

# Specific Learning Disabilities

Eligibility Documentation Completion  
Technical Assistance Webinar

There are eight ARSD's that address SLD.

- 24:05:24:01.18 -SLD Defined
- 24:05:24:01.19 -Criteria for SLD
- 24:05:25.07 -Additional procedures for evaluating SLD
- 24:05:25:08 -Group members for SLD
- 24:05:25:11 -Observation for SLD
- 24:05:25:12 -Documentation of eligibility for SLD
- 24:05:25:13 -Group member to certify report in writing
- 24:05:25:13.01 -RTI model

These rules are the basis for the required content of the SLD eligibility form.

**DETERMINATION OF ELIGIBILITY/CONTINUED ELIGIBILITY  
ARSD 24:05:24:01 & 24:05:25**

<b>STUDENT NAME: XXX</b>		<b>SIMS:</b>
<b>PARENT/GUARDIAN NAME: XXX</b>		<b>MEETING DATE: XXX</b>
<b>SCHOOL DISTRICT: XXXX</b>	<b>SCHOOL: XXX</b>	
<b>DOB: XXX</b>	<b>AGE: XXX</b>	<b>GRADE: XXX</b>

Basis for making eligibility determination is drawn from a variety of sources, including aptitude and achievement, parent input and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior.

**Summary of Evaluation Reports**

Name of Measure or Assessment      Date Administered      Test Scores/Results

If you assessed for Other Health Impaired due to ADD/ADHD, document the ability score, achievement score(s), clinically significant score(s) from behavior checklists completed, and diagnosis from a school psychologist or medical doctor.

For a student suspected of having a Specific Learning Disability, document the ability score and achievement score(s) and the discrepancy score needed for eligibility based on the regression chart.

Think of this section as a look-at-a-glance. List the name of the test (acronym), date the test was administered, and the standard scores that will be used in determining eligibility. Each area required for evaluation (see "Evaluation Quick Reference Guide- Appendix #1) should be represented with assessment data in this area.

Best practice is to list ALL evaluations given and their test scores on this page

**DETERMINATION OF ELIGIBILITY/CONTINUED ELIGIBILITY**  
**ARSD 24:05:24:01 & 24:05:25**

STUDENT NAME: XXX			SIMS:
PARENT/GUARDIAN NAME: XXX			MEETING DATE: XXX
SCHOOL DISTRICT: XXXX		SCHOOL: XXX	
DOB: XXX	AGE: XXX		GRADE: XXX

Basis for making eligibility determination is drawn from a variety of sources, including aptitude and achievement, parent input and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior.

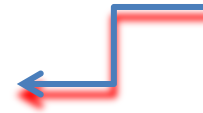
**Summary of Evaluation Reports**

<u>Name of Measure or Assessment</u>	<u>Date Administered</u>	<u>Test Scores/Results</u>
WISC-IV	2-4-16	FSIQ = 82 (Regression Score Needed = 71 or below)
WIAT-II	2-2-16	All achievement scores were above the standard score of 71
TOLD-I:4	2-20-116	Spoken Language Composite = 94

## Specific Learning Disabilities - 525

### 1. Check the appropriate box:

- Rtl criteria will be used to determine eligibility
- Discrepancy criteria will be used to determine eligibility

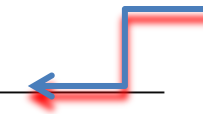


1. Check the appropriate box to indicate whether using Response to Intervention (Rtl) criteria or discrepancy criteria.

### 2. (Required for Rtl and Discrepancy)

Does the student achieve adequately for the student's age or to meet state-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or state- approved grade-level standards

Subject area	Does	Does not
Reading Comprehension	<input type="checkbox"/>	<input type="checkbox"/>
Basic Reading Skills	<input type="checkbox"/>	<input type="checkbox"/>
Reading Fluency Skills	<input type="checkbox"/>	<input type="checkbox"/>
Mathematic Calculation	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>
Written Expression	<input type="checkbox"/>	<input type="checkbox"/>
Oral Expression	<input type="checkbox"/>	<input type="checkbox"/>
Listening Comprehension	<input type="checkbox"/>	<input type="checkbox"/>



2. Must indicate if a student **Does or Does not** meet the state approved standards in **ONE or MORE** of the following areas (only skill areas assessed in).

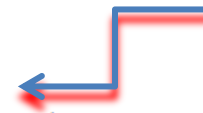
### (Required for Rtl Only)

- Based upon the data gathered, the evaluation team determines the student has not made sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified above when using a process based on the student's response to scientific, research-based interventions.

OR

### 3. (Required for Discrepancy Only)

- the student 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 team to be relevant to the identification of a specific learning disability in one or more of the areas identified above when using appropriate assessments.



3. If the student meets criteria in any of the areas of SLD this discrepancy box will be checked

1. Check the appropriate box:
  - Rtl criteria will be used to determine eligibility
  - Discrepancy criteria will be used to determine eligibility

2. ***(Required for Rtl and Discrepancy)***

Does the student achieve adequately for the student's age or to meet state-approved grade-level standards in one of more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or state- approved grade-level standards

Subject area	Does	Does not
Reading Comprehension	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Basic Reading Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reading Fluency Skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematic Calculation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mathematics Problem Solving	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written Expression	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oral Expression	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Listening Comprehension	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***(Required for Rtl Only)***

Based upon the data gathered, the evaluation team determines the student has not made sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified above when using a process based on the student's response to scientific, research-based interventions.

**OR**

3. ***(Required for Discrepancy Only)***

The student 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 team to be relevant to the identification of a specific learning disability in one or more of the areas identified above when using appropriate assessments.

This next section of the document is to be completed  
ONLY for SLD Initial Eligibility.

Please note:

In the reevaluation process an individual currently on an IEP in a different eligibility category, such as speech, would still need this portion of the eligibility document filled out if it was the  
FIRST TIME SLD HAS BEEN CONSIDERED

**The Following Section Required only for Initial Eligibility Determination**

**4i (Required for RtI and Discrepancy)**

Document data that demonstrates that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings by qualified personnel:

4i. Include a statement addressing the instruction by highly-qualified staff.

*(Required for RtI Only)*

Qualified Personnel:

- Tier I  II  III  Highly Qualified: Yes  No
- Tier I  II  III  Highly Qualified: Yes  No
- Tier I  II  III  Highly Qualified: Yes  No
- Tier I  II  III  Highly Qualified: Yes  No
- Tier I  II  III  Highly Qualified: Yes  No
- Tier I  II  III  Highly Qualified: Yes  No
- Tier I  II  III  Highly Qualified: Yes  No

5i. Information such as teacher reports and teacher-made tests, while helpful, are not best for this determination

**5i (Required for RtI and Discrepancy)**

Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents:

Data should be used to determine the effectiveness of a particular instructional strategy or program and should be provided to parent/guardians in order to keep them informed of their child's progress, so that they can support instruction and learning at home.

Composite score      Fall                      Winter                      Spring

\*Benchmark   \*\* Some risk   \*\*\*At risk/intensive

*(Required for RtI Only)*

Week 1:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 2:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 3:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>
Week 4:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 5:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 6:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>
Week 7:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 8:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 9:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>
Week 10:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 11:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 12:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>
Week 13:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 14:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 15:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>
Week 16:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 17:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 18:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>

\*Add additional data lines if needed

6i. Document the total number of days in the school year, days student was in attendance, and days absent.

**6i (Required for RtI and Discrepancy)**

Attendance Record:

School Year: Total days of school: Total days in attendance:  
Total days absent: Quarter 1: Quarter 2: Quarter 3: Quarter 4:

School Year: Total days of school: Total days in attendance:  
Total days absent: Quarter 1: Quarter 2: Quarter 3: Quarter 4:

**7i (Required for RtI and Discrepancy)**

A student may not be determined to be a student with a disability if the determinant factor is a lack of appropriate instruction.

Is the underachievement of the student due to the lack of instruction in:

- Yes  No – Reading
- Yes  No – Math

7i. Students whose lack of achievement can be attributed to a lack of appropriate instruction in reading and math **SHOULD NOT** be determined to have an SLD.



**The Following Section Required only for Initial Eligibility Determination**

**4i (Required for RtI and Discrepancy)**

Document data that demonstrates that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings by qualified personnel:

Sam has been receiving direct instruction interventions by highly-qualified, trained teachers since the beginning of the 2015-2016 school year.

**(Required for RtI Only)**

Qualified Personnel:

Tier I  II  III   Highly Qualified: Yes  No

Tier I  II  III   Highly Qualified: Yes  No

Tier I  II  III   Highly Qualified: Yes  No

Tier I  II  III   Highly Qualified: Yes  No

Tier I  II  III   Highly Qualified: Yes  No

Tier I  II  III   Highly Qualified: Yes  No

Tier I  II  III   Highly Qualified: Yes  No

**5i (Required for RtI and Discrepancy)**

Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents:

Progress was assessed through DIBELS probes and reported to parents on 9/22/2015 and 1/6/2016 through parent reports, in addition to information shared at parent-teacher conferences.

Composite score	Fall	Winter	Spring
	110*	125*	NA

\*Benchmark \*\* Some risk \*\*\*At risk/intensive

**(Required for RtI Only)**

Week 1:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 2:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 3:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>
Week 4:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 5:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 6:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>
Week 7:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 8:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 9:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>
Week 10:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 11:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 12:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>
Week 13:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 14:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 15:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>
Week 16:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 17:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>	Week 18:Date: <input type="checkbox"/>	Score: <input type="checkbox"/>

\*Add additional data lines if needed

**6i (Required for RtI and Discrepancy)**

Attendance Record:

School Year: 2015-2016 Total days of school: 109 Total days in attendance: 107

Total days absent: Quarter 1: 0 Quarter 2: 0 Quarter 3: 2 Quarter 4:     

School Year: 2014-2015 Total days of school: 175 Total days in attendance: 174

Total days absent: Quarter 1: 0 Quarter 2: 0 Quarter 3: 0 Quarter 4: 1

**7i (Required for RtI and Discrepancy)**

A student may not be determined to be a student with a disability if the determinant factor is a lack of appropriate instruction.

Is the underachievement of the student due to the lack of instruction in:

Yes  No – Reading

Yes  No – Math

**8. (Required for Discrepancy)**

- Observation of the student's performance in the regular classroom was done after the student has been referred for an evaluation.

**Observation:** Relevant behaviors, if any, noted during the observation of the student and relationship of those behaviors to academic functioning. The observation must occur in the student's learning environment (including regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty.

In the case of a student of less than school age or out of school, a group member must observe the student in an environment appropriate for a student of that age.

Observer: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Observation Comments:

**9. (Required for RtI and Discrepancy)**

Document educationally relevant medical findings:



8. The school district shall insure that the child's routine/ day-to-day learning environment ( the general classroom setting or other classroom if appropriate) is observed to document the child's academic performance and behavior in the area(s) of difficulty.

In the case of a child less than school age or out of school, a team member must observe the child in an environment appropriate for a child of that age.



The information should include :  
 The name of the observer;  
 The dates of the observation;  
 The location of the observation;  
 The summary of relevant behaviors, if any noted and the relationship of the behaviors to academic functioning.



9. The team must document any medical information including any medical diagnoses, health conditions or medications that may impact the child's education.

**8. (Required for Discrepancy)**

- ☒ Observation of the student's performance in the regular classroom was done after the student has been referred for an evaluation.

**Observation:** Relevant behaviors, if any, noted during the observation of the student and relationship of those behaviors to academic functioning. The observation must occur in the student's learning environment (including regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty.

In the case of a student of less than school age or out of school, a group member must observe the student in an environment appropriate for a student of that age.

Observer: XXX (School Psychologist)

Date of Observation: 10-10-15

Observation Comments:

Sam was observed during language arts class. When asked to read he stumbled over content specific and vocabulary words. It appeared he was uncomfortable reading out loud in a large group setting.

**9. (Required for RtI and Discrepancy)**

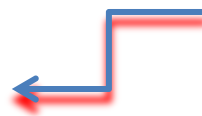
Document educationally relevant medical findings:

Sam is not known to have any medical conditions which would be expected to have an impact on his educational performance.

**10. (Required for RtI and Discrepancy)**

The evaluation team determines that the student's achievement level problem is/is not primarily the result of:

- is  Is Not - Visual, hearing or motor disabilities;
- is  Is Not - Cognitive disability;
- is  Is Not - Emotional disturbance;
- is  Is Not - Cultural factors;
- is  Is Not - Environmental or economic disadvantage;
- is  Is Not - Limited English proficiency.



10. If the evaluation team determines the child's lack of achievement can be attributed primarily to any of these factors, the child **SHOULD NOT** be identified as having an SLD. Such students may be served under other appropriate disability categories

*THIS SECTION SHOULD ONLY BE COMPLETED IF USING A STATE-APPROVED RESPONSE TO INTERVENTION MODEL AND RTI CRITERIA WILL BE USED TO DETERMINE ELIGIBILITY*

*If the student has participated in a process that assesses the student's response to scientific, research-based intervention document the following:*

The instructional strategies used in the RtI process that assesses the student's response to scientific, research-based intervention:

The student has participated in [ ] weeks of Tier 3 interventions. (At least two phases of Tier 3 interventions to consider eligibility)

Tier 3 supports include [ ] minutes of core reading instruction (to include flexible reading small group time) and [ ] minutes of intensive, individualized intervention. The frequency of the interventions is [ ] times per week.

Researched-based intervention strategies (please list by type, not name).

Name of Research-based Intervention strategy:

Duration of the intervention:

[ ]  
[ ]

[ ]  
[ ]

Universal Screening scores: Fall: [ ] Winter: [ ] Spring: [ ]

Actual rate of progress compared to benchmark standard: [ ]

Grade level benchmark standard for end of school year: [ ]

Desired Rate of Progress: [ ] Predicted Rate of Progress: [ ]

Is the Predicted Rate of Progress significantly below grade level expectations?  Yes  No

**10. (Required for RtI and Discrepancy)**

The evaluation team determines that the student's achievement level problem is/is not primarily the result of:

- is  Is Not - Visual, hearing or motor disabilities;
- is  Is Not – Cognitive disability;
- is  Is Not – Emotional disturbance;
- is  Is Not – Cultural factors;
- is  Is Not – Environmental or economic disadvantage;
- is  Is Not – Limited English proficiency.

*THIS SECTION SHOULD ONLY BE COMPLETED IF USING  
A STATE-APPROVED RESPONSE TO INTERVENTION MODEL  
AND RTI CRITERIA WILL BE USED TO DETERMINE ELIGIBILITY*

*If the student has participated in a process that assesses the student's response to scientific, research-based intervention document the following:*

The instructional strategies used in the RtI process that assesses the student's response to scientific, research-based intervention:

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Tier 3 supports include [ ] minutes of core reading instruction (to include flexible reading small group time) and [ ] minutes of intensive, individualized intervention. The frequency of the interventions is [ ] times per week.

Researched-based intervention strategies (please list by type, not name).

Name of Research-based Intervention strategy:

Duration of the intervention:

[ ]  
[ ]

[ ]  
[ ]

Universal Screening scores: Fall: [ ] Winter: [ ] Spring: [ ]

Actual rate of progress compared to benchmark standard: [ ]

Grade level benchmark standard for end of school year: [ ]

Desired Rate of Progress: [ ]

Predicted Rate of Progress: [ ]

Is the Predicted Rate of Progress significantly below grade level expectations?  Yes  No

**Specific Learning Disabilities - 525**

11.

List the adverse effects of the disability on student's educational performance:

11. For each area affected describe the impact of the disability on the students education performance.

12

Based upon the above information the team agrees the student:

- has a specific learning disability.
- does not have a specific learning disability.

12. The decision of whether a student has an SLD and requires special education is made by a group of individual, the student's IEP team, to include the student's parent/guardian(s) and a team of qualified professionals.

This report reflects my conclusions. If not, person(s) in disagreement will indicate such and must submit a separate statement.

Each member participating in the determination must provide a written certification that the documentation reflects that the IEP team members conclusion.

**Name**

**Position**

- |                                |                                   |
|--------------------------------|-----------------------------------|
| <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree |
| <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree |
| <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree |
| <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree |
| <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree |
| <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree |

If any member(s) disagree with the conclusion, a statement of that members(s) conclusion must also be included in the documentation

11. List the adverse effects of the disability on student's educational performance:

Sam's reading fluency skills are significantly below grade-level. His reading fluency rate with a grade level passage is significantly lower than his peers. This makes it difficult for Sam to comprehend what he is reading and to learn from text in the general classroom setting.

12. Based upon the above information the team agrees the student:

- has a specific learning disability.  
 does not have a specific learning disability.

This report reflects my conclusions. If not, person(s) in disagreement will indicate such and must submit a separate statement.

**Name**

**Position**

<u>Xxx</u>	<u>xxx</u>	<input checked="" type="checkbox"/> Agree	<input type="checkbox"/> Disagree
<u>xxx</u>	<u>xxx</u>	<input checked="" type="checkbox"/> Agree	<input type="checkbox"/> Disagree
<u>xxx</u>	<u>xxx</u>	<input checked="" type="checkbox"/> Agree	<input type="checkbox"/> Disagree
<u>xxx</u>	<u>xxx</u>	<input checked="" type="checkbox"/> Agree	<input type="checkbox"/> Disagree

**Other Factors Considered:**

A student may not be determined to be a student with a disability if the determinant factor is a lack of appropriate instruction.

Is the underachievement of the student due to the lack of instruction in:

- Yes  No – Reading  
 Yes  No – Math  
 Yes  No – English Proficiency

Listed is an overview of the required documentation for students being evaluated for Specific Learning Disability (SLD) only. The only requirement variation is if the evaluation is an initial or reevaluation. SLD documentation must be filled out in its entirety or it will be considered out of compliance.

1	Criteria used to determine eligibility
2.	Student does or does not achieve adequately
3.	Criteria chose by the IEP to determine eligibility
4i.	Initial & Reevaluation Documentation of data
5i.	Initial Data-Based Documentation
6i.	Initial Attendance Record
7i.	Initial Decision of Lack of Instruction in Reading or Math
8.	Observation
9.	Medical Findings
10.	Exclusionary Criteria
11.	Adverse Effects of the Disability on Student's Educational Performance (Second Prong of Eligibility)
12.	SLD Determination