

## The Criteria to Use for SLD Determination

Criteria serve as guidelines for making consistent decisions. Criteria are important as they describe the characteristics that must be shared by all evaluators and present among the individuals who are identified as having a learning disability. The criteria are listed by assessment data type.

Academic Achievement Data	Criteria
State Proficiency Scores	<input type="checkbox"/> Below State Proficiency Standard
Classroom Criterion Referenced Data (ie, DRA, Teacher Scored Rubrics)	<input type="checkbox"/> Student is performing at or below 50% of Grade Expectancy
Curriculum Based Measures (ie, DIBELS, Aimsweb)	<input type="checkbox"/> Scores are at or below the 10 <sup>th</sup> Percentile
Standardized Academic Test (For example, W-J, KABC, WIAT)  <i>Note: Based on 1 or More Measures that includes 2 or more subtests initial evaluations.</i>	<input type="checkbox"/> Scores are more than 1.5 Standard Deviations Below the Mean <input type="checkbox"/> Scores are at and below 78 Standard Score <input type="checkbox"/> Scores are at or below the 7 <sup>th</sup> Percentile
Woodcock-Johnson ONLY	<input type="checkbox"/> RPI at or below 67/90
Cognitive CHC Clusters	Criteria
<i>Note: Minimum of 2 subtests per CHC cluster score on initial evaluations.</i>	Weakness is defined as: <input type="checkbox"/> Scores that are more than 1 Standard Deviation Below the Mean <input type="checkbox"/> Scores are at and below 85 Standard Score <input type="checkbox"/> Scores that are at or below the 15 <sup>th</sup> Percentile
Normal Ability Profile	Criteria
Do NOT Use Full Scale IQ or GAI OPTIONS: 1. <b>Both</b> Comprehension-Knowledge (Gc) <b>AND</b> Fluid Reasoning (Gf) <b>OR</b> 2. <b>3 or More Cognitive Factors but 1 of the Cognitive Factors MUST INCLUDE</b> Comprehension-Knowledge (Gc) <b>OR</b> Fluid Reasoning (Gf)	<input type="checkbox"/> Scores are within 1 Standard Deviation of the Mean or Greater than 1 Standard Deviation Above the Mean  <input type="checkbox"/> Scores are at or above 85 Standard Score  <input type="checkbox"/> Scores that are at or above the 15 <sup>th</sup> Percentile

As part of the full and individual evaluation, other data sources must be included when determining a student’s eligibility for special education under the category of Specific Learning Disability.

<b>Data Type</b>	<b>Requirement and Purpose</b>
Classroom Observation	Required for every initial and re-evaluation. <ul style="list-style-type: none"> <li><input type="checkbox"/> Purpose to substantiate evidence of deficit in a specific academic area. See pages 86- 90 SLD Guidance.</li> </ul>
Quality of Instruction	Required for every determination evaluation. <ul style="list-style-type: none"> <li><input type="checkbox"/> Highly Qualified Teachers</li> <li><input type="checkbox"/> Research-Based Instruction and Curriculum</li> <li><input type="checkbox"/> Multi-Tiered Systems of Support Opportunities</li> <li><input type="checkbox"/> Interventions to Address Attendance Concerns, if any</li> <li><input type="checkbox"/> Interventions to Address Behavior Concerns, if any</li> </ul>
Exclusionary Factors	Required by Rules – Evidence academic learning patterns are not due to: <ul style="list-style-type: none"> <li><input type="checkbox"/> A visual, hearing, or motor disability;</li> <li><input type="checkbox"/> Mental retardation;</li> <li><input type="checkbox"/> Emotional disturbance;</li> <li><input type="checkbox"/> Cultural factors;</li> <li><input type="checkbox"/> Environmental or economic disadvantage; or</li> <li><input type="checkbox"/> Limited English proficiency.</li> </ul>
Parent Input	Required to obtain Parent Input <ul style="list-style-type: none"> <li><input type="checkbox"/> Educational, Developmental, Social History to identify patterns and markers of learning problems</li> <li><input type="checkbox"/> Parent concerns</li> <li><input type="checkbox"/> Interventions provided by the family, e.g., tutoring</li> </ul>
Educational Records	Recommended to verify educational history, opportunities for instruction/intervention, previous evidence of disability
Teacher Input	Required member of the evaluation team. <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher observations of student progress and performance</li> </ul>