

# Evaluation (Delaware)

Last Modified on 12/14/2025 8:45 pm CST

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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 the student's guardians a copy of the evaluation summary report, including the eligibility documentation. See the core Plan and Evaluation Information article for information on general functionality, navigation, and additional plan and evaluation features.

The current print format is **DE Evaluation 2025**. Delaware is a State Edition, and districts cannot change the evaluation format.

## Editor Home - DE Evaluation ?

NAME	STATUS	MODIFIED BY	COMPLETED BY
Evaluation Header	IN PROGRESS	System Administrator 5/22/24 1:20 PM	>
Related Services Evaluation Information	NOT STARTED		>
Purpose	NOT STARTED		>
Enrollment Information	NOT STARTED		>
Student Information	IN PROGRESS	System Administrator 5/22/24 1:20 PM	>
Parent/Guardian Information	IN PROGRESS	System Administrator 5/22/24 1:20 PM	>
Section A: Background Information	NOT STARTED		>
Section B: Educational Performance Data	NOT STARTED		>
Section C: Eligibility Discussion	NOT STARTED		>
Section D: Eligibility Determination	NOT STARTED		>
Section E: Signatures and Certifications	NOT STARTED		>

Editor Home

## Evaluation Header

The Evaluation Header editor documents relevant dates concerning the student's current or future evaluations.

### Evaluation Header IN PROGRESS

Editor 1 of 10

Eligibility Date

04/22/2024



Meeting Date ?

In-State Transfer Meeting Date

☐

In-State Transfer Reviewed and Adopted

☐

Evaluation \*

Initial



Evaluation Header Editor

► [Click here to expand...](#)

Field	Description	Validation
<b>Eligibility Date</b> <i>*Required</i>	The day the student was determined for eligibility.	*This is required to complete the editor.
<b>Meeting Date</b> <i>*Required</i>	The day of the meeting.	*This is required to complete the editor.  This date pulls in from the Section E: Signatures and Certifications editor. Only Initial Eligibility Determination or Reevaluation for Eligibility Determination Meeting Invite documents pull in.
<b>In-State Transfer Meeting Date</b>	The date to review the evaluation of a student who transferred to a district from another district within Delaware.	N/A
<b>In-State Transfer Reviewed and Adopted</b>	Indicates that the evaluation of an in-state transfer student has been reviewed and accepted.	N/A
<b>Evaluation</b> <i>Required</i>	The type of evaluation. Options are Reevaluation or Initial.	N/A

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## Related Services Evaluation Information

The Related Service Evaluation Information editor documents when a related service evaluation was conducted for the student, which can be separate from the regular evaluation process.

Related Services Evaluation Information
NOT STARTED

Editor 2 of 11

Related Service Evaluation

Related Service Evaluation Date \*

month/day/year

Remove

Add

Related Services Evaluation Information Editor

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## Purpose

The only field on the Purpose editor is the "Describe purpose(s) for referral including presenting concerns" text field.

Purpose
NOT STARTED

Editor 2 of 10

"**Evaluation Summary Report**" or "**ESR**" means a report that documents the IEP team's review of data and discussion of the eligibility determination.  
(Authority: 20 U.S.C. 1414(b)(4); 14 Del.C. §3110)

**IEP** team includes the parents of the child, a regular education teacher, a special education teacher, a representative of the public agency, an individual who can interpret instructional implications of evaluation results, other individuals who have knowledge or special expertise regarding the child, the child whenever appropriate, a career technical education teacher or career technical teacher coordinator when appropriate (14 DE Admin. Code § 925.8.0), as well as additional IEP team members as indicated in 14 DE Admin Code § 925.6.6-925.6.17.

Describe purpose(s) for referral including presenting concerns

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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. This editor also documents the student's disability(ies).

Enrollment Information

IN PROGRESS

Editor 4 of 11

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

**Primary Disability:**   
Autism

**Secondary Disability:**

**Tertiary Disability:**

**District of Residence**  
School Dist

**Attending Building**  
Academy

**Grade**  
09

**District Information**

**District Number**  
79

**District Name**  
Academy

**District Address**  
DE 19804

**District Phone**

**District SPED Address**  
DE 19804

**District SPED Phone**

Enrollment Information Editor

► [Click here to expand...](#)

Field	Description	Validation
<b>Primary Disability</b>	<p>The student's first disability. Options include:</p> <ul style="list-style-type: none"> <li>• 1000 Autism</li> <li>• 1100 Deaf-Blind</li> <li>• 1400 Developmental Delay</li> <li>• 0200 Emotional Disability</li> <li>• 0700 Hearing Impairment</li> <li>• 0300 Learning Disability</li> <li>• 0100 Mild Intellectual Disability</li> <li>• 0400 Moderate Intellectual Disability</li> <li>• 0603 Orthopedic Impairment</li> <li>• 0601 Other Health Impairment</li> <li>• 0900 Partially Sighted</li> <li>• 1600 Pre-School Speech Delay</li> <li>• 0500 Severe Intellectual Disability</li> <li>• 1200 Speech and/or Language Impairment</li> <li>• 1300 Traumatic Brain Injury</li> <li>• 0800 Visually Impaired</li> </ul>	<p>This pulls in from the <a href="#">Section D: Eligibility Determination</a> editor.</p>

Field	Description	Validation
<b>Secondary Disability</b>	The student's second disability, when applicable. The options available are the same as the Primary Disability options.	This pulls in from the <a href="#">Section D: Eligibility Determination</a> editor.
<b>Tertiary Disability</b>	The student's third disability, when applicable. The options available are the same as the Primary Disability options.	This pulls in from the <a href="#">Section D: Eligibility Determination</a> editor.
<b>District of Residence</b>	The student's district of residence.	This field pulls in from the student's Enrollment tool but can be manually edited.
<b>Attending Building</b>	The building where the student attends school.	Upon Refresh, this field is pulled from the Enrollment tool but can be manually edited.
<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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## 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 4 of 10

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

Last Name	First Name	Middle Name	Suffix
	Colton		
Birthdate	Student ID		
02/01/2018	103667		
Address			

Case Manager Information

Name	Title
Phone	

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

Field Name	Description	Database and UI Location (when Refreshed is clicked)
<b>Student ID</b>	The student's ID number.	Enrollment > Student Number  identity.studentNumber
<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
<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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## Parent/Guardian Information

The Parent/Guardian Information editor pulls the contact information of the student's parent/guardian(s).

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



Parent/Guardian Information
IN PROGRESS
Editor 5 of 10

When an Evaluation is generated, a snapshot of the parent/guardian information is taken from Census. Individuals with the Guardian check box marked on the Relationship tool for the student display below. Click Refresh to retrieve a new copy of data.

Parent/Guardian

Print Sequence ⓘ

1

Remove

Name

Harrison - Father

Address

2927 5th Ave NW, Blaine, DE 55449

Home Phone

(651)555-1694

Work Phone

(555)555-1101

Cell Phone

(555)555-1468

E-mail

Home Primary Language

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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## Section A: Background Information

The Background Information editor is used to document the student's strengths and relevant data.

Section A: Background Information
NOT STARTED
Editor 6 of 10

Pursuant to 14 DE Admin. Code § 925.6.3.1, the public agency shall draw upon information from a variety of sources, including parent input, teacher recommendations, and other information sources.

1. Describe student strengths

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2. Describe relevant background information including parent input, academic history, language, behavior, social, emotional, cultural background, relevant medical history (e.g. vision and hearing screenings), and summary of previous evaluations

B i A:

Section A: Background Information Editor

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## Section B: Educational Performance Data

The Educational Performance Data editor is used to document assessment data to determine the student's special education eligibility.

Section B: Educational Performance Data
NOT STARTED

Editor 7 of 10

Pursuant to 14 DE Admin. Code § 925.6.3.1, the public agency shall draw upon information from a variety of sources, including parent input, teacher recommendations, and other information sources.

1. Provide student intellectual and academic assessment data which may include classroom-based assessments, state assessments, cognitive and achievement test scores

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2. Provide relevant student social, emotional, behavioral, and adaptive behavior data

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Section B: Educational Performance Data Editor

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## Section C: Eligibility Discussion

The Eligibility Discussion editor documents the student's eligibility status and relevant criteria.

## Section C: Eligibility Discussion

NOT STARTED

Editor 9 of 11

### 1. IEP TEAM DISCUSSION OF ADVERSE EFFECT ON EDUCATIONAL PERFORMANCE

Pursuant to 14 DE Admin. Code § 922.3.0., "Adverse Effect on Educational Performance" means a significant and consistent negative influence of the disability on the student's educational performance, as evidenced by their skills in the academic, developmental, or functional domains (e.g., literacy, mathematics, adaptive skills, mobility, pre-vocational and vocational skills, behavior, social adaptation, emotional adaptation, self-help skills, and communication).

Describe the IEP team's detailed discussion including:

- How the data support whether the student's disability(ies) adversely affect their educational performance, thereby requiring special education and related services
- Why the student does not meet the eligibility criteria for a student with a disability

If SLD is being considered

- Indicate whether the child does not achieve adequately for the child's age or to meet State-approved grade-level standards (14 DE Admin. Code § 925.6.11.1.1)
- Describe the child's insufficient progress (14 DE Admin. Code § 925.6.11.1.2), and/or identify the child's pattern(s) of strength and weakness (14 DE Admin. Code § 925.6.11.1.3)

Describe

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### 2. STATEMENT OF ASSURANCE

Educational Performance: As per the special rule for eligibility determination in 14 DE Admin. Code § 925.6.2, the IEP team has determined that the child's educational performance

Section C: Eligibility Discussion Editor

► [Click here to expand...](#)

Field	Description	Validation
<b>1. IEP TEAM DISCUSSION OF ADVERSE EFFECT ON EDUCATIONAL PERFORMANCE</b>		
<b>Describe</b>	A description of how data supports the team's decisions, whether SLD was considered, etc.	N/A
<b>2. STATEMENT OF ASSURANCE</b>		
<b>Educational Performance: As per the special rule for eligibility determination in 14 DE Admin. Code § 925.6.2, the IEP team has determined that the child's educational performance</b>	Indicates the student's educational performance. Options are Is or Is Not.	N/A

Field	Description	Validation
<b>Information Sources: In making the eligibility determination described above, the school district, charter school, or other public agency assures it has drawn upon information from a variety of sources and information from all such sources is documented and carefully considered.</b>	Indicates a variety of sources were considered. Options are Yes or No.	N/A
<b>Documentation: The IEP team has acquired all of the documentation required for consideration of eligibility determination as indicated in the documentation section located in subsection .6 of each educational classification of disability under consideration as listed in 14 DE Admin. Code § 925.6.</b>	Indicates all documentation has been acquired. Options are Yes or No.	N/A

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## Section D: Eligibility Determination

The Eligibility Determination editor documents the team's decision regarding the student's eligibility determination.

This editor cannot be placed in a Not Needed status.

## Section D: Eligibility Determination

IN PROGRESS

Editor 9 of 10

Based upon review of the data, the IEP team determines that Colton Abegg

☒ **MEETS** the eligibility criteria to receive special education and related services in the following educational classification(s) because the data indicate the disability has an adverse effect on educational performance and the student needs specially designed instruction.

☐ **DOES NOT MEET** the eligibility criteria to receive special education and related services and the student does not need specially designed instruction.

Primary Educational Classification of Disability \*

Autism

Secondary Educational Classification of Disability

Tertiary Educational Classification(s) of Disability

Select Tertiary Disabilities...

Specific Learning Disability

Select Specific Learning Disability

Specific Learning Disability

Select Specific Learning Disability

Specific Learning Disability

Select Specific Learning Disability

Section D: Eligibility Determination Editor

► [Click here to expand...](#)

Field	Description	Validation
<b>Based upon review of the data, the IEP team determines that &lt;Student Name&gt;</b>	<p>The team's determination. Options include:</p> <ul style="list-style-type: none"> <li><b>MEETS</b> the eligibility criteria to receive special education and related services in the following educational classification(s) because the data indicate the disability has an adverse effect on educational performance and the student needs specially designed instruction.</li> <li><b>DOES NOT MEET</b> the eligibility criteria to receive special education and related services and the student does not need specially designed instruction.</li> </ul>	<p>Only one option can be selected.</p> <p>When "DOES NOT MEET..." is selected, the Primary Disability field on the <a href="#">Enrollment Information</a> displays as DID NOT QUALIFY, and is read-only.</p>

Field	Description	Validation
<b>Primary Educational Classification of Disability</b> <i>*Required</i>	<p>The student's disability. Options include:</p> <ul style="list-style-type: none"> <li>• Autism</li> <li>• Deaf-Blind</li> <li>• Developmental Delay</li> <li>• Emotional Disability</li> <li>• Hearing Impairment</li> <li>• Specific Learning Disability</li> <li>• Intellectual Disability</li> <li>• Orthopedic Impairment</li> <li>• Other Health Impairment</li> <li>• Speech or Language Impairment</li> <li>• Traumatic Brain Injury</li> <li>• Visual Impairment Including Blindness</li> </ul>	<p>*This field is available and required when MEETS is selected from the "Based upon review of the data, the IEP team determines that" dropdown.</p> <p>Only one option can be selected.</p> <p>The disability selected here pulls in as read-only for the Primary Disability field on the <a href="#">Enrollment Information</a> editor.</p>
<b>Secondary Educational Classification of Disability</b>	<p>The student's secondary disability. Options include:</p> <ul style="list-style-type: none"> <li>• Autism</li> <li>• Deaf-Blind</li> <li>• Developmental Delay</li> <li>• Emotional Disability</li> <li>• Hearing Impairment</li> <li>• Specific Learning Disability</li> <li>• Intellectual Disability</li> <li>• Orthopedic Impairment</li> <li>• Other Health Impairment</li> <li>• Speech or Language Impairment</li> <li>• Traumatic Brain Injury</li> <li>• Visual Impairment Including Blindness</li> </ul>	<p>This field is available when MEETS is selected from the "Based upon review of the data, the IEP team determines that" dropdown.</p> <p>Only one option can be selected AND cannot be selected in the Primary Educational Classification of Disability field.</p>

Field	Description	Validation
<b>Tertiary Educational Classification(s) of Disability</b>	<p>The student's third disability. Options include:</p> <ul style="list-style-type: none"> <li>• Autism</li> <li>• Deaf-Blind</li> <li>• Developmental Delay</li> <li>• Emotional Disability</li> <li>• Hearing Impairment</li> <li>• Specific Learning Disability</li> <li>• Intellectual Disability</li> <li>• Orthopedic Impairment</li> <li>• Other Health Impairment</li> <li>• Speech or Language Impairment</li> <li>• Traumatic Brain Injury</li> <li>• Visual Impairment Including Blindness</li> </ul>	<p>This field is available when MEETS is selected from the "Based upon review of the data, the IEP team determines that" dropdown.</p> <p>Multiple selections can be made.</p> <p>This selection cannot be select in Primary or Secondary Educational Classification of Disability fields.</p>
<b>Specific Learning Disability</b> <i>*Required</i>	<p>Options include:</p> <ul style="list-style-type: none"> <li>• Basic Reading Skills</li> <li>• Reading Fluency Skills</li> <li>• Reading Comprehension</li> <li>• Mathematics Calculation</li> <li>• Mathematics Problem Solving</li> <li>• Oral Expression</li> <li>• Listening Comprehension</li> <li>• Written Expression</li> </ul>	<p>*This field is available and required when Specific Learning Disability is selected from the "Primary Educational Classification of Disability"</p> <p>Multiple selections can be made.</p>
<b>Specific Learning Disability</b> <i>*Required</i>	<p>Options include:</p> <ul style="list-style-type: none"> <li>• Basic Reading Skills</li> <li>• Reading Fluency Skills</li> <li>• Reading Comprehension</li> <li>• Mathematics Calculation</li> <li>• Mathematics Problem Solving</li> <li>• Oral Expression</li> <li>• Listening Comprehension</li> <li>• Written Expression</li> </ul>	<p>*This field is available and required when Specific Learning Disability is selected from the "Secondary Educational Classification of Disability" field.</p> <p>Multiple selections can be made.</p>



Field	Description	Validation
<b>Specific Learning Disability</b> <i>*Required</i>	Options include: <ul style="list-style-type: none"> <li>• Basic Reading Skills</li> <li>• Reading Fluency Skills</li> <li>• Reading Comprehension</li> <li>• Mathematics Calculation</li> <li>• Mathematics Problem Solving</li> <li>• Oral Expression</li> <li>• Listening Comprehension</li> <li>• Written Expression</li> </ul>	<p>*This field is available and required when Specific Learning Disability is selected from "Tertiary Educational Classification(s) of Disability."</p> <p>Multiple selections can be made.</p>

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## Section E: Signatures and Certifications

The Signatures and Certifications editor documents the team members' conclusions.

Section E: Signatures and Certifications
IN PROGRESS
Editor 10 of 10

Meeting Invite ⓘ
Meeting Date
04/08/2024

Invitation Date
04/01/2024
Meeting Location
School, Room 150
Meeting Time

MEETING PURPOSE
No Meeting Purpose selected

Attendance

First Name *	Last Name *	Role Name	This report DOES NOT reflect team member's conclusions	Remove
Glissa-Jean		1	<input type="checkbox"/>	<input type="button" value="✕"/>
Harrison		2	<input type="checkbox"/>	<input type="button" value="✕"/>
Saul		3	<input type="checkbox"/>	<input type="button" value="✕"/>
Alexander		4	<input type="checkbox"/>	<input type="button" value="✕"/>

Section E: Signatures and Certifications Editor

► [Click here to expand...](#)

Field	Description	
<b>Meeting Invite</b> <i>Required</i>	The Meeting Invite document associated with this Evaluation.	Only Initial Eligibility Determination or Reevaluation for Eligibility Determination Meeting Invite documents are available in this dropdown. The <a href="#">Meeting Invitation</a> must be locked to display in this dropdown.
<b>Meeting Date</b>	The day of the meeting.	This is read-only and pulls in from the locked <a href="#">Meeting Invitation</a> document.
<b>Invitation Date</b>	The day of the meeting invitation.	This is read-only and pulls in from the locked <a href="#">Meeting Invitation</a> document.
<b>Meeting Location</b>	The location of the meeting.	This is read-only and pulls in from the locked <a href="#">Meeting Invitation</a> document.
<b>Meeting Time</b>	The time of the meeting.	This is read-only and pulls in from the locked <a href="#">Meeting Invitation</a> document.
<b>Meeting Purpose</b>	The description of the meeting purpose.	This is read-only and pulls in from the locked <a href="#">Meeting Invitation</a> document.
<b>Attendance</b>		
<b>First Name</b>	The person's first name.	Displays as read-only and pulls from the Meeting Invitation document, unless manually adding people.
<b>Last Name</b>	The person's last name.	Displays as read-only and pulls from the Meeting Invitation document, unless manually adding people.

Field	Description	
<b>Role Name</b>	<p>The person's role. Click the expand link to view the list of available roles.</p> <p>▶ <a href="#">Click here to expand...</a></p> <ul style="list-style-type: none"> <li>• Student</li> <li>• Parent</li> <li>• LEA Representative/Designee</li> <li>• General Education teacher</li> <li>• Special Education Teacher</li> <li>• Speech Language Pathologist</li> <li>• Career and Tech Education</li> <li>• Administrator</li> <li>• Advocate</li> <li>• Audiologist</li> <li>• Teacher</li> <li>• COTA</li> <li>• Curriculum Specialist</li> <li>• Designee</li> <li>• Educational Diagnostician</li> <li>• Instructional Aide</li> <li>• Interpreter</li> <li>• Occupational Therapist</li> <li>• Orientation and Mobility Specialist</li> <li>• Physical Therapist</li> <li>• Recreation Therapist</li> <li>• School Counselor</li> <li>• School Nurse</li> <li>• School Social Worker</li> <li>• Special Education Administrator</li> <li>• Special Education Classroom Teacher</li> <li>• Special Education Paraprofessional</li> <li>• Supervisor</li> <li>• Supportive Services Staff</li> <li>• Teacher English as a Second Language</li> <li>• Teacher's Aid</li> <li>• Other</li> </ul>	Displays as read-only and pulls from the Meeting Invitation document, unless manually adding people.
<b>This report DOES NOT reflect team member's conclusions</b>	Indicates this person disagrees with the conclusions of the team.	N/A

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