

SPECIFIC LEARNING DISABILITY FILE REVIEW CHECKLIST

Revised 2023

Name of Student (Last, First): _____

IMPORTANT: If "no" in any area, mark "no" on the General Supervision File Review Checklist item #5

(Section 1C) **Academic Grade-Level Area(s) of Concern**

- | | | |
|--|---|--|
| <input type="checkbox"/> Oral Expression | <input type="checkbox"/> Basic Reading Skills | <input type="checkbox"/> Mathematics Calculation |
| <input type="checkbox"/> Listening Comprehension | <input type="checkbox"/> Reading Comprehension | <input type="checkbox"/> Mathematics Problem-Solving |
| <input type="checkbox"/> Written Expression | <input type="checkbox"/> Reading Fluency Skills | |

Section 1: Evidence of Insufficient Progress

Item 1	Yes	No	N/A
Data that establishes the core curriculum is effective for most students for each area of concern.			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 7, p. 52-56

Compliant

All components of the table are completed for **each** area of concern

*Not required for reevaluation, unless there are new areas of concern

Non-Compliant

Data is not included for **each** area of concern
OR

Data does not match the areas of concern marked on the eligibility report

Item 2	Yes	No	N/A
Access to core curriculum in reading and math.			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 7, p. 52-56

Compliant

"No" is indicated for both areas: Instruction in reading and instruction in math

OR

Either area is marked "yes"

AND

Explanation related to the student's lack of instruction in the corresponding area is documented

*Not required for reevaluation, unless there are new areas of concern

Non-Compliant

Either item (instruction in reading or instruction in math) is not marked "yes" or "no"

OR

If marked "yes", an explanation is not included

Item 3	Yes	No	N/A
For each area of concern, the team has included standardized, norm-referenced progress monitoring data with interpretive information that includes an aimline, trendline, decision points, student’s rate of improvement, and national or local norms for grade-level peers.			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 7, p. 52-56

Compliant

For each area of concern,* a description of the data with interpretive information that includes:

- Aimline
- Trendline
- Decision points
- Student’s rate of improvement
- National or local norms for grade-level peers

*Not required for reevaluation, unless there are new areas of concern

Non-Compliant

Information is missing for one or more areas of concern.

OR

Description, graph, or combination of both does not include one or more of the following for one or more areas of concern:

- Aimline
- Trendline
- Decision points
- Student’s rate of improvement
- National or local norms for grade-level peers

Item 4	Yes	No	N/A
Observation of academic performance/behavior in each area of concern.			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 7, p. 52-56

Compliant

Observation takes place in general education setting, aligns with the identified area of concern AND includes each of the following:

- Name of observer
- Title of observer
- Location
- Subject area
- Date
- Duration

*Not required for reevaluation, unless there are new areas of concern

Non-Compliant

One or more components are missing from the observation documentation.

Examples include:

- An overall description of the student in the classroom setting, not specific to a date/time
- Observation is completed in the special education setting
- The general education teacher is the observer
- The identified area of concern is not observed

Section 2: Evidence of Low Achievement in One or More of the Suspected Areas

Item 5	Yes	No	N/A
Evidence indicates performance that is significantly below the mean on a cluster, composite, or two (2) or more subtest scores in the specific academic area(s) of concern on a norm-referenced, standardized, achievement assessment.			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 7, p. 52-56

Compliant

For each area of concern, scores indicating performance is significantly below the mean are listed as:

- Cluster
 - Composite
- OR
- Two or more subtests

in each, specific identified area of concern.

*For reevaluation, the team must include a description of the evidence that shows continued low achievement.

Non-Compliant

Scores are not indicated, are not represented as cluster, composite or two or more subtests, or do not represent the specific, identified areas of concern.

Examples include:

- Broad scores are reported
- One or more subtest scores is missing for an area of concern
- Incorrect cluster/subtest scores reported for an area of concern
- Area is left blank

Section 3: Evidence of a Pattern of Strengths and Weaknesses in Psychological Processing Skills

Item 6	Yes	No	N/A
Evidence of a pattern of strengths and weaknesses in psychological processing skills that impact learning.			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 7, p. 52-56

Compliant

A description about how the student’s performance on intellectual/cognitive assessments demonstrate:

- A **pattern of strengths and weaknesses**
AND

Why and **how** the student’s learning difficulties relate to the identified pattern of processing strengths and weaknesses

Non-Compliant

Non-compliant examples include:

- Statement does not describe why and how the student’s pattern of processing strengths and weaknesses relate to the academic area(s) of concern
- Only areas of strength are documented
Only areas of weakness documented

Section 4: Other Considerations

Item 7	Yes	No	N/A
The team has indicated if the student’s learning difficulty is impacted by any of the exclusionary factors .			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 7, p. 52-56

Compliant

For **each** exclusionary factor checked, the team has provided a summary of whether it is a primary or contributing factor.

Non-Compliant

One or more exclusionary factors are checked but there is no summary regarding the team’s consideration of whether it is a primary or contributing factor.

Item 8	Yes	No	N/A
IF a team member disagrees with the report, written explanation of dissent is included.			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 5, p. 42

Compliant

Any evaluation team member who disagreed with the conclusions of the report provided a separate written statement of his/her conclusion.

Non-Compliant

Team member/s indicate disagreement with the report and no written statement is included.

All team members indicate agreement with the report.