

Evaluation Summary Report (Pennsylvania) [.2148 - .2219]

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The Evaluation in Campus is 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.

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

The current format of this document is the **PA ER 2021**. 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.

PA ER 2021

Editor Home

NAME	STATUS	MODIFIED BY	COMPLETED BY
Evaluation Header	IN PROGRESS	System Administrator 10/29/21 10:39 AM	>
Enrollment Information	IN PROGRESS	System Administrator 10/29/21 10:42 AM	>
Student Information	IN PROGRESS	System Administrator 10/29/21 10:39 AM	>
Parent/Guardian Information	IN PROGRESS	System Administrator 10/29/21 10:39 AM	>
Reason(s) For Referral	NOT STARTED		>
Sources of Evaluation Data	NOT STARTED		>
Evaluation Conditions	NOT STARTED		>
Determining Factors	NOT STARTED		>
Summary of Findings	NOT STARTED		>
Conclusion	NOT STARTED		>

Print

Cancel

Editor Home

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

General Evaluation Information


The following table lists the buttons available for the editors:

Button	Description
Save	<p>Different editors have different save options. Click the arrow next to the Save & Stay button to view all saving options for any given editor.</p> <ul style="list-style-type: none"> • Save captures progress and navigates the user to the Editor Home or to the Master Screen for List editors. See the Editor Types section for additional information. • Save & Stay 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. • Save & Next captures progress and navigates the user to the next editor. • Save & New 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 Editor Types section for additional information.
Refresh	<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 will not change when the refresh button is clicked. The user must Save after clicking Refresh to capture changes.</p> <p>A side panel displays listing all applicable Enrollment records for the student. See the Enrollments tool documentation for additional information.</p>
Cancel	<p>Navigates the user to the Editor Home screen or to the Master Screen for List editors.</p>
Status <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"> • Complete 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 will have to click In Progress. • Not Needed 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 In Progress button. • In Progress only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made.
Print	<p>Prints the entire evaluation.</p>
Editors	<p>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 Close to collapse the side panel.</p>
Previous	<p>Navigates the user to the previous editor.</p>
Next	<p>Navigates the user to the next editor.</p>

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 master list of all records within that editor. Clicking an existing record or the New button will open the detail view for an individual record. An example list editor is the [Team Meeting](#) 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 pane, Editor Home, and Master 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 to work on.

Template Banks

Certain fields within several editors have a paper icon 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

The following section lists each editor and describes each field on the editor. Available editors include:

[Evaluation Header](#) | [Enrollment Information](#) | [Student Information](#) | [Parent/Guardian Information](#) | [Reason\(s\) for Referral](#) | [Sources of Evaluation Data](#) | [Evaluation Conditions](#) | [Determining Factors](#) | [Summary of Findings](#) | [Conclusion](#) | [Team Meetings](#) | [Determination of SLD](#)

Evaluation Header

The Evaluation 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.

Evaluation Header IN PROGRESS
Editor 1 of 12

Date of Report *	Date Report Provided to Parent/Guardian/Surrogate *	
<input type="text" value="10/01/2021"/>	<input type="text" value="10/11/2021"/>	
Local Education Agency (LEA)	Current Educational Program	
<input type="text"/>	<input type="text"/>	
LEA Representative Name	Phone Number	Email Address
<input type="text"/>	<input type="text" value="() - - x"/>	<input type="text"/>
Other Information		
<div style="border: 1px solid #ccc; width: 100%; height: 100%;"></div>		

Evaluation Header Editor

▶ [Click here to expand...](#)

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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.

This editor is read-only.

Enrollment Information IN PROGRESS
Editor 2 of 12

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

Resident District	Grade	
<input type="text" value=""/>	<input type="text" value="08"/>	
School Name	School Phone	School Year
<input type="text" value="STRONG VINCENT MIDDLE SCHOOL"/>	<input type="text" value="814-555-0084"/>	<input type="text" value="21-22"/>

District Information

District Number	District Name	
<input type="text" value="105252602"/>	<input type="text" value="School District City of Erie"/>	
District Address		District Phone
<input type="text" value="148 WEST 21ST, ERIE, PA 16502"/>		<input type="text" value="(874)-555-0197"/>
District SPED Address		District SPED Phone
<input type="text"/>		<input type="text"/>

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.

This is a read-only editor.

Student Information IN PROGRESS
Editor 3 of 12

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.

Last Name ██████████	First Name SOFIA	Middle Name ANGELINA	Suffix
Age 13	Birthdate ██████████	Gender F	
Federal Designation Two or more races	Federal Race(s) 3: Asian 6: White	Race, Ethnicity (state) 5: White, not Hispanic	
Home Primary Language			
Address ██		Student Number ██████████	State ID ██████████
Case Manager Information			
Name		Title	
Phone			

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 will also return any accidentally deleted people. Manually entered fields will 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 12

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.

AKBAR - FATHER - DAUGHTER
Delete

Print Sequence: 1

Address: [Redacted]

Home Phone: [Redacted] Work Phone: [Redacted] Cell Phone: [Redacted]

E-mail: [Redacted]

Home Primary Language: Spanish

IRYNA - MOTHER - DAUGHTER
Delete

Print Sequence: 2

Address: [Redacted]

Home Phone: [Redacted] Work Phone: [Redacted] Cell Phone: [Redacted]

Parent/Guardian Information Editor

▶ [Click here to expand...](#)

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Reason(s) for Referral

The Reason(s) for Referral editor is used to describe the reason the student is being referred to evaluation.

Reason(s) For Referral NOT STARTED
Editor 5 of 12

Reason(s) for Referral

Example reason|

Reason(s) for Referral Editor

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Sources of Evaluation Data

The Sources of Evaluation Data editor is used to describe the variety of data sources used to

consider in determining the student's eligibility.

Sources of Evaluation Data Editor 6 of 12

NOT STARTED

In interpreting evaluation data, the school must draw upon a variety of data sources, including those listed below, and carefully consider the information obtained. Document the information obtained from the sources below.

A. Evaluations and information provided by the parent of the student (or documentation of LEA's attempts to obtain parental input) *

B. Observations - include teacher observations and observations by related services providers, when appropriate *

C. Recommendations by teachers *

D. The student's physical condition (include health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education *

Sources of Evaluation Data Editor

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Evaluation Conditions

The Evaluation Conditions editor is used to describe the extent to which the assessment conditions varied from the standard conditions.

Evaluation Conditions Editor 7 of 12

NOT STARTED

IF AN ASSESSMENT IS NOT CONDUCTED UNDER STANDARD CONDITIONS, DESCRIBE THE EXTENT TO WHICH IT VARIED FROM STANDARD CONDITIONS (including if the assessment was given in the student's native language or other mode of communication)

Evaluation Conditions Editor

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Determining Factors

The Determining Factors editor is used to document the factors related to the student's instruction in reading and math.

Respond Yes or No to, and provide evidence for, each determining factor.

Determining Factors NOT STARTED
Editor 8 of 12

A student must not be found to be eligible for special education and related services if the determining factor for the student's disability is any of those listed below. Respond Yes or No to, and provide evidence for, each determining factor below.

Lack of appropriate instruction in reading, including the essential components of reading instruction

Provide evidence

Lack of appropriate instruction in math

Provide evidence

Limited English Proficiency

Provide evidence

Determining Factors Editor

[▶ Click here to expand...](#)

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Summary of Findings

The Summary of Findings editor is used document the student's functional levels in academic achievement, functional performance, and behavioral information.

Summary of Findings NOT STARTED
Editor 9 of 12

Considering all available evaluation data, record the team's analyses of the student's functioning levels.

A. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT - Describe the student's present levels, strengths, and the resulting academic needs, when appropriate. Include communicative status, motor abilities, and transition needs as appropriate. For students with Limited English Proficiency (LEP), include current level(s) of English language proficiency in reading, writing, speaking and understanding/listening. 📄

B *i* U A:
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🔗 📄 ?

B. PRESENT LEVELS OF FUNCTIONAL PERFORMANCE - Describe the student's present levels, strengths, and the resulting functional needs, when appropriate. 📄

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Summary of Findings Editor

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Conclusion

The Conclusion editor is used to document the determination of eligibility based on the information entered into the previous editors.

Conclusion Editor 10 of 12

Determination of Eligibility and Educational Needs

Complete A or B or C

A. The student does not have a disability and therefore is NOT ELIGIBLE for special education.
 B. The student has a disability but does not need specially designed instruction, and therefore is NOT ELIGIBLE for special education.
 C. The student has a disability AND is in need of specially designed instruction, and therefore IS ELIGIBLE for special education.

1. Disability Category

Primary Disability Category

Secondary Disability Category

Tertiary Disability Category

Disability Area 4

Disability Area 5

2. Recommendations for consideration by the IEP team to enable the student to participate as appropriate in the general education curriculum (including special considerations the IEP team must consider before developing the IEP, measurable annual goals, specially designed instruction and supplementary aids and services)

Conclusion Editor

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Team Meetings

The Team Meeting editor is used to document meeting information.

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Determination of SLD

The Determination of SLD (Specific Learning Disability) is used to document details related to the determination for eligibility.

This editor must be completed when determining eligibility for Specific Learning Disability.

NOTE: This component must be complete when determining eligibility for Specific Learning Disability. The information must be attached to and/or incorporated into Sections 5 and 6 of the completed Evaluation report.

Provide documentation from items 1-10

1. The student does not achieve adequately for the student's age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.

2. Check below to identify the process(es) used to determine eligibility.

Response to Scientific Research-Based Intervention (RTI). Document the criteria below.

The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of these areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.

Severe Discrepancy between Intellectual Ability and Achievement. Document the criteria below.

The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development.

Determination of SLD Editor

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Previous Versions

[Evaluation Summary Report \(Pennsylvania\) \[.2144 and previous\]](#)