

Considerations for SPED Referral

A student may be referred for evaluation as SLD in reading, math or writing when a team makes that determination based on a preponderance of data.

Reading Data should come from multiple sources:

- DIBELS data
- Phonics screener
- Smarter Balanced Assessment results (if applicable)
- Maze comprehension CBM's
- Core reading program assessments (i.e. weekly tests, unit tests)
- In program assessments for intervention used (i.e. Reading Mastery)
- Accelerated Reader reports
- STAR reading level
- Report card
- Standardized assessments (i.e. WIAT)
- Team observations

Math Data should come from multiple sources:

- STAR Math
- DIBELS data
- Core math program assessment results
- Fact fluency scores
- Smarter Balanced Assessment results (if applicable)
- Report card
- Standardized assessments
- Team observations

Writing Data should come from multiple sources:

- Writing CBM data (if applicable)
- Work samples that show a significant discrepancy from students receiving similar instruction
- Standardized assessments
- Team observations

The team must ask:

- ☞ Does the learning disability impact the student's ability to access the content and perform grade level skills? In order for them to have a learning disability you must show that it impacts their school functioning.
- ☞ What is the intensity of the student's current intervention? If this student did not have that intervention in place, what would their progress be? Do they need specially designed instruction in order to make progress?

The team can determine, using the above mentioned data that a student does not achieve adequately for their age or to meet Oregon grade-level standards in one or more of the following areas when provided with learning experiences and instruction appropriate for the child's age or state-approved grade level standards:

- ✓ Basic reading skills
- ✓ Reading fluency skills
- ✓ Reading comprehension
- ✓ Math computation
- ✓ Math reasoning
- ✓ Written language