

Student Name:

Date:

D.O.B.:

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 Cognitive 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 CRITERIA

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

Student Name:

Date:

D.O.B.:

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)

- 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.

Student Name:

Date:

D.O.B.:

If using the model, complete this section.

IQ-Achievement Discrepancy:

Yes No NA 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)

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.

Basic reading skills Mathematical calculation Oral Expression

Reading fluency skills Mathematical problem solving Listening comprehension

Reading comprehension 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.

Yes No _____ Yes No _____

Yes No _____ Yes No _____

Yes No _____ Yes No _____

Yes No _____ Yes No _____

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