, etc...

### DESCRIPTION OF EDUCATIONAL NEEDS:

- Including academic weaknesses, speech and language skills...
- Preschool: precursor skills, and needs to access the curriculum
- Should tie directly to the implications for instruction and progress monitoring and provide the direction for the IEP

### IMPLICATIONS FOR INSTRUCTION AND PROGRESS MONITORING:

- How these needs impact the child's progress in the general curriculum/ in comparison to same aged peers
- Also include the child's strengths
- Include a summary of the types of supports , services , or specially designed instruction that is necessary to address the needs above
- Do NOT put that a child "qualifies" or "doesn't qualify" for services - that is an IEP team decisio

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Date assessment completed

# ETR Evaluation Team Report

CHILD'S NAME:

ID NUMBER:

DATE OF BIRTH:

**2**

## TEAM SUMMARY

Combine all Part 1's Individual Evaluator's Assessment from all evaluators into team summary

### INTERVENTIONS SUMMARY

Provide a summary of all interventions done prior to the child's referral for an evaluation or done as part of the initial evaluation. For all reevaluations provide a summary of interventions routinely provided to this child.

- Completed by the team
- Summary of the targeted and/or intensive interventions that have been implemented prior to referral or as part of the evaluation.
- Include a description of interventions selected and the length, intensity, frequency and duration of interventions
- Summary should include the assessment method used to monitor the progress of the intervention (i.e. curriculum based measurement or systematic observation) and the frequency that the progress was monitored
- Provide an analysis of the data collected that provided evidence the child may require specialized instruction
- Charts showing this analysis can be attached to this report to further illustrate the child's progress
- Can be done ahead of time so it is ready for the meeting

### REASON(S) FOR EVALUATION:

- Specific reason that the child was referred for an evaluation to determine if there is a disability
- Can be done ahead of time so it is ready for the meeting

### SUMMARY OF INFORMATION PROVIDED BY PARENTS OF THE CHILD:

- Provide a summary of any information that has been provided by the parents of the child.
- This will include the information contained on the referral (PR-04)- The PR-04 can be attached and referenced in this section.
- The summary may also contain the results of behavioral checklists, interviews, meetings or outside evaluations that the parents have provided
- Can be done ahead of time so it is ready for the meeting
- Information that is provided by the parents during the evaluation and IEP team meeting also will be entered here

### SUMMARY OF OBSERVATIONS: (only required for preschool and SLD)

- Only required for SLD - A child is to be observed in the child's learning environment including the regular ed setting
- For preschoolers or children out of school for medical or disciplinary reasons, a team member must observe the child in an environment appropriate for a child of that age.
- The observation may be done prior to the child's referral or done as part of the referral process
- If the observation is part of the referral process for suspected disability- parental consent is required
- Summarize the child's academic performance and behavior in the areas of difficulty observed in the child's learning environment including regular ed setting
- The data obtained through observational methods and summarized in this section should quantify the child's performance in terms of frequency, duration, intensity or quality
- Can be done ahead of time so it is ready for the meeting

### MEDICAL INFORMATION:

- Provide relevant medical information that has an impact on the educational needs of the child or is considered necessary to ensure the child's health or safety while attending school
- This may include a record of medications, the need for school personnel to dispense medications, an explanation of any medical procedures that need to be performed during the school day, and information that the child has a medical condition (i.e. seizures, diabetes) including instructions that school personnel should follow
- Can be done ahead of time so it is ready for the meeting

### SUMMARY OF ASSESSMENT RESULTS:

- Provide a concise summary of key findings across all of the assessment information gathered that led to the conclusions of the team
- This summary should NOT provide the level of detail included in the assessment information provided by the individual evaluators but should provide a succinct summary based on the integration of all the assessment information provided by the individual evaluators and the parents
- Can be done ahead of time so it is ready for the meeting

### DESCRIPTION OF EDUCATIONAL NEEDS:

- Must be done at the meeting
- Summarize "What does this mean?"
- What needs rise to the level of needing specially designed instruction?
- These needs should tie directly to the implications for instruction.

# ETR Evaluation Team Report

These needs should be directly to the implications for instruction.

- What interventions and accommodations does the child need to access and progress in the general curriculum?
- For preschool focus on who the child will access the general preschool curriculum as well as interactions with peers/adults
- Describe the strengths as well as the needs of the child

## **IMPLICATIONS FOR INSTRUCTION AND PROGRESS MONITORING:**

- Must be done at the meeting
- How the child's needs have an impact on the progress in the general ed. curriculum - which will lead to the development of goals and identification of needed services

# ETR Evaluation Team Report

CHILD'S NAME:

ID NUMBER:

DATE OF BIRTH:

## 3 DOCUMENTATION FOR DETERMINING THE EXISTENCE OF A SPECIFIC LEARNING DISABILITY

### REQUIRED NOTIFICATION

If the child has participated in a **process that assesses the child's response to scientific, research based intervention**, indicate if the parents were notified about the following prior to the evaluation:

The state's policies regarding the amount and nature of student performance data that would be collected and the general services that would be provided. (See Procedures and Guidance for Ohio Educational Agencies serving Children with Disabilities)  YES  NO

Strategies for increasing the child's rate of learning  YES  NO

The parents right to request an evaluation  YES  NO

Section A must be completed

Either Section B or Section C must be completed

### A. IDENTIFIED AREAS

Identify one or more of the following areas in which the team has determined that the child is not achieving adequately for the child's age or state-approved grade-level standards when provided with learning experiences and instruction appropriate for the child's age or state-approved grade level standards.

- |  |   |  |  |
|--|---|--|--|
| <input type="checkbox"/> Oral Expression         | <input type="checkbox"/> Reading Fluency Skills | <input type="checkbox"/> Written Expression  | <input type="checkbox"/> Mathematics Calculation     |
| <input type="checkbox"/> Listening Comprehension | <input type="checkbox"/> Reading Comprehension  | <input type="checkbox"/> Basic Reading Skill | <input type="checkbox"/> Mathematics Problem solving |

### B. RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTION

Assessment information should be summarized in this section if the evaluation team used a process based on a child's response to scientific, research-based interventions to determine whether the child has a specific learning disability in one or more of the areas identified in Section A.

- Either B (if did RTI approach) or C (assessment to identify patterns of strengths and weaknesses) must be completed
- If the team used an RTI process they would summarize their results in this section (B).
- Include: how the interventions were delivered with fidelity and focus on the analysis of the data - which provides evidence to support the decision that the gap can not be closed with out specialized instruction

### C. PATTERNS OF STRENGTHS AND WEAKNESSES

Assessment information should be summarized in this section, if the evaluation team used alternative research-based procedures to determine if the child exhibited a pattern of strengths and weaknesses in performance, achievement or both, relative to age, state-approved grade-level standards or intellectual development that the team determined to be relevant to the identification of a specific learning disability in one or more of the areas identified in Section A.

- If the team used an evaluation process to determine strengths and weaknesses (Not and RTI approach) they would summarize their results in this section (C)
- Multiple sources of data and information should support the need for specialized instruction
- One or more areas should be checked in section A (identified Areas)

### D. EXCLUSIONARY FACTORS

The evaluation team has determined that its findings are NOT primarily the result of:

# ETR Evaluation Team Report

- |   |   |
|---|---|
| <input type="checkbox"/> A Visual, Hearing, or Motor Disability | <input type="checkbox"/> Limited English Proficiency            |
| <input type="checkbox"/> Mental Retardation                     | <input type="checkbox"/> Environmental or Economic Disadvantage |
| <input type="checkbox"/> Emotional Disturbance                  | <input type="checkbox"/> Cultural Factors                       |

## E. DOCUMENTATION- UNDERACHIEVEMENT NOT DUE TO A LACK OF APPROPRIATE INSTRUCTION

Regardless of the process used to identify a child as having a specific learning disability, the team must ensure that the child's underachievement is not due to a lack of appropriate instruction in reading or math by considering the following information:

1. Data that demonstrate that prior to, or as part of the referral process, the child was provided appropriate instruction in general education settings, delivered by qualified personnel.

Summarize the data used by the team to document this requirement:

- Document the data used to show the child was provided appropriate instruction by qualified personnel AND

2. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, that was provided to the child's parent.

Summarize the data-based documentation used by the team to document this requirement:

- Summarize the results of any assessments (i.e. curriculum based measurement, short cycle assessment...) used to monitor the child's progress during instruction and how they were shared with parents.

## F. OBSERVATION

Summarize the child's academic performance and behavior in the areas of difficulty as observed in the child's learning environment including the regular classroom setting.

- If information on observation has been reported in part 2 it does NOT need to be repeated - just note that the information can be found in 2 Team summary  
- The child should be observed in the child's learning environment (either prior to referral or as part of the referral) and the performance should be quantified in terms of frequency, duration, intensity or quality  
- For preschool or home bound - observe in an environment appropriate for a child of that age

## G. MEDICAL FINDINGS

Describe the educationally relevant medical findings, if any:

- Any medical information not already provided in 2 Team Summary that would impact the child's eligibility or in the range of supports needed to be successful

# ETR Evaluation Team Report

CHILD'S NAME:

ID NUMBER:

DATE OF BIRTH:

## 4 ELIGIBILITY

### ELIGIBILITY DETERMINATION

It is the determination of the team that:

The determining factor for the child's poor performance is not due to a lack of appropriate instruction in reading or math or the child's limited English proficiency. For the preschool-age child the determining factor for the child's poor performance is not due to a lack of preschool pre-academics..  YES  NO

The child meets the state criteria for having a disability (or continuing to have a disability) based on the data provided in this document.  YES  NO

The child demonstrates an educational need that requires specially designed instruction  YES  NO

If the response is **NO** to any question, then the child is **NOT** eligible for special education.

If the response to all three questions is **YES**, then the child **IS** eligible for special education.

The child is eligible for special education and related services in the category of: 1 of the 13 handicapping conditions

### BASIS FOR ELIGIBILITY DETERMINATION: (or Continued Eligibility)

Provide a justification for the eligibility determination decision, describing how the student meets or does not meet the eligibility criteria as defined in OAC 3301-51-01 (B)(10) (Definitions) and OAC 3301-51-06 (Evaluations). Include how the disability affects the child's progress in the general education curriculum.

- A student must meet a 2 prong test to qualify as a SWD: 1. Meet the disability category definitions 2. Impacts ability to learn/adverse effect (this would include more than grades, social emotional, etc...)  
- Provide a justification for the eligibility determination describing how the child meets the eligibility criteria and how the disability affects progress in the general ed. curriculum.  
- It should not repeat the information in 2 Team Summary but instead tie directly the performance and needs to the eligibility category  
- Preschool - were disability categories considered first (over Developmental Delay)? If DD is the eligibility category - did the team consider all other categories? Is there evidence of a delay in physical, cognitive, communication, social emotional or adaptive? Is the delay substantiated by 2 SD below the mean in 1 area or 1.5 SD below the mean in more than 1 area? If the delay is not substantiated explain the pre-ponderance of evidence as to how the child qualifies.  
- You don't want services on the ETR (they go on the IEP) - you can not pre conceive a SWD would NOT be in regular ed.

# ETR Evaluation Team Report

CHILD'S NAME:

ID NUMBER:

DATE OF BIRTH:

## 5 SIGNATURES

### DATES

DATE OF MEETING: \_\_\_\_\_

DATE OF LAST ETR: \_\_\_\_\_

REFERRAL DATE: \_\_\_\_\_

### EVALUATION TEAM

The names, titles and signatures below identify the members of the evaluation team and indicate whether or not each team member is in agreement with the conclusions of the report.

NAME	TITLE	SIGNATURE	DATE	STATUS
	Parent		Date person	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
			signs the form	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
			This may or	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
			may not be	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
			the date of	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
			the meeting	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
				<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
				<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
				<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
				<input type="checkbox"/> Agree <input type="checkbox"/> Disagree

### STATEMENT OF DISAGREEMENT

If a team member is not in agreement with the team's determination, the team member shall attach to this report a written statement explaining his or her reason for disagreeing with the team's determination.



# ETR Evaluation Team Report

## EVALUATION PLANNING FORM

School Age Disability Determination

CHILD'S NAME: \_\_\_\_\_

DATE OF PLAN: \_\_\_\_\_

ID NUMBER: \_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_

INITIAL EVALUATION

TEAM CHAIRPERSON: \_\_\_\_\_

REEVALUATION

SUSPECTED DISABILITY: \_\_\_\_\_

TEAM MEMBERS \_\_\_\_\_

ASSESSMENT AREAS RELATED TO SUSPECTED DISABILITY(IES)	DATA AVAILABLE <sup>1</sup>	FURTHER TESTING NEEDED <sup>2</sup>	PERSON RESPONSIBLE FOR ASSESSMENT AND REPORT
Information Provided by Parent			

ERROR: undefined  
OFFENDING COMMAND: X

STACK:

false  
[0 ]  
3  
false  
false  
2115  
2237  
91  
125  
0  
8  
91  
125

## PR-06 Helper Guide

### Summary of Assessment Results:

- Begin by stating student's areas of strength (academic, work habits, behavior, social, communication, etc.)
  - i.e. Joey participates in class 3/5 days, turns his work in on-time 4/5 days, gets along well with others and is organized with his materials.
- Statement of areas of weakness and what strategies, accommodations and interventions have been done to address them within the classroom
  - i.e. Joey has difficulty attending during instruction which required approximately 10 prompts to redirect his focus in a 30 minute period at the beginning of the school year. After moving his seat to the front row, checking on him frequently and using a private signal his focus improved. He now only needs 1-2 redirects in a 30 minute period.
- Summarize academic assessment data collected through informal assessments and classroom based assessments as compared to typical peer performance.
  - **Reading** (QRI, IRI, accuracy with grade level text, fluency probe, classroom vocabulary and comprehension tests)
    - i.e. Though Joey is in the fall of his 9<sup>th</sup> grade year, he is reading at a fourth grade level according to the Informal Reading Inventory. He was able to answer 4/4 explicit questions and 2/4 implicit questions at the fourth grade level, but only 2/4 explicit and 0/4 implicit at the fifth grade level.
    - i.e. When given a passage from his textbook, Joey is able to read with 85% accuracy; however, typical peers read with at least 95% accuracy. His frequent decoding errors could impact comprehension.
    - i.e. Joey has averaged a 65% on vocabulary quizzes when compared with a class average of 90%.
    - types of decoding errors made (vowel sounds, word endings, substitutes with similar looking word)
    - comprehension: predicting events, sequencing, identifying the main idea, making inferences, finding details
  - **Writing/Spelling** (Include any analysis of the student's writing skills based on classroom samples)
    - Average number of sentences per paragraph/paragraphs per sample compared to what is expected
    - How many spelling errors per sample or percentage of sample spelled correctly
    - Use of correct capitalization and punctuation
    - Organization of ideas, use of correct format and able to stay on topic
    - Complexity of vocabulary/Variety of sentence structure
    - Grammar—i.e. subject/verb agreement; verb tense; syntax
    - Uses proofreading/editing tools effectively
  - **Math** (classroom assessments and assignments, observation of mental math skills)
    - Basic calculation skills—look at speed and accuracy, calculator dependent?
    - Reasoning skills—i.e. number sense, measurement, geometry, probability, algebra, problem solving (use content standards to assist with specific skills)
- Summarize behavior and work habits (respond to checked areas on the PR-06 helper form)
  - Work habits, organization, social skills, following directions, attention span, impulsivity, etc., and effect on classroom performance (i.e. Joey's inattention causes him to miss directions presented in the classroom.)

### Description of Education Needs:

- Based on assessments, describe academic needs and other needs related to educational success
  - i.e. Joey needs to improve his study habits, ability to express ideas in writing and attention to task.

### Implications for Instruction and Progress Monitoring:

- Using the needs mentioned in the section above, indicate the types of instructional strategies needed to accelerate the child's progress in the general education curriculum. Also indicate classroom accommodations that are necessary for success (verbal prompts to stay on task, seating near the teacher, information read aloud)
  - Joey would benefit from reviewing his notes nightly, creating and reviewing flashcards to learn new vocabulary, and attending study sessions with the teacher prior to each test. Joey has difficulty generating ideas for writing independently, so discussing ideas aloud first and using a graphic organizer would be beneficial strategies. He needs to turn his drafts in early for editing and revision feedback. Joey benefits from being seated near the teacher and redirected as needed. He responds to a private signal to return his attention to task.
- It is important to remember that special education determination is not made by the team at the meeting not on this form..
  - Instead of... "Joey needs special education...or instruction in the resource room," maybe... "Joey appears to require intensive interventions in order to be successful with the curriculum...or he may benefit from more individualized instruction."



## **PR-06 Helpful Handout**

*(Asking/Answering these questions may be helpful when completing the PR-06 form.)*

### **CONTENT AREA TEACHERS:**

- How does the student's lack of skill in the areas of reading/math/writing present itself in your subject area?
  1. Reading fluency (e.g., choppy, slow, fast)
  2. Math calculation/reasoning
  3. Responding to questions or explaining concepts in written or oral format.

### **ALL TEACHERS:**

- Fine Motor
  - Is handwriting legible?
- Sensory Processing
  - Does student: pick at clothes or body, chew on objects, sniff objects, rock in seat or is annoyed by loud noises?
  - How does student handle situations that are unexpected or over stimulating (e.g., fire drills, substitute teachers, assemblies)?
- Listening Skills
  - Do directions need repeated or rephrased?
  - Does information need to be re-explained?
  - Does student understand information read orally?
- Speaking Skills
  - Can student be understood when talking (volume, monotone, articulation)?
  - Does student stay on topic when speaking?
  - Can student participate in a back and forth conversation?
- Attention Span
  - Does student need to be redirected back to task? How often?
  - Is student easily distracted by peers or excess activity/noises?
- Activity Level
  - Is student lethargic?
  - Does student have difficulty remaining seated?
  - Does student fidget with objects?
- Behavior
  - How does student handle redirection/correction?
  - Does student follow classroom rules? School rules?
  - How does student handle daily transitions or unstructured time?
- Social Skills
  - Does student work well with others?
  - Does student choose to work in groups or alone when given a choice?
  - How does student interact with peers in non-structured settings?
  - Does the student appear to make friends?
  - How does student interact with adults?

- Can the student read social clues?
- Organization Skills
  - Are materials lost and need to be replaced?
  - Can student find materials when asked?
  - Is a binder, accordion, or folder system utilized?
  - Are needed materials brought to class?
- Study Skills
  - How does student prepare for quizzes/tests?
  - Does student utilize time given in class to study?
- Work Completion
  - Is homework completed and turned in on time?
  - If Not, WHY? (e.g. difficulty of material; motivational concerns; weak organizational skills/time management skills)
  - Does student utilize time given in class to work on assignments?
  - How is assignment book used?
- Self Help Skills
  - Does student recognize they need help?
  - Does student try task before asking for assistance?
  - How often does student need confirmation/assistance?
- Problem Solving
  - Is student proactive in solving problems?
  - Does student take ownership of problem?
  - Is student dependent on peers and/or adults to find solutions?
- Medical Health
  - Does student complain of aches/illness?
  - Does student often ask to leave class for the office or restroom?
- Attendance
  - How often is the student absent/tardy?
  - Does student take responsibility for work /material missed?
- Class Participation
  - How often does student volunteer?
  - If called on does student attempt to answer?
  - Is there an extended wait time for response?
  - Is response on topic?
  - Does student call out?
- Emotional Status
  - Is student quick to anger/sadness?
  - Does the student over or under react to situations?
- Assistive Technology
  - Does the student utilize devices (e.g. writer pro, fm system) in your classroom?

## How to Word Your PR-06

Our audience is parents, teachers and administrators. Please phrase your information so that it is understandable for everyone. Special education is full of terms and acronyms that parents may not know, and they may be too embarrassed to ask what they mean.

Here are some tips:

- Spell out acronyms
- Explain numbers (below average, average, above average)
- Describe difficult terms (i.e. visual perceptual integration → difficulty making sense of what they see or difficulty reading)

What to say...	What <u>not</u> to say
He/she has difficulty, struggles, faces challenges, requires more guidance with, may develop these skills in the future...	He/she doesn't get it He/she fails to understand how to... He/she will not be able to...
He/she has basic reading skills which include...	He/she is only reading at a 1st grade level He/she cannot read
May benefit from...	Will need, requires...
Typically developing peers	Regular/normal kids
May benefit from intensive interventions	Needs special education
Large group setting/ in class with his/her peers	Regular classes
Small group setting	Resource room
Individualized support	One-on-one or paraprofessional
Assistive technology device that will allow him/her to better communicate	iPad or any other specific name brand
Based on classroom data, it is recommended that...	I feel...

We also need to word information in the PR-06 so that it does not outline what services will be—that will happen with the IEP. When writing a PR-06, we are sharing information and brainstorming ideas; the decision that the student requires specially designed instruction will be made at the ETR meeting when everyone signs the report.

- A Speech/Language Pathologist is the one to say if a child requires speech services
- An Occupational Therapist is the one to say if a child requires OT services
- A Physical Therapist is the one to say if a child requires PT services





## **Bright Local Schools Evaluation Team Report (ETR) Checklist**

When you receive an email from the Special Education Coordinator that a student is due for an ETR, you will have the option of completing the document hand written on a hard copy of the form or completing it on Progress Book Special Services.

### **INDIVIDUAL EVALUATOR'S ASSESSMENT- Section 1**

- Name and Position have been filled out
- Area of Assessment has been filled out
- Evaluation Methods and Strategies box(es) have been checked

### **ASSESSMENT INFORMATION (Summary of Assessment Results)**

- For **INITIAL ETRs ONLY**: Clear and concise **summary** of Interventions and results- **MUST** include ALL 5 of the criteria below:

1. a description of the research-based intervention(s) used
2. how long the intervention was provided (in weeks)
3. the intensity of the intervention (how often and how many minutes)
4. a description of the results compared to baseline data
5. the decision that was made as a result of the intervention

- For **REEVALUATION ETRs ONLY**:

Were any interventions provided in addition to the student's Specially Designed Instruction (SDI), related services, and/or other supports contained in the IEP? \_\_\_\_\_yes \_\_\_\_\_no

If yes, summarize the intervention used in the criteria #1-5 above.

- Provide a **summary** of the information obtained from the assessment results per the evaluation plan including the child's strengths, areas of need and baseline data. This assessment data will become the baseline data for the student's Present Levels of Performance and Goals on the IEP (Section 6 of IEP).

- List the name and date of the assessment tool you used (should be within the last year). These can include: standardized assessment, short cycle assessment, observation, teacher made test, etc.
- Provide a clear and understandable description of the child's performance. If you use test scores, interpret and connect those test scores to the reason the child was referred for an evaluation/reevaluation.
- Summarize charts, graphs, student work samples and attach

### **(Description of Educational Needs)**

- Describe specific and adequate information about this student (academic, functional, behavioral) that will assist the IEP team in developing an effective and actionable IEP. This includes the need for special education and related services. Should tie directly to the implications for instruction and progress monitoring.

### **(Implications for Instruction and Progress Monitoring)**

- Summarize how these needs impact the student's progress in the general curriculum in comparison to same aged peers
- Summarize the student's strengths
- Summarize the types of supports, services, instructional/behavioral strategies, and/or specially designed instruction that is necessary to address the student's educational needs
- An explanation of how progress could be monitored in relation to the specific needs of the student

## **Bright Local Schools Evaluation Team Report (ETR) Checklist Preschool**

When you receive an email from the Special Education Coordinator that a student is due for an ETR, you will have the option of completing the document hand written on a hard copy of the form or completing it on Progress Book Special Services.

### **INDIVIDUAL EVALUATOR'S ASSESSMENT- Section 1**

- Name and Position have been filled out
- Area of Assessment has been filled out
- Evaluation Methods and Strategies box(es) have been checked
  - o Each assessment area must be assessed using one of the four methods indicated on Preschool Planning Sheet. Include Help Me Grow Data when applicable.

### **ASSESSMENT INFORMATION (Summary of Assessment Results)**

- For **INITIAL ETRs ONLY** Intervention Data from Help Me Grow is **Required (if child participated):** Clear and concise **summary** of Interventions and results- **MUST** include ALL 5 of the criteria below:

1. a description of the research-based intervention(s) used
2. how long the intervention was provided (in weeks)
3. the intensity of the intervention (how often and how many minutes)
4. a description of the results compared to baseline data
5. the decision that was made as a result of the intervention

- For **REEVALUATION ETRs ONLY:**

Were any interventions provided in addition to the student's Specially Designed Instruction (SDI), related services, and/or other supports contained in the IEP? \_\_\_\_\_yes \_\_\_\_\_no

If yes, summarize the intervention used in the criteria #1-5 above.

- Provide a **summary** of the information obtained from the assessment results per the evaluation plan including the child's strengths, areas of need and baseline data. This assessment data will become the baseline data for the student's Present Levels of Performance and Goals on the IEP (Section 6 of IEP).
- List the name and date of the assessment tool you used (should be within the last year). These can include: structured interview, structured observation (in more than one setting & multiple activities), Standardized Norm Referenced Assessments, Criterion Referenced/Curriculum Based Assessments.
- Summarize charts, graphs, student work samples and attach

### **(Description of Educational Needs)**

- Describe specific and adequate information about this student (academic, functional, behavioral) that will assist the IEP team in developing an effective and actionable IEP. This includes the need for special education and related services. Should tie directly to the implications for instruction and progress monitoring.
  - Think about child's current functioning compared to typical peers and the results of interventions while considering foundation and emerging skills that preschool student's exhibit.

### **(Implications for Instruction and Progress Monitoring)**

- State specific implications for instruction and progress monitoring including how the child's specially designed instruction looks different.
- Summarize the student's strengths
- Address the child's ability to develop skills across all domains to function as a typically developing peer.
- An explanation of how progress could be monitored in relation to the specific needs of the student and at what frequency the progress monitoring will occur.