

Student Information

Name _____ Date of Birth _____ Grade _____ Teacher _____

Educational History:

Attendance: _____ Grade(s) retained: _____ ELL/reading or other support services: _____

Information from parent(s) concerning student's school history and progress: _____

CRITERION 1

Failure to meet age- or grade-level state standards in one of eight areas when provided appropriate instruction.

A. Check the area(s) in which the student did not meet the standard(s):

- | | | |
|--|---|--|
| <input type="checkbox"/> Oral Expression | <input type="checkbox"/> Basic Reading Skills | <input type="checkbox"/> Mathematics Calculation |
| <input type="checkbox"/> Listening Comprehension | <input type="checkbox"/> Reading Fluency Skills | <input type="checkbox"/> Mathematics Problem Solving |
| <input type="checkbox"/> Written Expression | <input type="checkbox"/> Reading Comprehension | |

B. List the source(s) of documentation of student performance (*examples: score report for state or district assessment, scores from universal screening measures, WIDA ACCESS or other English proficiency scores, norm-referenced assessment scores*)

Measure(s)	Date(s) Given	Student's Score(s)	Proficient Grade-Level/Standard Score(s) ^a
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

C. Has student's failure to meet state standards been discussed with parent(s)? ____ Yes ____ No

Explain: _____

CRITERION 2

Lack of sufficient progress in response to scientific, research-based intervention in the area(s) identified in Criterion 1

A. List the scientific, research-based specific intervention(s) used with the student (*e.g., direct instruction: word identification and error monitoring; strategy instruction in writing: editing and revision; multisensory instruction in math*), the dates implemented, how many times per week, and the length of each session. *Note the intervention(s) should have been recognized as scientific and research-based by the school district and/or a national resource.*

1. Intervention: _____ Dates: _____ – _____ Frequency: _____/week Duration: _____/session

Interventionist: _____ Title/Position: _____

Measure: _____ Baseline: _____ Goal score^a: _____ Goal rate of progress^{a,b}: _____/week

Weekly Scores: 1) _____ 2) _____ 3) _____ 4) _____ 5) _____ 6) _____ 7) _____ 8) _____ 9) _____ 10) _____ 11) _____ 12) _____ 13) _____ 14) _____ 15) _____

Student's rate of progress^a: _____/week Will student meet goal by the end of the current school year? ____ Yes ____ No

Outcome: _____

^a For students from cultural and/or linguistic minority populations, consider whether to compare this student's performance with that of "true" peers who are from the same language and/or cultural background.

^b If applicable for assessment type (i.e., curriculum-based measures).

CRITERION 2 (continued)

2. Intervention: _____ Dates: ____ - ____ Frequency: ____/week Duration: ____/session
 Interventionist: _____ Title/Position: _____
 Measure: _____ Baseline: _____ Goal score^a: _____ Goal rate of progress^{a,b}: ____/week
 Weekly Scores: 1) ____ 2) ____ 3) ____ 4) ____ 5) ____ 6) ____ 7) ____ 8) ____ 9) ____ 10) ____ 11) ____ 12) ____ 13) ____ 14) ____ 15) ____
 Student's rate of progress^a: ____/week Will student meet goal by the end of the current school year? ____ Yes ____ No
 Outcome: _____

3. Intervention: _____ Dates: ____ - ____ Frequency: ____/week Duration: ____/session
 Interventionist: _____ Title/Position: _____
 Measure: _____ Baseline: _____ Goal score^a: _____ Goal rate of progress^{a,b}: ____/week
 Weekly Scores: 1) ____ 2) ____ 3) ____ 4) ____ 5) ____ 6) ____ 7) ____ 8) ____ 9) ____ 10) ____ 11) ____ 12) ____ 13) ____ 14) ____ 15) ____
 Student's rate of progress^a: ____/week Will student meet goal by the end of the current school year? ____ Yes ____ No
 Outcome: _____

CRITERION 3

Findings are not primarily the result of a visual, hearing, or motor disability, an intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency.

A. Information from parent(s) concerning visual, hearing, or motor disability, an intellectual disability, emotional disturbance, medical conditions, cultural factors, environmental or economic disadvantage, or limited English proficiency:

B. Does the student have any educationally relevant medical conditions that affect school progress: ____ Yes ____ No
 If **yes**, explain the medical conditions and their effects on school outcomes here:

C. Does the student have an Intellectual Disability? ____ Yes ____ No
 If **yes**, do not complete this form and instead refer to the requirements for eligibility on the basis of Intellectual Disability.

D. State the evidence showing whether the student displays any of the following and check the box if it is the PRIMARY factor responsible for the poor performance

- Visual impairment: _____

- Hearing impairment: _____

- Motor disability: _____

- Emotional disturbance: _____

^a For students from cultural and/or linguistic minority populations, consider whether to compare this student's performance with that of "true" peers who are from the same language and/or cultural background.

^b If applicable for assessment type (i.e., curriculum-based measures).

CRITERION 3 (continued)

- Environmental or economic disadvantage: _____

- Limited English proficiency: _____

Does the team agree that one or more of the above factors affect the student's school success, but there is evidence that none of these factors are the PRIMARY factor responsible for the poor performance? ___ Yes ___ No

If **yes**, explain here how evidence of a Specific Learning Disability is above and beyond the factors identified:

E. Are there cultural factors that could explain the student's lack of school progress? ___ Yes ___ No

If **yes**, does the team agree that cultural factors affect the student's school success, but there is evidence of a Specific Learning Disability (SLD) above and beyond the presence of the cultural factors? ___ Yes ___ No

If **yes**, explain the cultural factors here:

CRITERION 4

Underachievement is not due to lack of appropriate instruction in reading^c or math.

A. Information from parents about the student's school history and access to reading and math instruction:

B. What core academic instructional program(s) (e.g., materials and methods) were provided to the student with fidelity in the area(s) of concern? _____

C. Provide the percentage(s) of students^a in the same grade as the referred student meeting the proficiency benchmark in the most recent universal screening assessment:

<i>Grade Level</i>	<i>Measure</i>	<i>Proficient Grade-Level/Standard Score(s)</i>	<i>% of Grade Proficient</i>	<i>Date</i>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

D. Provide the name(s) of teacher(s) who implemented the core instruction:

E. Was the instruction adequate:

In **reading**^c? ___ Yes ___ No

In **math**? ___ Yes ___ No

If the determinant factor for this student is lack of instruction in reading or math, then the child must not be determined to be a child with a disability (see 300.306).

^a For students from cultural and/or linguistic minority populations, consider whether to compare this student's performance with that of "true" peers who are from the same language and/or cultural background.

^c Effective reading instruction should include elements that teach five critical areas of literacy: phonemic awareness; phonics; vocabulary development; reading fluency, including oral reading skills; and reading comprehension strategies (ESEA §1208 (3) and the National Reading Panel, 2000).

CRITERION 5**Observation(s) of student in the learning environment documents academic performance and behavior in areas of difficulty.**

A. Provide details of the observation(s) conducted in the student's learning environment. This might include one or more classroom settings.

<i>Date(s)</i>	<i>Content Area(s)</i>	<i>Teacher(s)</i>	<i>Observation Method(s) & Results</i>

B. Attach detailed descriptions or reports of the observation(s).

CRITERION 6**Specific documentation for eligibility determination includes required components.**

A. This criterion is met by filling out this form accurately and completely **and** attaching relevant related documents. The team must decide **both** whether (a) the student has a specific learning disability and (b) whether the student is eligible for special education services. Regarding identification of a specific learning disability, the team can make one of three decisions:

- 1. Based on the data provided with this worksheet, the team determines that the student **has** a specific learning disability.
- 2. As specified in IDEA [34 C.F.R. Section 300.309(c)], the parent(s) and school district can agree to extend the timeline for initial evaluation beyond 60 days.^d
- 3. Based on the data provided with this worksheet, the team determines that the student does not have a specific learning disability.

B. Based on the data provided with this worksheet, the team determines that the student:

- 1. **is** eligible for special education services.
- 2. **is not** eligible for special education services.

C. If this student does not have an SLD and/or is not eligible for special education, what are the planned steps for meeting this student's current learning needs (e.g. differentiation in Tier 1 core instruction, additional Tier 2 or 3 intervention):

D. Signatures

1. The following team participants **agree** with the above-stated findings and results:

<i>Printed Name</i>	<i>Signature</i>	<i>Date</i>

2. The following team participants **DO NOT agree** with the above-stated findings and results (these individuals are encouraged to submit a statement and documentation of other findings):

<i>Printed Name</i>	<i>Signature</i>	<i>Date</i>

^d The extension must be documented in writing by the school district and include the reason(s) for the extension and the specific date by which the evaluation must be completed, and must be signed by both the parent(s) and a school district representative.