

Specific Learning Disabilities Evaluation Procedures

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Huron Intermediate School District
1299 S. Thomas Road, Suite 1
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Adapted from Eastern Upper Peninsula ISD Procedures/May 2010 and Kalamazoo RESA Procedures/March 2009 and the Michigan Criteria for Determining the Existence of a Specific Learning Disability/November 2009

Table of Contents

Introduction and Background	.....
Who Evaluates?.....	.....
Evaluation process	.....
Response to Intervention (RTI)	.....
Pattern of Strengths and Weaknesses (PSW)	.....
Selecting the Evaluation Process	.....
Evaluation Plan	.....
Documentation of Eligibility	.....
Suggested Questions for Parent Input for Initial Evaluation	.....
Suggested Questions for Parent Input for Re-evaluation	.....
Teacher Anecdotal Reports (Secondary/Intermediate, Elementary)	.....
Classroom / Academic Observation Checklists (Preschool/Kindergarten, Grades 1-4, 5-8, 9-12)	.....
Worksheet for Charting Patterns of Strengths and Weaknesses, Suggested Guidelines for Determining Strengths and Weakness, and Examples of Published Assessments	.....
Assessment Type Chart	.....
Worksheet to Determine Appropriate Instruction	.....
Exclusionary Factors Worksheet for SLD	.....
Initial Evaluation Report for SLD – Example	.....
Re-evaluation Report Example	.....
SLD Eligibility Recommendation Form for MET Report	.....

Technical Assistance Section

PLAAFP
Observations
Local Guidance Regarding Selections of RtI/PSW

Evaluation for Specific Learning Disabilities (SLD)

INTRODUCTION:

The Huron Intermediate School District (HISD) ensures educational leadership, effective programs, and quality services which complement and enhance the efforts of community partners in educating all learners. The HISD believes that effective core instructional practices and programs, services, evidence-based interventions, data-driven decision-making, and positive behavioral approaches should be available to all students. Intervention resources should be accessible and implemented based on each individual student's intensity of need. To ensure the provision of a quality education for all of Huron County students, the HISD and local schools provide the guidance and the tools necessary to identify individual student needs.

BACKGROUND:

In Michigan, prior to the 2004 reauthorization of the IDEA, the identification of a student suspected to have an SLD was based on a single specific method as defined in the MARSE (Michigan Administrative Rules for Special Education). That method was the severe discrepancy model. The 2004 reauthorization of the IDEA expressly prohibits all states from requiring the use of the severe discrepancy model. As a result, the MARSE were revised in 2006. The new MARSE for determining SLD eligibility provides schools with choices. Those choices include the use of methods for determining SLD eligibility based on the use of scientific, research-based interventions and patterns of strengths and weaknesses. The need to develop new methods for determining SLD eligibility is the driving force behind development of these new criteria.

WHAT IS A SLD?

A specific learning disability is "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, writing, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia that adversely affects a student's educational performance. A SLD does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; mental retardation; emotional disturbance; or of environmental, cultural, or economic disadvantage." (34 CFR § 300.8(c)(10).

WHO EVALUATES FOR DETERMINATION OF SLD ELIGIBILITY?

In compliance with the MARSE, a Multidisciplinary Evaluation Team (MET) conducts a full and individual evaluation of a student suspected to have an SLD. The MET, based upon its evaluation of the student, then makes its recommendation of eligibility to the Individualized Education Plan (IEP) team. The student's IEP team then determines SLD eligibility (R 340.1713).

WHAT PROCESS OF EVALUATION WILL BE USED TO DETERMINE SLD ELIGIBILITY?

The revised MARSE allows the following two processes for determining eligibility: Response to scientific, research based intervention (RtI) or Pattern of Strengths and Weaknesses (PSW).

- 1) **Response to scientific, research based intervention.** *Depending on the local district's practice, this process may have a variety of names; e.g., Student Achievement Model (SAM), Response to Intervention, Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi). The Michigan Department of Education (MDE) does not mandate any specific scientific, research-based intervention process.*

Response to scientific, research-based intervention (RtI):

The federal regulations do not specify what research based interventions must be used, and leave the State with flexibility to determine criteria to best meet local needs.

To utilize RtI, schools must:

1. Provide effective core instruction and supplemental interventions with fidelity
2. Monitor student academic and behavior performance
 - Access dynamic data collection systems that provide staff with performance indicators in academics and behavior that are accurate and timely – for example, the School Wide Information System (SWIS™), Academic Improvement Monitoring System Website (AIMSweb®), and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS™).
3. Make decisions based on data
 - Develop and implement academic and behavior interventions using student performance indicators
 - Evaluate intervention effectiveness through ongoing data collection and progress monitoring

The use of a fully implemented 3-Tier process meets the standard for SLD evaluation utilizing the RtI option.

- 2) **Pattern of strengths and weaknesses.** “The MDE does not mandate any specific process to determine a pattern of strengths and weaknesses. Any determination of SLD requires a full comprehensive evaluation according to the evaluation procedures in the federal regulations at §300.301 – §300.311, including those particular to a student suspected of having a SLD in §300.307 – §300.311.”

Pattern of strengths and weaknesses:

Determining a pattern of strengths and weaknesses is the second option described by federal regulations. This option, although not required, may be used in districts when an RtI option is not appropriate or feasible. RtI often requires that the district systematically implement the methodology over a period of time, establish district norms and determine procedures for providing Tier 2 and 3 interventions. At this time, RtI may not be possible for all areas included in the SLD definition. Also, there may be students arriving in the district in need of evaluation who have not had the opportunity to be evaluated with reference to a systematic intervention process.

The pattern of strengths and weaknesses alternative is based on assessment and a review of achievement scores and performance in a variety of academic areas, with documentation of patterns of strength as compared to other areas where the student demonstrates a pattern of significant academic concerns, relative to the child’s expected abilities. Assessment documents the student’s performance and achievement related to Michigan standards and benchmarks either at the student’s age level, or assigned grade level. As with RtI, assessment includes but is not limited to review of a student’s progress with research based interventions, observations, and student achievement.

Districts must establish local standards for implementing either an RtI process or establishing a pattern of strengths and weaknesses (PSW). The HISD has provided a decision making structure as defined in this manual. Parameters for assessment results are provided as a way of standardizing PSW decision making within and among school districts.

Note regarding consideration of a severe discrepancy:

Severe discrepancy may be used as a consideration of eligibility utilizing the PSW model; however, the continued use of severe discrepancy as the primary factor in determining eligibility is not in compliance with the MARSE or IDEA.

SELECTING RESPONSE TO INTERVENTION (RTI) OR PATTERNS OF STRENGTHS AND WEAKNESSES (PSW)

As noted above, decision-making on which process to use to document achievement and learning needs will depend on district policies, status of RtI implementation, staff training, specific areas of concern, length of time the child has attended district programming, and grade level interventions. The following rules are suggested in determining whether to use RtI or PSW for determination of eligibility for special education services as a student with a specific learning disability (SLD):

Rule #1: If you have the ability to use the RtI option, this is the default approach. Use RtI if:

- District policies support the use of RtI as an intervention approach; and,
- District implementation reflects the following principles:
 - Effectively teach all children
 - Intervene early by identifying at-risk students through universal screening
 - A multi-tier model of service delivery provides a systematic approach to support learning
 - Use a problem-solving model to make decisions within a multi-tier model
 - Use scientific, research-based validated interventions/instruction
 - Monitor student progress to inform instruction
 - Use data to make decisions
 - Use assessment for: screening, progress monitoring, and diagnostics

Rule #2: Use PSW if:

- RtI is not being used or is not fully implemented in the skill area of suspected disability
- RtI is not being used or is not fully implemented at the child's grade level
- The parent requests a special education evaluation and will not extend timelines to accommodate recommended implementation of tier interventions and timelines.

Once a decision has been made as to which process to use, this choice by the IEP team should be reflected on the Evaluation Review form.

THE FOLLOWING CRITERIA APPLY TO ALL METHODS USED TO DETERMINE SLD ELIGIBILITY:

- A student must not be determined to be a student with a disability if the determinant factor for that determination is:
 - vision, hearing, or motor handicaps
 - cognitive impairment
 - emotional impairment
 - autism
 - environmental, cultural, or economic differences
 - lack of instruction in reading and mathematics
 - limited English proficiency

In interpreting evaluation data for the purpose of determining if a student is a student with a disability as defined in 34 CFR § 300.8, and the educational needs of the student, each public agency must:

- draw upon information from a variety of sources including parent and teacher input, observation as well as, information educationally relevant medical findings, and
- ensure that information obtained from all of these sources is documented and carefully considered.

The process of evaluation requires a synthesis of all available assessment information. A student's parents are an integral part of the evaluation process, including providing information about the student. Parents are members of the IEP team meeting held for the purpose of determining eligibility, determining the educational needs of the student, and development of the student's IEP. Parents provide valuable insight and information to teams who conduct assessments in order to complete full and individual evaluations.

THE EVALUATION PLAN

Use the Evaluation Review form to develop and implement the evaluation plan for a student suspected to have a SLD. The Evaluation Review form provides guidance and a general framework for the development of both initial evaluations and reevaluations, and can be used with both the response to scientific, research-based interventions and the pattern of strengths and weaknesses processes.

Federal rule specifies that eligibility evaluation must address the age appropriate instruction that the student has received and the achievement of the student related to grade level standards. Although age is one variable, the emphasis on state approved grade level standards reflects the priority that all instruction for students address grade level content standards.

Evaluations must document:

- Student academic achievement relative to either age- or grade-level standards
- Whether appropriate instruction was provided

Although the federal regulations do not define standards for “appropriate instruction”, the USDOE does note that such instruction has the following characteristics:

- Scientifically research based
- Provided by qualified personnel
- Student progress data is systematically collected and analyzed

Within a systemic plan, it is essential to include a data-driven, decision-making process based on each individual student's needs.

Begin the development of an evaluation plan for determining SLD eligibility by collecting all pertinent data. The data used will be dependent upon the process (or processes) currently used in the district (and specific buildings) for determining the existence of a SLD:

§ 300.311 Documentation for Specific Learning Disability Determination

§ 300.311 provides a checklist for required elements of a written report documenting the evaluation team's decision regarding eligibility of SLD.

Documentation must include:

1. Statement of eligibility, or lack of eligibility, for specific learning disability
 2. Basis for the determination of eligibility
 3. Assurance that during the determination process the district:
 - a. Collected information from a variety of sources, including aptitude and achievement tests, parent input and teacher recommendations, information about the child's physical condition, social or cultural background and adaptive behavior.
 - b. Documented and carefully considered information obtained from a variety of sources.
 4. Relevant behavior noted in observations, and the relationship of the behavior to the child's academic functioning.
 5. Relevant medical findings.
 6. Achievement measured to age expectations or state-approved grade level standards.
 7. Progress monitoring related to age or grade level standards.
- Or
8. Determination of a pattern of strengths and weaknesses in performance, achievement or both, relative to age, State-approved grade level standards or intellectual development.
 9. Determination of exclusionary factors
 10. If the child participated in a process that assesses the child's response to scientific, research-based (or, if necessary, best practice) interventions, documentation of:
 - a. Instructional strategies utilized
 - b. Student-centered data collected
 - c. Parent notification about:
 - i. State policies regarding RtI criteria- data and services requirements (Note: the SLD rule, R 340.1713, is Michigan's policy.)
 - ii. Strategies used for increasing the student's rate of learning
 - iii. Parent right to request an evaluation.
 11. Evaluation team members and parent must certify whether the report reflects the member's conclusion.
 - a. Members in disagreement must submit a separate statement presenting dissenting conclusions.

Note regarding Initiation of Evaluations and Timelines:

Michigan rules, which specify 30 school days from consent for evaluation to holding an IEP meeting, must be followed unless the parent and district mutually agree to extend the timeline. This request can be made in the event that the evaluation will address RtI after the request for an evaluation.

Although extended evaluation timelines may be requested in order to implement appropriate interventions and collect data on the student's response, if a parent does not agree to extending the timeline, then the evaluation must proceed and an IEP team meeting convened within the 30 school days allowed under state rules. Whether eligibility can be determined will depend on whether the IEP team has the necessary rule-in, rule-out, and documentation data required for SLD identification.

SLD Evaluation Resources

	Page
Suggested Questions for Parent Input for Initial Evaluation	10
Suggested Questions for Parent Input for Re-evaluation	12
Teacher Anecdotal Reports (Secondary/Intermediate, Elementary)	14
Classroom / Academic Observation Checklists (Preschool/Kindergarten, Grades 1-4, 5-8, 9-12)	16
Worksheet for Charting Patterns of Strengths and Weaknesses, Suggested Guidelines for Determining Strengths and Weakness, and Examples of Published Assessments	27
Assessment Type Chart	28
Worksheet to Determine Appropriate Instruction	29
Exclusionary Factors Worksheet for SLD	30
Initial Evaluation Report for SLD – Example	31
Re-evaluation Report Example	37
SLD Eligibility Recommendation Form for MET Report	39
Technical Assistance Section	
PLAAFP	40
Observations	40
Local Guidance regarding selections of RTI/PSW	41

Suggested Questions for Parent Input for Initial Evaluation

Student's Name: _____ Parent/Guardian Name: _____

Method of Interview (Check one): Personal Interview Telephone Written

Person collected input: _____ Date: _____

1. What are some of your child's strengths, interests and/or favorite activities?

2. What does s/he like best about school? _____
least? _____

3. If your child has homework, does s/he complete it without help? Yes No
If no, what type of help is given?

4. What goals do you have for your child for this school year? For older students, long range goals/plans?

5. Do you have any concerns about your child's progress? Yes No
If yes, what are they when did you first notice these concerns?

6. Have you seen any recent changes in your child's behavior or school performance? Yes No
If yes, please explain:

7. Medical information:

Vision concerns? _____

Wears glasses? _____

Hearing concerns? _____

Wears hearing aid(s)? _____

Any other medical/health concerns?

Medical history: accidents, injuries, surgeries? _____

Taking medication (Type, reason, side effects)? _____

Any psychological (thinking/emotional) concerns? _____

8. Has your child had a psychological or education evaluation from outside of the school? Yes No
If yes, who did it, when was it done, and what were the results?

9. Has your child had additional community services in the last 3 years (tutoring, counseling, residential care)?
 Yes No If yes, please describe:

10. Home life:

With whom does your child live at home? _____

What language is spoken at home? _____

How well does your child sleep at night? _____

Length of time sleeping? _____

Does your child have a good appetite? _____

Eats a variety of foods? _____

11. Have there been any significant changes in your home or family relationships recently?

Yes No If yes, please describe:

12. Optional Functional Questions – Younger students

a. Communication skills at home: Understands directions? Communicates needs? Converses?

b. Types of chores or responsibilities at home?

c. Self care skills: (Bathing, brushing teeth, toileting, etc.)

d. Behavior in the community: (Behavior in public places, can get to places nearby, orders meals, etc.)

e. Follows safety rules at home and in the community (walking, riding bike).

f. Leisure: Shares, has friends

Optional Functional Questions – Older students

a. Communication skills at home: Understands directions? Communicates needs? Converses?

b. Types of chores or responsibilities at home?

c. Behavior in the community: Can get to places independently? Shops independently? Knowledge about places in the community like banks, post offices, gas stations, grocery stores, clothing stores? Other?

d. Follows safety rules and home and in the community (walking, riding, driving)?

Self-care for minor injuries?

e. Leisure: Has friends? Participates in school or community activities?

13. Do you have any suggestions for improving the school services being given to your child? Yes No

If yes, what are they?

14. Is there any other information about your child that you think may be helpful to your child's evaluation?

Yes No If yes, what?

Suggested Questions for Parent Input for Re-evaluation

Student's Name: _____ Parent/Guardian Name: _____

Method of Interview (Check one): Personal Interview Telephone Written

Person collected input: _____ Date: _____

1. What are some of your child's strengths, interests and/or favorite activities?

2. What goals do you have for your child for this school year? For older students, long range goals/plans?

3. Have you seen improvement in your child's academic performance / behavior / speech and language during the past 3 years? Yes No Please describe:

4. Do you have any current concerns about your child's progress?

5. Have you seen any recent changes in your child's behavior or school performance? Yes No
If yes, please explain:

6. Medical information:

Vision concerns? _____

Wears glasses? _____

Hearing concerns? _____

Wears hearing aid(s)? _____

Any other medical/health concerns?

Medical history: accidents, injuries, surgeries? _____

Taking medication (Type, reason, side effects)?

Any psychological (thinking/emotional) concerns?

7. Has your child had a psychological or education evaluation from outside of the school in the last 3 years?

Yes No If yes, who did it, when was it done, and what were the results?

8. Has your child had additional community services in the last 3 years (tutoring, counseling, residential care)?

Yes No If yes, please describe:

9. With whom does your child live at home? _____

10. Have there been any significant changes in your home or family relationships during the last 3 years?

Yes No If yes, please describe:

11. Optional Functional Questions – Younger students

a. Communication skills at home: Understands directions? Communicates needs? Converses?

b. Types of chores or responsibilities at home?

c. Self care skills: (Bathing, brushing teeth, toileting, etc.)

d. Behavior in the community: (Behavior in public places, can get to places nearby, orders meals, etc.)

e. Follows safety rules at home and in the community (walking, riding bike).

f. Leisure: Shares, has friends

Optional Functional Questions – Older students

a. Communication skills at home: Understands directions? Communicates needs? Converses?

b. Types of chores or responsibilities at home?

c. Behavior in the community: Can get to places independently? Shops independently? Knowledge about places in the community like banks, post offices, gas stations, grocery stores, clothing stores? Other?

d. Follows safety rules and home and in the community (walking, riding, driving)?
Self-care for minor injuries?

e. Leisure: Has friends? Participates in school or community activities?

12. Do you think your child continues to need special education services? Yes No
Why?

13. Do you have any suggestions for improving the school services being given to your child? Yes No
If yes, what are they?

14. Is there any other information about your child that you think may be helpful to your child's 3-year re-evaluation? Yes No If yes, what?

Teacher Anecdotal Report – Secondary/Intermediate

Student's Name: _____ **Teacher:** _____
Grade: _____ **Subject:** _____ **Absences to Date:** _____

Part 1 – Academic information. Check one item.

_____ The student currently meets or exceeds the minimal academic expectations of this class.
 Current letter grade or percent: _____.

_____ The student does not currently meet the minimal academic expectations of this class.
 Current letter grade or percent: _____.

Check concerns in the following areas (check all that apply).

- | | | |
|---|--|---|
| <input type="checkbox"/> Reading decoding | <input type="checkbox"/> Reading fluency | <input type="checkbox"/> Reading vocabulary |
| <input type="checkbox"/> Reading comprehension | <input type="checkbox"/> Writing meaningful, accurate sentences/passages | |
| <input type="checkbox"/> Writing mechanics | <input type="checkbox"/> Spelling | <input type="checkbox"/> Math computation |
| <input type="checkbox"/> Math problem solving | <input type="checkbox"/> Math facts | <input type="checkbox"/> Speaking skills |
| <input type="checkbox"/> Understanding directions, lecture, discussions or demonstrations (listening comprehension) | | |
| <input type="checkbox"/> Other / Comments: _____ | | |

Part 2 – Behavioral information – Rate each item.

	Usually	Sometimes	Seldom/Never	N/A
On time for class				
Brings necessary materials				
Turns in completed assignments				
Turns in assignments on time				
Willing to make-up assignments				
Follows teacher's directions				
Attends to lecture/discussion				
Participates in class discussions				
Stays on-task during work time				
Appropriate peer interactions				
Appropriate teacher interactions				

Part 3 – Student's Strengths / Other Comments: _____

Teacher's Signature: _____ **Date:** _____

Teacher Anecdotal Report – Elementary

Student's Name: _____

Teacher: _____

Grade: _____

Absences to Date: _____

Part 1 – Academic information. Check one item.

_____ The student currently meets or exceeds the minimal academic expectations in all subjects.

_____ The student does not currently meet the minimal grade-level academic expectations in the following areas (check all that apply):

- | | | |
|---|--|---|
| <input type="checkbox"/> Reading decoding | <input type="checkbox"/> Reading fluency | <input type="checkbox"/> Reading vocabulary |
| <input type="checkbox"/> Reading comprehension | <input type="checkbox"/> Writing meaningful, accurate sentences/passages | |
| <input type="checkbox"/> Writing mechanics | <input type="checkbox"/> Spelling | <input type="checkbox"/> Math computation |
| <input type="checkbox"/> Math problem solving | <input type="checkbox"/> Math facts | <input type="checkbox"/> Speaking skills |
| <input type="checkbox"/> Understanding directions, lecture, discussions or demonstrations (listening comprehension) | | |
| <input type="checkbox"/> Other/ Comments: _____ | | |

Part 2 – Behavioral information – Rate each item.

	Usually	Sometimes	Seldom/Never	N/A
On time for class				
Brings necessary materials				
Turns in completed assignments				
Turns in assignments on time				
Willing to make-up assignments				
Follows teacher's directions				
Attends to lecture/discussion				
Participates in class discussions				
Stays on-task during work time				
Appropriate peer interactions				
Appropriate teacher interactions				

Part 3 – Student's Strengths / Other Comments: _____

Teacher's Signature: _____ **Date:** _____

Classroom / Academic Observation Checklist – Pre-school / Kindergarten

Student: _____ Grade: ____ Teacher/Location: _____
 Observer: _____ Date: _____ Time: _____ Activity: _____

Directions: First, identify the area(s) of concern in the box below. Your observation should focus on the identified area(s). During the observation, place a check mark next to the behaviors that are listed within each domain that correlates with the noted area(s) of concern. These checklists are not exhaustive, so you may want make notes regarding other additional behavior observed, including strengths and behaviors which may interfere with the student’s learning. In order to obtain a full and accurate picture of the student’s performance, it may be necessary to observe the student more than once, possibly in different settings and at different times of the day. If a child 3-5 years old is not yet in a public school program, observations should be conducted in the child’s natural environment or early intervention program.

Check area(s) of concern for SLD evaluation:			
<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Basic Reading	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Math Calculation
<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Written Expression	<input type="checkbox"/> Math Problem Solving

Academic Skills

Language (Oral Expression, Listening Comprehension, Basic Reading - Phonemic Awareness) - - Student has:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty re-telling what has just been said
<input type="checkbox"/> Difficulty modulating voice (e.g., too soft, too loud)	<input type="checkbox"/> Slow/halting speech, using fillers (e.g., uh, you know, um)
<input type="checkbox"/> Difficulty naming people or objects	<input type="checkbox"/> Difficulty with pronouncing words
<input type="checkbox"/> Difficulty staying on topic	<input type="checkbox"/> Difficulty rhyming
<input type="checkbox"/> Difficulty in explaining things (e.g. feelings, ideas) due to lack of vocabulary, articulation, and/or grammar skills	<input type="checkbox"/> Difficulty with phonemic awareness tasks (e.g., saying initial sounds, saying sounds of words, saying words fast)
<input type="checkbox"/> Difficulty understanding instructions or directions	<input type="checkbox"/> Limited interest in books or stories

Notes:

Reading (Basic Reading, Reading Comprehension, Reading Fluency) - - Student has:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty reading short, irregular sight words
<input type="checkbox"/> Difficulty identifying sounds	<input type="checkbox"/> Difficulty retelling what has been read
<input type="checkbox"/> Difficulty blending sounds into words	<input type="checkbox"/> Difficulty with retention of new vocabulary
<input type="checkbox"/> Difficulty reading short, regular words	<input type="checkbox"/> Difficulty demonstrating comprehension of sentences/stories

Notes:

Written Language (Written Expression) - - Student has	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty with drawing familiar shapes
<input type="checkbox"/> Difficulty with holding writing instruments	<input type="checkbox"/> Difficulty with naming, copying or writing letters
<input type="checkbox"/> Difficulty copying / tracing	<input type="checkbox"/> Frequent letter, number, and symbol reversals

Notes:

Preschool / Kindergarten - Pg. 2

Math (Math Calculation, Math Problem Solving) - - Student has:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty in recognizing numbers
<input type="checkbox"/> Difficulty counting aloud	<input type="checkbox"/> Difficulty in comparing relative size (e.g. numbers, objects)
<input type="checkbox"/> Difficulty in one-to one correspondence when counting objects	<input type="checkbox"/> Difficulty in matching number symbol to corresponding objects

Notes:

Functional Skills

Social Emotional (All Areas) - - Student has:	
<input type="checkbox"/> Age appropriate skills	<input type="checkbox"/> Difficulty with self-control when frustrated.
<input type="checkbox"/> Difficulty ‘joining in’ and maintaining positive social status in a peer group.	<input type="checkbox"/> Difficulty using other students as models to cue self on appropriate behavior
<input type="checkbox"/> Difficulty with sharing (e.g., objects, teacher’s time)	

Notes:

Attention (All Areas) - - Student has	
<input type="checkbox"/> Age appropriate skills	<input type="checkbox"/> Difficulty sustaining attention in work or play activities

Notes:

Gross and Fine Motor Skills (All Areas) - - Student:	
<input type="checkbox"/> Has age appropriate skills	<input type="checkbox"/> Demonstrates poor ability to color or write ‘within the lines’
<input type="checkbox"/> Appears awkward and clumsy, dropping, spilling, or knocking things over	<input type="checkbox"/> Grasps writing instruments awkwardly, resulting in poor handwriting, drawing
<input type="checkbox"/> Has trouble with buttons, zippers, hooks, snaps and tying shoes	<input type="checkbox"/> Has difficulty using small objects or items that demand precision (e.g., legos, puzzle pieces, scissors)
<input type="checkbox"/> Creates art work that is immature for age	<input type="checkbox"/>

Notes:

Summary:

Classroom / Academic Observation Checklist – Grades 1 - 4

Student: _____ Grade: ____ Teacher/Location: _____
 Observer: _____ Date: _____ Time: _____ Activity: _____

Directions: First, identify the area(s) of concern in the box below. Your observation should focus on the identified area(s). During the observation, place a check mark next to the behaviors that are listed within each domain that correlates with the noted area(s) of concern. These checklists are not exhaustive, so you may want make notes regarding other additional behavior observed, including strengths and behaviors which may interfere with the student’s learning. In order to obtain a full and accurate picture of the student’s performance, it may be necessary to observe the student more than once, possibly in different settings and at different times of the day.

Check area(s) of concern for SLD evaluation:			
<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Basic Reading	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Math Calculation
<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Written Expression	<input type="checkbox"/> Math Problem Solving

Academic Skills

Language (Oral Expression, Listening Comprehension, Basic Reading - Phonemic Awareness) - - Student has:	
<input type="checkbox"/> Grade appropriate	<input type="checkbox"/> Difficulty re-telling what has just been said
<input type="checkbox"/> Difficulty modulating voice (e.g., too soft, too loud)	<input type="checkbox"/> Slow/halting speech, using fillers (e.g., uh, you know, um)
<input type="checkbox"/> Difficulty naming people or objects	<input type="checkbox"/> Difficulty with pronouncing words
<input type="checkbox"/> Difficulty staying on topic	<input type="checkbox"/> Difficulty rhyming
<input type="checkbox"/> Difficulty in explaining things (e.g. feelings, ideas) due to use of imprecise language and limited vocabulary	<input type="checkbox"/> Difficulty with phonemic awareness tasks (e.g., saying initial sounds, saying sounds of words, saying words fast)
<input type="checkbox"/> Difficulty understanding instructions or directions	<input type="checkbox"/> Poor grammar or misuses words in conversation
<input type="checkbox"/> Inserts malapropisms into conversation	<input type="checkbox"/> Difficulty with pragmatic skills (e.g., understands the relationship between speaker and listener, staying on topic, making inferences)

Notes:

Reading (Basic Reading, Reading Comprehension, Reading Fluency) - - Student has:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Slow oral reading skills that may interfere with comprehension
<input type="checkbox"/> Difficulty identifying sounds, blending sounds into words	<input type="checkbox"/> Difficulty retelling what has been read
<input type="checkbox"/> Difficulty reading regular words	<input type="checkbox"/> Difficulty with retention of new vocabulary
<input type="checkbox"/> Difficulty reading irregular sight words	<input type="checkbox"/> Difficulty demonstrating comprehension of sentences/stories
<input type="checkbox"/> Difficulty when reading sentences; may frequently lose place, omit words, insert words, substitute words, guess from initial sounds, reverse words, make self-corrections	<input type="checkbox"/>

Notes:

Grades 1 to 4 – Pg. 2

Written Language (Written Expression) - - Student has:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Frequent reversals of letters and numbers
<input type="checkbox"/> Difficulty with holding writing instruments	<input type="checkbox"/> Uneven spacing between letters and words, has trouble staying 'on the line'
<input type="checkbox"/> Messy and incomplete writing, with many cross-outs and erasures	<input type="checkbox"/> Inaccurate copying skills (e.g., confuses similar-looking letters and numbers)
<input type="checkbox"/> Difficulty remembering shapes of letters and numbers	<input type="checkbox"/> Poor and inconsistent spelling
<input type="checkbox"/> Difficulty proofreading and self-correcting work	<input type="checkbox"/> Complete written assignments

Notes:

Math (Math Calculation, Math Problem Solving) - - Student has:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty with comparisons
<input type="checkbox"/> Difficulty with simple counting and one-to-one correspondence between number and objects	<input type="checkbox"/> Difficulty telling time or conceptualizing the passage of time
<input type="checkbox"/> Difficulty counting by other numbers (2's, 5's, 10's)	<input type="checkbox"/> Difficulty solving one-step word problems
<input type="checkbox"/> Difficulty estimating quantity (e.g., quantity, value)	<input type="checkbox"/> Difficulty solving facts and longer operations

Notes:

Functional Skills

Social Emotional (All Areas) - - Student has:	
<input type="checkbox"/> Age appropriate skills	<input type="checkbox"/> Difficulty with self-control when frustrated.
<input type="checkbox"/> Difficulty 'joining in' and maintaining positive social status in a peer group.	<input type="checkbox"/> Difficulty using other students as models to cue self on appropriate behavior
<input type="checkbox"/> Difficulty in 'picking up' on other people's moods/feelings	<input type="checkbox"/> Difficulty knowing how to share/express feelings
<input type="checkbox"/> Difficulty detecting or responding appropriately to teasing	<input type="checkbox"/> Difficulty dealing with group pressure, embarrassment and unexpected challenges
<input type="checkbox"/> Difficulty in understanding the social hierarchy (students, teachers, administrators) of school	<input type="checkbox"/> Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem

Notes:

Attention (All Areas) - - Student has:	
<input type="checkbox"/> Age appropriate skills	<input type="checkbox"/> Difficulty sustaining attention in work or play activities
<input type="checkbox"/> Difficulty organizing tasks and activities	<input type="checkbox"/> Difficulty with losing things that are necessary for tasks
<input type="checkbox"/> Difficulty with remembering daily/routine activities	<input type="checkbox"/> Difficulty by being easily distracted

Notes:

Grades 1 to 4 – Pg. 3

Gross and Fine Motor Skills (All Areas) - - Student:	
<input type="checkbox"/> Has age appropriate skills	<input type="checkbox"/> Demonstrates poor ability to color or write ‘within the lines’
<input type="checkbox"/> Appears awkward and clumsy, dropping, spilling, or knocking things over	<input type="checkbox"/> Grasps writing instruments awkwardly, resulting in poor handwriting, drawing
<input type="checkbox"/> Has trouble with buttons, zippers, hooks, snaps and tying shoes	<input type="checkbox"/> Has difficulty using small objects or items that demand precision (e.g., legos, puzzle pieces, scissors)
<input type="checkbox"/> Creates art work that is immature for age	<input type="checkbox"/> Has limited success with games and activities that demand eye-to-hand coordination (e.g. musical instruments, sports)

Notes:

Other Notes or Observed Behavior - - Student:	
<input type="checkbox"/> Confuses left and right	<input type="checkbox"/> Is slow to learn new games and master puzzles
<input type="checkbox"/> Often loses things	<input type="checkbox"/> Has difficulty generalizing or applying skills from one situation to another
<input type="checkbox"/>	<input type="checkbox"/>

Notes:

Summary:

Classroom / Academic Observation Checklist – Grades 5 - 8

Student: _____ Grade: ____ Teacher/Location: _____
 Observer: _____ Date: _____ Time: _____ Activity: _____

Directions: First, identify the area(s) of concern in the box below. Your observation should focus on the identified area(s). During the observation, place a check mark next to the behaviors that are listed within each domain that correlates with the noted area(s) of concern. These checklists are not exhaustive, so you may want make notes regarding other additional behavior observed, including strengths and behaviors which may interfere with the student’s learning. In order to obtain a full and accurate picture of the student’s performance, it may be necessary to observe the student more than once, possibly in different settings and at different times of the day.

Check area(s) of concern for SLD evaluation:			
<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Basic Reading	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Math Calculation
<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Written Expression	<input type="checkbox"/> Math Problem Solving

Academic Skills

Language (Oral Expression, Listening Comprehension, Basic Reading - Phonemic Awareness) - - Student:	
<input type="checkbox"/> Has grade appropriate skills	<input type="checkbox"/> Has difficulty re-telling what has just been said
<input type="checkbox"/> Has difficulty modulating voice (e.g., too soft, too loud)	<input type="checkbox"/> Inserts malapropisms into conversation
<input type="checkbox"/> Difficulty naming people or objects	<input type="checkbox"/> Difficulty with pronouncing words
<input type="checkbox"/> Difficulty staying on topic	<input type="checkbox"/> Poor grammar or misuses words in conversation
<input type="checkbox"/> Has difficulty in explaining things (e.g. feelings, ideas) due to use of imprecise language and limited vocabulary	<input type="checkbox"/> Difficulty with pragmatic skills (e.g., understands the relationship between speaker and listener, staying on topic, making inferences)
<input type="checkbox"/> Has difficulty understanding instructions or directions	<input type="checkbox"/> Has slow/halting speech, using fillers (e.g., uh, you know, um)

Notes:

Reading (Basic Reading, Reading Comprehension, Reading Fluency) - - Student has:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty retelling what has been read
<input type="checkbox"/> Difficulty reading grade level sight words	<input type="checkbox"/> Difficulty with retention of new vocabulary
<input type="checkbox"/> Difficulty reading common words seen in school/community	<input type="checkbox"/> Difficulty demonstrating literal comprehension of sentences/stories
<input type="checkbox"/> Difficulty when reading sentences; may frequently lose place, omit words, insert words, substitute words, guess from initial sounds, reverse words, make self-corrections	<input type="checkbox"/> Difficulty demonstrating inferential comprehension of stories and connections between stories
<input type="checkbox"/> Slow oral reading skills that may interfere with comprehension	<input type="checkbox"/>

Notes:

Grades 5 to 8 – Pg. 2

Written Language (Written Expression) - - Student has:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty proofreading and self-correcting work
<input type="checkbox"/> Messy and incomplete writing, with many cross-outs and erasures	<input type="checkbox"/> Poor and inconsistent spelling
<input type="checkbox"/> Uneven spacing between letters and words, has trouble staying 'on the line'	<input type="checkbox"/> Difficulty developing ideas in writing so written work is incomplete and too brief.
<input type="checkbox"/> Inaccurate copying skills (e.g., confuses similar-looking letters and numbers)	<input type="checkbox"/> Difficulty completing written assignments

Notes:

Math (Math Calculation, Math Problem Solving) - - Student has:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty with comparisons (e.g., less than, greater than)
<input type="checkbox"/> Difficulty counting by single digit numbers, 10's 100's	<input type="checkbox"/> Difficulty telling time or conceptualizing the passage of time
<input type="checkbox"/> Difficulty aligning numbers resulting in computation errors	<input type="checkbox"/> Difficulty solving word problems
<input type="checkbox"/> Difficulty estimating quantity (e.g., quantity, value)	<input type="checkbox"/> Difficulty solving facts and longer operations
<input type="checkbox"/> Difficulty interpreting / creating charts and graphs	<input type="checkbox"/> Difficulty understanding / applying measurement concepts

Notes:

Functional Skills

Social Emotional (All Areas) - - Student has:	
<input type="checkbox"/> Age appropriate skills	<input type="checkbox"/> Difficulty with self-control when frustrated.
<input type="checkbox"/> Difficulty 'joining in' and maintaining positive social status in a peer group.	<input type="checkbox"/> Difficulty using other students as models to cue self on appropriate behavior
<input type="checkbox"/> Difficulty in 'picking up' on other people's moods/feelings	<input type="checkbox"/> Difficulty knowing how to share/express feelings
<input type="checkbox"/> Difficulty detecting or responding appropriately to teasing	<input type="checkbox"/> Difficulty dealing with group pressure, embarrassment and unexpected challenges
<input type="checkbox"/> Difficulty in understanding the social hierarchy (students, teachers, administrators) of school	<input type="checkbox"/> Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem
<input type="checkbox"/> Difficulty with 'getting to the point' (e.g., gets bogged down in details in conversation)	

Notes:

Grades 5 to 8 – Pg. 3

Attention (All Areas) - - Student has:	
<input type="checkbox"/> Age appropriate skills	<input type="checkbox"/> Difficulty sustaining attention in work or play activities
<input type="checkbox"/> Difficulty organizing tasks and activities	<input type="checkbox"/> Difficulty with losing things that are necessary for tasks
<input type="checkbox"/> Difficulty with remembering daily/routine activities	<input type="checkbox"/> Difficulty by being easily distracted
<input type="checkbox"/> Fails to pay close attention to details or makes careless mistakes in schoolwork or other activities	

Notes:

Gross and Fine Motor Skills (All Areas) - - Student:	
<input type="checkbox"/> Has age appropriate skills	<input type="checkbox"/> Has limited success with games and activities that demand eye-to-hand coordination (e.g. musical instruments, sports)
<input type="checkbox"/> Appears awkward and clumsy, dropping, spilling, or knocking things over	<input type="checkbox"/> Grasps writing instruments awkwardly, resulting in poor handwriting, drawing

Notes:

Other Notes or Observed Behavior - - Student:	
<input type="checkbox"/> Confuses left and right	<input type="checkbox"/> Is slow to learn new games and master puzzles
<input type="checkbox"/> Often loses things	<input type="checkbox"/> Has difficulty generalizing or applying skills from one situation to another
<input type="checkbox"/> Finds it hard to judge speed and distance	<input type="checkbox"/> Has trouble reading charts and maps
<input type="checkbox"/> Is disorganized and poor at planning	<input type="checkbox"/> Has difficulty listening and taking notes at the same time

Notes:

Summary:

Classroom / Academic Observation Checklist – Grades 9 - 12

Student: _____ Grade: ____ Teacher/Location: _____
 Observer: _____ Date: _____ Time: _____ Activity: _____

Directions: First, identify the area(s) of concern in the box below. Your observation should focus on the identified area(s). During the observation, place a check mark next to the behaviors that are listed within each domain that correlates with the noted area(s) of concern. These checklists are not exhaustive, so you may want make notes regarding other additional behavior observed, including strengths and behaviors which may interfere with the student’s learning. In order to obtain a full and accurate picture of the student’s performance, it may be necessary to observe the student more than once, possibly in different settings and at different times of the day.

Check area(s) of concern for SLD evaluation:			
<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Basic Reading	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Math Calculation
<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Written Expression	<input type="checkbox"/> Math Problem Solving

Academic Skills

Language (Oral Expression, Listening Comprehension, Basic Reading - Phonemic Awareness) - - Student:	
<input type="checkbox"/> Has grade appropriate skills	<input type="checkbox"/> Has difficulty re-telling what has just been said
<input type="checkbox"/> Has difficulty modulating voice (e.g., too soft, too loud)	<input type="checkbox"/> Inserts malapropisms into conversation
<input type="checkbox"/> Confuses words with others that sound familiar	<input type="checkbox"/> Difficulty with pronouncing words
<input type="checkbox"/> Difficulty staying on topic	<input type="checkbox"/> Poor grammar or misuses words in conversation
<input type="checkbox"/> Has difficulty in explaining things (e.g. feelings, ideas) due to use of imprecise language and limited vocabulary	<input type="checkbox"/> Difficulty with pragmatic skills (e.g., understands the relationship between speaker and listener, staying on topic, making inferences)
<input type="checkbox"/> Has difficulty understanding instructions or directions	<input type="checkbox"/> Has slow/halting speech, using fillers (e.g., uh, you know, um)

Notes:

Reading (Basic Reading, Reading Comprehension, Reading Fluency) - - Student has:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty retelling what has been read
<input type="checkbox"/> Difficulty reading content area sight words	<input type="checkbox"/> Difficulty with retention of new vocabulary
<input type="checkbox"/> Difficulty reading common words seen in school/community	<input type="checkbox"/> Difficulty demonstrating literal comprehension of sentences/stories
<input type="checkbox"/> Difficulty when reading sentences; may frequently lose place, omit words, insert words, substitute words, guess from initial sounds, reverse words, make self-corrections	<input type="checkbox"/> Difficulty demonstrating inferential comprehension of stories and connections between stories/ideas
<input type="checkbox"/> Slow oral reading skills that may interfere with comprehension	<input type="checkbox"/>

Notes:

Grades 9 to 12 – Pg. 2

Written Language (Written Expression) - - Student has:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty proofreading and self-correcting work
<input type="checkbox"/> Messy and incomplete writing, with many cross-outs and erasures	<input type="checkbox"/> Poor and inconsistent spelling
<input type="checkbox"/> Uneven spacing between letters and words, has trouble staying 'on the line'	<input type="checkbox"/> Difficulty developing ideas in writing so written work is incomplete and too brief.
<input type="checkbox"/> Inaccurate copying skills (e.g., confuses similar-looking letters and numbers)	<input type="checkbox"/> Difficulty completing written assignments

Notes:

Math (Math Calculation, Math Problem Solving) - - Student has:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty with comparisons (e.g., less than, greater than)
<input type="checkbox"/> Difficulty counting by single digit numbers, 10's 100's	<input type="checkbox"/> Difficulty telling time or conceptualizing the passage of time
<input type="checkbox"/> Difficulty aligning numbers resulting in computation errors	<input type="checkbox"/> Difficulty solving word problems
<input type="checkbox"/> Difficulty estimating quantity (e.g., quantity, value)	<input type="checkbox"/> Difficulty solving facts and longer operations
<input type="checkbox"/> Difficulty interpreting / creating charts and graphs	<input type="checkbox"/> Difficulty understanding / applying measurement concepts

Notes:

Functional Skills

Social Emotional (All Areas) - - Student has:	
<input type="checkbox"/> Age appropriate skills	<input type="checkbox"/> Difficulty with self-control when frustrated.
<input type="checkbox"/> Difficulty 'joining in' and maintaining positive social status in a peer group.	<input type="checkbox"/> Difficulty using other students as models to cue self on appropriate behavior
<input type="checkbox"/> Difficulty in 'picking up' on other people's moods/feelings	<input type="checkbox"/> Difficulty knowing how to share/express feelings
<input type="checkbox"/> Difficulty detecting or responding appropriately to teasing	<input type="checkbox"/> Difficulty dealing with group pressure, embarrassment and unexpected challenges
<input type="checkbox"/> Difficulty in understanding the social hierarchy (students, teachers, administrators) of school	<input type="checkbox"/> Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem
<input type="checkbox"/> Difficulty with 'getting to the point' (e.g., gets bogged down in details in conversation)	

Notes:

Grades 9 to 12 – Pg. 3

Attention (All Areas) - - Student has:	
<input type="checkbox"/> Age appropriate skills	<input type="checkbox"/> Difficulty sustaining attention in work or play activities
<input type="checkbox"/> Difficulty organizing tasks and activities	<input type="checkbox"/> Difficulty with losing things that are necessary for tasks
<input type="checkbox"/> Difficulty with remembering daily/routine activities	<input type="checkbox"/> Difficulty by being easily distracted
<input type="checkbox"/> Fails to pay close attention to details or makes careless mistakes in schoolwork or other activities	

Notes:

Gross and Fine Motor Skills (All Areas) - - Student:	
<input type="checkbox"/> Has age appropriate skills	<input type="checkbox"/> Has limited success with games and activities that demand eye-to-hand coordination (e.g. musical instruments, sports)
<input type="checkbox"/> Appears awkward and clumsy, dropping, spilling, or knocking things over	<input type="checkbox"/> Grasps writing instruments awkwardly, resulting in poor handwriting, drawing

Notes:

Other Notes or Observed Behavior - - Student:	
<input type="checkbox"/> Confuses left and right	<input type="checkbox"/> Is slow to learn new games and master puzzles
<input type="checkbox"/> Often loses things	<input type="checkbox"/> Has difficulty generalizing or applying skills from one situation to another
<input type="checkbox"/> Finds it hard to judge speed and distance	<input type="checkbox"/> Has trouble reading charts and maps
<input type="checkbox"/> Is disorganized and poor at planning	<input type="checkbox"/> Has difficulty listening and taking notes at the same time

Notes:

Summary:

Worksheet for Charting Patterns of Strengths and Weaknesses

	Academic achievement with respect to grade-level expectations.		Academic achievement with respect to age-level expectations.	Classroom performance with respect to grade-level expectations.				Age-appropriate functional / intellectual skills
	Progress monitoring, CBM screening or criterion-referenced assessments	MEAP	Norm-referenced achievement tests	Curriculum assessments	Grades	Teacher report	Classroom observation	Observation, interviews, IQ assessment
Basic Reading	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W
Reading Fluency	S N W	S N W	S N W	S N W	S N W	S N W	S N W	
Reading Comp.	S N W	S N W	S N W	S N W	S N W	S N W	S N W	
Math Calc.	S N W	S N W	S N W	S N W	S N W	S N W	S N W	
Math Prob. Solving	S N W	S N W	S N W	S N W	S N W	S N W	S N W	
Written Express.	S N W	S N W	S N W	S N W	S N W	S N W	S N W	
Oral Express.	S N W	S N W	S N W	S N W	S N W	S N W	S N W	
Listening Comp.	S N W	S N W	S N W	S N W	S N W	S N W	S N W	

S = Strength

N = Neither Strength/Weakness

W = Weakness

Area(s) of Strength (at least 3 'S' checks for each area): _____

Area(s) of Weakness (at least 4 'W' checks for each area, including at least 1 individually administered academic achievement assessment): _____

Suggested Guidelines for Determining Strengths and Weakness

Assessment Type	Strength	Weakness
Progress monitoring	Meeting / exceeding aimline	Falling below aimline for at least 4 consecutive weeks on most recent tests.
CBM (Benchmark) screening	At 'benchmark' level or above grade-level median score if using local norms.	At 'at-risk' level or below 10 th percentile if using local norms.
Criterion-referenced assessment	Skills at or above grade level	Skills well below grade level
MEAP	Level 1 or Level 2	Level 3 or Level 4
Norm-referenced tests (Achievement, IQ)	Percentile rank \geq 30	Percentile rank \leq 9
Curriculum assessments	Scores \geq 80%	Scores \leq 60%
Grades	A / B or 'meets / exceeds' expectations	D / E or 'does not meet' expectations
Teacher report	Based upon professional judgment of teacher in comparing student to others in classroom.	Based upon professional judgment of teacher in comparing student to others in classroom.
Observations – Academic	Student demonstrates average understanding of academic content in comparison to other students in classroom.	Student demonstrates that s/he does not understand the academic content.
Observations/Interviews/Scales - Functional	Student demonstrates typical functional skills in comparison to other students the same age or in the same grade. Percentile rank on scale \geq 30.	Most of the student's functional skills appear to be well below average in comparison to other students the same age or in the same grade. Percentile rank on scale \leq 9.

Examples of Published Assessments

(This is not a complete list)

Assessment Type	Examples:
Progress monitoring, Benchmark screening	DIBELS, AIMSweb, Yearly Progress Pro, EdCheckup
Criterion-referenced assessments	Brigance
Norm-referenced achievement tests	WRMT-2/NU, Key Math 3, KTEA-2, PIAT-2/NU, WIAT-2, WJ-3/NU, DAB-3, OWLS, GORT-4, TERA-3, TEMA-3, TOWL-4, TOLD:P-4, TOLD:I-4, TWS-4, CASL, CELF-4
IQ tests	WISC-4, WAIS-4, KABC-2, KAIT-2, CTONI-2, KBIT-2, WASI
Curriculum assessments aligned with CE's and classroom instruction	District assessments, Classroom assessments
Adaptive/functional behavior scales	Adaptive Behavior Evaluation Scale-2, Adaptive Behavior Inventory, AAMR Adaptive Behavior Scale-School, Vineland Adaptive Behavior Scales-2

Worksheet to Determine Appropriate Instruction

	Elements of Instruction	Evidence of Effectiveness	Other Evidence of Effectiveness
What	Documented curriculum	School district has a written curriculum that is aligned with State content expectations.	<p>At least 80% of all of the school district's students within a grade are meeting district or state standards after being instructed with the district's core instructional program.</p> <p>At least 80% of students using an intervention within the school have showed improved progress.</p> <p>Observations of interventions during the evaluation period indicate that they are being implemented with fidelity.</p>
	Core/intervention curriculum materials	Materials systematically teach and review skills and have scientific-research evidence of effectiveness. (See Worksheet for Evaluating Explicit Instruction and Systematic Curriculum)	
	Reading	Instruction emphasizes the following big ideas: phonemic awareness, phonics, fluency, vocabulary and comprehension.	
	Math	Instruction emphasizes the following big ideas: conceptual understanding, computational and procedural fluency, fact fluency and problem solving skills.	
	Writing	Instruction emphasizes the following areas: basic mechanics and conventions, the content aspects of writing that convey meaning, and higher-level cognitive processes involved in planning and revising.	
	Oral Expression	Instruction emphasizes the use of syntax, semantics and morphology.	
	Listening Comprehension	Instruction emphasizes the understanding of syntax, semantics and morphology.	
Who	Teacher Qualifications	Teacher meets NCLB highly qualified standards and has been trained to use the curriculum materials.	
How	Instructional techniques/strategies	When teaching new skills, teacher uses explicit instructional techniques. (See Worksheet for Evaluating Explicit Instruction and Systematic Curriculum)	
	Differentiated/tiered instruction	Students are provided with the appropriate intensity of instruction to meet their individual needs. All students receive core instruction, some students receive targeted, strategic instruction, and a few students receive targeted intensive instruction.	
	Fidelity of instructional implementation	There is documentation that the core and intervention programs are implemented with fidelity. (See Program/Instruction Fidelity Checklist)	
	Assessments / Use of data	School screens all students three times a year to assess their progress. Students receiving strategic interventions are assessed weekly/monthly with formative assessments (e.g., progress monitoring tests) and students receiving intensive interventions (through general or special education) are assessed weekly. Schools regularly use assessment data to evaluate their instructional programs and modify accordingly.	

EXCLUSIONARY FACTORS WORKSHEET

Specific Learning Disability

Mark each exclusionary factor. Each factor must be ruled out as the PRIMARY FACTOR for the student's inability to progress in the general education curriculum.	Yes	No
1. Lack of instruction in essential components of reading and math		
Does information obtained during assessment indicate lack of appropriate instruction in reading and math as the determinant factor in this student's inability to progress in the general education curriculum? Report Page _____	<input type="checkbox"/>	<input type="checkbox"/>
2. Limited English Proficiency		
Answer the following questions	<input type="checkbox"/>	<input type="checkbox"/>
• Is there a language other than English spoken by this student?	<input type="checkbox"/>	<input type="checkbox"/>
• Is there a language other than English spoken by the student's home?	<input type="checkbox"/>	<input type="checkbox"/>
• Are there any specific dialect or cultural influences that would affect the student's ability to speak or understand English?	<input type="checkbox"/>	<input type="checkbox"/>
Is limited English proficiency the primary reason for the student's deficit scores? Rpt. Page _____	<input type="checkbox"/>	<input type="checkbox"/>
3. Cognitive Impairment		
<i>Document all information gathered in assessment that would exclude cognitive impairment as the determinant factor for this student's academic deficits.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Do you have evidence, through interviews, observations and/or testing that the student has a cognitive impairment? Report Page _____	<input type="checkbox"/>	<input type="checkbox"/>
4. Emotional Impairment		
<i>Document all information gathered in assessment that would exclude emotional impairment as the determinant factor for this student's academic deficits.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student exhibit emotional difficulties that interfere with learning?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student have a medical history and/or school history of emotional difficulties?	<input type="checkbox"/>	<input type="checkbox"/>
Is emotional disturbance the primary reason for the student's deficit scores? Rpt. Page _____	<input type="checkbox"/>	<input type="checkbox"/>
5. Vision, Hearing, or Motor Impairments		
<i>Document all information gathered in assessment that would exclude vision, hearing, or motor impairments as the determinant factor for this student's academic deficits.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Do vision screening results indicate concern?	<input type="checkbox"/>	<input type="checkbox"/>
• Do hearing screening results indicate concern?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student have a history of significantly delayed motor development?	<input type="checkbox"/>	<input type="checkbox"/>
Is visual, hearing or motor disability the primary reason for the student's deficit scores? Rpt. Pg. ____	<input type="checkbox"/>	<input type="checkbox"/>
6. Environmental, Cultural, or Economic Disadvantage		
<i>Document all information gathered in assessment that would exclude environmental, cultural, or economic disadvantage as the determinant factor for this student's academic deficits.</i>	<input type="checkbox"/>	<input type="checkbox"/>
a. Lack of Opportunity		
• Does the assessment data indicate that lack of opportunity to learn due to environmental, cultural or economic disadvantage is not the cause of the student's academic deficits?	<input type="checkbox"/>	<input type="checkbox"/>
b. Motivational Factors		
• Does the student attempt classroom assignments and/or homework?	<input type="checkbox"/>	<input type="checkbox"/>
• If no, is the student's performance on grade level during classroom activities?	<input type="checkbox"/>	<input type="checkbox"/>
• Are group achievement scores consistent with the student's grades?	<input type="checkbox"/>	<input type="checkbox"/>
• Does information gathered indicate lack of motivation is the determinant factor?	<input type="checkbox"/>	<input type="checkbox"/>
c. Situational Trauma		
• Has the student's academic performance fallen dramatically within the last 6-12 months?	<input type="checkbox"/>	<input type="checkbox"/>
• Is there knowledge of any situations within the student's family that would contribute to a drop in academic performance?	<input type="checkbox"/>	<input type="checkbox"/>
• Does information gathered indicate situational trauma is the determinant factor?	<input type="checkbox"/>	<input type="checkbox"/>
d. Attendance		
• Does the student have a high absentee rate either due to illness, disciplinary issues or other factors?	<input type="checkbox"/>	<input type="checkbox"/>
• Does information gathered indicate that absences are the determinant factor?	<input type="checkbox"/>	<input type="checkbox"/>
Are environmental, cultural or economic disadvantage the primary reason for the student's academic deficits? Report page _____	<input type="checkbox"/>	<input type="checkbox"/>

INITIAL EVALUATION REPORT (SLD) - EXAMPLE

Student: _____ Date of Birth: _____
Grade: _____ Dates of Evaluation: _____
Teacher: _____ Age: _____
School: _____ Parent/Guardian: _____
Report Date: _____

1. Multidisciplinary Evaluation Team Members:

2. Reason for Evaluation:

3. Purpose of Evaluation:

The evaluation will address five major considerations:

1. Assess the student's rate of academic progress to meet age or grade level content expectations when using a process based on the student's response to scientific, research-based intervention (RtI) and/or identify a pattern of strengths and weaknesses in the student's classroom performance, achievement on tests, or both relative to age, grade level content expectations or intellectual development.
2. Use the assessment results to identify if the student's performance is inadequate for the student's age or to meet grade level content expectations.
3. Verify that any underachievement is not primarily the result of a lack of appropriate instruction or due to other factors/disabilities.
4. If there is a learning disability determine whether it adversely affects the student's educational performance to the point that special education is necessary.
5. Use the evaluation information to assist in planning future appropriate interventions.

4. Evaluation Information Used in this Report (Select/add appropriate information and elaborate)

Examples:

1. State/district achievement test data
2. School achievement test data (e.g., screening tests, curriculum tests)
3. Classroom data (e.g., grades, work samples, test data)
4. Assessments/scales administered for this evaluation.
5. Information on the student's instructional program in reading, math and other areas of concern.
6. Information on the intervention programs and strategies used, including teacher qualifications and fidelity assurances.
7. Information on repeated progress monitoring or other formative assessments in the area(s) of concern.
8. Documentation of parent notification.
9. Parent input.
10. Teacher reports.
11. Medical information.

12. Information on cultural, environmental and economic factors that may impact the student's academic performance.
13. Observation of academic performance and behavior in the area(s) of concern.
14. Attendance data and other pertinent school history information.

5. Documentation of parental notification on the evaluation request and their due process rights:

If an Rtl process was used to determine eligibility, the parent had to be also notified about:

1. The State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided.
2. Strategies for increasing the student's rate of learning.
3. The parent's right to request an evaluation.

6. Parent input (possible items to address):

How well the student understands and follows directions in home chores, running errands, conveying phone messages

When is the student most/least attentive

Academic skill performed independently, e.g., reading game directions, earning/handling money, writing messages, computer skills, completing projects

Social, behavioral, adaptive skills

Medical or psychological background

Cultural, ethnic and family background

7. Teacher input (possible items to address):

Participation in class discussion

Ability to attend to task

Academic, social and behavioral strengths/concerns

Work initiation and completion rates

Other factors that may be enhancing or limiting academic performance

Student interests

ASSURANCES OF ADEQUATE LEARNING EXPERIENCES AND INSTRUCTION IN READING, MATH AND OTHER AREAS OF ACADEMIC CONCERN:

8. Core instructional programs

Name of core reading program:

Evidence of effectiveness;

Schedule for teaching core reading program:

Fidelity assurances:

Qualifications of teacher:

Name of core math program:

Evidence of effectiveness;

Schedule for teaching core math program:

Fidelity assurances:

Qualifications of teacher:

Other Core Instruction Programs:

Subject:
Name of core programs:
Evidence of effectiveness;
Schedule for teaching core written expression programs:
Fidelity assurances:
Qualifications of teacher:

9. Tier 1 Interventions (Differentiated Instruction):

Type of Intervention	Length of time in place	Effect of intervention on student's performance in the classroom	Grade

10. Tier 1 Assessments:

Include or attach any CBM reading, math or writing benchmark assessment results. Other assessment results to include are from district achievement tests, state achievement tests, and report card data.

STUDENT'S RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTIONS

11. Tier 2 interventions (Show for each academic area of concern.)

Focus area:
Student's grade during intervention:
Name of intervention(s):
Evidence of effectiveness:
Starting date and length of intervention:
Schedule for intervention:
Intervention group size:
Fidelity assurances:
Effect of intervention on student's performance:

Focus area:
Student's grade during intervention:
Name of intervention(s):
Evidence of effectiveness:
Starting date and length of intervention:
Schedule for intervention:
Intervention group size:
Fidelity assurances:
Effect of intervention on student's performance:

12. Tier 2 Assessments:

Include or attach any progress monitoring data or intervention program test data.

13. Tier 3 Interventions (Show for each academic area of concern.)

- Focus area:
- Student’s grade during intervention:
- Name of intervention(s):
- Evidence of effectiveness:
- Starting date and length of intervention:
- Schedule for intervention:
- Intervention group size:
- Fidelity assurances:
- Effect of intervention on student’s performance:

- Focus area:
- Student’s grade during intervention:
- Name of intervention(s):
- Evidence of effectiveness:
- Starting date and length of intervention:
- Schedule for intervention:
- Intervention group size:
- Fidelity assurances:
- Effect of intervention on student’s performance:

14. Tier 3 Assessments:

Include or attach any progress monitoring data or intervention program test data.

15. Other Assessment Data (achievement tests, IQ tests, functional skills, etc.):

Assessment Type	Examples:
Criterion-referenced or diagnostic assessments	Brigance, DRA-2
Norm-referenced achievement tests	WRMT-2/NU, Key Math 3, KTEA-2, PIAT-2/NU, WIAT-2, WJ-3/NU, DAB-3, OWLS, GORT-4, TERA-3, TEMA-3, TOWL-4, TOLD:P-4, TOLD:I-4, TSW-4, CASL, CELF-4
IQ tests	WISC-4, WAIS-4, KABC-2, KAIT-2, CTONI-2, KBIT-2, WASI
Adaptive/functional behavior scales	Adaptive Behavior Evaluation Scale-2, Adaptive Behavior Inventory, AAMR Adaptive Behavior Scale-School, Vineland Adaptive Behavior Scales-2

IF DOING RTI:

16. Summary of Response to Intervention Data:

IF DOING S&W:

17. Charting Patterns of Strengths and Weaknesses

	Academic achievement with respect to grade-level expectations.		Academic achievement with respect to age-level expectations.	Classroom performance with respect to grade-level expectations.				Age-appropriate functional / intellectual skills
	Progress monitoring, CBM screening or criterion-referenced assessments	MEAP	Norm-referenced achievement tests	Curriculum assessments	Grades	Teacher report	Classroom observation	Observation, interviews, IQ assessment
Basic Reading	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W
Reading Fluency	S N W	S N W	S N W	S N W	S N W	S N W	S N W	
Reading Comp.	S N W	S N W	S N W	S N W	S N W	S N W	S N W	
Math Calc.	S N W	S N W	S N W	S N W	S N W	S N W	S N W	
Math Prob. Solving	S N W	S N W	S N W	S N W	S N W	S N W	S N W	
Written Express.	S N W	S N W	S N W	S N W	S N W	S N W	S N W	
Oral Express.	S N W	S N W	S N W	S N W	S N W	S N W	S N W	
Listening Comp.	S N W	S N W	S N W	S N W	S N W	S N W	S N W	

S = Strength

N = Neither Strength/Weakness

W = Weakness

Area(s) of Strength (at least 3 'S' checks for each area): _____

Area(s) of Weakness (at least 4 'W' checks for each area, including at least 1 individually administered academic achievement assessment): _____

18. Summary of Strengths and Weaknesses Data:

19. Exclusionary factors (address the following factors and state if any underachievement is primarily due or not primarily due to any of these):

- Visual, hearing or motor disability
- Mental retardation
- Emotional disturbance
- Cultural factors
- Environmental or economic disadvantage
- Limited English proficiency
- Poor attendance

20. Observation data and the relationship of observed behavior to the student's academic functioning:

21. Summary (address the following items):

1. Is there underachievement, and if there is, were adequate learning experiences and instruction appropriate for age and grade level standards provided?
2. If using Rtl, was there a slow rate of progress (or no progress) to the scientific, research-based intervention?
3. If using Patterns of S&W, was there a pattern of strengths and weaknesses in performance, achievement, or both relevant to determination of SLD?
4. If there is underachievement, does it have an adverse impact to the point that the student needs special education in order to benefit from education?

RE-EVALUATION REPORT

Report Date: _____

Student: _____

Prepared By: _____

School: _____

Birth date: _____

Grade: _____ Eligibility: _____

Subsections: _____

Current Evaluation Data:

Reading Data Summary: (attach any data graphs, charts, reports)

Math Data Summary: (attach any data graphs, charts, reports)

Written Expression Data Summary: (attach any data graphs, charts, reports)

Behavior Data Summary: (attach any data graphs, charts, reports)

Medical Data Summary:

Parent /Student Notification and Input

Teacher Input:

Strengths:

Areas in Need of Improvement:

Strategies/Programs used:

Observation:

Exclusionary Factors:

NA (if checked)

Other:

RE-EVALUATION REPORT WITH EXAMPLES

Report Date: _____

Student: _____

Prepared By: _____

School: _____

Birth date: _____

Grade: _____ **Eligibility:** _____

Subsections: _____

Current Evaluation Data:

Reading Data Summary: (attach any data graphs, charts, reports)

Examples: Progress monitoring or benchmark data (DIBELS, AIMSweb), curriculum-based measurement data, criterion-referenced assessment data, achievement test results, and classroom data.

Math Data Summary: (attach any data graphs, charts, reports)

Examples: Progress monitoring or benchmark data, curriculum-based measurement data, criterion-referenced assessment data, achievement test results, and classroom data.

Written Expression Data Summary: (attach any data graphs, charts, reports)

Examples: Progress monitoring or benchmark data, curriculum-based measurement data, criterion-referenced assessment data, achievement test results, and classroom data.

Behavior Data Summary: (attach any data graphs, charts, reports)

Examples: SWIS data, local data on office referrals, suspensions, behavior checklists, classroom observations, teacher-collected data (frequency counts, time sampling).

Medical Data Summary:

Examples: Overall health, medication, hearing test results, vision test results

Parent /Student Notification and Input

Document notification and summarize information gathered from parent and/or student interviews.

Teacher Input:

Strengths:

Academic, work habits, social behavior.

Areas in Need of Improvement:

Academic, work habits, social behavior.

Strategies/Programs used:

List programs / strategies that had the most success.

Observation:

Summarize observation data obtained during instruction in the area of disability.

Exclusionary Factors:

NA (if checked) Address any visual, hearing or motor impairment, cognitive impairment, emotional impairment, autism spectrum disorder, or environmental (including attendance), cultural or economic disadvantage.

Other:

INSERT SLD Coversheet

Technical Assistance

PLAAFP

The evaluation provides the basis for further instruction by establishing the **present level of academic achievement and functional performance (PLAAFP)**, which includes:

1. Data and other specific descriptive information on the student's current academic performance, indicating both strengths and areas of need.
2. Data and other specific descriptive information on functional skills, including behavior, communication, motor, daily living or other skills related to school and age appropriate activities.
3. Defining specific needs that are a priority for the student's learning or support in the general education program.
4. Describing the impact of the characteristics of the student's disability on his/her performance and access to the general education curriculum and setting which will lead to decisions on supports, accommodations and modifications that are necessary for the student's participation in general education instruction and activities.

OBSERVATION

An observation conducted during any early intervening period may be used and must be properly documented by the evaluation team. If, however, an observation has not been conducted prior to the referral and request for evaluation or additional observation data is needed, the evaluation team must conduct an observation and must properly document the observation.

An observation:

- must address academic performance and behavior;
- must be conducted in the child's learning environment as determined by the evaluation team;
- must be conducted in the general education setting unless the child is less than school age or out of school

The observation must be scheduled at a time when the child is engaged in the specific area of need identified in the evaluation plan. Existing observations must have been conducted while the child was engaged in the specific area of need identified in the evaluation plan.

The federal regulations and the MARSE do not prescribe the type of observation to be conducted; the following methods may be appropriate:

- behavioral observation procedures that result in quantifiable results (e.g., event recording, the sampling, interval recording);
- methods that relate student's classroom behavior to instructional conditions;
- informal or anecdotal recordings that address referral questions, instructional practice, and instructional fidelity.

These observations may also help to document that appropriated instruction was provided, and will assist in recommending instructional changes. Observations across instructional settings (e.g., different classes) are especially valuable, as are observations by different team members.

Local Guidance for Determining SLD Eligibility: Using ‘patterns of strengths and weaknesses’

1. The new regulations (300.309(a)(2)(ii) state: “The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with 300.304 and 300.305.” (300.304 describes assessment requirements and 300.305 describes the evaluation planning process.)
2. Definitions:
 - a. Performance – actual performance in the classroom, as assessed by the students in-class assessment results, grades, teacher anecdotes and observations.
 - b. Achievement – results on curriculum-based measurement (e.g., DIBELS), criterion-referenced assessment (e.g., Brigance), norm-referenced (e.g., Woodcock-Johnson Achievement Tests), and state (MEAP) assessments.
 - c. Intellectual Development – the student’s cognitive and functional skills, as assessed by IQ tests, functional skill surveys, interviews and observations.
3. When to use ‘patterns of strengths and weaknesses’ to determine eligibility:
 - a. When a school does not have the capacity to implement Tier 3 interventions.
 - b. In learning disability areas in which the school does not have a three-tier intervention process. For example, a school may use the three-tier intervention process for reading and math, but not for writing, oral expression or listening comprehension.
 - c. In grades in which the school does not use a three-tier intervention process. For example, a school may use the three-tier process in grades K – 6, but not in grades 7 – 12.
4. Suggested requirements for using ‘patterns of strengths and weaknesses’ to determine SLD eligibility:
 - a. The school uses a scientifically, research-based core programs that was implemented with fidelity with the referred student.
 - b. The school tried differentiated instruction techniques with fidelity with the referred student for a period of 8 to 12 weeks.
 - c. The school tried a scientifically, research-based Tier 2 intervention that was implemented with fidelity with the referred student for at least 12 weeks.
 - d. During the Tier 2 intervention, the school used weekly progress monitoring to evaluate the effectiveness of the intervention and attempted to modify the intervention after each 3-4 weeks of poor progress.
 - e. That when using the ‘Charting the Patterns of Strengths and Weaknesses’ page, a student shall have a least 4 weak boxes checked and at least one other academic area considered a strength (with at least 3 boxes checked as being a strength) and/or the intellectual/functional box checked as a strength to be considered eligible for special education services. The IEP team shall determine if the student’s weakness warrant special education services.
5. Other notes:
 - a. When determining age-based achievement and performance, the evaluator should consider whether or not the student has received appropriate instruction for those age-based skills. For example, can a student retained in second grade be compared with third grade students if that student never received third grade instruction?
 - b. If the student’s weak areas are primarily in performance rather than in achievement (i.e., the student has the academic skill but does not do the work in the classroom), then the school should consider different types of interventions other than academic (e.g., motivation).
 - c. Probably the best way to actually ‘catch up’ the student’s academic skills with his peers is using a Tier 3 intervention (whether delivered in general education or special education) along with continued Tier 1 instruction.
 - d. If a student is placed into special education and the intent of the school is to catch the student up academically, the student’s instructional time for that area should not be reduced from what it was when the student was only receiving general education services.