

**DOCUMENTATION OF INTERVENTION/EVALUATION RESULTS  
(SPECIFIC LEARNING DISABILITY)**

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

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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.

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**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.

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**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.

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**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.

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**PLAN EVALUATION / EDUCATIONAL PROGRESS:**

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

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**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.

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**PLAN EVALUATION / INSTRUCTIONAL NEEDS:**

Summarize the student's needs in the areas of curriculum, instruction, and environment. Include a statement of

Student Name:

Grade:

Date:

D.O.B.:

***Documentation of Intervention/Evaluation Results Continued***

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.

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**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.