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**PR-04 REFERRAL FOR EVALUATION**

**CHILD'S INFORMATION**

NAME: \_\_\_\_\_ ID NUMBER: \_\_\_\_\_ BUILDING OF CURRENT ATTENDANCE: \_\_\_\_\_  
 STREET: \_\_\_\_\_ GENDER:  GRADE: \_\_\_\_\_ TEACHER(S): \_\_\_\_\_  
 CITY: \_\_\_\_\_ STATE: OH ZIP: \_\_\_\_\_ STUDENT'S NATIVE LANGUAGE (if not English): \_\_\_\_\_  
 DATE OF BIRTH: \_\_\_\_\_ PARENT'S NATIVE LANGUAGE (if not English): \_\_\_\_\_

**PARENTS' / GUARDIAN INFORMATION**

NAME: \_\_\_\_\_  
 STREET: \_\_\_\_\_  
 CITY: \_\_\_\_\_  
 HOME PHONE: \_\_\_\_\_  
 CELL PHONE: \_\_\_\_\_  
 Reason for Referral: \_\_\_\_\_

**REMEMBER**  
 Interventions may continue to be provided once the initial evaluation process has begun, BUT the ETR MAY NOT be delayed in order to complete them

**EDUCATIONAL HISTORY**

Provide data about the child's progress in the general curriculum or, for the preschool-age child, data pertaining to the child's growth and development.  
 \_\_\_\_\_  
 Provide data from previous interventions, including Interventions required by rule 3301-35-06 or, for the preschool child, data from early intervention, community or preschool providers.  
 \_\_\_\_\_

**Data from intervention provided in an initial evaluation must be documented here**

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**Summary of Interventions Initial Evaluations**

ETR Evaluation Team Report

**2 TEAM SUMMARY**  
 (Continue all Part 1 Individual Evaluation Assessment Team of evaluation into team summary)

**INTERVENTIONAL SUMMARY**  
 Provide a summary of all interventions designed by the ETR-04 referral for evaluation or those as part of the child evaluation. For all interventions provide a summary of interventions including provided by the ETR.

Initial Evaluation: \_\_\_\_\_  
 Reason for Referral: \_\_\_\_\_  
 SUMMARY OF INFORMATION PROVIDED BY PARENTS OF THE CHILD: \_\_\_\_\_  
 SUMMARY OF OBSERVATIONS: \_\_\_\_\_  
 MEDICAL INFORMATION: \_\_\_\_\_  
 SUMMARY OF ASSESSMENT RESULTS: \_\_\_\_\_  
 DESCRIPTION OF EDUCATIONAL NEEDS: \_\_\_\_\_  
 IMPLICATIONS FOR INSTRUCTION AND PROGRESS MONITORING: \_\_\_\_\_

**Summary of Interventions MUST include:**

- Research-based or Evidence-based Intervention(s) provided
- Length of Time – Number of weeks/months
  - Intensity**
  - How Often** interventions were applied &
  - How Many** minutes each intervention sessions lasted
- The Results of the intervention(s) **compared to the baseline**
  - Decision made as a result of the interventions
    - Adequate progress
    - Lack of progress

**Refer for evaluation Or Continue interventions**

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### Summary of Interventions Reevaluations

Reevaluation:

NO

Summary of Student's Specially Designed Instruction, Accommodations, and Modifications

- YES! • Other specific interventions not documented in the IEP
- NOTE • If no interventions were provided, there must be a statement to that effect in this part

Operating Standards 3301-51-06(F)(1)(a)(v)

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### Reason(s) for Evaluation

REASON(S) FOR EVALUATION:

Should refer to the need to determine continued qualification, or initial qualification for services under IDEA

Operating Standards 3301-51-06(F)(1)(a)(i)

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### Information Provided by Parent

- Required to be addressed
- May become a component of any initial evaluation or reevaluation upon team agreement
- Must be documented in Part 1
- Summarized in Part 2

★ Interviews, checklists, or questionnaires can be utilized, with relevant information summarized in the Part 1.

Operating Standards 3301-51-06(F)(1)(a)(i)

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### Summary of Observations

**SUMMARY OF OBSERVATIONS:**

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- Required for all initial and reevaluations
- Summary of child's academic performance and behavior in the areas of suspected disability.
- **Must be documented in a PART 1**
- Environment appropriate for a child of that age
- Informed parental consent (PR-05)
- May not occur during actual testing or assessment procedures
- **Setting where behavior or skill is most likely to occur or present itself**
- Must be relevant to the suspected disability

Operating Standards, 3301-51-06 (F)(1)(a)(iii)

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### Current Classroom Observations

**Current** is not defined in the state or federal rules, but, in general, would be:

- Conducted during the Current School Year
- Done at least within the past 12 Months

 Please Remember:

IEP teams should always use the most current assessment data for evaluations and must consider the relevancy and validity of older assessments.

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### Medical Information

**MEDICAL INFORMATION:**

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- Educationally relevant and current
- Impacts current functioning or requires related services
- Medical information as it potentially affects behavior or learning
- Medically-related assistive technology
- **Note: Medical diagnosis alone does not support eligibility determination**

 **Must be summarized in a Part 1 as well as in the Part 2**

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## Classroom Based Evaluation

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## Data from Interventions

- Must be noted for every Evaluation
- Any student being assessed for an initial should be receiving interventions

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## Summary of Assessment Results

**SUMMARY OF ASSESSMENT RESULTS:**

- Key findings across all areas assessed or reported
- Relationship of results to the referral and suspected disability
- Child's performance compared to baseline data
- Understandable language to all team members

Limit the use of Percentile Scores, Stanine Scores, Standard Scores along with specific charts and graphs.

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### Description of Educational Needs

DESCRIPTION OF EDUCATIONAL NEEDS:

- How the child qualifies for special education services and/or related services
- Ties directly to implications for instruction
- This description should:
  - Include relevant strengths and weaknesses from all Part 1s completed
  - Be clear and concise
  - Include current skills and functional levels
  - Explain difficulty in accessing or making progress in general education curriculum
  - Be in understandable language to all team members
  - Provide direction for access to the general education curriculum
  - Consider results of interventions

These are **suggested** educational needs.  
Be careful not to predetermine services.

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### Implications for Instruction and Progress Monitoring

IMPLICATIONS FOR INSTRUCTION AND PROGRESS MONITORING:

- Proposed supports and services
- Address educational and functional needs
- NOT a list of accommodations or modifications
- Suggestions for progress monitoring and data collection procedures

Consider using words like "may benefit", "might", and "might need" when suggesting implications for instruction

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### A Qualified Team

**For Initial Evaluations, this group includes:**

1. Parent
2. A group of qualified professionals including;
  - The child's general education teacher.
  - Person qualified to conduct individual assessments and interpret the results of those assessments. (Such as a School Psychologist)
  - District Representative
3. Additional group members for determining a specific learning disability (SLD)
4. When appropriate, the child

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## A Qualified Team

For Reevaluations, the IEP team is the qualified team which includes:

1. Parent
2. General Education Teacher
3. Special Education Provider
4. An individual who can interpret the instructional implications of evaluation results
5. District Representative
6. Other individuals who have knowledge or special expertise
7. The child with a disability

 If the child does not have a general education teacher during the day, a general education teacher is NOT a required team member

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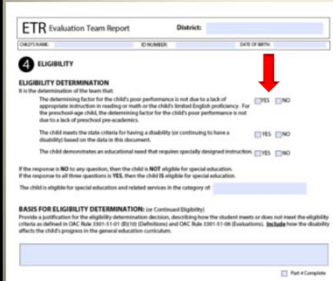
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## Part 4: Eligibility Determination



- Not the result of the lack of appropriate instruction or limited English proficiency
- Presence of a disability adversely affects the child's progress
- Meets Eligibility criteria
- Requires specially designed instruction

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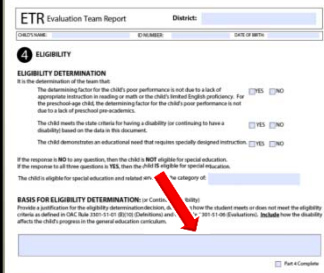
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## Basis for Eligibility Determination Or Continued Eligibility



- Justification for the eligibility determination decision
- Describe how the student meets or does not meet eligibility criteria
- Describe how the disability affects the child's progress in the general education curriculum

Operating Standards 3301-51-01 (B)(10) (Definitions) and 3301-51-06 (Evaluations)

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