samegoal

Full and Individual Evaluation

This form helps districts meet the requirements of EVALUATION PROCEDURES. It is divided into the following sections:

- Cover
- 1. Development of Evaluation
- 2. Determination of Present Levels of Academic Achievement and Functional Performance 2A-2H
- 3. Summary and Conclusions
- 4. Recommendations to the ARD Committee
- 5. Assurances
- 6. Signatures
- Eligibility Supplements

Cover

This section documents:

- Whether a REED was completed and date
- Type of FIE and date
- Student and parent information
- Includes read-only information from:
  - EVALUATION PROCEDURES: **GROUP OF QUALIFIED PROFESSIONALS**
  - EVALUATION PROCEDURES: **INITIAL EVALUATIONS**
  - EVALUATION PROCEDURES: **REEVALUATIONS**

1. Development of Evaluation

This section documents:

- Original reason for referral
- Suspected disabilities
- Sources of information
- Summary of information provided by parents
- Evaluation planning

The evaluation planning section allows educators to clearly document and plan whether each evaluation area requires additional data and what evaluations are needed as part of this FIE. A button in this section allows users to insert information from the most recent, completed REED for the student if one exists. This is helpful, for example, when the FIE is a reevaluation and stems from a REED determining additional data is needed.

2. Determination of Present Levels of Academic Achievement and Functional Performance 2A-2H

Areas: This section is subdivided into the following areas based on the requirements of EVALUATION PROCEDURES: **EVALUATION PROCEDURES** (*The LEA must ensure that… The child is assessed in all areas of suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities*). Form sections are named closely, but not identical to, the areas required in the framework so as to better track with categories districts have used historically in their documentation.

- 2A. Language/Communication - This area appears first in the FIE so as to initially determine the child's language so as to comply with EVALUATION PROCEDURES: **EVALUATION PROCEDURES** (*The LEA must ensure that… Assessments and other evaluation materials used to assess the child are… In the child's native language or other mode of communication*).
    - This section includes an optional LPAC subsection that documents LPAC assessment results and recommendations. It is designed to help districts comply with LPAC/EL considerations within multiple frameworks, most specifically SPECIAL FACTORS: **ENGLISH LEARNERS (ELs)**.
- 2B. Physical - Document child was assessed in the areas of vision, hearing, health and motor abilities.
- 2C. Sociological - Document child was assessed in the area of social status.
- 2D. Emotional/Behavioral - Document child was assessed in the area of emotional status and behavior.
- 2E. Cognitive/Intellectual - Document child was assessed in the area of general intelligence.
- 2F. Adaptive Behavior - Document child was assessed in the area of adaptive behavior, which is related to general intelligence.
- 2G. Academic/Developmental Performance - Document child was assessed in the area of academic performance, or developmental performance in the case of a younger child.
- 2H. Assistive Technology - Document child was assessed for assistive technology needs. A subsequent ARD committee convened for an IEP must consider whether the child needs assistive technology devices and services per SPECIAL FACTORS: **ASSISTIVE TECHOLOGY**.

Not applicable: Each area includes a "Not applicable" checkbox in the top right of its gray header bar except area "A. LANGUAGE/COMMUNICATION", which is always required.

Individual Evaluator's Assessment: Each area includes the ability to add individual evaluators' assessments.

Results and interpretations, if applicable: This textbox allows educators to document a summary of the results and interpretations of assessments made in each area, unless the area has been checked "Not applicable".

Eligibility: While a student must be assessed in all areas of suspected disability, results and interpretations will ultimately cumulate in determination of whether the student meets eligibility criteria requirements for each disability. These are documented in Eligibility Supplements at the end of the FIE.

3. Summary and Conclusions

This section helps districts document a summary of the FIE and resulting conclusions.

4. Recommendations to the ARD Committee

In Texas, the group of qualified professionals that determines whether the child is a child with a disability and the educational needs of the child is the child's ARD Committee per EVALUATION PROCEDURES: **GROUP OF QUALIFIED PROFESSIONALS**. The FIE provides recommendations for the ARD committee, including whether the child meets the eligibility criteria for special education, in accordance with EVALUATION PROCEDURES: **EVALUATION PROCEDURES**.

- If the FIE team finds the child does not meet criteria, this section documents recommendations
- If the FIE team find the child does meet criteria, this section documents IEP and related service recommendations

5. Assurances

This section helps districts document they have met the requirements of EVALUATION PROCEDURES: **EVALUATION PROCEDURES** (*The LEA must ensure that….*)

6. Signatures

This section helps districts document members of the evaluation team, whether they agreed on the conclusions of the report, and allows members to enter a statement of disagreement if applicable.

Eligibility Supplements

There are 13 eligibility supplements, one for each disability category recognized in Texas. These supplements help districts document whether students meet the explicit eligibility criteria requirements for each disability category as specified in the relevant legal frameworks:

- Autism - AUTISM
- Deaf-Blindness - DEAF-BLINDNESS
- Deaf or Hard of Hearing - DEAF OR HARD OF HEARING
- Emotional Disturbance - EMOTIONAL DISTURBANCE
- Intellectual Disability - INTELLECTUAL DISABILITY
- Multiple Disabilities - MULTIPLE DISABILITIES
- Noncategorical Early Childhood - NONCATEGORICAL EARLY CHILDHOOD
- Orthopedic Impairment - ORTHOPEDIC IMPAIRMENT
- Other Health Impairment - OTHER HEALTH IMPAIRMENT
- Speech or Language Impairment - SPEECH OR LANGUAGE IMPAIRMENT
- Specific Learning Disability - SPECIFIC LEARNING DISABILITY
- Traumatic Brain Injury - TRAUMATIC BRAIN INJURY
- Visual Impairment - VISUAL IMPAIRMENT