

Documentation of Intervention/Evaluation Results (Specific Learning Disability)

Student Name: _____ Grade: _____ Date: _____ DOB: _____

Complete for initial evaluations, reevaluations, or a review of an independent or outside evaluation when a specific learning disability is suspected.

As part of the evaluation process, relevant behavior noted during observation in the child's age-appropriate learning environment, including the general education classroom setting for school-age children, and the relationship of that behavior to the child's academic functioning and educationally relevant medical findings, if any, must be documented.

Problem Identification/Statement of Problem

Using baseline data, please provide an initial performance discrepancy statement for all identified areas of concern in the relevant domains (academic performance; functional performance; cognitive functioning, communicative status (for ELL students include an explanation of ELL status and any change in linguistic status); social/emotional status/functioning, motor abilities, health, hearing and vision) including information about the student's performance discrepancy prior to intervention. Attach evidence.

Problem Analysis/Strengths and Weaknesses

Describe student's skill strengths and weaknesses in the identified area(s) of concern within the relevant domains. Attach evidence, including evidence of skills deficit versus performance deficit.

Plan Development/Intervention(s)

Describe the previous and current intervention plans (core/Tier 1, supplemental/Tier 2, and intensive/Tier 3) including evidence that the intervention is scientifically based and was implemented with integrity. Attach plan/evidence.

Plan Evaluation/Educational Progress

Provide documentation of student progress over time as a result of the intervention. Attach evidence/graphs.

Plan Evaluation/Discrepancy

State the current performance discrepancy after intervention, i.e., the difference between a student's level of performance compared to the performance of peers or scientifically-based standards of expected performance. Attach evidence.

Plan Evaluation/Instructional Needs

Summarize the student's needs in the areas of curriculum, instruction, and environment. Include a statement of whether the student's needs in terms of materials, planning, and personnel required for intervention implementation are significantly different from those of general education peers. Attach evidence.

Additional Information Necessary for Decision-Making (Include as Appropriate)

Report any educationally relevant information necessary for decision-making, including information regarding eligibility exclusionary and inclusionary criteria. Attach evidence.

Eligibility Determination (Specific Learning Disability)

Student Name: _____ Grade: _____ Date: _____ DOB: _____

Complete for initial evaluations, reevaluations, or a review of an independent or outside evaluation when a specific learning disability is suspected.

Determinant Factors

The determinant factor for the student's suspected disability is:

- Yes No Lack of appropriate instruction in reading, including the essential components of reading instruction (Evidence Provided):
- Yes No Lack of appropriate instruction in math (Evidence Provided):
- Yes No Limited English Proficiency (Evidence Provided):

If any of the above answers is "yes," the student is not eligible for services under IDEA and the team must complete the Eligibility Determination section accordingly. If all of the answers are "no," complete the following sections.

Exclusionary Criteria

The team determined that the following factors are the primary basis for the student's learning difficulties. Document the source of evidence in each area:

- Yes No A visual, hearing or motor disability:
- Yes No Intellectual Disability:
- Yes No Emotional Disability:
- Yes No Cultural factors:
- Yes No Environmental or economic disadvantage:

If any of the boxes immediately above is checked "yes," the student cannot have a primary eligibility of specific learning disability and the team must complete the Eligibility Determination section accordingly.

Inclusionary Factors

Educational Progress (Over Time)

Evidence in the Documentation of Evaluation Results should support the team's answer to this question.

Is the student progressing at a significantly slower rate than is expected in any areas of concern? (Select One)

- No
- Yes - The student is progressing at a significantly slower rate than expected
- Yes - The student is currently making an acceptable rate of progress but only because of the intensity of the intervention that is being provided

If yes, in which area(s)?

Discrepancy (At One Point in Time)

Evidence in the Documentation of Evaluation Results should support the team's answer to this question.

Is the student's performance significantly below performance of peers or expected standards in any areas of concern? (Select One)

Eligibility Determination (Specific Learning Disability)

- No
- Yes - The student's performance is significantly discrepant.
- Yes - The student's performance is not currently discrepant but only because of the intensity of the intervention that is being provided.

If yes, in which area(s)?

Instructional Need

Evidence in the Documentation of Evaluation Results should support the team's answer to this question.

Are this student's needs in any areas of concern significantly different from the needs of typical peers and of an intensity or type that exceeds general education resources? (Select One)

- No
- Yes - The student's instructional needs are significantly different and exceed general education resources.

If yes, in which area(s)?

If any of the boxes in Inclusionary Criteria are marked "No", the student does not have a Specific Learning Disability and the team must complete the Eligibility Determination section accordingly.

Optional Criteria

After determining that the criteria in the preceding section are met, the district may choose to use an IQ-achievement discrepancy model. If using the model, complete this section.

IQ-Achievement Discrepancy:

Does a severe discrepancy exist between achievement and ability that is not correctable without special education and related services? (Please refer to evidence in Documentation of Evaluation Results)

- Yes
- No
- NA

If yes, in which area(s)?

Eligibility Determination

Step 1: Disability Adversely Affecting Educational Performance

- Yes No Based on the answers to the questions in the "Determinant Factors, Exclusionary Criteria," and "Inclusionary Criteria," sections, does the student have a specific learning disability?

If the answer is "no" the student is not eligible for special education services under the category of Specific Learning Disability and the team must complete Step 2 below.

If the answer is "yes," indicate the area below and complete Step 2.

- | | | |
|---|---|--|
| <input type="checkbox"/> Basic reading skills | <input type="checkbox"/> Mathematical calculation | <input type="checkbox"/> Oral expression |
| <input type="checkbox"/> Reading fluency skills | <input type="checkbox"/> Mathematical problem solving | <input type="checkbox"/> Listening comprehension |
| <input type="checkbox"/> Reading comprehension | <input type="checkbox"/> Written expression | |

Step 2: Special Education and Related Services

- Specialized instruction is required in order for the student to make progress and reduce discrepancy (Eligible).
- Specialized instruction is not required in order for the student to make progress and reduce discrepancy (Not Eligible).

Each team member must sign below to certify that the report reflects his/her conclusions for specific learning disability. Any participant who disagrees with the team's decision must submit a separate statement presenting her/his conclusions.

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Eligibility Determination (Specific Learning Disability)

<input type="checkbox"/> Yes	<input type="checkbox"/> No	_____
<input type="checkbox"/> Yes	<input type="checkbox"/> No	_____
<input type="checkbox"/> Yes	<input type="checkbox"/> No	_____
<input type="checkbox"/> Yes	<input type="checkbox"/> No	_____

<input type="checkbox"/> Yes	<input type="checkbox"/> No	_____
<input type="checkbox"/> Yes	<input type="checkbox"/> No	_____
<input type="checkbox"/> Yes	<input type="checkbox"/> No	_____
<input type="checkbox"/> Yes	<input type="checkbox"/> No	_____