

EVALUATION REPORT

Student's Name:

EVALUATION REPORT (ER)

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:

Complete Sections 1 through 6 for all students.

If determining eligibility for Specific Learning Disability (SLD), the SLD component near the end of this document must be completed and used to complete Sections 5 and 6.

1. REASON(S) FOR REFERRAL:

2. SOURCES OF EVALUATION DATA – In interpreting evaluation data, the school must draw upon a variety of data sources, including those listed below, and carefully consider the information obtained. Document the information obtained from the sources below.

A. Evaluations and information provided by the parent of the student (or documentation of LEA's attempts to obtain parental input):

B. Observations – Include teacher observations and observations by related services providers, when appropriate:

C. Recommendations by teachers:

D. The student's physical condition (include health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education:

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- E. Assessments – Include, when appropriate, current classroom-based assessments; aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.:

3. IF AN ASSESSMENT IS NOT CONDUCTED UNDER STANDARD CONDITIONS, DESCRIBE THE EXTENT TO WHICH IT VARIED FROM STANDARD CONDITIONS (including if the assessment was given in the student's native language or other mode of communication):

4. DETERMINING FACTORS – A student must not be found to be eligible for special education and related services if the determining factor for the student's disability is any of those listed below. 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.

NOTE: IF DETERMINING ELIGIBILITY FOR SPECIFIC LEARNING DISABILITY, COMPLETE THE DETERMINATION OF SPECIFIC LEARNING COMPONENT AT THE END OF THIS DOCUMENT BEFORE COMPLETING SECTIONS 5 and 6.

Complete Sections 5 and 6 for all students.

5. SUMMARY OF FINDINGS/INTERPRETATION OF EVALUATION RESULTS – Considering all available evaluation data, record the team's analyses of the student's functioning levels.

A. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT – Describe the student's present levels, strengths, and the resulting academic needs, when appropriate. Include communicative status, motor abilities, and transition needs as appropriate. For students with limited English proficiency (LEP), include current level(s) of English language proficiency in reading, writing, speaking and understanding/listening:

B. PRESENT LEVELS OF FUNCTIONAL PERFORMANCE – Describe the student's present levels, strengths, and the resulting functional and developmental needs, when appropriate:

C. BEHAVIORAL INFORMATION – Include social and emotional status and behavioral strengths and needs, when appropriate:

6. CONCLUSIONS – Determination of Eligibility and Educational Needs

Complete A or B or C.

- A. The student does not have a disability and therefore is not eligible for special education.

OR

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- B. The student has a disability but does not need specifically designed instruction, and therefore is not eligible for special education.

OR

- C. The student has a disability AND is in need of specifically designed instruction, and therefore IS eligible for special education.
1. Disability Category
Primary disability category:
Secondary disability category:
 2. Recommendations for consideration by the IEP team to enable the student 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):

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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 *Evaluation 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 Evaluation Report is available on the PaTTAN website at 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

Jina la Mwanafunzi:

RIPOTI YA TATHMINI (ER)

Umri wa Shule

Jina la Mwanafunzi:

Tarehe ya Ripoti (mm/dd/yyyy):

Tarehe Ambayo Ripoti Ilitolewa kwa Mzazi/Mlezi/Mzazi Mbadala:

Tarehe ya Kuzaliwa ya Mwanafunzi:

Umri:

Gredi:

Shirika la Ndani 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:

Kamilisha Sehemu 1 hadi 6 kwa wanafunzi wote.

Ikiwa ni kubainisha kustahiki Ulemavu Mahususi wa Kusoma (SLD), sehemu ya SLD karibu na mwisho wa hati hii lazima ikamilishwe na kutumika kukamilisha Sehemu ya 5 na 6.

1. SABABU ZA RUFAA:

2. VYANZO VYA DATA YA TATHMINI – Katika kutafsiri data ya tathmini, lazima shule ichunguze kutoka kwa vyanzo mbalimbali vya data, ikiwa ni pamoja na vile vliyoorodheshwa hapa chini, na kwa makini kuzingatia maelezo yaliyopatikana. Andika maelezo yaliyopatikana kutoka kwa vyanzo hapa chini.

A. Tathmini na maelezo yaliyopatikana na mzazi wa mwanafunzi (au nyaraka za majaribio ya LEA ya kupata mchango wa mzazi):

B. Maoni - Jumuisha maoni ya mwalimu na maoni ya watoa huduma husika, yakihitajika:

C. Mapendekezo ya walimu:

D. Hali ya kimwili ya mwanafunzi (inajumuisha afya, kuona, kusikia); asili ya kijamii au kitamaduni; na tabia ya kurekebisha kulingana na ulemavu unaoshukiwa wa mwanafunzi na hitaji la elimu maalumu;

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Jina la Mwanafunzi:

E. Tathmini – Inajumuisha, wakati inafaa, tathmini - kulingana na darasa la sasa; mtihani ya kupima vipaji na mafanikio; tathmini za mtaa na/au za serikali; tathmini za tabia; matokeo ya tathmini ya elimu ya ufundi; raghba mapendeleo, upendeleo, mtihani ya kupima vipaji (kwa ajili ya mabadiliko ya sekondari); na kadhalika.:

3. IKIWA TATHMINI HAIJAFANYWA CHINI YA HALI WASTANI, ELEZEA KIWANGO AMBACHO KILITOFAUTIANA NA HALI WASTANI (ikiwemo tathmini ikiwa ilitolewa kwa lugha ya asili ya mwanafunzi au njia nyingine ya mawasiliano):

4. MAMBO YANAYOAMUA – Mwanafunzi hapaswi kupatikana kuwa anastahiki kupata elimu maalum na huduma husika ikiwa jambo linaloamua ulemavu wa mwanafunzi 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.

KUMBUKA: IKIWA KUAMUA USTAHIKI WA ULEMAVU MAHUSUSI WA KUSOMA, KAMILISHA UAMUZI WA KIGEZO CHA ULEMAVU MAHUSUSI WA KUSOMA MWISHO WA HATI HII KABLA YA KUKAMILISHA SEHEMU 5 na 6.

Kamilisha Sehemu ya 5 na 6 kwa wanafunzi wote.

5. MUHTASARI WA MATOKEO/TAFSIRI YA MATOKEO YA TATHMINI – Kuzingatia data zote za tathmini zilizopo, rekodi uchambuzi wa timu ya viwango vya utendaji wa mwanafunzi.

A. VIWANGO VYA SASA VYA MAFANIKIO YA KITAALUMA – Elezea viwango vya sasa vya mwanafunzi, uwezo, na mahitaji ya kitaaluma yanayosababishwa, inapofaa. Inajumuisha hali ya mawasiliano, uwezo wa utendaji, na mahitaji ya mabadiliko inapofaa. Kwa wanafunzi walio na ustadi mdogo wa Kiingereza (LEP), inajumuisha kiwango vya sasa vya ustadi wa lugha ya Kiingereza katika kusoma, kuandika, kuongea na kuelewa/kusikiliza:

B. VIWANGO VYA SASA VYA MATOKEO YA UTENDAJI – Elezea viwango vya sasa vya mwanafunzi, uwezo, na mahitaji ya utendaji na ya maendeleo, inapofaa:

C. MAELEZO YA KITABIA – Jumuisha hali ya kijamii na kihisia na uwezo ya tabia na mahitaji, inapofaa:

6. HITIMISHO – Uamuzi wa Ustahiki na Mahitaji ya Kielimu
Kamilisha A au B au C.

RIPOTI YA TATHMINI

Jina la Mwanafunzi:

- A. Mwanafunzi hana ulemavu na kwa hivyo hastahiki kupata elimu maalum.

AU

- B. Mwanafunzi ana ulemavu lakini hahitaji mafundisho maalum yaliyoundwa, na kwa hivyo hastahiki kupata elimu maalum.

AU

- C. Mwanafunzi ana ulemavu lakini NA anahitaji mafundisho maalum yaliyoundwa, na kwa hivyo anastahiki kupata elimu maalum.

1. Kundi la Ulemavu

Kundi msingi la ulemavu:

Kundi la pili la ulemavu:

2. Mapendekezo ya kuzingatiwa na timu ya IEP ili kuwezesha mwanafunzi kushiriki vizuri katika mtaala wa elimu ya jumla (ikiwemo mazingatio maalum ambayo timu ya IEP lazima izingatie kabla ya kuendeleza IEP, malengo ya yanayoweza kupimwa ya kila mwaka, maagizo maalum iliyoundwa, na misaada na huduma za ziada):

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Jina la Mwanafunzi:

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*	Kichwa	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 Kasoro 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, lazima mwanachama awasilishe taarifa tofauti inayoonyesha kuwa mwanachama hakubaliani na LEA. Lazima maelezo haya yaambatishwe kwenye *Ripoti ya Tathmini*. Tafadhali wasilisha taarifa hii kwa:

Mwakilishi wa LEA

Nambari ya Simu

Anwani ya Barua pepe

Nakala ya Taarifa ya Ulinzi wa Taratibu 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 Andika "Fomu Zilizofafanuliwa" kwenye kipengele cha Utafutaji kwenye tovuti. Ikiwa hauna ufikiaji wa Intaneti, unaweza kuomba fomu iliyofafanuliwa kwa kupigia PaTTAN katika 800-441-3215.

RIPOTI YA TATHMINI

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 kuingizwa katika Sehemu ya 6 na Ripoti ya Tathmini iliyokamilishwa.

Toa hati kwa vipengee 1-10.

1. Mwanafunzi haifikii ipasavyo vya 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 kwa 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 ufasahi 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 ya mara kwa mara ya mafanikio katika vipindi vinavyofaa, ikionyesha maendeleo wakati wa mafunzo, ambayo ilitolewa kwa wazazi:

8. Uchunguzi katika mazingira ya mwanafunzi ya kujifunza (ikiwemo mazingira ya darasa la kawaida) ili kuorodhesha 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, ikihitajika, kama ilivyoamuliwa na timu ya tathmini:

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Jina la Mwanafunzi:

10. Jumlisha taarifa ya kila kitu 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 ingiza maelezo haya katika Sehemu ya 5 na 6 ya Ripoti ya Tathmini iliyokamilishwa.