

# Evaluation (Georgia)

Last Modified on 10/22/2022 10:16 am CDT

[Editor Home](#) | [General Evaluation Information](#) | [Editor Types](#) | [Padlock Icon](#) | [Template Banks](#) | [Editors](#)

**Classic View:** Student Information > Special Ed > General > Documents > Evaluations

**Search Terms:** Special Ed Documents

Evaluations are used to document the student's educational needs and the student's determination of eligibility for special education. This document describes each editor, the section(s) of the print format that include the entered information, a description of each field on the editor, and 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.** A copy of the evaluation summary report, including the documentation of eligibility, is given to the student's parents by the school district.

The current format of this document is the **GA Eligibility 2020**. Evaluation formats are selected in [Eval Types](#).

## Editor Home

The Editor Home lists the editors available on the student's Evaluation and the Modification and Completion information.

\*GA Eligibility 2020

Editor Home			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Eligibility Header	<b>IN PROGRESS</b>	System Administrator 3/18/20 10:31 AM	>
Enrollment Information	<b>IN PROGRESS</b>	System Administrator 3/18/20 10:36 AM	>
Student Information	<b>IN PROGRESS</b>	System Administrator 3/18/20 10:39 AM	>
Parent/Guardian Information	<b>IN PROGRESS</b>	System Administrator 3/18/20 10:40 AM	>
Case History	<b>NOT STARTED</b>		>
Summary of Interventions	<b>NOT STARTED</b>		>
Progress Monitoring	<b>NOT STARTED</b>		>

*Georgia Evaluation Editor Home*

Header	Description
<b>Name</b>	The name of the editor.
<b>Status</b>	<p>The state of the editor. Statuses can be:</p> <ul style="list-style-type: none"> <li>• <b>In Progress</b> indicates a user has entered and saved data in that editor.</li> <li>• <b>Not Started</b> is the default status for all editors.</li> <li>• <b>Complete</b> indicates a user has clicked the <b>Complete</b> button on the editor. This does not lock the editor from further editing, but indicates the user considers the editor to be finished.</li> <li>• <b>Not Needed</b> indicates a user has clicked the <b>Not Needed</b> button on the editor. This is usually done for editors that do not apply to the student.</li> </ul>
<b>Modified By</b>	The date and the user by whom the editor was last edited.
<b>Completed By</b>	The date and the user who clicked the <b>Complete</b> button for that editor.

## General Evaluation Information

The following table lists the buttons available for the editors:

Button	Description
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Button	Description
<b>Save</b>	<p>Different editors have different save options. Click the arrow next to the Save &amp; Stay button to view all saving options for any given editor.</p> <ul style="list-style-type: none"> <li>• <b>Save</b> captures progress and navigates the user to the Editor Home or to the List Screen for List editors. See the <a href="#">Editor Types</a> section for additional information.</li> <li>• <b>Save &amp; Stay</b> captures progress and keeps the user on the current editor. This save button is the default save option and usually found within the detail screen of List editors, such as Goals and Objectives.</li> <li>• <b>Save &amp; Next</b> captures progress and navigates the user to the next editor.</li> <li>• <b>Save &amp; New</b> captures progress and creates a new record. This save button is usually found within the detail screen of a list editor, such as Goals and Objectives. See the <a href="#">Editor Types</a> section for additional information.</li> </ul>
<b>Refresh</b>	<p>Retrieves a new copy of data from the student's record. This includes enrollment, student, parent/guardian, and team member information. This also returns any accidentally deleted people records. Manually entered fields do not change when the refresh button is clicked. The user must <b>Save</b> after clicking Refresh to capture changes.</p> <p>A side panel displays listing all applicable Enrollment records for the student. See the <a href="#">Enrollments</a> tool documentation for additional information.</p>
<b>Cancel</b>	Navigates the user to the Editor Home screen or to the List Screen for List editors.
<b>Status</b> <i>i.e.</i> <i>Complete,</i> <i>Not</i> <i>Needed,</i> <i>etc.</i>	<p>Changes the status of the editor.</p> <ul style="list-style-type: none"> <li>• <b>Complete</b> indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. To further edit after an editor is marked Complete, the user must click <b>In Progress</b>.</li> <li>• <b>Not Needed</b> indicates the editor does not apply to the student's evaluation. This makes the editor read only. However, this does not lock the editor from further editing. To further edit after an editor is marked Not Needed, click the <b>In Progress</b> button.</li> <li>• <b>In Progress</b> only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made.</li> </ul>
<b>Print</b>	Prints the entire evaluation.
<b>Editors</b>	Opens a side panel listing all the available editors and their status. Select an editor from this list to navigate to that editor or click <b>Close</b> to collapse the side panel.
<b>Previous</b>	Navigates the user to the previous editor.
<b>Next</b>	Navigates the user to the next editor.

## Editor Types

There are two types of editors available: List or Basic editors. When navigating to a Basic editor, the

list of fields within the editor display. List editors display a list of all records within that editor. Clicking an existing record or the New button opens the detail view for an individual record. An example list editor is the [Individual Student Data](#) editor.

## Padlock Icon

Only one user at a time can actively work on an editor. A person with a padlock icon  displays in the Editors side panel, Editor Home, and List Screen of list editors indicating which editors currently have users working on them. Hovering over the icon displays the name of the user who has checked out the editor, including the current user (you).

Editors that are currently being edited are read only for all other users. The name of the person working on the editor displays in the header. Once the editing user navigates away from an editor, that editor becomes available for others to work on.

## Template Banks

Certain fields within several editors have a paper icon  displays next to their name. When the icon is clicked, a side panel displays with the available library of predetermined text for that field. [Template Banks](#) are managed in System Administration.

## Editors

[Eligibility Header](#) | [Enrollment Information](#) | [Student Information](#) | [Parent/Guardian Information](#) | [Case History](#) | [Summary of Interventions](#) | [Progress Monitoring](#) | [Assessment Results](#) | [Individual Student Data](#) | [Exclusionary Factors](#) | [Decision Making](#) | [Summary of Considerations](#) | [Meeting Minutes](#) | [Eligibility Determination](#) | [Evaluation Team Information](#) | [Parent Participation](#)

The following section lists each editor and describes each field on the editor.

### Eligibility Header

The Eligibility Header editor includes general information about the evaluation, including relevant dates, the type of evaluation, and basic student information.

This editor must be saved before continuing to other parts of the evaluation.

2020 Eligibility

Eligibility Header IN PROGRESS Editor 1 of 16

<b>Eligibility Date *</b> 09/07/2020	<b>Eligibility Type *</b> Initial Eligibility	<b>Eligibility</b> Yes, eligible for service
<b>Consent for Evaluation *</b> 08/19/2020	<b>Initial Evaluation *</b> 09/10/2020	

*Eligibility Header Editor*

▶ [Click here to expand...](#)

[^ Back to Top](#)

## Enrollment Information

The Enrollment Information editor reports Special Education information from the student's Enrollment.

The Refresh button retrieves a fresh copy of data from the student's record. See the [General Evaluation Information](#) section for additional information.

Enrollment Information IN PROGRESS Editor 2 of 16

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

<b>Babies Can't Wait</b> 03/09/2020	<b>Resident District</b> 779: Jefferson City	<b>Grade</b> 03
<b>School Name</b> West Jackson Elementary School	<b>School Phone</b> (713)834-2218x392	<b>School Year</b> 2019-20
<b>District Information</b>		
<b>District Number</b> 678	<b>District Name</b> Jackson County Schools	
<b>District Address</b> 1660 Winder Highway, Jefferson, GA 30549	<b>District Phone</b> (763)111-5526	
<b>District SPED Address</b> 4321 109th Ave, Blaine, MN 55449	<b>District SPED Phone</b> (123)456-7899	

*Enrollment Information Editor*

▶ [Click here to expand...](#)

## Student Information

The Student Information editor displays basic information about the student such as demographic information. This is a read-only editor.

The Refresh button retrieves a fresh copy of data from the student's record. See the [General Evaluation Information](#) section for additional information.

Student Information IN PROGRESS
Editor 3 of 16

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> Adams	<b>First Name</b> Aubrey	<b>Middle Name</b> Lynn	<b>Suffix</b>
<b>Age</b> 9	<b>Birthdate</b> 10/11/2010	<b>Gender</b> F	<b>Home Primary Language</b> Chinese ▼
<b>Address</b> 175 Summerbrook Road Braselton, GA 30517		<b>Student Number</b> 44778	<b>State ID</b> 1701102106

*Student Information Editor*

▶ [Click here to expand...](#)

## Parent/Guardian Information

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

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

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 16

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.

**O'Neal, Adrian - Mother**

**Print Sequence**

1 ▼

Delete

**Address**  
175 Summerbrook Road

<b>Home Phone</b> (739)789-9508x019	<b>Work Phone</b>	<b>Cell Phone</b> (837)836-6455x626
--	-------------------	--

**E-mail**

<b>Home Primary Language</b> English, Standard American ▼	<b>Interpreter Required</b> <input type="checkbox"/>
--	---

*Parent/Guardian Information Editor*

▶ [Click here to expand...](#)

^ [Back to Top](#)

## Case History

The Case History editor provides information regarding background of the evaluation, including the reason for the evaluation and the student's education and health history.

Case History NOT STARTED
Editor 5 of 16

**Reason the child was referred for special education evaluation:**

**Has the child attended (or is the child attending) a preschool or Head Start Program?**

▼

**Is this child age appropriate for grade level?**

▼

**Is the child's hearing/vision within normal limits?**

▼

**Does the child have significant health concerns, major childhood illness/disease, or a diagnosed syndrome?**

▼

*Case History Editor*

▶ [Click here to expand...](#)

## Summary of Interventions

The Summary of Interventions editor describes the interventions, specialized instruction, and immediate eligibility considerations of the student's education.

Summary of Interventions
NOT STARTED
Editor 6 of 16

**For Initial Eligibility:**  
List the interventions provided for which data will be provided in Section 4.

**For Reevaluation and additional areas of concern:**  
List specially designed instruction which includes: Adapting of Content, Methodology (specialized program), or Instructional Delivery provided.

**Does the child require immediate consideration of special education eligibility?**  
This should be an infrequent and rare occurrence and must be clearly documented.

*Summary of Interventions Editor*

▶ [Click here to expand...](#)

## Progress Monitoring

The Progress Monitoring editor lists different instances in which the student's progress was assessed, including areas of difficulty, implemented interventions or educational modifications, and performance data.

▶ [Click here to expand...](#)

## Assessment Results

The Assessment Results editor records assessments administered to the student.

▶ [Click here to expand...](#)

## Individual Student Data

The Individual Student Data editor describes the student's individual needs, including the area evaluated, the assessment performed, and the identified strengths and weaknesses of the student in that area.

Some Domains include additional guidance, which appears when the Domain is selected.

▶ [Click here to expand...](#)

[^ Back to Top](#)

## Exclusionary Factors

The Exclusionary Factors editor describes factors that may have inhibited the student's educational progress when no disability is present. This section includes instances of a lack of appropriate instruction, cultural factors, educational history, and impairments.

Exclusionary Factors NOT STARTED
Editor 10 of 16

A child must not be determined to be a child with a disability if the determinant factor for that eligibility is lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of ESEA); lack of appropriate instruction in math; or limited English proficiency; and if the child does not otherwise meet the program area eligibility criteria for a child with a disability.

1. Lack of appropriate instruction in reading
2. Lack of appropriate instruction in math
3. Lack of appropriate instruction in writing
4. Lack of English Proficiency
5. Cultural Factors
6. Environmental or economic disadvantage

*Exclusionary Factors Editor*

▶ [Click here to expand...](#)

## Decision Making

The Decision Making for Eligibility editor indicates if the student has received the necessary intervention and progress monitoring to verify eligibility.

Decision Making NOT STARTED
Editor 11 of 16

Have interventions been implemented and monitored as designed for an appropriate time to show effect or lack of effect in the identified area(s) of concern?

Progress monitoring demonstrated the child is not making sufficient rate of progress to meet age or State-approved grade-level standards within a reasonable time frame when child's response to intervention is measured. Therefore, there is an adverse effect on educational (functional, developmental, and/or academic) performance.

**Committee Rationale:**  
Please include any applicable comments.

*Decision Making Editor*

▶ [Click here to expand...](#)

[^ Back to Top](#)

## Summary of Considerations

The Summary of Considerations editor indicates the areas where the student shows a disability that negatively impacts the student's educational performance and development, and the areas of the student's eligibility.

Summary of Considerations NOT STARTED
Editor 12 of 16

The committee has discussed and agreed that the results of the data indicate the student demonstrates an adverse educational impact in specific area(s). The following characteristics shall be considered to determine the existence of a disability and the need for special education.

Indicate the areas where deficits adversely impact educational (functional, developmental and/or academic) performance. Then refer to the Eligibility Quick Reference Guide for disability guidance.

**Summary of Area**

<input type="checkbox"/> Sensory (Hearing, Vision)	<input type="checkbox"/> Medical	<input type="checkbox"/> Motor
<input type="checkbox"/> Sensory Processing	<input type="checkbox"/> Communication/Language	<input type="checkbox"/> Social/Emotional/Behavioral
<input type="checkbox"/> Adaptive	<input type="checkbox"/> Psychological Processing	<input type="checkbox"/> Intellectual Functioning
<input type="checkbox"/> Academic Achievement	<input type="checkbox"/> Observation	<input type="checkbox"/> Work Samples
<input type="checkbox"/> Parent Information	<input type="checkbox"/> Other	

**Based on the above summary, eligibility is being considered in the following area(s): \***

<input type="checkbox"/> Autism	<input type="checkbox"/> Blind	<input type="checkbox"/> Deaf
<input type="checkbox"/> Deaf & Blind	<input type="checkbox"/> Emotional/Behavioral Disorder	<input type="checkbox"/> Hearing Impairment
<input type="checkbox"/> Intellectual Disability (Mild)	<input type="checkbox"/> Intellectual Disability (Moderate)	<input type="checkbox"/> Intellectual Disability (Severe)
<input type="checkbox"/> Intellectual Disability (Profound)	<input type="checkbox"/> Orthopedic Impairment	<input type="checkbox"/> Other Health Impairment
<input type="checkbox"/> Significant Developmental Delay	<input type="checkbox"/> Specific Learning Disability	<input type="checkbox"/> Speech/Language Impairment
<input type="checkbox"/> Traumatic Brain Injury	<input type="checkbox"/> Visual Impairment	

*Summary of Considerations Editor*

Multiple checkboxes can be selected. If Other is selected, a text field displays and is required.

[^ Back to Top](#)

## Meeting Minutes

The Meeting Minutes editor is used to describe any notes related to the eligibility meeting.

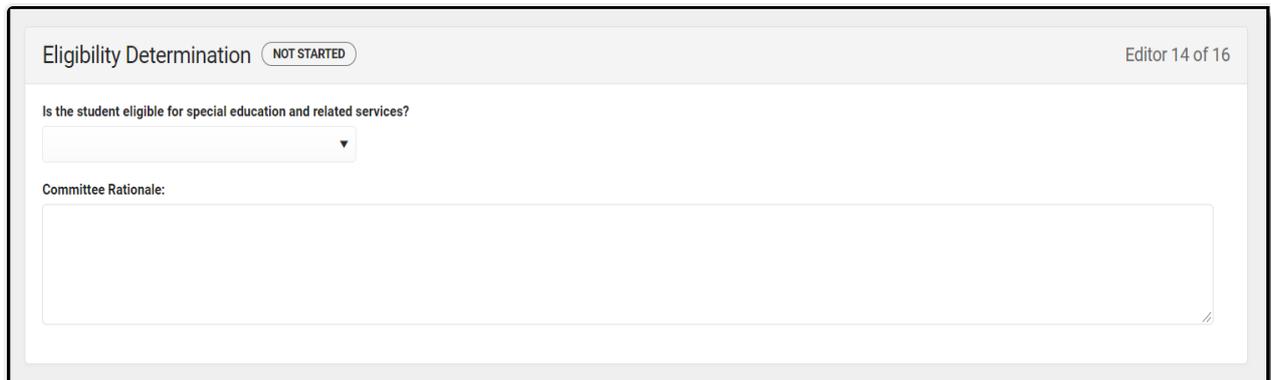


*Meeting Minutes Editor*

[^ Back to Top](#)

## Eligibility Determination

The Eligibility Determination editor indicates if the student is eligible for special education services, the areas of eligibility, and the reasons that led to this conclusion.



*Eligibility Determination Editor*

[▶ Click here to expand...](#)

## Evaluation Team Information

The Evaluation Team Information editor lists each member of the student's evaluation team and whether they agreed with the result of the evaluation.

The Team Member list is based on the [Team Members](#) tool.

▶ [Click here to expand...](#)

## Parent Participation

The Parent Participation Editor indicates the types of documents provided to the parents. It also indicates how the documents were delivered to the parents.

Parent Participation NOT STARTED
Editor 16 of 16

**Print in Evaluation**

**The following documents were provided to the parent(s):**

<input type="checkbox"/> Parent Rights in Special Education	<input type="checkbox"/> Evaluation Results	<input type="checkbox"/> Eligibility Report(s)
<input type="checkbox"/> Other:		

**If parent did not attend the meeting, complete below:**

**Date Provided:**

month/day/year

**The documents were:**

<input type="checkbox"/> Mailed	<input type="checkbox"/> Given in Person	<input type="checkbox"/> Sent via Student
<input type="checkbox"/> Other:		

*Parent Participation Editor*

▶ [Click here to expand...](#)