### I. INFORMATION FROM EXISTING DATA

(Refer to the Existing Data Review (Form ED-1) to make sure the existing data reviewed is reflected in this section.)

**A. Information provided by parent(s)/family**

**Reading:**

Other:

**B. Summary of previous evaluations**

**Reading:**

Other:

**C. Classroom-based, district-wide, or state assessment results**

**Reading:**

Other:
D. Information provided by teachers, related service providers and others
Reading:

Other:

E. Information from other sources (e.g., postsecondary transition, medical, etc.)
Reading:

Other:

F. Previous interventions and the effects of those interventions
☐ Not Applicable

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<tr>
<th>Previous intervention</th>
<th>Effect of the intervention on reading achievement/early literacy and other areas (including data, if applicable)</th>
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II. INFORMATION FROM ADDITIONAL ASSESSMENTS AND OTHER EVALUATION MATERIALS

Information from additional assessments or other evaluation materials was gathered ☐ Yes ☐ No
(If yes, summarize below or attach report(s).)

Reading:

Other:
The IEP team must determine whether or not the student is a “child with a disability” and the educational needs of the student. A student is identified as having a disability if the IEP team determines the student has an impairment that adversely affects the student’s educational performance, and as a result, needs special education/specially designed instruction and related services. Use the eligibility criteria checklists to assist in documentation of required elements for each impairment area. Additional documentation is required for specific learning disabilities and visual impairment (see below).

A.  DETERMINATION OF ELIGIBILITY

1. When considering whether the student meets the criteria for one or more impairments, the IEP team may not find the student eligible if the determining factor is due to a lack of appropriate instruction in reading or math, or due to limited English proficiency.
   If one of these reasons applies, describe:
   ☐ Not Applicable

2. The district must take steps to address the lack of appropriate instruction or the student’s limited English proficiency. Recommendations:
   ☐ Not Applicable

3. This student meets the criteria for one or more of the following impairments (check all that apply):

   ☐ Autism  ☐ Significant Developmental Delay
   ☐ Emotional Behavioral Disability  ☐ Specific Learning Disability
   ☐ Hearing Impairment  ☐ Speech or Language Impairment
   ☐ Intellectual Disability  ☐ Traumatic Brain Injury
   ☐ Orthopedically Impaired  ☐ Visual Impairment
   ☐ Other Health Impairment  ☐ None found (complete A.3.b. and A.4. below)

   a. For each impairment identified, document how the student meets the criteria (attach eligibility checklist worksheet, if used):

   b. Were impairments considered and rejected? ☐ Yes  ☐ No
      If yes, document which impairments were rejected and how the student did not meet the criteria:

4. If no impairments are identified under A.3., the student is not eligible for special education. The IEP team does not need to complete Section B. NEED FOR SPECIAL EDUCATION. Include recommendations other than special education, if any.
B. NEED FOR SPECIAL EDUCATION

As part of the evaluation, the IEP team must identify the modifications or accommodations that can be made in regular education, the student’s needs that cannot be met in regular education, and additions or modifications which are not provided through the general education curriculum, if any.

If the student only requires modifications or accommodations that can be made to the regular education program, the student does not need special education and an IEP will not be written.

1. List modifications or accommodations, if any, that can be made in the regular education program (such as adaptation of content, methodology, or delivery of instruction to meet the student’s needs) that the evaluation indicates may assist the student with access, engagement, and progress in age/grade level general education curriculum, instruction, and environment:

2. List student needs, if any, that have been identified through the evaluation that cannot be met through the regular education program as structured at the time the evaluation was conducted:

3. List additions or modifications, if any, which are not provided through the general education curriculum (including replacement content, expanded core curriculum and other supports) that the evaluation indicates may assist the student with access, engagement, and progress in age/grade level general education curriculum, instruction, and environment:

In order to be eligible for an IEP, the IEP team must determine that the previously identified impairment(s) adversely affect educational performance and the student needs special education/specially designed instruction as a result.

Special education/specially designed instruction means adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student’s disability; and ensure access of the student to the general curriculum, so the student can meet the educational standards of the public agency that apply to all students.

4. By reason of the identified impairment(s) that adversely affects the student’s education performance, does the student need special education (specially designed instruction)?

☐ Yes ☐ No