

# Evaluation (South Dakota)

Last Modified on 03/04/2025 10:29 am CST

Tool Search: Special Ed Documents

Evaluations document the student's educational needs and determine eligibility for special education. This document describes each editor, each field on the editor, any special considerations, and instructions for using the editor and fields.

**An evaluation must be created whether or not the student is determined to have a disability.** The school district gives a copy of the evaluation summary report, including the documentation of eligibility, to the student's parents. For information on general functionality, navigation, and additional plan and evaluation features, see the core [Plan and Evaluation Information](#) article.

This document's current format is the **SD ESR 2024**. Evaluation formats are selected in the [Special Ed Eval Types](#) tool.

Editor Home - SD ESR 2024.1 <span style="float: right;">?</span>			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Evaluation Information	<span style="border: 1px solid blue; border-radius: 10px; padding: 2px;">IN PROGRESS</span>	Administration Administration 9/16/24 12:38 PM	>
Student Information	<span style="border: 1px solid blue; border-radius: 10px; padding: 2px;">IN PROGRESS</span>	Administration Administration 9/16/24 12:38 PM	>
Enrollment Information	<span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">NOT STARTED</span>		>
Parent/Guardian Information	<span style="border: 1px solid blue; border-radius: 10px; padding: 2px;">IN PROGRESS</span>	Administration Administration 9/16/24 12:38 PM	>
Background Information	<span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">NOT STARTED</span>		>
Review of Existing Data, Current Assessment Results	<span style="border: 1px solid blue; border-radius: 10px; padding: 2px;">IN PROGRESS</span>	Administration Administration 9/16/24 12:40 PM	>
Interpretation and Summary of Results	<span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">NOT STARTED</span>		>
Determination of Eligibility/Continued Eligibility	<span style="border: 1px solid blue; border-radius: 10px; padding: 2px;">IN PROGRESS</span>	Administration Administration 9/16/24 1:17 PM	>
Eligibility Determination	<span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">NOT STARTED</span>		>

*Editor Home Screen*

## Evaluation Information

The Evaluation Information editor defines the Evaluation type and corresponding dates.

This editor must be saved before entering data into other editors.

Evaluation Information IN PROGRESS
Editor 1 of 9

**Evaluation Type \***

**Evaluation Date \***

**Consent Date \***

Evaluation Information Editor

Field	Description
<b>Evaluation Type</b> <i>Required</i>	The type of evaluation. Options include: <ul style="list-style-type: none"> <li>Initial</li> <li>Reevaluation</li> </ul>
<b>Evaluation Date</b> <i>Required</i>	The day of the evaluation meeting.
<b>Consent Date</b> <i>Required</i>	The day the school received consent from the student's parent/guardian(s) to evaluate their student.

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## Student Information

The Student Information editor pulls demographic information regarding the student. This is a read-only editor.

The **Refresh** button retrieves a fresh copy of data from the student's record.

Student Information IN PROGRESS
Editor 2 of 9

When an Evaluation is generated, a snapshot of the student's information is taken from Census. Click Refresh to retrieve a new copy of data.

<b>Last Name</b> [Redacted]	<b>First Name</b> Joey	<b>Middle Name</b> [Redacted]	<b>Suffix</b> [Redacted]
<b>Birthdate</b> [Redacted]			
<b>Address</b> [Redacted] SD 55449		<b>SIMS ID</b> [Redacted]	

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**Case Manager**

<b>Name</b> Gregory [Redacted]	<b>Title</b> Teacher (TEACHER)
<b>Phone</b> (333)333-3333	

*Student Information Editor*

▶ [Click here to expand...](#)

Field Name	Description	Database and UI Location (when Refreshed is clicked)
<b>Last Name</b>	The student's last name.	Demographics > Last Name  identity.lastName
<b>First Name</b>	The student's first name.	Demographics > First Name  identity.firstName
<b>Middle Name</b>	The student's middle name.	Demographics > Middle Name  identity.middleName
<b>Suffix</b>	The student's suffix.	Demographics > Suffix Name  identity.suffix
<b>Birthdate</b>	The student's birthdate.	Demographics > Birth Date  identity.birthDate
<b>Address</b>	The student's address.	Households > Address Info  address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip

Field Name	Description	Database and UI Location (when Refreshed is clicked)
<b>SIMS ID</b>	The student's ID number.	Enrollment > Student State ID  identity.studentNumber
<b>Case Manager Information</b>		
<b>Name</b>	The first and last name of the team member.	Student Information > Special Ed Team Members
<b>Title</b>	The role of the team member.	Student Information > Special Ed Team Members
<b>Phone</b>	The phone number of the team member.	Student Information > Special Ed Team Members

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## Enrollment Information

The Enrollment Information editor is a read-only editor that pulls in district and school information where the student is enrolled.

Enrollment Information IN PROGRESS
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Click Refresh to retrieve a new copy of data from a selected Enrollment record.

<b>School of Attendance</b> Arthur Elementary	<b>Grade</b> 02
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**District Information**

<b>District Number</b> 100	<b>District Name</b> Plainview Schools	
<b>District Address</b> [Redacted], SD 55555		<b>District Phone</b> (763)555-5555
<b>District SPED Address</b> [Redacted] MN 55555		<b>District SPED Phone</b> (763)633-1111

Enrollment Information Editor

[▶ Click here to expand...](#)

Field	Description	Validation
<b>School of Attendance</b>	The school where the student attends.	Upon Refresh, this field is pulled from the Enrollment tool and cannot be modified.

Field	Description	Validation
<b>Grade</b>	The student's grade.	Upon Refresh, this field is pulled from the Enrollment tool and cannot be modified.  <b>Database Location:</b> enrollment.grade
<b>District Information</b>		
<b>District Number</b>	The district number associated with the Enrolled school.	District Information > State District Number
<b>District Name</b>	The district name associated with the Enrolled school.	District Information > Name
<b>District Address</b>	The district address associated with the Enrolled school.	District Information > Address
<b>District Phone</b>	The district phone number associated with the Enrolled school.	District Information > Phone
<b>District SPED Address</b>	The district special education address associated with the Enrolled school.	District Information > SPED Address
<b>District SPED Phone</b>	The district special ed phone number associated with the Enrolled school.	District Information > SPED Phone

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## Parent/Guardian Information

The Parent/Guardian Information editor populates based on the guardian checkbox on the student's [Relationships](#) tool. It includes Demographic information for the student's guardian.

The **Delete** button next to each parent/guardian can be used to remove a parent/guardian from the IEP.

The **Refresh** button retrieves a new copy of parent/guardians' data. This also returns any accidentally deleted people. Manually entered fields do not change when the refresh button is clicked. The user must Save after clicking Refresh to capture changes.

Parent/Guardian Information IN PROGRESS
Editor 4 of 9

When a Plan is generated, a snapshot of the parent/guardian information is taken from Census. Individuals on the Relationship tool for the student display below. Click Refresh to retrieve a new copy of data.

Barnaby - Father

**Print Sequence** ⓘ

1 ▼

Remove

**Address**

SD 55449

**Home Phone**

(555)555-1905

**Work Phone**

**Cell Phone**

**E-mail**

**Home Primary Language**

Bernadette - Mother

**Print Sequence** ⓘ

2 ▼

Remove

**Address**

SD 55449

**Home Phone**

**Work Phone**

**Cell Phone**

Parent/Guardian Information Editor

▶ [Click here to expand...](#)

Field	Description
<b>Print Sequence</b>	The order in which the parent/guardian displays.
<b>Name</b>	The name of the parent/guardian.
<b>Address</b>	The address of the parent/guardian.
<b>Home Phone</b>	The parent/guardian's home phone.
<b>Work Phone</b>	The parent/guardian's work phone.
<b>Cell Phone</b>	The parent/guardian's cell phone.
<b>Email</b>	The parent/guardian's email.
<b>Home Primary Language</b>	The language the parent/guardian speaks at home.

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## Background Information

The Background Information editor documents any background information pertinent to the student and their evaluation. The only field on this editor is Background Information. This field is limited to 8000 characters.

Background Information
NOT STARTED
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Background Information \*

*Background Information Editor*

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## Review of Existing Data

The Review of Existing Data editor documents existing data pertaining to the student's disability before this evaluation was conducted. The only field on this editor is the Data Review field. This field is required and limited to 8000 characters.

Review of Existing Data
NOT STARTED
Editor 6 of 10

Data Review \*

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*Review of Existing Data Editor*

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## Review of Existing Data, Current Assessments Results

The Review of Existing Data, Current Assessment Results editor documents the areas in which the student was assessed during the evaluation process and the results of those assessments.

Review of Existing Data, Current Assessment Results IN PROGRESS Editor 6 of 9

	Area Assessed ↑	Assessment Results
	Intellectual Information	Example

1 - 1 of 1 items

*Review of Existing Data, Current Assessments Results List Screen*

▶ [Click here to expand...](#)

## Review of Existing Data, Current Assessments Results List Screen

Column Name	Description
<b>Padlock Icon</b>	The user currently editing the record.
<b>Area Assessed</b>	The area assessed.
<b>Assessments Results</b>	The first 100 characters of the results of the assessment description.

## Review of Existing Data, Current Assessments Results Detail Screen

Select an existing record or click **New** to open the detail screen.



Review of Existing Data, Current Assessment Results

**Area Assessed \***

Intellectual Information ▼

**Name of Area Assessed**

Example

*Review of Existing Data, Current Assessments Results Detail Screen*

Field Name	Description	Validation
<b>Area Assessed</b> <i>Required</i>	<p>The area assessed. Click the Click to expand link to view available options.</p> <p>▶ <a href="#">Click here to expand...</a></p> <ul style="list-style-type: none"> <li>• Ability</li> <li>• Academic Achievement</li> <li>• Observation</li> <li>• Adaptive Behavior</li> <li>• Language</li> <li>• Articulation</li> <li>• Fluency</li> <li>• Social Communication</li> <li>• Behavior</li> <li>• Functional Behavior Assessment</li> <li>• Social/Emotional</li> <li>• Autism Specific Instrument</li> <li>• Fine Motor</li> <li>• Sensory</li> <li>• Gross Motor</li> <li>• Visual Motor</li> <li>• Developmental Delay Areas</li> <li>• Chronic/Acute Health (diagnosis)</li> <li>• Audiological (hearing)</li> <li>• Ophthalmological (Vision)</li> <li>• Medical Data for Orthopedic Impairment</li> <li>• Transition</li> <li>• Other</li> </ul>	N/A
<b>Date Assessment Given</b> <i>Required</i>	<p>The day the assessment was administered.</p>	N/A

Field Name	Description	Validation
<b>Specify Other</b> <i>*Required</i>	The other area assessed.	This field is available and required when Other is selected as the Area Assessed.
<b>Name of Area Assessed</b> <i>Required</i>	A description of the results of the assessment.	<p>The name of this field changes to the value selected in the Area Assessed dropdown.</p> <p>The Template Bank associated with this field is SD Eval Assessment Areas.</p> <p>This field is limited to 8000 characters.</p>

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## Interpretation and Summary of Results

The Interpretive and Summary of Results editor documents the team's interpretation of the evaluation and the assessment results. The only field on this editor is "List adverse effects of the disability on the student's educational performance." This field is required and limited to 8000 characters. The [Template Bank](#) associated with this field is SD Eval Interpretation.

Interpretation and Summary of Results Editor 9 of 10

IN PROGRESS

Interpretation of Results related to Eligibility Criteria

List adverse effects of the disability on the student's educational performance \* Add Template

Example impact...

*Interpretation and Summary of Results Editor*

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## Assessment Information

The Assessment Information editor documents the student's suspected disabilities, and the data sources used to make the determination.

Assessment Information NOT STARTED
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**Type of Eligibility Determination**

Basis for making eligibility determination is drawn from a variety of sources, (which may) include aptitude (ability) and achievement, parent input and teacher recommendations, as well as information about the student's physical condition, social or background, and adaptive behavior.

The evaluation team will examine the evaluation results, other factors, the suspected disabilities, the adverse effects of the disability and if the student requires specialized instruction before determining if the student requires special education services.

**Summary of Evaluation Reports Used for Determination of Eligibility**

Data Source	Date Administered ↓	Test Scores/Results
No records available.		
0 - 0 of 0 items		

New

**Suspected Disabilities**

Select Suspected Disabilities...

**Other Factors Considered**

Is the underachievement of the student due to lack of instruction in Reading or Math or limited English Proficiency?

**Reading**

**Math**

**Limited English Proficiency**

*Determination of Eligibility/Continued Eligibility Editor*

▶ [Click here to expand...](#)

Field	Description
<b>Type of Eligibility Determination</b>	The type of eligibility determination. Options include: <ul style="list-style-type: none"> <li>Initial Determination of Eligibility</li> <li>Re-determination of Eligibility</li> </ul>
<p><b>Summary of Evaluation Reports Used for Determination of Eligibility</b></p> <p>Columns in this table include:</p> <ul style="list-style-type: none"> <li><i>Data Source</i></li> <li><i>Date Administered</i></li> <li><i>Test Scores/Results</i></li> <li><i>Evaluator</i></li> </ul> <p>See the <a href="#">Evaluations Administered Side Panel</a> section for information about entering data into this table.</p>	

Field	Description
<b>Suspected Disabilities</b>	The student's suspected disabilities. Multiple options may be selected. Options include: <ul style="list-style-type: none"> <li>• 500 - Deaf Blindness</li> <li>• 505 - Emotional Disability</li> <li>• 510 - Cognitive Disability</li> <li>• 515 - Hearing Loss</li> <li>• 525 - Specific Learning Disability</li> <li>• Multiple Disabilities</li> <li>• 535 - Orthopedic Impairment</li> <li>• 540 - Vision Loss</li> <li>• 545 - Deafness</li> <li>• 550 - Speech/Language Impairment</li> <li>• 555 - Other Health Impaired</li> <li>• 560 - Autism Spectrum Disorder</li> <li>• 565 - Traumatic Brain Injury</li> <li>• 570 - Developmental Delay</li> </ul>
<b>Other Factors Considered</b> <i>Is the underachievement of the student due to lack of instruction in Reading or Math or limited English Proficiency?</i>	
<b>Reading</b>	Indicates the underachievement of the student is due to a lack of instruction in reading. Options are Yes or No.
<b>Math</b>	Indicates the underachievement of the student is due to a lack of instruction in math. Options are Yes or No.
<b>Limited English Proficiency</b>	Indicates the underachievement of the student is due to a lack of instruction in limited English Proficiency. Options are Yes or No.
<b>Eligibility Determination</b>	
<b>Student has a diagnosed disability</b>	Indicates the student has a diagnosed disability. Options are Yes or No.
<b>The disability adversely affects the student's educational performance</b>	Indicates the student's disability impacts their educational performance. Options are Yes or No.
<b>List the adverse effects of the disability on the student's educational performance</b> <i>*Required</i>	A description of the adverse effects of the student's disability on their education.  *This field is available and required when Yes is selected from the "The disability adversely affects the student's educational performance" field.  This field is limited to 8000 characters.

Field	Description
<p><b>The student required specially designed instruction to receive a free appropriate public education</b></p>	<p>Indicates the student requires specially designed instruction for their education. Options are Yes or No.</p>
<p><b>The team determined this student meets eligibility criteria under the following category</b></p>	<p>The disability the student has determined by the team. Options include:</p> <ul style="list-style-type: none"> <li>• 500 - Deaf Blindness</li> <li>• 505 - Emotional Disability</li> <li>• 510 - Cognitive Disability</li> <li>• 515 - Hearing Loss</li> <li>• 525 - Specific Learning Disability</li> <li>• 535 - Orthopedic Impairment</li> <li>• 540 - Vision Loss</li> <li>• 545 - Deafness</li> <li>• 550 - Speech/Language Impairment</li> <li>• 555 - Other Health Impaired</li> <li>• 560 - Autism Spectrum Disorder</li> <li>• 565 - Traumatic Brain Injury</li> <li>• 570 - Developmental Delay</li> </ul>
<p><b>Multiple Disabilities - 530</b></p>	
<p><b>Category 1</b></p>	<p>The first disability the student has when they have multiple disabilities. Options include:</p> <ul style="list-style-type: none"> <li>• 500 - Deaf Blindness</li> <li>• 505 - Emotional Disability</li> <li>• 510 - Cognitive Disability</li> <li>• 515 - Hearing Loss</li> <li>• 525 - Specific Learning Disability</li> <li>• 535 - Orthopedic Impairment</li> <li>• 540 - Vision Loss</li> <li>• 545 - Deafness</li> <li>• 550 - Speech/Language Impairment</li> <li>• 555 - Other Health Impaired</li> <li>• 560 - Autism Spectrum Disorder</li> <li>• 565 - Traumatic Brain Injury</li> <li>• 570 - Developmental Delay</li> </ul>

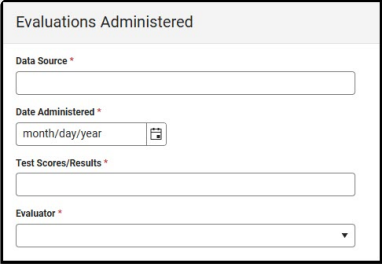
Field	Description
<b>Category 2</b>	<p>The second disability the student has when they have multiple disabilities. Options include:</p> <ul style="list-style-type: none"> <li>• 500 - Deaf Blindness</li> <li>• 505 - Emotional Disability</li> <li>• 510 - Cognitive Disability</li> <li>• 515 - Hearing Loss</li> <li>• 525 - Specific Learning Disability</li> <li>• 535 - Orthopedic Impairment</li> <li>• 540 - Vision Loss</li> <li>• 545 - Deafness</li> <li>• 550 - Speech/Language Impairment</li> <li>• 555 - Other Health Impaired</li> <li>• 560 - Autism Spectrum Disorder</li> <li>• 565 - Traumatic Brain Injury</li> <li>• 570 - Developmental Delay</li> </ul>
<b>Category 3</b>	<p>The third disability the student has when they have multiple disabilities. Options include:</p> <ul style="list-style-type: none"> <li>• 500 - Deaf Blindness</li> <li>• 505 - Emotional Disability</li> <li>• 510 - Cognitive Disability</li> <li>• 515 - Hearing Loss</li> <li>• 525 - Specific Learning Disability</li> <li>• 535 - Orthopedic Impairment</li> <li>• 540 - Vision Loss</li> <li>• 545 - Deafness</li> <li>• 550 - Speech/Language Impairment</li> <li>• 555 - Other Health Impaired</li> <li>• 560 - Autism Spectrum Disorder</li> <li>• 565 - Traumatic Brain Injury</li> <li>• 570 - Developmental Delay</li> </ul>
<p><b>Related Service(s): Student therapy needs to be determined during IEP program development ARSD 24:05:27:22, 24:05:27:23, 24:05:27:24, 24:05:27:25, and 24:05:27:16</b></p> <p><b>Criteria for Occupational Therapy Services</b></p>	
<b>1. The student has a disability and requires special education</b>	<p>Indicates the student requires special education for occupational therapy services. Options are Yes or No.</p>

Field	Description
<b>2. The student must demonstrate performance on a standardized assessment instrument that falls at least 1.5 standard deviations below the mean in one or more of the following areas: fine motor, sensory integration or visual</b>	Indicates the student's performance falls at least 1.5 standard deviations below the mean for occupational skills. Options are Yes or No.
<b>Criteria for Physical Therapy Services</b>	
<b>1. The student has a disability and requires special education</b>	Indicates the student requires special education for physical therapy services. Options are Yes or No.
<b>2. The student must demonstrate performance on a standardized assessment instrument that falls at least 1.5 standard deviations below the mean on a standardized motor assessment instrument</b>	Indicates the student's performance falls at least 1.5 standard deviations below the mean for physical skills. Options are Yes or No.
<b>Speech-Language Pathology</b>	
<b>1. The student has a disability and requires special education</b>	Indicates the student requires special education for speech-language pathology services. Options are Yes or No.
<b>Transition: For student that are eligible for special education services, transition must be in effect no later than age 16 ARSD 24:05:27:13.02 and 24:05:27:01.03</b>	
<b>1. The student has a disability and requires special education</b>	Indicates the student requires transition services. Options are Yes or No.

## Evaluations Administered Side Panel

Select an existing record or click **New** to open the Evaluations Administered side panel. The editor must be saved before records can be entered into this table.

Field	Description	Image <i>Click to enlarge</i>

Field	Description	Image <i>Click to enlarge</i>
<b>Data Source</b> <i>Required</i>	The source of data.  This field is limited to 300 characters.	 <p><i>Evaluations Administered Side Panel</i></p>
<b>Date Administered</b> <i>Required</i>	The day the data source was captured.	
<b>Test Scores/Results</b> <i>Required</i>	The results or score of the assessment.  This field is limited to 300 characters.	
<b>Evaluator</b> <i>*Required</i>	The person/agency who administered the data source.  This field pulls in evaluators entered using the <a href="#">Special Ed Evaluator Setup</a> tool.	

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## Eligibility Determination

The Eligibility Determination editor documents the team's decision about whether the student meets the criteria for their suspected disabilities. Depending on which disability is selected, the editor's fields change.



Eligibility Determination IN PROGRESS Editor 9 of 9

	Date Completed	Checklist	Meets Criteria
	09/03/2024	Autism Spectrum Disorder	Yes

1 - 1 of 1 items

*Eligibility Determination List Screen*

▶ [Click here to expand...](#)

## Eligibility Determination List Screen

Column Name	Description
<b>Padlock Icon</b>	The user currently editing the record.
<b>Date Completed</b>	The day the checklist was determined.
<b>Checklist</b>	The disability.
<b>Meets Criteria</b>	An indication that the student meets the criteria for the disability.

## Eligibility Determination Detail Screen

Select an existing record or click **New** to open the detail screen. The Detail Screen changes depending on the disability selected in the Eligibility Checklist field.

Eligibility Checklist

**Checklist**  
Autism Spectrum Disorder

The Eligibility team determined that the student meets criteria under the category of Autism Spectrum Disorder

Yes

**Date Completed \***  
09/03/2024

*Eligibility Determination Detail Screen*

Field	Description	Validation
<b>Eligibility Checklist</b> <i>Required</i>	The student's disability. Options include: <ul style="list-style-type: none"> <li>• Autism Spectrum Disorder</li> <li>• Cognitive Disability</li> <li>• Deafness</li> <li>• Deaf Blindness</li> <li>• Developmental Delay</li> <li>• Emotional Disability</li> <li>• Hearing Loss</li> <li>• Orthopedic Impairment</li> <li>• Other Health Impaired</li> <li>• Specific Learning Disability</li> <li>• Speech/Language Impairments</li> <li>• Traumatic Brain Injury</li> <li>• Vision Loss</li> </ul>	Once a record is created with one of the listed disabilities, that option is removed from the dropdown.
<b>The Eligibility team determined that the student meets criteria under the category of "Disability Selected"</b>	Options are Yes or No.	N/A
<b>Date Completed</b> <i>Required</i>	The day the determination was made.	N/A

## Autism Spectrum Disorder

Field	Description
<b>2a. Persistent deficits in social communication and social interaction across multiple contexts, as manifested by all three of the following, currently or by history</b>	
<b>Deficits in social-emotional reciprocity</b>	Options are Yes or No.
<b>Deficits in non-verbal communicative behaviors used for social interaction</b>	Options are Yes or No.
<b>Deficits in developing, maintaining and understanding relationships</b>	Options are Yes or No.

Field	Description
<b>Social Communication Severity</b>	Options include: <ul style="list-style-type: none"> <li>• Level 3 - Requiring very substantial support</li> <li>• Level 2 - Requiring substantial support</li> <li>• Level 1 - Requiring Support</li> </ul>
<b>2b. Restricted, repetitive patterns of behavior, interests, or activities, as manifested by at least two of the following, currently or by history</b>	
<b>Stereotyped or repetitive motor movements, use of objects, or speech</b>	Options are Yes or No.
<b>Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior</b>	Options are Yes or No.
<b>Highly restricted, fixated interests that are abnormal in intensity or focus</b>	Options are Yes or No.
<b>Hyper- or hypoactivity to sensory input or unusual interest in sensory aspects of the environment</b>	Options are Yes or No.
<b>Restricted, Repetitive Behavior Severity</b>	Options include: <ul style="list-style-type: none"> <li>• Level 3 - Requiring very substantial support</li> <li>• Level 2 - Requiring substantial support</li> <li>• Level 1 - Requiring Support</li> </ul>
<b>2c. And all of the characteristics below</b>	
<b>Symptoms must be present in the early developmental period but may not become fully manifest until social demands exceed limited capacities, or may be masked by learned strategies in later life; and</b>	Options are Yes or No.
<b>Symptoms cause clinically significant impairment in social, occupational or other important areas of current functioning; and</b>	Options are Yes or No.

Field	Description
<b>Symptoms are not primarily caused by a cognitive disability or developmental delay, and in order to make dual diagnoses of autism spectrum disorder and cognitive disability, social communication must be below that expected for the general developmental level</b>	Options are Yes or No.

## Cognitive Disability

Students must meet both criteria below to qualify for cognitive disability.

Field	Description
<b>General intellectual functioning 2 standard deviations or more below the mean as determined by the full-scale score on an individual cognitive evaluation, plus or minus standard error or measurement</b>	Options are Yes or No.
<b>Exhibits deficits in adaptive behavior and functioning and academic or preacademic skills as determined by an individual evaluation and manifested before age 18</b>	Options are Yes or No.

## Deafness

The only field in the Deafness section is a Yes or No dropdown called "An unaided hearing loss in excess of 70 decibels and precludes understanding of speech through the auditory mechanism, even with amplification, and demonstrates an inability in processing linguistic information through hearing even with amplification."

## Deaf-Blindness

Students must meet both criteria below to qualify for deaf-blindness.

Field	Description
<b>Causes such severe communication and</b>	Options are Yes or No.
<b>Other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness</b>	Options are Yes or No.

## Developmental Delay

Field	Description	Validation
<b>A student with a severe delay in development functions at a developmental level</b>	Options include: <ul style="list-style-type: none"> <li>two or more standard deviations below the mean in any one area of development specified in this section</li> <li>1.5 standard deviations below the mean in two or more areas of development</li> </ul>	Only one option can be selected.
<b>Check the areas of development</b>		
<b>Adaptive Development</b>	Options are Yes or No.	N/A
<b>Adaptive Development Information</b>	Any adaptive development comments.	This field is limited to 100 characters.
<b>Cognitive Development</b>	Options are Yes or No.	N/A
<b>Cognitive Development Information</b>	Any cognitive development comments.	This field is limited to 100 characters.
<b>Communication Development</b>	Options are Yes or No.	N/A
<b>Communication Area</b>	Options are: <ul style="list-style-type: none"> <li>Receptive Language</li> <li>Expressive Language</li> </ul>	Multiple options can be selected.
<b>Communication Development Information</b>	Any communication development comments.	This field is limited to 100 characters.
<b>Social or Emotional Development</b>	Options are Yes or No.	N/A
<b>Social or Emotional Development Information</b>	Any social or emotional development comments.	This field is limited to 100 characters.
<b>Physical Development</b>	Options are Yes or No.	N/A
<b>Physical Development Area</b>	Options are: <ul style="list-style-type: none"> <li>Gross Motor</li> <li>Fine Motor</li> </ul>	Multiple options can be selected.
<b>Physical Development Information</b>	Any physical development comments.	This field is limited to 100 characters.

## Emotional Disability

Field	Description
<b>1. Emotional disability is a condition that exhibits one or more of the following characteristics to a marked degree over a long period of time Student must exhibit one or more characteristics to meet criteria</b>	
<b>An inability to learn which cannot be explained by intellectual, sensory or health factors</b>	Options are Yes or No.
<b>An inability to build or maintain satisfactory interpersonal relationships with peers and teachers</b>	Options are Yes or No.
<b>Inappropriate types of behavior or feelings under normal circumstances</b>	Options are Yes or No.
<b>A general pervasive mood of unhappiness or depression</b>	Options are Yes or No.
<b>A tendency to develop physical symptoms or fears associated with personal or school problems</b>	Options are Yes or No.
<b>2. A student may be identified as emotional disability if the following requirements are met Must meet all criteria</b>	
<b>The student demonstrates serious behavior problems over a long period of time, generally at least six months, with documentation from more than one source of the frequency and severity of the targeted behaviors</b>	Options are Yes or No.
<b>The student's symptoms cause significant impairment in social, emotional, behavioral, occupational, or other areas</b>	Options are Yes or No.
<b>An adverse effect on educational performance is verified through the full and individual evaluation procedures as provided in § 24:05:25:04</b>	Options are Yes or No.

## Hearing Loss

The only field in the Hearing Loss section is a Yes or No dropdown called "A student may be identified as having a hearing loss if an unaided hearing loss of 35 to 69 decibels is present that makes the acquisition of receptive and expressive language skills difficult with or without the help of amplification."

## Orthopedic Impairment

Field	Description
<b>1. There must be evidence of the following Must meet all criteria</b>	

Field	Description
<b>Severely impaired motor functioning that adversely affects educational performance; and</b>	Options are Yes or No.
<b>Deficits in muscular or neuromuscular functioning that significantly limits the student's ability to move about, sit, or manipulate materials required for learning; and</b>	Options are Yes or No.
<b>Student's bone, joint, or muscle problems affect ambulation, posture, or gross and fine motor skills; and</b>	Options are Yes or No.
<b>Medical data by a qualified medical evaluator describes and confirms an orthopedic impairment</b>	Options are Yes or No.

## Other Health Impaired

The only field on the Other Health Impaired section is a Yes or No dropdown called "1. Other health impaired means having limited strength, vitality or alertness, including heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment is due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, attention deficit disorder or attention deficit hyperactivity disorder, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, Tourette syndrome, or diabetes."

## Specific Learning Disability

Field	Description	Validation
<b>1. Does the student achieve adequately for the student's age or to meet state-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or state-approved grade-level standards</b>		
<b>Oral Expression</b>	Options are Does or Does Not.	N/A
<b>Listening Comprehension</b>	Options are Does or Does Not.	N/A
<b>Written Expression</b>	Options are Does or Does Not.	N/A
<b>Basic Reading Skills</b>	Options are Does or Does Not.	N/A
<b>Reading Fluency Skills</b>	Options are Does or Does Not.	N/A
<b>Reading Comprehension</b>	Options are Does or Does Not.	N/A
<b>Mathematics Calculation</b>	Options are Does or Does Not.	N/A

Field	Description	Validation
<b>Mathematics Reasoning</b>	Options are Does or Does Not.	N/A
<b>2. Please indicate which method the team will be using to determine SLD eligibility</b>	Options include: <ul style="list-style-type: none"> <li>• Method A - Discrepancy</li> <li>• Method B - Response to Intervention</li> </ul>	N/A
<b>The Following Sections (3-8) Required only for Initial Eligibility Determination</b>		
<b>3. Document data that demonstrates that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings by qualified personnel</b>	A description of how the student was provided appropriate instruction in a regular education setting.	This field is limited to 8000 characters.
<b>4. Method A - Discrepancy Qualified Personnel</b>		
<b>Teacher</b> <i>*Required</i>	The name of the qualified personnel.	<p>*This field is available and required when Method B - Response to Intervention is selected from the "Please indicate which method the team will be using to determine SLD eligibility" field.</p> <p>This field is limited to 150 characters.</p> <p>This field is repeated four times.</p>



Field	Description	Validation
<b>Certified</b> <i>*Required</i>	Options are Yes or No.	*This field is available and required when Method B - Response to Intervention is selected from the "Please indicate which method the team will be using to determine SLD eligibility" field.  This field is repeated four times.
<b>Level of Certification</b>	Options include: <ul style="list-style-type: none"> <li>• Tier I</li> <li>• Tier II</li> <li>• Tier III</li> </ul>	*This field is available and required when Yes is selected from the Certified field.  This field is repeated four times.
<b>5. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents</b>	A description of the documentation of assessments of the student's achievement provided to their parent/guardian.	This field is limited to 8000 characters.
<b>6. Method A - Discrepancy</b> <b>Nothing Needed</b>  <b>Method B - Response to Intervention</b> <b>Intervention Data</b> <b>*Attached information if needed</b>  The following columns display in the table. Click <b>Add</b> to add a record to the table in-line. <ul style="list-style-type: none"> <li>• <i>Week #</i></li> <li>• <i>Date</i></li> <li>• <i>Score</i></li> </ul>		
<b>7. Attendance Record</b>		

Field	Description	Validation
<b>School Year</b>	The school year.	This field is limited to 9 characters. There are two instances of this field.
<b>Total Days of School</b>	The number of school days.	This field is limited to 6 characters. There are two instances of this field.
<b>Totals Days in Attendance</b>	The number of days the student attended.	This field is limited to 6 characters. There are two instances of this field.
<b>Days Absent Quarter 1</b>	The number of days the student was absent in quarter 1.	This field is limited to 6 characters. There are two instances of this field.
<b>Days Absent Quarter 2</b>	The number of days the student was absent in quarter 2.	This field is limited to 6 characters. There are two instances of this field.
<b>Days Absent Quarter 3</b>	The number of days the student was absent in quarter 3.	This field is limited to 6 characters. There are two instances of this field.
<b>Days Absent Quarter 4</b>	The number of days the student was absent in quarter 4.	This field is limited to 6 characters. There are two instances of this field.
<b>8. A student may not be determined to be a student with a disability if the determinant factor is a lack of appropriate instruction</b>		
<b>Is the underachievement of the student due to lack of instruction in</b>		
<b>Reading</b>	Options are Yes or No.	N/A
<b>Math</b>	Options are Yes or No.	N/A
<b>The Following Sections Required for All Eligibility Determination</b>		

Field	Description	Validation
<b>9. Indicate which method the team will be using to determine SLD eligibility</b>	Options include: <ul style="list-style-type: none"> <li>• Method A - Discrepancy</li> <li>• Method B - Response to Intervention</li> </ul>	N/A
<b>Observer</b>	The name of the observer.	This field is limited to 150 characters.
<b>Observation Date</b>	The day of observation.	N/A
<b>Observation Notes</b>	Any comments related to the observation.	This field is limited to 8000 characters.
<b>10. Document educationally relevant medical findings</b>	Any medical findings.	This field is limited to 8000 characters.
<b>11. The evaluation team determines that the student's achievement level problem is/is not primarily the result of</b>		
<b>Visual, hearing or motor disabilities</b>	Options include: <ul style="list-style-type: none"> <li>• Is</li> <li>• Is Not</li> </ul>	N/A
<b>Cognitive Disability</b>	Options include: <ul style="list-style-type: none"> <li>• Is</li> <li>• Is Not</li> </ul>	N/A
<b>Emotional Disability</b>	Options include: <ul style="list-style-type: none"> <li>• Is</li> <li>• Is Not</li> </ul>	N/A
<b>Cultural factors</b>	Options include: <ul style="list-style-type: none"> <li>• Is</li> <li>• Is Not</li> </ul>	N/A
<b>Environmental or economic disadvantage</b>	Options include: <ul style="list-style-type: none"> <li>• Is</li> <li>• Is Not</li> </ul>	N/A
<b>Limited English proficiency</b>	Options include: <ul style="list-style-type: none"> <li>• Is</li> <li>• Is Not</li> </ul>	N/A

Field	Description	Validation
<p><b>This Section should only be completed if using a state-approved Response to Intervention model AND RtI criteria will be used to determine eligibility</b></p> <p><b>12. Method B Response to Intervention</b></p> <p><b>If the student has participated in a process that assesses the student's response to scientific, research-based intervention document the following</b></p> <p><i>Questions in this section are available when Method B - Response to Intervention is selected from the "Please indicate which method the team will be using to determine SLD eligibility" field.</i></p>		
<p><b>The instructional strategies used in the RTI process that assesses the student's response to scientific, research-based intervention</b></p>	<p>The instructional strategies of the RTI process.</p>	<p>This field is limited to 8000 characters.</p>
<p><b>Number of weeks the student has participated in Tier 3 interventions</b></p>	<p>The number of weeks the student participated in a tier 3 intervention.</p>	<p>This field is limited to 5 characters.</p>
<p><b>Number of minutes of core reading instruction</b></p>	<p>The number of minutes the student spent in core reading instruction.</p>	<p>This field is limited to 5 characters.</p>
<p><b>Number of minutes of intensive, individualized intervention</b></p>	<p>The number of minutes the student had intensive, individualized intervention.</p>	<p>This field is limited to 5 characters.</p>
<p><b>Frequency of the intervention</b></p>	<p>The frequency of the intervention.</p>	<p>N/A</p>
<p><b>Research-based intervention strategies</b></p> <p><b>Please list by type, not name</b></p> <p>The following columns display. Click the <b>Add</b> button to add a record in-line.</p> <ul style="list-style-type: none"> <li><i>Name of Research-Based Intervention Strategy</i></li> <li><i>Duration of the Intervention</i></li> </ul>		
<p><b>Fall Universal Screening Score</b></p>	<p>The student's universal screening score for the fall.</p>	<p>N/A</p>
<p><b>Winter Universal Screening Score</b></p>	<p>The student's universal screening score for the winter.</p>	<p>N/A</p>

Field	Description	Validation
<b>Actual rate of progress compared to benchmark standard</b>	The student's actual rate of progress.	This field is limited to 150 characters.
<b>Grade level benchmark standard for end of school year</b>	The benchmark standard for the end of the school year.	This field is limited to 150 characters.
<b>Desired Rate of Progress</b>	The desired rate of progress.	This field is limited to 150 characters.
<b>Predicted Rate of Progress</b>	The predicted rate of progress.	This field is limited to 150 characters.
<b>Is the Predicted Rate of Progress significantly below grade level expectations</b>	Options are Yes or No.	N/A
<b>Team Conclusions</b>		
<b>First Name</b> <i>Required</i>	The team member's first name.	N/A
<b>Last Name</b> <i>Required</i>	The team member's last name.	N/A
<b>Role</b>	The team member's role.	N/A
<b>Agree</b> or <b>Disagree</b>	Indicates the team member agrees or disagrees with the evaluation.	N/A

## Speech/Language Impairments

Field	Description
<b>Articulation Disorders</b>	
<b>Performance on a standardized articulation test falls two standard deviations below the mean and intelligibility is affected in conversation</b>	Options are Yes or No.
<b>Test performance is less than two standard deviations below the mean, but the student is judged unintelligible by the speech and language clinician and one other adult</b>	Options are Yes or No.

Field	Description
<b>Performance on a phonological assessment falls in the profound or severe range and intelligibility is affected in conversation</b>	Options are Yes or No.
<b>Performance on a phonological assessment falls in the moderate range, intelligibility is affected in conversation and during a tracking period of between three and six months there was a lack of improvement in the number and type of errors</b>	Options are Yes or No.
<b>An error persists six months to one year beyond the chronological age when 90 percent of students have typically acquired the sound based on developmental articulation norms</b>	Options are Yes or No.
<b>Fluency Disorder</b>	
<b>The student consistently exhibits one or more of the following symptomatic behaviors of dysfluency</b>	Options are Yes or No.
<b>Dysfluent Behaviors</b> <i>*Required</i>	Options include: <ul style="list-style-type: none"> <li>• Sound, syllable, or word repetition</li> <li>• Prolongations of sounds, syllables, or words</li> <li>• Blockages</li> <li>• Hesitations</li> </ul> <p>*This field is available and required when Yes is selected from the "The student consistently exhibits one or more of the following symptomatic behaviors of dysfluency" field.</p>
<b>There is a significant discrepancy from the norm as measured by speech sampling in a variety of contexts</b> <b>A significant discrepancy from the norm is five dysfluencies a minute</b>	Options are Yes or No.
<b>OR</b> <b>The disruption occurs to the degree that the individual or persons who listen to the individual react to the manner of speech and the disruptions in a way that impedes communication</b>	Options are Yes or No.

Field	Description
<b>Voice Disorder</b>	
<b>Consistent deviations exist in one or more of the parameters of voice: pitch, quality, or volume</b>	Options are Yes or No.
<b>The voice is discrepant from the norm for age, gender, or culture and is distracting to the listener</b>	Options are Yes or No.
<b>The disorder is not the result of a temporary problem, such as normal voice changes, allergies, colds, or similar conditions</b>	Options are Yes or No.
<b>Language Disorder</b>	
<b>Through age eight, performance falls 1.5 standard deviations below the mean on standardized evaluation instruments; beginning at age nine, a difference is present on 1.5 standard deviations between performance on an individually administered standardized language assessment instrument and measured expected potential as measured by an individually administered intelligence test</b>	Options are Yes or No.
<b>The student's pragmatic skills, as measured by checklists, language samples, or observation, adversely affect the student's academic and social interactions</b>	Options are Yes or No.

## Traumatic Brain Injury

The only field on the Traumatic Brain Injury section is a Yes or No dropdown called "Such as cognition; language; memory; attention; reasoning; abstract thinking; judgement; problem solving; sensory; perceptual; and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma."

## Vision Loss

Field	Description
<b>1. Partial sight is one or more deficiencies in visual acuity, as follows</b>	Options are Yes or No.

Field	Description
<b>Deficiencies in visual acuity</b>	Options are: <ul style="list-style-type: none"> <li>• Visual acuity of not better than 20/70 in the better eye after correction</li> <li>• Restricted visual field</li> <li>• Limited ability to move about safely in the environment due to a visual disability</li> </ul>
<b>2. Blindness - Visual acuity of 20/200 or less in the better eye with correcting lenses or a limited field of vision such that the widest diameter subtends an angular distance of no greater than 20 degrees or has a medically indicated expectation of visual deterioration</b>	Options are Yes or No.

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