**EVALUATION REPORT INCLUDING: Page \_\_\_\_ of \_\_\_\_**

**DETERMINATION OF DISABILITY CATEGORY AND**

**NEED FOR SPECIALLY DESIGNED INSTRUCTION**

**Form ER-1 (Rev 05/2022)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **SCHOOL DISTRICT**

Name of Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ WISEid\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ LEA’s Student ID \_\_\_\_\_\_\_\_\_\_

Type of Evaluation: ☐ Initial ☐ Reevaluation

**Date** when the determination of disability category and need for specially designed instruction was made \_\_\_\_\_\_\_\_\_\_\_\_.

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| The evaluation report must be sufficiently comprehensive to document the IEP team’s determination of the disability category and need for specially designed instruction.The IEP team must include information about academic achievement and functional performance*.* For additional information, see [Guide to Special Education Forms](https://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample/forms).Documentation regarding all areas of concern identified in the referral or during the review of existing data must be included under *Information from Existing Data* and/or *Information from Additional Assessments*. |

**I. INFORMATION FROM EXISTING DATA (**Refer to the Referral (R-1 Form) and Existing Data Review (Form ED-1) to ensure the data is reflected in this section. Must include information about the student’s academic and functional **early literacy** or **reading** skills. Include information from any relevant areas identified as concerns from the referral or during the review of existing data related to **academic or functional skills** such as achievement in content areas, cognitive learning, communication, independence and self-determination, physical and health, social and emotional learning.)

1. **Information provided by**

Parent(s)/family:

Teachers, related service providers:

Other sources (e.g., postsecondary transition, medical, Birth to 3, etc.):

 **B. Summary of previous evaluations and assessments**

Classroom-based, district-wide or state assessment results:

Other evaluations and assessments:

**C.** **Previous interventions and the effects of those interventions**

☐ Not Applicable

|  |  |
| --- | --- |
| Previous intervention | Effect of the intervention(Include data on reading achievement/early literacy and other areas as applicable.) |
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 **II. INFORMATION FROM ADDITIONAL ASSESSMENTS AND OTHER EVALUATION MATERIALS**

Must include information about the student’s academic and functional **early literacy** or **reading** skills. Include any information collected during the evaluation related to areas of concern (e.g., academic or functional skills such as achievement in content areas, cognitive learning, communication, independence and self-determination, physical and health, social and emotional learning).

☐ Yes ☐ No Information from additional assessments or other evaluation materials was gathered. *(If yes, attach report(s) or summarize below.)*

Academic:

Functional:

 **III.** Information regarding all areas of concern identified in the referral and any additional areas identified during the review of existing data are documented under *Information from Existing Data* and/or *Information from Additional Assessments*.

 ☐ Yes ☐ No

**IV. DETERMINATION OF DISABILITY CATEGORY AND NEED FOR SPECIALLY DESIGNED INSTRUCTION**

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| The IEP team must determine if a student meets the disability category criteria under PI 11.36, Wis. Admin. Code. A student is identified as having a disability if the IEP team determines the student has a disability that adversely affects the student’s educational performance, and as result needs specially designed instruction. Use the disability category criteria forms to assist in documentation of required elements for each disability category. Additional documentation is required for Specific Learning Disabilities and Blind and Visually Impaired (see below). |

1. DETERMINATION OF DISABILITY CATEGORY
	* + 1. When considering whether the student meets the criteria for one or more disability categories, the IEP team may not find the student eligible if the determining factor is due to a lack of appropriate instruction in reading or math, or due to limited English proficiency. If one of these reasons applies, describe:

◻ Not Applicable

* + - 1. The district must take steps to address the lack of appropriate instruction or the student’s limited English proficiency.
			Recommendations:

◻ Not Applicable

* + - 1. This student meets the criteria for one or more of the following disability categories (*check all that apply)*:

|  |  |
| --- | --- |
| ☐ Autism | ☐ Other Health Impairment |
| ☐ Blind and Visually Impaired *(complete ER-3, “Determining Braille Needs”)* | ☐ Significant Developmental Delay*(first consider other disability categories)* |
| ☐ Deaf and Hard of Hearing  | ☐ Specific Learning Disability*(complete ER-2A or 2B)* |
| ☐ Deafblind | ☐ Speech or Language Impairment |
| ☐ Emotional Behavioral Disability | ☐ Traumatic Brain Injury |
| ☐ Intellectual Disability | ☐ None found *(complete A.3.b. and A.4. below)* |
| ☐ Orthopedically Impaired   |  |

1. For each disability category identified, attach the Criteria for Disability Category form.
2. Were disability categories considered and rejected? ☐ Yes ☐ No
If yes, document which disability categories were rejected and how the student did not meet the criteria (attach Criteria for Disability Category form, if used):
3. If **no** disability categories are identified under A.3., the student is not eligible for special education. The IEP team does not complete Section B. NEED FOR SPECIALLY DESIGNED INSTRUCTION. Include recommendations other than special education, if any:

B. NEED FOR SPECIALLY DESIGNED INSTRUCTION

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| --- |
| In order to be eligible for an IEP, the IEP team must determine that the identified disability(ies) adversely affects educational performance and the student needs specially designed instruction as a result. Specially designed instruction means adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student’s disability; and ensure access of the student to the general curriculum, so the student can meet the educational standards of the public agency that apply to all students.  |

1. Describe **how the student’s disability affects** their access, engagement and progress in the grade-level general education curriculum, including how the disability affects academic or functional skills (e.g., achievement in content areas including early literacy/reading, cognitive learning, communication, independence and self-determination, physical and health, social and emotional learning).

1. Based on a root cause analysis of the effects of the student’s disability, describe the student’s academic and/or functional **disability-related needs**. What skills and/or behaviors does the student need to develop and/or improve so the student can meet age/grade level standards and expectations (e.g., decoding, identifying the main idea, basic math calculations, and word problems)?

(*The student needs to develop/improve…*)

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

*(Add more rows, if needed.)*

1. Can the student’s disability-related needs be addressed **without** specially designed instruction? *(Check Yes or No)*

☐ Yes
If Yes, the student does not need specially designed instruction. Describe other supports the student may need, such as accommodations through a Section 504 Plan or supports through the general education program, if any:

 ☐ No
 If No, explain why the student requires specially designed instruction and the adaptations to content, methodology or delivery of instruction needed to address the student’s disability-related needs. *(Check “Yes” in #4 below.)*

4. By reason of the identified disability category(ies) that adversely affects the student’s education performance, does the student **need specially designed instruction** or in the case of a reevaluation, continue to **need specially designed instruction**?
☐ Yes ☐ No