

How To Fill Out the FIE

1. Log on to eSped at www.esped.com
2. On the Application Screen, click on “**eFie**”
3. Click on selected student; narrow your search by going to the campus first; if this is a new entry follow the directions for “How to Add a Student”
4. Select the **FERPA** reason “I am writing this student’s evaluation report.”
5. “**Student Information**” screen appears; information is pre-populated; add information for a new student
6. Click on “Next”; “**Student Meeting Dates**” screen appears. Input dates
 - a. Current Start Date: first day of school for the district
 - b. Current End Date: last day of school for the district
 - c. Current Annual Review Date: input date at the ARD; only changes at annual
 - d. Annual Review Date: automatically populates
 - e. Current Year Enrollment Date: first day of school for the student
 - f. Date Consent Received: the date parent/guardian signed consent for testing
 - g. Referred by: click on down arrow, scroll and click. Click on “New” if what you need is not there. A box will appear on the upper left hand corner; input the information, click on “OK”
 - h. ARD/IEP/504 Meeting Date: input date of ARD being held at the ARD; changes as ARDs are held (i.e. MDR, Review, Annual, etc.)
 - i. Brief ARD Date: SAISD does not do Briefs; leave blank
 - j. FIE Date: date of the report
 - k. FIE Re-Eval Date: date the REED is held
 - l. FIE Addendum: date additional testing is completed
 - m. Date of Initial Entry: date student first entered into Special Education
 - n. Initial Evaluation Due Date: automatically populates
7. Click on “Next”; takes you to “**Sources of Data**” screen
 - a. Enter “Date of Report”
 - b. Click on down arrow for “Reason for Evaluation” ; scroll and click
 - c. Click on notepad for “REASON FOR REFERRAL TO SPECIAL EDUCATION”; screen opens and input information; click on “Save and Continue” to save periodically as you type in information. Click on “Save” to return to the previous screen.

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- d. Click on “Enter Another Data Source”; “Add/Edit Data Source” window opens.
 - i. Click on “New” to activate screen
 - ii. Click on down arrow for “Focus”; scroll and click
 - iii. Click on calendar to enter “Evaluation Date” or input it
 - iv. Input name of “Evaluator”
 - v. Click on “Sources of Data”; window opens;
 1. click on “Add Text” to the left of your selection; it will appear in the rectangular box;
 2. Click on “Done” ; returns you to previous screen
 3. Click on “Save”;
 4. Click on “Edit” if you need to change something or to delete click on “Save” after changes are made.
 - vi. Repeat procedure (i to v) to enter all data sources
 - vii. Click on “Done” after all referral data has been inputted
8. Click on “Next”; **Referral Data**” screen appears; data you chose from previous step is pre-populated; edit if needed.
9. Click on “Next”; **Language and Communication**” screen appears;
 - a. “LANGUAGE (COMMUNICATION STATUS) EVALUATION” information inputted from step 7 is pre-populated
 - b. Click on notepad for “Results and Interpretations”; screen opens and input information; click on “Save and Continue” to save periodically as you type in information. Click on “Save” to return to the previous screen.
 - c. Click on “Student’s dominant language”
 - d. Click on how “Student expresses himself/herself best”
 - e. Click on drop menu for “Other Language” click on “New” if needed
 - f. Click on notepad to input information by “Specify, including basis for determination”
 - g. Under “English” specify student’s skill level for “Receptive/Syntactic and “Expressive/Semantic”; if language is other than English, click on drop menu for “Other” and specify student’s skill level
10. Click on “Next”; “**Language and Communication (cont.)**” screen appears

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- a. Click on the language the evaluation was conducted in; if “Combination”, click on notepad and indicate languages
 - b. Click if a “Bilingual evaluator conducted the evaluation:
 - c. Click if an “Interpreter was used” and click on the notepad to “Specify language or mode of communication;”
 - d. If student is LPAC, indicate the “TEST” in the rectangular box; click on the notepad for “RESULTS/SCORES” and input information (d thru g is for LPAC only)
 - e. Click on “Yes” or “No” if the student is limited English proficient
 - f. Click on “Other Language” and click on notepad to specify
 - g. Click on the notepad to input “LPAC recommendation”
 - h. Click on notepad for “Receptive/Syntactic Language Results and Interpretation”
 - i. Click on notepad for “Expressive/Semantic Language Results and Interpretation”
 - j. Click on notepad for “Articulation Results and Interpretation”
 - k. Click on notepad for “Describe other pertinent findings, including how testing procedures or test selections were adapted/modified to address the student’s language needs.”
 - l. If you want the Language and Communication tests to print on your report, click on the box to the left of the report and click on the arrow which takes you to a screen to input the testing score results. After the scores have been entered, click on “Save” and then click on “Return” to take you back to the previous screen
11. Click on “Next”, “**Physical/Health**” screen appears
- a. “PHYSICAL (INCLUDING MOTOR ABILITIES)” information inputted from step 7 is pre-populated
 - b. Click on notepad for “Results and Interpretations”; screen opens and input information; click on “Save and Continue” to save periodically as you type in information. Click on “Save” to return to the previous screen.
 - c. Under “VISION” click on the appropriate box; if vision is within normal limits, indicate if it is without or with glasses
 - d. Under “HEARING” click on the appropriate box; if hearing if within normal limits, indicated if it is unaided or aided

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- e. Under “HEALTH HISTORY” click on the notepad to input “Results and Interpretations”
 - f. Indicate “Yes” or “No” on the three statements below “Results and Interpretations”. If yes is indicated on the first and/or second statement, click on the notepad(s) to specify
12. Click on “Next”, “**Sociological**” screen appears
- a. “SOCIOLOGICAL” information inputted from step 7 is pre-populated
 - b. Click on notepad for “Results and Interpretations”; screen opens and input information; click on “Save and Continue” to save periodically as you type in information. Click on “Save” to return to the previous screen.
 - c. Click on appropriate box(es) for “Cultural, Linguistic, and Experiential Background”
 - d. If “Other is clicked, input information in rectangular box
 - e. Indicate “Yes” or “No” whether “CULTURE AND/OR LIFESTYLE FACTORS influence this student’s learning and behavioral patterns”; if “Yes”, click on the notepad and explain
 - f. Indicate “Yes” or “No” whether “This student’s sociological status indicates a LACK OF PREVIOUS EDUCATIONAL OPPORTUNITIES IN READING AND OR MATH”; if “Yes”, click on the notepad and explain
13. Click on “Next”, “**EMOTIONAL/BEHAVIORAL**” screen appears
- a. “EMOTIONAL/BEHAVIORAL” information inputted from step 7 is pre-populated
 - b. Click on notepad for “Results and Interpretations”; screen opens and input information; click on “Save and Continue” to save periodically as you type in information. Click on “Save” to return to the previous screen.
 - c. Indicate “Yes” or “No” whether “Characteristics of the student’s behavior both in school and out of school does appear to influence learning and education placement, programming, or discipline.” If “Yes” explain.
 - d. Statements below the question will print only if checked. Click on the notepad(s) to explain.
14. Click on “Next”, “**INTELLIGENCE/ADAPTIVE BEHAVIORAL**” screen appears
- a. “IQ/ ADAPTIVE BEHAVIOR” information inputted from step 7 is pre-populated

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- b. Click on notepad for “Results and Interpretations”; screen opens and input information; click on “Save and Continue” to save periodically as you type in information. Click on “Save” to return to the previous screen.
 - c. Click on the appropriate box as to how intellectual functioning was assessed – formal measures or informal measures
 - d. Click on the notepad to describe pertinent findings
 - e. If you want the Intelligence tests to print on your report, click on the box to the left of the report and click on the arrow which takes you to a screen to input the testing score results. After the scores have been entered, click on “Save” and then click on “Return” to take you back to the previous screen
 - f. Click on the appropriate box as to how Adaptive behavior was assessed – formal measures or informal measures
 - g. Click on the notepad to describe pertinent findings
 - h. If you want the Adaptive Behavior tests to print on your report, click on the box to the left of the report and click on the arrow which takes you to a screen to input the testing score results. After the scores have been entered, click on “Save” and then click on “Return” to take you back to the previous screen
 - i. Indicate “Yes” or “No” whether “This student’s level of intellectual functioning is consistent with his/her adaptive behavior”; if “No”, explain in the notepad
15. Click on “Next”, “**Academics**” screen appears
- a. “Academic Performance” information inputted from step 7 is pre-populated
 - b. Click on notepad for “Results and Interpretations”; screen opens and input information; click on “Save and Continue” to save periodically as you type in information. Click on “Save” to return to the previous screen.
 - c. Click on the appropriate box as to how Academic functioning was assessed – formal measures or informal measures
 - d. Click on the notepad to describe pertinent findings
 - e. Indicate “Yes”, “No” or “N/A” regarding “Participation in Core Curriculum in Reading”; if “No” or “N/A” explain in the notepad
 - f. Indicate “Yes”, “No” or “N/A” regarding “Participation in Core Curriculum in Math”; if “No” or “N/A” explain in the notepad

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- e. If appropriate, click on the box to the left of the statement “The student may require instructional accommodations in the following areas of the general curriculum”.
 - i. Click on the appropriate box (es); if you click on “Other”, input information in the rectangular box.
 - ii. Click on the notepad for “Recommendations”
 - f. If appropriate, click on the box to the left of the statement “The student may require a specialized curriculum based on modified grade level TEKS.”
 - i. Click on the notepad for “Recommendations”
 - g. If appropriate, click on the box to the left of the statement “For preschool children, the disability may affect the child’s participation in the following activities”
 - i. Click on the appropriate box (es); if you click on “Other”, input information in the rectangular box.
 - ii. Click on the notepad for “Recommendations”
19. Click on “Next”, “**Assurances/Evaluators**” screen appears
- a. Click on box to the left of “Print Assurances” for the assurances to print out with the report
 - b. Use the drop arrow for “Name of Evaluator” ; click on “New” if the name is not there.
 - c. Click on the drop menu for “Position” of the evaluator; click on “New” if the position is not there.
 - d. Click on “Save” as this is the last screen for the report.