

## REEVALUATION REPORT

Student's Name:

REEVALUATION REPORT (RR)

School Age

Student Name:

Date of Report (mm/dd/yyyy):

Date Report Provided to Parent/Guardian/Surrogate:

Student Birth Date:

Age:

Grade:

Local Education Agency (LEA):

School Student is Attending:

Current Educational Program:

County of Residence:

Phone (Home):

Name and Address of Parent/Guardian/Surrogate:

Phone (Work):

Other Information:

Date IEP Team reviewed Existing Evaluation Data:

The IEP team must decide if it has enough data to determine: the student's educational needs; the present levels of academic achievement and related developmental needs of the student; whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals in the IEP and to participate as appropriate in the general education curriculum; and whether the student continues to need special education and related services.

### I. SUMMARIZE INFORMATION REVIEWED

Complete items 1-7 for all students.

1. Physical condition, social, or cultural background, and adaptive behavior relevant to the student's disability and need for special education:
2. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parental input):
3. Aptitude and achievement tests:
4. Current classroom-based assessments and local and/or state assessments:
5. Observations by teacher(s) and related services provider(s), when appropriate:

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- 6. Teacher recommendations:
- 7. Determining factors: A student must not be found to be eligible for special education and related services if the determining factor for the student's suspected disability is any of those listed below. Respond Yes or No to, and provide evidence for, each determining factor below.

Yes  No      Lack of Appropriate Instruction in reading, including the essential components of reading instruction. Provide evidence.

Yes  No      Lack of Appropriate Instruction in math. Provide evidence.

Yes  No      Limited English proficiency. Provide evidence.

**II. DETERMINATION OF NEED FOR ADDITIONAL DATA, SUMMARY AND CONCLUSIONS**

Based on all evaluation data reviewed, complete item 1 or item 2.

- 1.  The IEP team determined that additional data are not needed.  
Reason(s) additional data are not needed:

Conclusion: Complete section A or B or C.

- A.  The student has a disability AND continues to need specially designed instruction.

- i. Disability Category  
Primary disability category:  
Secondary disability category(s), if any:

- ii. Summary of Findings  
Student's educational strengths and needs:

Present levels of academic achievement and related developmental needs, including transition needs as appropriate:

Recommendations for consideration by the IEP team regarding any additions or modifications to the special education and related services needed to enable the student to meet the measurable annual goals in the IEP and to participate as appropriate in the general education curriculum (including special considerations the IEP team must consider before developing the IEP, measurable annual goals, specially designed instruction, and supplementary aids and services):

OR

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- B.  The student does not have a disability and no longer is eligible for special education. (The parent may request an assessment to determine whether the student continues to be a student with a disability.)

OR

- C.  The student has a disability but no longer needs specially designed instruction, and no longer is eligible for special education. (The parent/guardian/surrogate may request an assessment to determine whether the student continues to be a student with a disability.)

2.  The IEP team determined that there is a need for additional data.  
The LEA must issue the Permission to Reevaluate – Consent Form and administer tests and other evaluation materials as may be needed to produce the data below.

NOTE: IF REEVALUATING THE STUDENT TO DETERMINE SPECIFIC LEARNING DISABILITY, COMPLETE THE DETERMINATION OF SPECIFIC LEARNING DISABILITY COMPONENT AT THE END OF THIS DOCUMENT BEFORE COMPLETING THE SECTION BELOW.

Interpretation of additional data:

Conclusion: Complete section A or B or C.

- A.  The student has a disability AND continues to need specially designed instruction.

- i. Disability Category

Primary disability category:

Secondary disability category(s), if any:

- ii. Summary of Findings

Student's educational strengths and needs:

Present levels of academic achievement and related developmental needs, including transition needs as appropriate:

Recommendations for consideration by the IEP team regarding any additions or modifications to the special education and related services needed to enable the student to meet the measurable annual goals in the IEP and to participate as appropriate in the general education curriculum (including special considerations the IEP team must consider before developing the IEP, measurable annual goals, specially designed instruction, and supplementary aids and services):

OR

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Student's Name:

B.  The student does not have a disability and no longer is eligible for special education.

OR

C.  The student has a disability but no longer needs specially designed instruction, and no longer is eligible for special education.

Upon completion of the reevaluation, the Local Education Agency will complete and issue the report to the members of the evaluation team.

Evaluation Team Participation		Agreement and Disagreement required ONLY when evaluating students for specific learning disability.	
Evaluation Team Participants*	Title	Agree	Disagree**

\* A certified school psychologist is required for evaluation of the following disability categories: Autism, Emotional Disturbance, Intellectual Disability, Multiple Disabilities, Other Health Impairments, Specific Learning Disability or Traumatic Brain Injury. A certified school psychologist is not required for Deaf-blindness, Deaf and Hard of Hearing, Speech/Language Impairment, Visual Impairment and Orthopedic Impairment.

\*\* For specific learning disability only, if a team member disagrees with the team's conclusion related to the identification of the student as having a specific learning disability, the member must submit a separate statement presenting the member's dissent to the LEA. This information must be attached to the *Reevaluation Report*. Please submit this statement to:

\_\_\_\_\_ LEA Representative

\_\_\_\_\_ Phone Number

\_\_\_\_\_ Email Address

A copy of the *Procedural Safeguards Notice* is available upon request from your child's school. This document explains your rights and includes state and local advocacy organizations that are available to help you understand your rights and how the special education process works.

For help in understanding this form, an annotated Reevaluation Report is available on the PaTTAN website at [www.pattan.net](http://www.pattan.net) Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.

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### DETERMINATION OF SPECIFIC LEARNING DISABILITY

NOTE: This component must be completed when determining eligibility for Specific Learning Disability. The information must be attached to and/or incorporated into Sections 5 and 6 of the completed Evaluation Report.

Provide documentation for items 1-10.

1. The student does not achieve adequately for the student's age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.

2. Check below to identify the process(es) used to determine eligibility.

Response to Scientific Research-Based Intervention (RtI). Document the criteria below.

The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of these areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving:

Severe Discrepancy between Intellectual Ability and Achievement. Document the criteria below.

The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development:

3. The instructional strategies used and the student-centered data collected:

4. The educationally relevant medical findings, if any:

5. The effects of the student's environment, culture, or economic background:

6. Data demonstrating that prior to referral or as part of the referral process for a specific learning disability, the student's regular education instruction was delivered by qualified personnel, including the English as a Second Language (ESL) program, if applicable:

7. Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting progress during instruction, which was provided to the parents:

8. An observation in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. Note the relationship of that behavior to the student's academic functioning:

9. Other data, if needed, as determined by the evaluation team:

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10. Include a statement for each item below to support the conclusions of the evaluation team that the findings are not primarily a result of

Visual, hearing, motor disability:

Intellectual disability:

Emotional disturbance:

Cultural factors:

Environmental or economic disadvantage:

Limited English proficiency:

Upon completion of the SLD Component, attach and/or incorporate this information into Section 5 and 6 of the completed Evaluation Report.

## RIPOTI YA TATHMINI MPYA

Jina la Mwanafunzi:

RIPOTI YA TATHMINI MPYA (RR)

Umri wa Shule

Jina la Mwanafunzi:

Tarehe ya Ripoti (mm/dd/yyyy):  
Mbadala:

Tarehe Ambayo Ripoti Iitolewa kwa Mzazi/Mlezi/Mzazi

Tarehe ya Kuzaliwa ya Mwanafunzi:

Umri:

Darasa:

Shirika la Mtaa la Elimu (LEA):

Shule ambayo Mwanafunzi Anahudhuria:

Mpango wa Sasa wa Elimu:

Kaunti ya Makazi:

Simu (Nyumbani):

Jina na Anwani ya Mzazi/Mlezi/Mzazi Mbadala:

Simu (Kazini):

Maelezo Mengine:

Tarehe Ambayo Timu ya IEP Ilikagua Data Iliyopo ya Tathmini:

Lazima timu ya IEP iamue ikiwa ina data ya kutosha kuamua: mahitaji ya kielimu ya mwanafunzi; viwango vya sasa vya mafanikio ya kitaaluma na mahitaji husika maendeleo ya mwanafunzi; ikiwa mambo ya ziada au marekebisho yoyote kwa elimu maalum na huduma husika zinahitajika ili kumwezesha mwanafunzi kufikia malengo ya mwaka yanayoweza kupimika katika IEP na kushiriki inavyofaa katika mtaala wa elimu ya jumla; na iwapo mwanafunzi anaendelea kuhitaji elimu maalum na huduma husika.

### I. ANDIKA MUHTASARI WA MAELEZO YALIYOKAGULIWA

Kamilisha vipengee 1- 7 kwa wanafunzi wote.

1. Hali ya kimwili, asili ya kijamii au kitamaduni, na tabia ya kukabiliiana inayohusiana na ulemavu wa mwanafunzi na hitaji la elimu maalum:
2. Tathmini na maelezo yaliyopatikana na mzazi (au nyaraka za majaribio ya LEA ya kupata mchango wa mzazi):
3. Mitihani ya kupima vipaji na mafanikio:
4. Tathmini za darasani na tathmini za mitaa na/au serikali:
5. Uchunguzi wa mwalimu na watoa huduma husika inapofaa:

## RIPOTI YA TATHMINI MPYA

Jina la Mwanafunzi:

6. Mapendekezo ya mwalimu:

7. Mambo yanayoamua: Mwanafunzi hapaswi kupatikana kuwa anastahiki kupata elimu maalum na huduma husika ikiwa jambo linaloamua ulemavu wa mwanafunzi uanoshukiwa ni lolote la yale yaliyoorodheshwa hapa chini. Jibu Ndio au La kwa, na utoe ushahidi kwa, kila sababu ya kuamua hapa chini.

Ndiyo     La    Ukosefu wa maagizo sahihi wakati wa kusoma, pamoja na vipengele muhimu vya maagizo ya kusoma. Toa ushahidi.

Ndiyo     La    Ukosefu wa maagizo sahihi wakati wa hisabati Toa ushahidi.

Ndiyo     La    Ustadi Mdogo wa Kiingereza: Toa ushahidi.

## II. UAMUZI WA HITAJI LA DATA YA ZIADA, MUHTASARI NA HITIMISHO

Kulingana na data yote ya tathmini iliyokaguliwa, kamilisha kipengee cha 1 au 2.

1.  Timu ya IEP iliamua kuwa data ya ziada haihitajiki.  
Sababu za data ya ziada kukosa kuhitajika:

Hitimisho: Kamilisha sehemu ya A au B au C.

A.  Mwanafunzi ana ulemavu NA anaendelea kuhitaji mafundisho maalum yaliyoundwa.

i. Kundi la Ulemavu  
Kundi msingi la ulemavu:  
Kundi la Pili la Ulemavu, ikiwa ipo:

ii. Muhtasari wa Matokeo:  
Uwezo na mahitaji ya kielimu ya mwanafunzi:

Viwango vya sasa vya mafanikio ya kitaaluma na mahitaji husika ya maendeleo, ikijumuisha mahitaji ya mpito yakihitajika:

Mapendekezo ya kuzingatiwa na timu ya IEP kuhusu mambo ya ziada au marekebisho yoyote kwa elimu maalum na huduma husika zinazohitajika ili kumwezesha mwanafunzi kufikia malengo ya mwaka yanayoweza kupimika katika IEP na kushiriki vizuri katika mtaala wa elimu ya jumla (ikiwemo mazingatio maalum ambayo timu ya IEP lazima izingatie kabla ya kuendeleza IEP, malengo



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Jina la Mwanafunzi:

yanayoweza kupimwa ya kila mwaka, mafundisho maalum yaliyoundwa, na misaada na huduma za ziada):

AU

- B.  Mwanafunzi hana ulemavu na kwa hivyo hastahiki tena kupata elimu maalum. (Mzazi anaweza kuomba tathmini ili kubaini ikiwa mwanafunzi anaendelea kuwa mwanafunzi mwenye ulemavu.)

AU

- C.  Mwanafunzi ana ulemavu lakini haitaji tena mafundisho maalum yaliyoundwa, na kwa hivyo hastahiki tena kupata elimu maalum. (Mzazi/mlezi/mzazi mbadala anaweza kuomba tathmini ili kubaini ikiwa mwanafunzi anaendelea kuwa mwanafunzi mwenye ulemavu.)

2.  Timu ya IEP iliamua kwamba data ya ziada inahitajika.

Lazima LEA itoe Ruhusa ya Kutathmini upya - Fomu ya Idhini na kusimamia majaribio na nyenzo nyinginezo za tathmini kadri inavyoweza kuhitajika ili kutoa data iliyo hapa chini.

**KUMBUKA:** IKIWA UNATATHMINI UPYA MWANAFUNZI ILI KUBAINI ULEMAVU MAHSUSI WA KUSOMA, KAMILISHA UAMUZI WA KIPENGELE CHA ULEMAVU MAHSUSI WA KUSOMA MWISHONI MWA HATI HII KABLA YA KUKAMILISHA SEHEMU ILIYO HAPA CHINI.

Ufafanuzi wa data ya ziada:

Hitimisho: Kamilisha sehemu ya A au B au C.

- A.  Mwanafunzi ana ulemavu NA anaendelea kuhitaji mafundisho maalum yaliyoundwa.

- i. Kundi la Ulemavu  
Kundi msingi la ulemavu:  
Kundi la Pili la Ulemavu, ikiwa lipo:

- ii. Muhtasari wa Matokeo:  
Uwezo na mahitaji ya kielimu ya mwanafunzi:

Viwango vya sasa vya mafanikio ya kitaaluma na mahitaji husika ya maendeleo, ikijumuisha mahitaji ya mpito yakihitajika:

Mapendekezo ya kuzingatiwa na timu ya IEP kuhusu mambo ya ziada au marekebisho yoyote kwa elimu maalum na huduma husika zinazohitajika ili kumwezesha mwanafunzi kufikia malengo ya mwaka yanayoweza kupimika katika IEP na kushiriki vizuri katika mtaala wa elimu ya jumla (ikiwemo mazingatio maalum ambayo timu ya IEP lazima izingatie kabla ya kuendelea

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Jina la Mwanafunzi:

IEP, malengo yanayoweza kupimwa ya kila mwaka, mafundisho maalum yaliyoundwa, na misaada na huduma za ziada):

AU

B.  Mwanafunzi hana ulemavu na kwa hivyo hastahiki tena kupata elimu maalum.

AU

C.  Mwanafunzi ana ulemavu lakini haitaji tena mafundisho maalum yaliyoundwa, na kwa hivyo hastahiki tena kupata elimu maalum.

Baada ya kukamilisha kutathmini upya, Shirika la Mtaa la Elimu litakamilisha na kutoa ripoti hiyo kwa wanachama wa timu ya tathmini.

Ushiriki wa Timu ya Tathmini		Makubaliano na Kutokubaliana zinahitajika PEKEE wakati wa kutathmini wanafunzi kwa ajili ya elimu maalum ya walemavu.	
Washiriki wa Timu ya Tathmini*	Cheo	Ninakubali	Ninakataa**

\* Mwanasaikolojia wa shule aliyethibitishwa anahitajika kwa ajili ya tathmini ya aina zifuatazo za ulemavu: Ugonjwa wa Akili wa Watoto, Usumbufu wa Kihisia, Ulemavu wa Kiakili, Ulemavu Anuwai, Ulemavu Mwingine wa Kiafya, Ulemavu Mahususi wa Kusoma au Jeraha Kali la Ubongo. Mwanasaikolojia wa shule aliyethibitishwa hahitajiki kwa ajili ya viziwi-vipofu, Kiziwi na Ugumu wa Kusikia, Matatizo ya Matamshi-Lugha, Matatizo ya Kuona, na Matatizo na Magonjwa ya Mifupa.

\*\* Kwa ulemavu mahususi wa kusoma tu, ikiwa mwanachama wa timu hakubaliani na hitimisho la timu inayohusiana na utambulisho wa mwanafunzi kuwa na ulemavu mahususi wa kusoma, mwanachama lazima awasilishe taarifa tofauti inayoonyesha kuwa mwanachama hakubaliani na LEA. Maelezo haya lazima yaambatishwe kwenye *Ripoti ya Tathmini Mpya*. Tafadhali wasilisha taarifa hii kwa:

\_\_\_\_\_  
Mwakilishi wa LEA

\_\_\_\_\_  
Nambari ya Simu

\_\_\_\_\_  
Anwani ya Barua pepe

## RIPOTI YA TATHMINI MPYA

Jina la Mwanafunzi:

Nakala ya *Ilani ya Kuhifadhi Utaratibu* inapatikana baada ombi kutoka kwa shule ya mtoto wako. Hati hii inaelezea haki zako na inajumuisha mashirika ya utetezi za serikali na za mitaa ambazo yanapatikana kukusaidia kuelewa haki zako na jinsi mchakato elimu maalumu unavyofanya kazi.

Ili kupata usaidizi wa kuelewa fomu hii, Ripoti ya Tathmini iliyofafanuliwa inapatikana kwenye tovuti ya PaTTAN katika [www.pattan.net](http://www.pattan.net) Andika “Fomu Zilizofafanuliwa” katika kipengele cha utafutaji kwenye tovuti. Ikiwa hauna ufikiaji wa Intaneti, unaweza kuomba fomu iliyofafanuliwa kwa kupigia PaTTAN katika 800-441-3215.

## RIPOTI YA TATHMINI MPYA

Jina la Mwanafunzi:

### UAMUZI WA ULEMAVU MAHUSUSI WA KUSOMA

**KUMBUKA:** Sehemu hii lazima ikamilishwe wakati wa kuamua ustahiki wa Ulemavu Mahususi wa Kusoma. Maelezo hayo lazima yaambatishwe na/au kujumuishwa katika Sehemu ya 6 na Ripoti ya Tathmini iliyokamilishwa.

Toa hati kwa vipengee 1-10.

1. Mwanafunzi haifikii inavyofaa umri wa mwanafunzi au hafikii viwango vya darasa vilivyothibitishwa na Serikali katika moja au zaidi ya maeneo yafuatayo anapopewa uzoefu wa kusoma na maelekezo ya kisayansi yanayofaa umri wa mwanafunzi au viwango vya darasa vilivyothibitishwa na Serikali na kiwango cha ustadi wa lugha ya Kiingereza: kujieleza, ufahamu wa kusikiliza, kujieleza kwa maandishi, ujuzi wa msingi wa kusoma, ujuzi wa kusoma kwa ufasaha, ufahamu wa kusoma, ukokotoaji wa hisabati, na utatuzi wa matatizo ya hisabati.

2. Angalia hapa chini ili kutambua michakato inayotumika kuamua ustahiki.

Majibu ya Uingiliaji wa Kisayansi Unaotokana na Utafiti (Rtl). Andika vigezo hapa chini.

Mwanafunzi hafanyi maendeleo ya kutosha ya kufikia viwango vya umri au viwango vya darasa vilivyothibitishwa na Serikali katika eneo moja au zaidi ya maeneo haya: kujieleza, ufahamu wa kusikiliza, kujieleza kwa kuandika, ustadi msingi wa kusoma, ustadi wa ufasihi wa kusoma, ufahamu wa kusoma, hisabati, na utatuzi wa matatizo ya hisabati.

Utofauti Mkubwa kati ya Uwezo wa Akili na Mafanikio. Andika vigezo hapa chini.

Mwanafunzi anaonyesha mazoea ya uwezo na udhaifu katika utendaji, mafanikio au yote yanayohusiana na umri, viwango au ukuzaji wa kielimu:

3. Mikakati ya maagizo inayotumika na data inayozingatia mwanafunzi iliyokusanywa:

4. Matokeo ya matibabu ambayo ni muhimu ya kielimu, ikiwa yapo:

5. Athari za mazingira ya mwanafunzi, utamaduni, au hali ya kiuchumi:

6. Data inayoonyesha kwamba kabla ya rufaa au kama sehemu ya mchakato wa rufaa kwa ajili ya ulemavu mahususi wa kusoma, mafundisho ya elimu ya kawaida ya wanafunzi yalitolewa na wafanyakazi waliohitimu, ikiwemo Kiingereza kama mpango wa Lugha ya Pili (ESL), ikiwa inatumika:

7. Hati msingi ya data ya tathmini zilizorudiwa za mafanikio katika vipindi vinavyofaa, zinazoonyesha maendeleo wakati wa mafundisho, ambayo yalitolewa kwa wazazi:

8. Uchunguzi katika mazingira ya mwanafunzi ya kujifunza (ikiwemo mazingira ya darasa la kawaida) ili kurekodi utendaji wa kitaaluma wa mwanafunzi na tabia yake katika maeneo yenye matatizo. Kumbuka uhusiano wa tabia hiyo na utendaji wa kitaaluma wa mwanafunzi:

9. Data nyingine, ikiwa inahitajika, kama inavyofafanuliwa na timu ya tathmini:

## RIPOTI YA TATHMINI MPYA

Jina la Mwanafunzi:

10. Jumlisha taarifa ya kila kipengee hapa chini ili kukubaliana na hitimisho la timu ya tathmini ya kwamba matokeo hayasababishwi na

Ulemavu wa kuona, kusikia, mwendo:

Ulemavu wa kiakili:

Usumbufu wa kihisia:

Sababu za kitamaduni:

Upungufu wa mazingira au kiuchumi:

Ustadi Mdogo wa Kiingereza:

Baada ya kukamilisha Sehemu ya SLD, ambatisha na/au jumuisha maelezo haya katika Sehemu ya 5 na 6 ya Ripoti iliyokamilishwa ya Tathmini.