

# Initial Evaluation Team Report

**CONFIDENTIAL: FOR PROFESSIONAL USE ONLY. The following information is strictly confidential and is to be made available only to authorized persons.**

**Student:** Annie A AATest

**Grade:** 09

**Evaluation Date:**

**School:**

**DOB:** 03/26/1991

**Parent(s):** John AATest

**Parent(s):** Mary AATest

**Reason for Referral:**

**Response to Intervention:**

**Relevant Background**

**Health (including educationally relevant medical findings, if any):**

Hearing Screening Date: 00/00/00

Results:

Vision Screening Date: 00/00/00

Results:

**Motor:**

**Communication:**

**Social/Emotional/Behavioral**

**Adaptive Behavior**

**Cognitive**

**Academics**

**Classroom Observations (include the relationship of relevant behavior to the student's academic functioning):**

**Eligibility is a two-prong decision involving:**

**(1) whether the child is a child with an exceptionality; and (2) whether the child has a need for special education and related services.**

**1. Do the results of this evaluation indicate the need for intense or sustained resources beyond those available through general education?  YES  NO**

Discussion of how data led the team to this conclusion:

If child is suspected of having a learning disability, the severe discrepancy:

- is  is not  NA primarily the result of a visual, hearing or motor impairment
- is  is not  NA primarily the result of mental retardation or emotional disturbance
- is  is not  NA primarily the result of environmental, cultural or economic disadvantage

Exclusionary Factors.

The determinant factor for eligibility:

- IS  IS NOT due to a lack of instruction in reading or mathematics
- IS  IS NOT due to Limited English Proficiency

**2. Is the presence of an exceptionality supported by convergent data from multiple sources?  YES  NO**

Discussion of how data led the team to this conclusion:

This student meets the  
definition of

Secondary  
Exceptionality: