

Specific Learning Disability Eligibility Determination

Name: ID#: Date of Birth:

Age: Grade: School/Site:

Date of Determination:

Method of Eligibility Determination:

- Response to Intervention
- Severe Discrepancy
- Other Alternative Research-based Procedures (specify):

<input type="radio"/> Yes <input type="radio"/> No	1. The child was provided appropriate instruction in regular education settings; and data-based documentation of achievement reflecting formal assessment of student progress during instruction was provided to the child's parents.
<input type="radio"/> Yes <input type="radio"/> No	2. The child does not achieve adequately for the child'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 child's age or State approved grade-level standards: <ul style="list-style-type: none"> <input type="checkbox"/> Written Expression <input type="checkbox"/> Oral Expression <input type="checkbox"/> Listening Comprehension <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Basic Reading Skills <input type="checkbox"/> Reading Fluency Skills <input type="checkbox"/> Math Problem Solving <input type="checkbox"/> Math Calculation
<input type="radio"/> Yes <input type="radio"/> No	3. The child does not make 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 child's response to scientific, research-based intervention; <ul style="list-style-type: none"> a. For a child that participated in a process that assesses the child's response to scientific, research-based intervention, the instructional strategies used and student-centered data are documented and the child's parents were notified about: <ul style="list-style-type: none"> · 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; · Strategies for increasing the child's rate of learning; · The parents' right to request and evaluation. <p style="text-align: center;">OR</p> 4. 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 34 CFR 300.304 and 300.305.

Name: ID#:

<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	5. The child meets criteria for a severe discrepancy between achievement and ability in one or more of the following areas: <div style="margin-left: 100px;"> <input type="checkbox"/> Written Expression <input type="checkbox"/> Oral Expression <input type="checkbox"/> Listening Comprehension <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Basic Reading Skills <input type="checkbox"/> Reading Fluency Skills <input type="checkbox"/> Math Problem Solving <input type="checkbox"/> Math Calculation </div>
<input type="radio"/> Yes <input type="radio"/> No	6. The observation(s) has been completed in each area of deficit and complies with state and federal regulations.
<input type="radio"/> Yes <input type="radio"/> No	7. Was there any relevant behavior noted during the observation? If yes, what is the relationship of the behavior to the child's academic functioning? <input style="width: 700px; height: 25px;" type="text"/>
<input type="radio"/> Yes <input type="radio"/> No	8. Are there any medical findings that are educationally relevant? If yes, describe: <input style="width: 700px; height: 25px;" type="text"/>
<input type="radio"/> Yes <input type="radio"/> No	9. The deficits identified are not primarily the result of a visual, hearing, or motor disability; intellectual disability; emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency.
<input type="radio"/> Yes <input type="radio"/> No	10. It is the determination of the group participants that this child has a specific learning disability as defined in state and federal regulations implementing IDEA as amended. The determination has been made in accordance with 34 CFR 300.306(c)(1).

Each Team Member must certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the group member must submit a separate statement presenting his or her conclusions.

Signature		
	Parent(s)	<input type="radio"/> Agree <input type="radio"/> Disagree
	Special Education Teacher	<input type="radio"/> Agree <input type="radio"/> Disagree
	General Education Teacher	<input type="radio"/> Agree <input type="radio"/> Disagree
	Local Education Agency Representative	<input type="radio"/> Agree <input type="radio"/> Disagree
	Individual qualified to conduct individual diagnostic examinations (School Psych, speech-language pathologist, or remedial reading teacher)	<input type="radio"/> Agree <input type="radio"/> Disagree
	Other (specify):	<input type="radio"/> Agree <input type="radio"/> Disagree