

# EVALUATORS – EVALUATION REPORT

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

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

- a. Evaluation Reports
- b. Summary of Evaluations – **You will APPEND a template from the dropdown.**
- c. [Determination of Eligibility](#)
- d. [Disabilities](#)
- e. [Criteria](#)
- f. [Followup – Team Approval](#)

## Creating Evaluation Reports

1.	Special Ed evaluation reports are displayed in the Special Ed document groups on the menu bar	S504 Evaluation Reports are displayed in the S504 document group on the menu bar.
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The screenshot displays the 'Special Ed Documents' interface for a student named Brandi C Anaya. The interface is organized into several sections:

- Student Information:** Brandi C Anaya, Student ID: 360001, School: Junior High, Gender: Female, Grade: 08, Curr Age: 16 yrs, 4 mos.
- Spec Ed Meeting Notices:** A table with columns: Notice Date, Mtg Date, Mtg Time, Status. Two entries are shown, both with 'Final' status and 'Followup' action.
- Spec Ed Evaluation Plans:** A table with columns: Eval Plan, Notice Date, Eval Type, Plan Status. One entry is shown with 'Final' status and 'Copy' action.
- Spec Ed Evaluation Reports:** A table with columns: Eval Report, Notice Date, Eval Type, Evaluation Due Date, Evaluation Report Date, Report Status. One entry is shown with 'Draft' status and 'Edit' action. The 'Evaluation Due Date' is 1/15/2008, marked as 'Over Due!'.
- IEP Documents:** A section stating 'No IEP Documents exist at present.'
- IIIP Documents:** A table with columns: Effective Date, Plan End Date, Type, Status. One entry is shown with 'Draft' status and 'Delete | Copy' actions. The 'Effective Date' is 1/8/2008, marked as 'Over Due!'.

2. Click the Edit link for the Evaluation Report you wish to work on. The Evaluation Report List is displayed showing the evaluation areas that were entered on the Evaluation Plan.

Select	Area	Procedure	Evaluator	Position
<a href="#">No Report</a>	Intellectual Functioning	Weschler Adult Intelligence Scale-Revised (WAIS-R)	Maureen Davis	Psychologist

3. In the Select Column of the table, click the No Report link. The Evaluation Report page is displayed.

**Evaluation Area:** Intellectual Functioning  
**Evaluation Procedure:** Weschler Adult Intelligence Scale-Revised (WAIS-R)  
**Evaluator:** Maureen Davis, Psychologist  
**\*Section:** Description of Testing Procedure

Provide a parent-friendly description of the procedure. Describe the extent to which any testing or procedure varied from standard conditions.

Optionally, choose an available Template to append to this Section:

Append Template

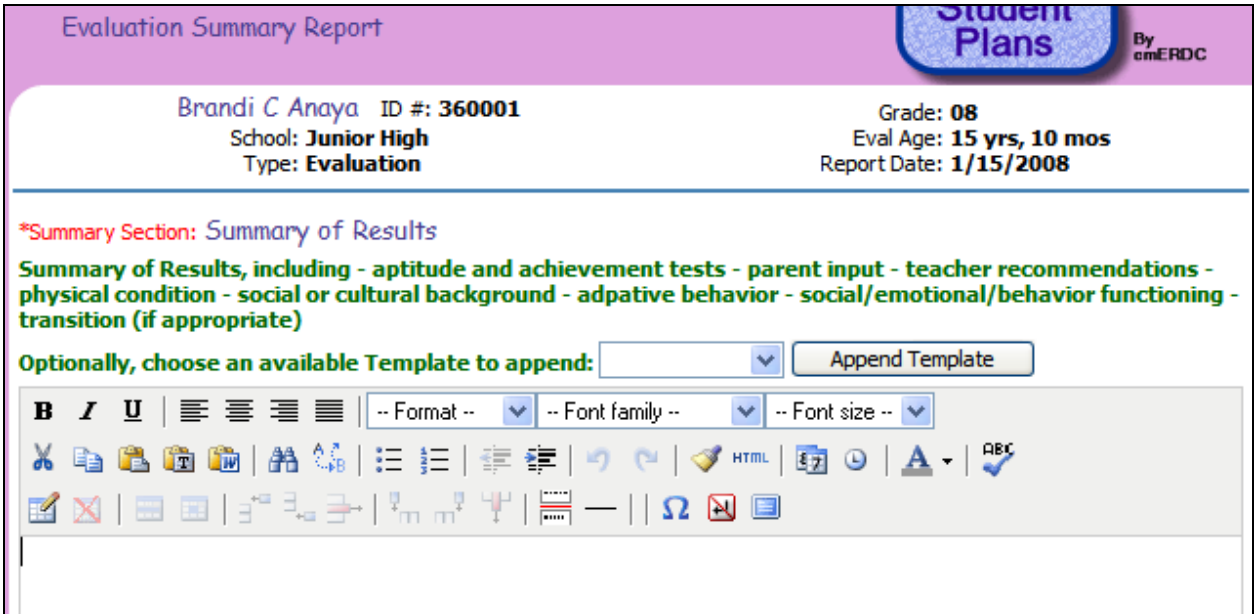
4. Click in the Evaluation Results text area and enter the information for your report. The text editor works much like any word processor. See the Text Editor section of this document for more information on using it.

5. Once all of the information is input that you want to be included in the report, click on the Status drop-down menu and select Complete at the bottom of the page. The Evaluation Report cannot be finalized until all of the individual reports have been marked as Complete.

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

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

9.	The layout of the Summary of Evaluations page has been determined earlier by Coop SpED personnel	<b>We use a template to identify the components required as part of a comprehensive evaluation.</b>
10.	Click on a section	In this example, the summary of results section screen is displayed



**\*\*DUE PROCESS NOTE:** In the middle of this box you can see a drop down box and an Append Template button. Click on the drop down to view the various template options for your use. Highlight the template you wish to use and then click Append. The template will show up in your Summary of Results narrative box.

**The Basic Summary Template is the most common template used across the Cooperative. It is used for a variety of disability areas and age ranges. The Basic Summary Template is meant to be a comprehensive template in that it addresses components related to criteria for multiple categories of disability – it is up to the case manager to determine if sections of the template need to be completed. For instance, there is a section for Motor – if the student is being evaluated for a learning disability, and no needs were identified and assessed, the case manager can delete that section. \*\*If you are unsure, please call the Assistant Director of Special Education at 320-585-2243.**

11.	When done, change the status to complete	If desired individual reports or criteria components that are applicable to this section could be appended
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\*Status: No Report

12.	Click on Append Individual Reports	** Make sure that you are in the correct section of the evaluation report before you click to append																											
	<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center; color: purple;">Summary Section: Present Level of Performance</p> <p><b>To append selected Procedure Report sections to the Present Level of Performance section, enter sequence numbers in the Seq column. The sections will be appended in the sequence specified. The sequence numbers need not be sequential.</b></p> <p><b>You may include Procedure Report sections from other Summary Section groups, but that is not recommended.</b></p> <p><b>The Check Mark indicates that Procedure Report Section has already been appended to one of the Summary Sections.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #4b4b9b; color: white;"> <th style="width: 10%;">Seq</th> <th style="width: 60%;">Procedure Section</th> <th style="width: 30%;">Status</th> </tr> </thead> <tbody> <tr> <td colspan="3">Summary Section: <b>Summary of Results</b></td> </tr> <tr> <td colspan="3"><i>No Associated Procedure Sections</i></td> </tr> <tr> <td colspan="3">Summary Section: <b>Determination of Eligibility</b></td> </tr> <tr> <td colspan="3"><i>No Associated Procedure Sections</i></td> </tr> <tr> <td colspan="3" style="color: green;"><b>Summary Section: Present Level of Performance</b></td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>Maureen Davis Intellectual Functioning Weschler Adult Intelligence Scale-Revised (WAIS-R): Interpretation of Results</td> <td style="text-align: center;">No Report</td> </tr> <tr> <td colspan="3">Summary Section: <b>Educational Needs</b></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Maureen Davis Intellectual Functioning Weschler Adult Intelligence Scale-Revised (WAIS-R): Recommendations</td> <td style="text-align: center;">No Report</td> </tr> </tbody> </table> </div>		Seq	Procedure Section	Status	Summary Section: <b>Summary of Results</b>			<i>No Associated Procedure Sections</i>			Summary Section: <b>Determination of Eligibility</b>			<i>No Associated Procedure Sections</i>			<b>Summary Section: Present Level of Performance</b>			<input checked="" type="checkbox"/>	Maureen Davis Intellectual Functioning Weschler Adult Intelligence Scale-Revised (WAIS-R): Interpretation of Results	No Report	Summary Section: <b>Educational Needs</b>			<input type="checkbox"/>	Maureen Davis Intellectual Functioning Weschler Adult Intelligence Scale-Revised (WAIS-R): Recommendations	No Report
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13.	In this example, there is only one procedure associated with the Present Level of Performance section as indicated in green	If you have multiple procedures, key in the sequence number for the order in which you would like them to appear																											
	<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;"> <input checked="" type="checkbox"/> Check here to include the evaluator's name and title.  <input checked="" type="checkbox"/> Check here to separate each report with a horizontal line. </p> <p style="text-align: center;"> <input type="button" value="Append Sequenced Sections"/> <input type="button" value="Reset"/> <input type="button" value="Cancel"/> </p> </div>																												
14.	At the bottom of the page decide if the evaluator's name and title should appear with the appended report and whether you would like each report separated with a line.	If your district uses the team members page the name would be redundant																											
15.	Click Append Sequenced Sections	After an append, if the order is not correct delete the appended sections and reappend																											

	<table border="1"> <thead> <tr> <th data-bbox="347 254 440 289">Seq</th> <th data-bbox="440 254 1252 289">Procedure Section</th> <th data-bbox="1252 254 1357 289">Status</th> </tr> </thead> <tbody> <tr> <td colspan="3" data-bbox="347 296 1357 327">Summary Section: <b>Summary of Results</b></td> </tr> <tr> <td colspan="3" data-bbox="347 333 1357 365"><i>No Associated Procedure Sections</i></td> </tr> <tr> <td colspan="3" data-bbox="347 371 1357 403">Summary Section: <b>Determination of Eligibility</b></td> </tr> <tr> <td colspan="3" data-bbox="347 409 1357 441"><i>No Associated Procedure Sections</i></td> </tr> <tr> <td colspan="3" data-bbox="347 447 1357 478"><b>Summary Section: Present Level of Performance</b></td> </tr> <tr> <td data-bbox="347 485 440 621"> <input type="checkbox"/> </td> <td data-bbox="440 485 1252 621"> <input checked="" type="checkbox"/>           Maureen Davis            Intellectual Functioning            Weschsler Adult Intelligence Scale-Revised (WAIS-R): Interpretation of Results         </td> <td data-bbox="1252 485 1357 621">No Report</td> </tr> </tbody> </table>	Seq	Procedure Section	Status	Summary Section: <b>Summary of Results</b>			<i>No Associated Procedure Sections</i>			Summary Section: <b>Determination of Eligibility</b>			<i>No Associated Procedure Sections</i>			<b>Summary Section: Present Level of Performance</b>			<input type="checkbox"/>	<input checked="" type="checkbox"/> Maureen Davis Intellectual Functioning Weschsler Adult Intelligence Scale-Revised (WAIS-R): Interpretation of Results	No Report	
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16.	After an individual report has been appended, it will display a red check mark to indicate that.	That does not prevent appending that individual report again																					
17.	NOTE: If the evaluator/case manager is assembling the report and decides that an assessment belongs in another section it can be appended even though it is not associated with that section.																						

## Determination of Eligibility



1.	In the Evaluation Reports section of the Menu Bar, click Determination of Eligibility.	The Evaluation Determination of Eligibility page is displayed.
	<div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Alejandro MATHEW Brumm ID #: 9999000008295  School: <b>Maverick Elementary School</b>  Type: <b>Evaluation</b></p> <p style="text-align: right;">Grade: <b>01</b>  Eval Age: <b>8 yrs, 9 mos</b> (5/7/2002)  Report Date: <b>3/6/2011</b></p> <hr/> <p><b>*Report Date:</b> <input type="text" value="3/6/2011"/> (Due Date: 3/6/2011)</p> <p><b>To be completed during meeting of qualified professionals and parent(s)</b>  Select the <b>Is Not Eligible</b> box if student was evaluated in more than one disability area and the student does not qualify in all of the disability areas examined.  Select one of the <b>Is Eligible</b> boxes for the disability where the criteria were met.</p> <p>Based on the information included in this report, the student:</p> <p><input type="checkbox"/> <b>Is not eligible</b> (upon initial evaluation) for special education because the student did not meet State criteria in the areas examined.</p> <p><b>Is eligible</b> for special education for the following reason(s):</p> <p><input type="checkbox"/> For initial evaluation, the student meets entrance criteria for the disability(ies) indicated.</p> <p><input type="checkbox"/> For initial evaluation, the student qualifies through a team override decision.</p> <p><input type="checkbox"/> For reevaluation, the student continues to have a disability and continues to demonstrate a need for special education and related services.</p> <p><b>*Report Completed By:</b>  <input type="text" value="Student Plans Helpdesk"/></p> <p><b>*Case Manager Name:</b> <input type="text" value="Student Plans Helpdesk"/></p> <p><b>*Case Manager Position:</b> <input type="text" value="Student Plans Support"/></p> <p><b>*Case Manager Phone:</b> <input type="text" value="999"/></p> <p><b>Case Manager Email:</b> <input type="text" value="studentplanshelp@erdc.k12.mn.us"/></p> </div>	
2.	Click in the Report Date box and enter a date for the report.	
3.	Click in the radio button for the line that best describes this student's eligibility for a Special Education plan or a Section 504 plan	This screen must match what the Disability screen has. For example, if the primary disability is physically impaired check one of the 'Is Eligible'. Additionally, if one or more boxes are checked on the disability page that are 'Evaluated, Not Eligible', the 'Is Not Eligible' box must also be checked.
4.	Verify case manager name and phone	If the case manager changed since the evaluation plan was finalized the name can be changed here so that the evaluation report has the correct name.
5.	Click the Submit button.	The Evaluation Eligibility page is redisplayed with a success message.



## Disabilities



1. Select disabilities from the Evaluation Report menu	The disabilities screen will be displayed																																																																																										
<div style="border: 1px solid black; padding: 10px;"> <div style="display: flex; justify-content: space-between; align-items: center;"> <span>Evaluation Disabilities</span> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; background-color: #e0e0ff;"> <b>Student Plans</b>  <small>By cmERDC</small> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="text-align: left;"> <b>Brandi C Anaya</b> ID #: <b>360001</b>            School: <b>Junior High</b>            Type: <b>Evaluation</b> </div> <div style="text-align: right;">           Grade: <b>08</b>            Eval Age: <b>15 yrs, 10 mos</b>            Report Date: <b>1/15/2008</b> </div> </div> <div style="margin-top: 10px; text-align: center;"> <p style="color: green;">✓ means the criteria has been met.              ✗ means the criteria has not been met.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #4b4b9b; color: white;"> <th>Primary</th> <th>Secondary</th> <th>Evaluated, Not Eligible</th> <th>Code</th> <th>Disability</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>00</td> <td>No IEP, non-disabled student</td> <td></td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>01</td> <td>Speech/language impaired</td> <td style="text-align: center;"><a href="#">Check</a> </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>02</td> <td>Developmental Cognitive Disability: Mild-Moderate</td> <td style="text-align: center;"><a href="#">Check</a> </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>03</td> <td>Developmental Cognitive Disability: Severe-Profound</td> <td style="text-align: center;"><a href="#">Check</a> </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>04</td> <td>Physically impaired</td> <td style="text-align: center;"><a href="#">Check</a> </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>05</td> <td>Deaf - Hard of Hearing</td> <td style="text-align: center;"><a href="#">Check</a> </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>06</td> <td>Visually impaired</td> <td style="text-align: center;"><a href="#">Check</a> </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>07</td> <td>Specific learning disabilities</td> <td style="text-align: center;"><a href="#">Check</a> </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>08</td> <td>Emotional/behavioral disorders</td> <td style="text-align: center;"><a href="#">Check</a> </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>09</td> <td>Deaf-Blind</td> <td style="text-align: center;"><a href="#">Check</a> </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>10</td> <td>Other health impaired</td> <td style="text-align: center;"><a href="#">Check</a> </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>11</td> <td>Autism spectrum disorder</td> <td style="text-align: center;"><a href="#">Check</a> </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>12</td> <td>Developmental delay</td> <td style="text-align: center;"><a href="#">Check</a> </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>12</td> <td>Developmental Delay 0-2</td> <td></td> </tr> </tbody> </table> </div> </div>		Primary	Secondary	Evaluated, Not Eligible	Code	Disability	Criteria	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	00	No IEP, non-disabled student		<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	01	Speech/language impaired	<a href="#">Check</a>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	02	Developmental Cognitive Disability: Mild-Moderate	<a href="#">Check</a>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	03	Developmental Cognitive Disability: Severe-Profound	<a href="#">Check</a>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	04	Physically impaired	<a href="#">Check</a>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	05	Deaf - 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2. Select the appropriate primary disability and secondary if there is one.	<b>Note:</b> There is a new column, Evaluated, Not Eligible to select																																																																																										

**Criteria**



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

Evaluation Criteria Checklist  
For Physically Impaired (PI)

Student  
Plans

By  
cmERDC

Brandi C Anaya ID #: 360001

School: Junior High  
Type: Evaluation

Grade: 08

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

\*Evaluator(s): Maureen Davis

\*Evaluation Date: 7/22/2008

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

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

Y  N  X

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

Physical Impairment

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

Y  N  X

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

Y  N  X

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

Y  N  X

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

Achievement Test:

SD:

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

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

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

4. Click the Submit button.

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

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



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

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

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

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

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

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

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

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Brandi C Anaya ID #: 360001  
 School: Junior High  
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Grade: 08  
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 "Y" button means "Yes"; "N" button means "No"; "X" button means "Clear previous answer"

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

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

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

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

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

Achievement Test:

SD:

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

Evaluation Criteria Checklists

**The Criteria Checklist answers were successfully merged.**

Brandi C Anaya ID #: 360001  
 School: Junior High  
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Criteria Description	✓	✗	
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Developmental Cognitive Disability Severe-Profound (DCD SP)			<a href="#">Check</a>
Early Childhood Special Education (ECSE 0-2)			<a href="#">Check</a>

## Completeness Check

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


By cmERDC

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

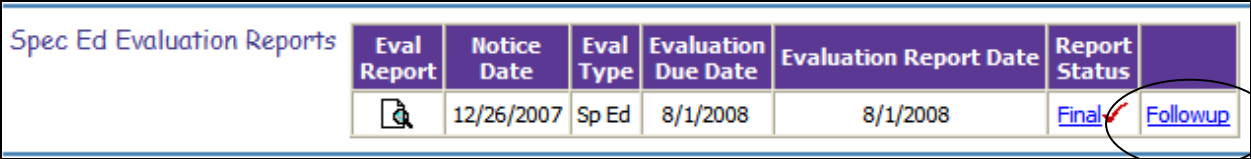
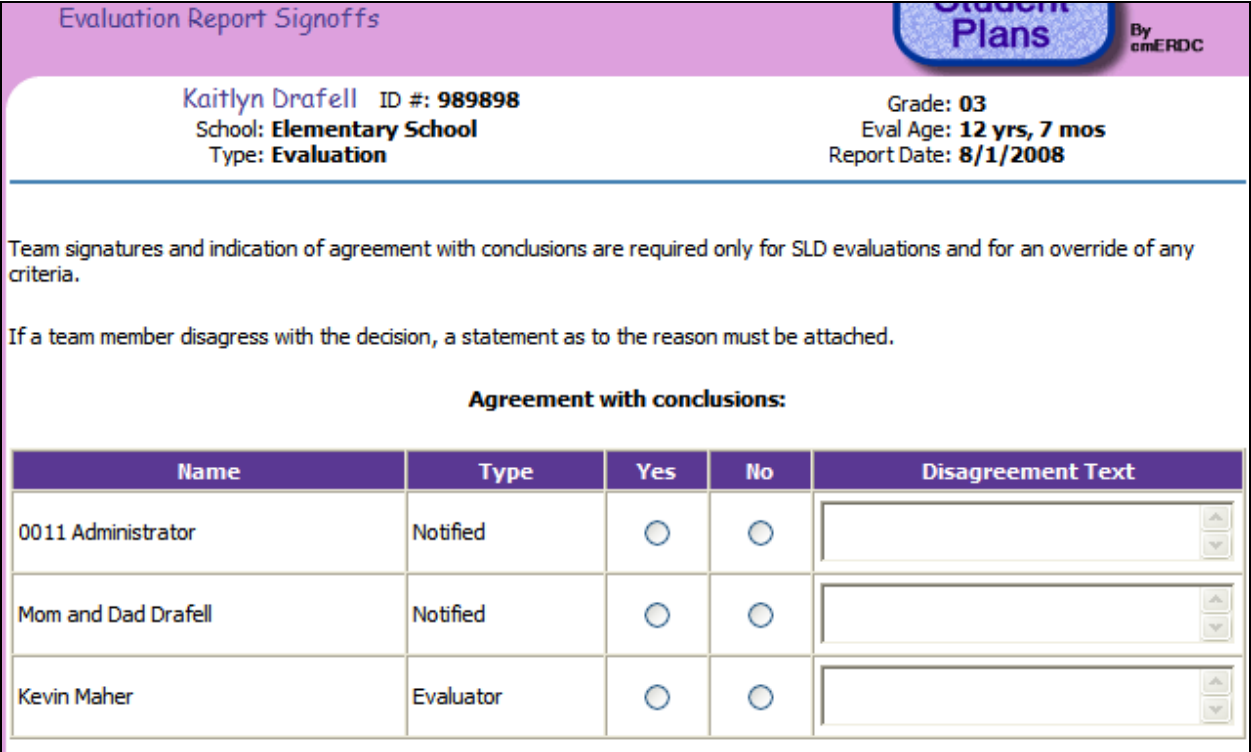
Grade: **08**  
 Eval Age: **15 yrs, 10 mos**  
 Report Date: **1/15/2008**

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

## Follow-up (Team Approval)



Once an Evaluation Report has been finalized, signatures need to be collected from the interested parties indicating their agreement (or disagreement) with the conclusions of the report.

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



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