

## INITIAL ELIGIBILITY

<b>SECTION 1: EVIDENCE OF INSUFFICIENT PROGRESS</b>	
A. Parent Input	Document parent input regarding the student's strengths and needs.
B. Background Information	<p>Summarize any relevant background information which may include:</p> <ul style="list-style-type: none"> <li>• Hearing/vision screening results</li> <li>• Developmental/medical history</li> <li>• Attendance history</li> <li>• Academic progress (classroom-based and/or standardized assessment results)</li> <li>• Behavioral history</li> <li>• Cultural background</li> <li>• Family information</li> <li>• Information and/or evaluations from an outside provider</li> <li>• Other relevant information</li> </ul>
C. Academic Area(s) of Concern	Indicate the academic area(s) of concern for the student based on the information gathered during the referral process.
D. Data that Establishes the Core Curriculum is Effective	<p>Document information from state or district wide assessments that indicates that the core curriculum is effective for most students in <u>each area of concern</u>. This section must include:</p> <ul style="list-style-type: none"> <li>• Assessment name (ISAT, IRI, etc.)</li> <li>• Date of assessment</li> <li>• Grade level proficiency score</li> <li>• Percentage of grade level peers that met proficiency</li> <li>• Student's score</li> </ul> <p>If the student belongs to a disaggregated group, the team must provide a comparison to grade level peers within that group using assessment data. This information might include a graph and/or a written narrative. For eligibility purposes, compare the student to the most specific disaggregated group possible (EL, ethnic, economic disadvantaged, etc.).</p>
E. Access to Core Curriculum	Indicate whether a lack of instruction using research-based instruction in reading and/or math inhibited the student's progress in the general education curriculum.
F. Interventions Provided	<p>For each area of concern, provide information about the intervention(s) provided. For each intervention, the information must include:</p> <ul style="list-style-type: none"> <li>• A description of the intervention</li> <li>• Begin and end dates</li> <li>• Frequency of intervention</li> <li>• Intensity of intervention (number of minutes per session)</li> </ul>

<p>G. Progress Monitoring Data</p>	<p>For each area of concern, provide information about the progress made during the intervention(s). The information must be graphed or have a visual representation and/or include a written narrative. The information must include:</p> <ul style="list-style-type: none"> <li>• Aimline</li> <li>• Trendline</li> <li>• Decision points</li> <li>• Student’s rate of improvement</li> <li>• National or local norms for grade level peers</li> </ul> <p>For students who are culturally diverse or English Learners, the team must include a comparison to their subgroup’s progress.</p>
<p>H. Observation of Academic Performance/ Behavior in the Area(s) of Concern</p>	<p>For each area of concern, the student will be observed in the general education classroom in the subject(s) related to the concern(s). The description of the observation should include:</p> <ul style="list-style-type: none"> <li>• Name and title of observer</li> <li>• Date of observation</li> <li>• Location of observation</li> <li>• Duration of observation</li> <li>• A description of how the academic areas of concern are observed to impact the student’s performance in the classroom and curriculum.</li> <li>• A description of any specific behaviors related to the academic areas of concern including the student’s reactions to learning and feedback from the general education teacher.</li> </ul>

## SECTION 2: EVIDENCE OF LOW ACHIEVEMENT

<p>For each area of concern provide the following information about the academic achievement assessment:</p>	
<p>General Assessment Information</p>	<ul style="list-style-type: none"> <li>• Name and title of evaluator</li> <li>• Date of assessment</li> <li>• Name and brief description of the assessment</li> <li>• Standard score and percentile rank for each subtest/cluster/composite score</li> </ul>
<p>Validity Statement and Testing Observations</p>	<p>Include a statement indicating whether the evaluator considers the assessment to be valid as well as any testing observation information related to the student’s behavior during testing.</p>
<p>Subtests/Cluster Scores</p>	<p>Students must be assessed with a norm-referenced, standardized achievement assessment in <u>each</u> area of concern. Scores must be reported as a cluster, composite score and/or two or more subtests for each area. If the subtest scores are significantly discrepant, a third subtest should be administered in the area in order to explain the discrepancy.</p>

Interpretive Information	<p>Provide an interpretation of the student’s scores. This information should be written in parent-friendly language and should assist the team in answering the referral questions.</p> <p>The narrative should include:</p> <ul style="list-style-type: none"> <li>• Specific skill deficits that are linked to the area(s) of concern</li> <li>• Information that can help the team to identify the adverse effect and/or need for specially designed instruction</li> </ul>
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## SECTION 3: PATTERN OF PSYCHOLOGICAL PROCESSING STRENGTHS AND WEAKNESSES

In this section, identify evidence of a pattern of strengths and weaknesses in psychological processing which impact the student’s ability to learn in the identified area(s) of concern.

General Assessment Information	<ul style="list-style-type: none"> <li>• Name and title of evaluator</li> <li>• Date of assessment</li> <li>• Name and brief description of the assessment</li> <li>• Standard score and percentile rank for each subtest/cluster/composite score</li> </ul>
Validity Statement and Testing Observations	<p>Include a statement indicating whether the evaluator considers the assessment to be valid as well as any testing observation information related to the student’s behavior during testing.</p>
Processing Area Scores	<p>Psychological processing scores must be obtained using standardized assessments. Report scores as subtests and/or cluster scores for each processing area assessed. Scores should be reported by processing area (visual processing, fluid reasoning, etc.).</p> <p>Processing areas to be assessed should be sufficient to establish a pattern of processing strengths and weaknesses as well as explain how and why learning difficulties occur.</p>
Interpretive Information	<p>Provide an interpretation of the student’s scores and the connection of psychological processing scores to the student’s academic achievement. This should include:</p> <ul style="list-style-type: none"> <li>• Identify and describe identified psychological processing strengths.</li> <li>• Identify and describe identified psychological processing weaknesses.</li> <li>• Provide an explanation and description of how the pattern of psychological processing strengths and weaknesses affects the student’s ability to learn in each area of concern.</li> </ul> <p>This information should be written in parent-friendly language. It should assist the team in answering the referral questions and identifying the adverse effect and need for specially designed instruction for the student.</p>

## SECTION 4: SUPPLEMENTAL ASSESSMENTS

Supplemental assessments may be given to identify a student’s needs in a variety of other areas such behavior, speech/language, fine/gross motor skills, adaptive skills, or health needs. These assessments can provide the team with information that provides a more complete picture of the student’s needs as well as help the team to identify any additional special education and/or related services that are needed.

General Assessment Information	<ul style="list-style-type: none"> <li>Name and title of evaluator</li> <li>Date of assessment</li> <li>Name and brief description of the assessment</li> <li>Scores</li> </ul>
Validity Statement and Testing Observations	Include a statement indicating whether the evaluator considers the assessment to be valid as well as any testing observation information related to the student’s behavior during testing.
Interpretive Information	<p>Provide an interpretation of the student’s scores. This information should be written in parent-friendly language and should assist the team in answering the referral questions.</p> <p>The narrative might include:</p> <ul style="list-style-type: none"> <li>Specific skill deficits identified by the assessment</li> <li>Information that can help the team to identify the adverse effect and/or need for specially designed instruction</li> </ul>

## SECTION 5: OTHER CONSIDERATIONS

In this section, identify if the student’s learning is impacted by any of the areas listed below. Although any of these factors may influence a student’s ability to learn, the team must determine whether any of the factors are the primary cause of the student’s academic difficulties. The team should document any relevant information in each area and explain how it was determined that the factor is not the primary cause of the student’s difficulties. If none of the factors are present for the student, the team should indicate that determination.

- A visual, hearing or motor impairment
- An intellectual disability
- An emotional disturbance
- Environmental or economic disadvantage
- Cultural factors
- Lack of appropriate instruction in reading or math
- Limited English Proficiency

## SECTION 6 ENGLISH LEARNER (EL)

In this section, identify whether the student is an English Learner. If yes, then the team will document information that identifies the following:

- Assessments used to determine the student’s primary language
- Description of how the student’s English proficiency impacts the student’s ability to learn and his/her achievement level.
- Peer comparison, if not provided elsewhere in the report.
- Determination of whether English Learner status is a contributing or primary factor in the student’s learning difficulties.

## SECTION 7: SUMMARY OF EVIDENCE AND ELIGIBILITY DETERMINATION

Evaluation Team Assessment Summary	<p><u>Summarize</u> the information gathered through assessments and/or existing evidence that demonstrates whether the student meets the eligibility criteria under the category of Specific Learning Disability in parent-friendly language. Information that the team should summarize the following:</p> <ul style="list-style-type: none"> <li>• Information about the effectiveness of interventions provided</li> <li>• How the areas of concern are impacting the student in the general education classroom (classroom observation(s))</li> <li>• Academic achievement</li> <li>• Pattern of strengths and weaknesses</li> </ul>
Adverse Effect Statement	<p>Describe in parent-friendly language how the student’s educational performance is <b>significantly and consistently</b> below the level of same-age peers, <b>preventing the student from benefiting from general education.</b></p> <p>This statement should be specific to the student, based on assessment results, and notes the impact of the student’s disability in the educational setting and should identify how the processing strengths and weaknesses impact the student’s performance in the areas of concern.</p>
Need for Specially Designed Instruction Statement	<p>Provide a student specific statement in parent-friendly language that clearly describes the changes needed to:</p> <ul style="list-style-type: none"> <li>○ Content (knowledge/skills); AND/OR</li> <li>○ Methodology (strategies/approaches); AND/OR</li> <li>○ Delivery (how instruction is provided)</li> </ul> <p><b>Reminder:</b> The purpose of specially designed instruction is to enable the student to be involved in and make progress in the general education curriculum.</p>
Eligibility Determination	<p>The evaluation team should determine if, based on a preponderance of evidence, the student meets the criteria as a student with a Specific Learning Disability.</p>

## REEVALUATION

<p>When conducting a reevaluation for a student who is eligible under the category of SLD, the team must include the following information in the <i>Eligibility Report</i>.</p>	
Parent Input	Document parent input regarding the student’s strengths and needs.
Background Information	<p>Summarize any relevant background information which includes:</p> <ul style="list-style-type: none"> <li>• Summary of previous assessments including pattern of strengths and weaknesses in psychological processing areas</li> <li>• Progress monitoring data on current IEP goals</li> <li>• Academic progress (classroom-based and/or standardized assessment results from previous evaluations)</li> <li>• Information and/or evaluations from an outside provider</li> <li>• Other relevant information</li> </ul>
New Academic Areas of Concern	<p>If the team is considering any new areas of concern that weren’t previously identified, provide documentation of the following information for the new area(s):</p> <ul style="list-style-type: none"> <li>• Data that establishes the core curriculum is effective</li> <li>• Access to core curriculum</li> <li>• Interventions provided</li> <li>• Progress monitoring data</li> <li>• Observation of academic performance/behavior in the area(s) of concern</li> <li>• Evidence of low academic achievement</li> </ul> <p><b>*Note:</b> If adding new areas of concern, the team should consider using the Initial SLD eligibility document in order to document all required information in the new areas.</p>
Supplemental Assessments	If the evaluation team determined that supplemental assessments were needed as part of the evaluation, report the results of the assessments within this section in parent-friendly language.
Evaluation Team Assessment Summary	<p><u>Summarize</u> the information gathered through new assessments and/or existing evidence that demonstrates whether the student meets the eligibility criteria under the category of Specific Learning Disability in parent-friendly language. Information that the team should summarize the following:</p> <ul style="list-style-type: none"> <li>• Information about the student’s continued lack of academic achievement (new academic achievement assessments and/or progress on current IEP goals in the area(s) of concern).</li> <li>• How the areas of concern are impacting the student in the general education classroom (classroom observation(s) and/or progress in general education)</li> <li>• Pattern of strengths and weaknesses (previous evaluation results and/or new assessments)</li> </ul>



# SPECIFIC LEARNING DISABILITY PRACTICE GUIDE



<p>Adverse Effect Statement</p>	<p>Describe in parent-friendly language how the student’s educational performance is <b>significantly and consistently</b> below the level of same-age peers, <b>preventing the student from benefiting from general education.</b></p> <p>This statement should be specific to the student, based on assessment results, and notes the impact of the student’s disability in the educational setting and should identify how the processing strengths and weaknesses impact the student’s performance in the areas of concern.</p>
<p>Need for Specially Designed Instruction Statement</p>	<p>Provide a student specific statement in parent-friendly language that clearly describes the changes needed to:</p> <ul style="list-style-type: none"><li>○ Content (knowledge/skills); AND/OR</li><li>○ Methodology (strategies/approaches); AND/OR</li><li>○ Delivery (how instruction is provided)</li></ul> <p><b>Reminder:</b> The purpose of specially designed instruction is to enable the student to be involved in and make progress in the general education curriculum.</p>
<p>Eligibility Determination</p>	<p>The evaluation team should determine if, based on the information gathered, the student continues to meet the criteria as a student with a Specific Learning Disability</p>