

**DOCUMENTATION OF INTERVENTION/EVALUATION RESULTS
(SPECIFIC LEARNING DISABILITY)
(Required as of the 2010-2011 School Year)**

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

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.

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 includes 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.

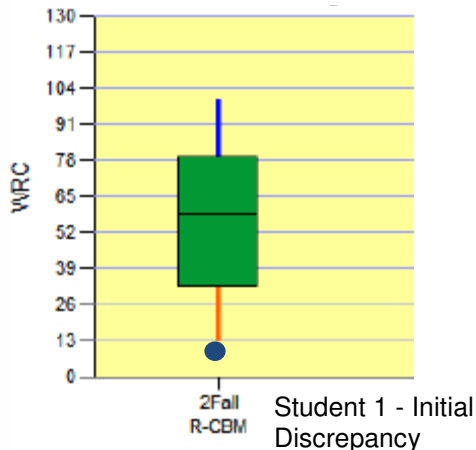
Notes:

Individual problem-solving should be completed before evaluating a student for a specific learning disability. Documentation from the individual problem-solving process will be included on this form for students who are evaluated for special education eligibility. Most districts will be looking for students who perform below the 10th percentile locally to target for an intensive and individualized Tier 3 intervention.

Examples:

Example 1-STRONG LEVEL OF EVIDENCE FOR EDUCATIONAL NEED

Initial discrepancy is a measure of educational need. Student 1 demonstrates an example of a student with **severe educational need**. Student 1 is a 2nd grade student whose score on the **Reading Curriculum Based Measurement probes at the fall benchmark** was at the **5th percentile** (10 words read correctly) when compared to peers in Student 1's School District. Student 1's score places him/her at **intensive risk of failure in reading defined as below the 10th percentile locally on universal screening**. An individual problem solving meeting and an intensive Tier 3 intervention were initiated.



Example 2- LESS COMPELLING EVIDENCE OF EDUCATIONAL NEED

Initial discrepancy is a measure of educational need. Student 2 is a 5th grade student who recently moved into Anywhere School District. Anywhere School District has **not collected local norms in the area of math** so they rely on ISAT performance as evidence of educational need. A review of records indicates that Student 2 performed **Below Basic Proficiency in the area of Math on ISAT** for the last 2 years.

In regards to social/emotional functioning, Student 2 has been disruptive during Language Arts, Math, and Science classes with the most frequent problems occurring during math. A review of records indicates that Student 2 had **12 office discipline referrals** in his previous district before moving to Anywhere School District. Anywhere School District is in the process of training staff on a more systematic process for collecting office discipline referrals. In the meantime, a standard of **6 or more office discipline referrals** is being used to identify students with intensive needs in the area of behavior and this standard was drawn from office discipline referral data collected throughout the country.

Example 3-LEAST COMPELLING EVIDENCE OF EDUCATIONAL NEED

Student 3 is a 7th grade student who receives special education services for reading. For the last 6 months, Student C has been receiving a supplemental, Tier 2 intervention for written language. During that time, Student 3's progress has been monitored once per month using the **district adopted writing rubric**. A variety of classroom assignments can be scored using that same writing rubric. **Student 3 earned an average score of 5 on the district adopted writing rubric**. The maximum score possible is 15. **Students in 7th grade are expected to earn a minimum score of 11**, and 87% of 7th grade students at Anywhere Middle School earn at least 11 points on the rubric.

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.

Notes:

Complete this section before a student is placed in an individualized, Tier 3 intervention.

Example 1-STRONG LEVEL OF EVIDENCE

Student 1 exhibits weaknesses in 4 out of the 5 big areas of reading including phonics, fluency, vocabulary, and comprehension. Curriculum-based assessments and informal tests from *Assessing Reading: Multiple Measures* (published by CORE) were used to validate concerns in each of the 4 big areas of reading. Student 1 is accurate and fluent with letter-sounds but inconsistent in generalizing this knowledge when s/he reads connected text. Student 1's discrepancy appears to be due primarily to skills deficits (can't do) rather than a performance deficit (won't do). When administered a placement test for Reading Mastery, the intervention used for Tier 3 intensive interventions, Student 1 placed at Level 1.

Example 1-LESS COMPELLING LEVEL OF EVIDENCE-BASED SOLELY ON CLASSROOM PERFORMANCE

Based on a review of Student 2's classroom work in math, Student 2 makes errors with all types of problems-addition, subtraction, multiplication, and division. Student 2's performance on classroom assessments involving more complex skills, such as problem solving, are impacted by her/his math computation skills. Student 2's behavior is discrepant from peers but because s/he is a recent move-in with skills deficits, the team will address his skills deficits and continue to monitor his/her behavior after s/he receives appropriate interventions.

Example 3-LEAST COMPELLING LEVEL OF EVIDENCE-BASED ON INTERVIEWS

Based on an interview with Student 3's teacher, Student 3 writes fluently but s/he has difficulty with a variety of writing conventions, including spelling and writing mechanics. S/he also has difficulty with organization and s/he doesn't provide the amount of detail expected of students in 7th grade. Student 3 reports that she finds it pretty easy to come up with ideas for writing but she has trouble with spelling and the "rules of writing."

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.

Notes:

Instructional Planning Forms (IPFs) can be used to document interventions. Sample IPFs are available to download as additional handouts. Sample IPFs are not related to Student 1, 2, and 3 cases. Be sure to include evidence of implementation integrity.

Example 1

See the Instructional Planning Forms attached that document Tier 1, Tier 2, and Tier 3 interventions that Student 1 has received for reading.

Example 2

See the Instructional Planning Form attached for a description of the Tier 3 math intervention that Student 2 will receive. Student 2 recently moved into the district and information about her/his previous interventions are not available. Because of the severity of his/her discrepancy in math skills, Student 2 will receive additional time for math instruction but s/he will not be included in the Tier 1 core math program.

Example 3

See the Instructional Planning Forms documenting Tier 1 and Tier 2 interventions that Student 3 has been receiving for written language. See the Instructional Planning Form attached for a description of the Tier 3 intervention that Student C will receive.

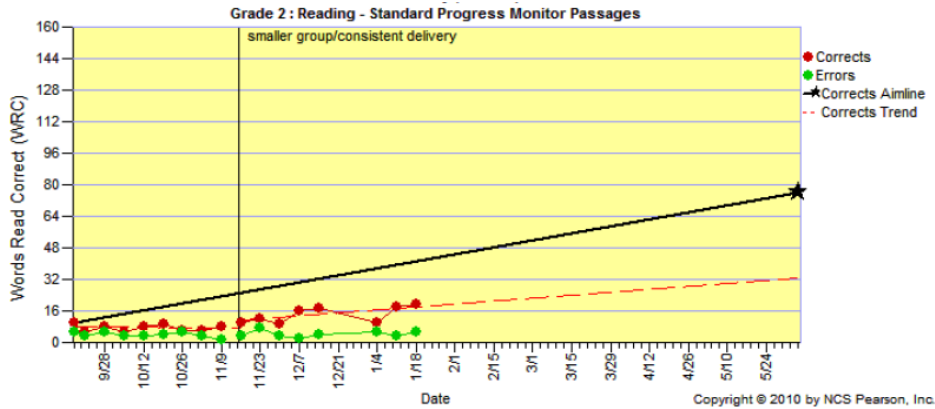
PLAN EVALUATION / EDUCATIONAL PROGRESS:

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

Notes:

Complete this section after the student has received an intensive Tier 3 intervention and before special education eligibility is considered.

Example 1-STRONG LEVEL OF EVIDENCE



Rates of Improvement:

Goal/Aim 1.8 wrc/week
Trend/Actual .7 wrc/week
Typical 1.3 wrc/week

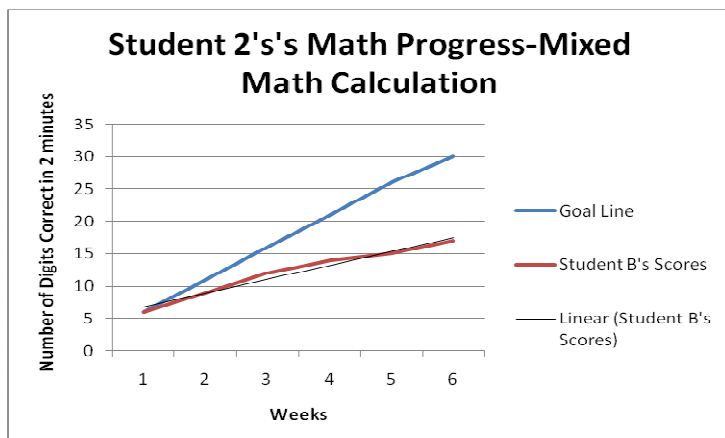
District decision rules for determining response to intervention or educational benefit:

- 1) Positive response-gap is closing between the target student's performance and their peers' performance; can extrapolate a point in which student's score will come within the range of peers, even if that takes up to 1 year
- 2) Questionable response-rate at which gap is widening slows considerably, but gap is still widening; gap stops widening but closure does not occur
- 3) Insufficient response-gap continues to widen with no change in rate

Student 1 has received an intensive Tier 3 intervention for the last 18 weeks and his/her progress has been monitored weekly on Grade 2 probes. Her/his goal was set at 76 words read correctly per minute. That score represents the second grade spring 25th percentile using local district norms. Despite intensive intervention, Student 1's reading progress was insufficient and this provides evidence that s/he is not benefiting from the intensive intervention. His/her rate of improvement (.1 wrc/week) was significantly less than her expected, goal rate of improvement (1.8 wrc/week) and the rate of improvement achieved by typical students (1.3 wrc/week). As a result, an intervention change occurred in mid November. At this time, the group was reduced from six children to three children. Another change that occurred was to ensure that Student 1 attended the intervention consistently. Because his/her intervention time overlapped with his/her speech therapy time, s/he only received the intervention four days per week. Student 1's speech therapy time was rescheduled. After this change, progress increased but still was not adequate. His/her actual rate of improvement (.7 wrc/week) is still significantly less than her expected, goal rate of improvement (1.8 wrc/week) and the rate of improvement of typical students (1.3 wrc/week).

The other students receiving this intensive reading intervention have made adequate progress and are closing the gap in reading with their peers.

Example 2-LESS COMPELLING-DOES NOT INCLUDE GOAL AND LOCAL DATA FOR RATE OF IMPROVEMENT

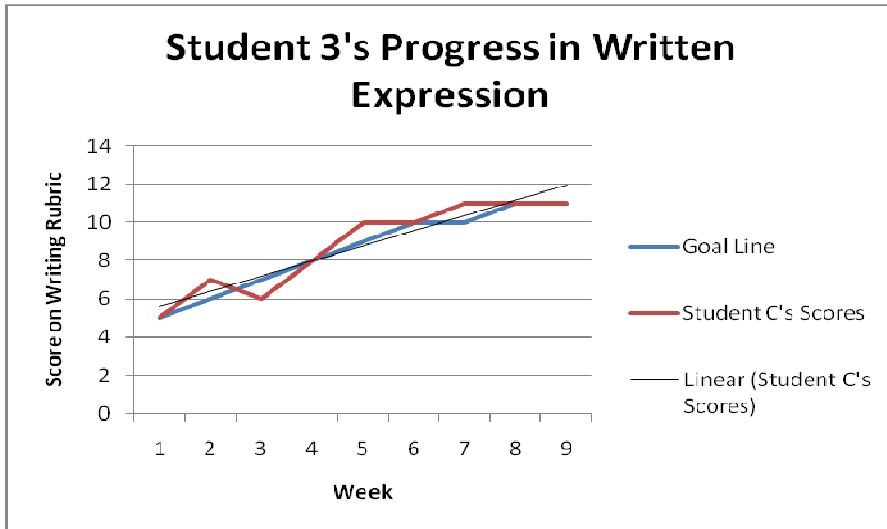


District decision rules for determining response to intervention or **educational benefit**:

- 1) Positive response-gap is closing between the target student's performance and their peers' performance; can extrapolate a point in which student's score will come within the range of peers, even if that takes up to 1 year
- 2) Questionable response-rate at which gap is widening slows considerably, but gap is still widening; gap stops widening but closure does not occur
- 3) Insufficient response-gap continues to widen with no change in rate

Student 2 has received an intensive Tier 3 intervention for the last 6 weeks and his/her progress has been monitored weekly on Grade 5 probes. His/her goal was set at 30 digits correct in 2 minutes on Mixed Math probes and that score is at the 25th percentile using local district norms. Despite intensive intervention, Student 2's math progress has been questionable. The gap is closing but if his progress continues at this rate he is not expected to score within the range of peers in the next year. His/her baseline score was 6 and the median for his last 3 scores was 15 digits correct in 2 minutes. These scores are **evidence that Student 2 is not benefiting enough from his educational interventions.**

Example 3-LEAST COMPELLING-NO DECISION MAKING CRITERIA; RUBRIC WITH UNKNOWN RELIABILITY AND VALIDITY



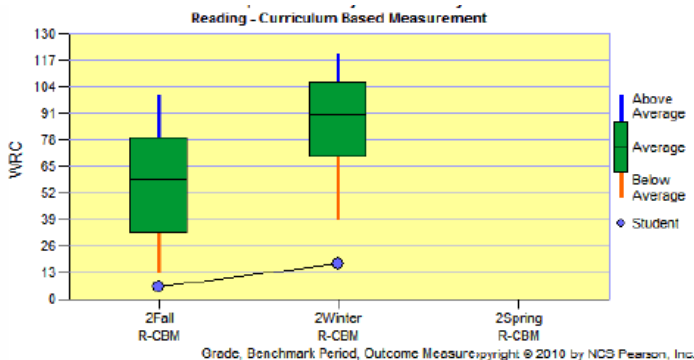
Student 3 has received an intensive Tier 3 intervention for the last 9 weeks and his/her progress has been monitored weekly using a district adopted writing rubric His/her goal was set at a score of 11 which is the score expected for students in 7th grade. With intensive intervention, Student 3's progress has been positive. His/her baseline score was 5 and their last 3 scores reached the target of 11. These scores are evidence that Student 3 is benefiting from her intensive interventions.

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.

Example 1-STRONG LEVEL OF EVIDENCE

Student 1 is a 2nd grade student who has been receiving an intensive, Tier 3 intervention for reading for the last 7 weeks. Student 1's progress has been monitored weekly using Curriculum-Based Measurement-Reading probes at his/her grade level and his/her median score for the last 3 probes is 17 words read correctly per minute. This score places Student 1's performance at the 7th percentile compared to peers in Anywhere School District. S/he has not reduced the discrepancy with peers, despite intensive intervention. **Student 1 continues to demonstrate a severe educational need.**



Student 1 - Discrepancy after Tier 2 and Tier 3 intervention

Student 3-LEAST COMPELLING

Student 3 is a 7th grade student who receives special education services for reading. For the last 9 weeks, s/he has been receiving an intensive, Tier 3 intervention for written language. During that time, Student 3's progress has been monitored weekly using a district adopted writing rubric. Student 3 reached the target score of 11 on the last 3 scores. These scores are evidence that Student 3 no longer has a severe educational need.

PLAN EVALUATION / INSTRUCTIONAL NEEDS:

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

Example 1-STRONG LEVEL OF EVIDENCE-NEEDS BASED ON DATA

Student 1 participates in whole group activities within the Reading Street program at the second grade level. Small group or individual work time is differentiated to his/her instructional level in reading by his/her classroom teacher in collaboration with the reading teacher. Student 1's instructional needs in reading are significantly greater than the needs of his/her peers in the general education classroom. Student 1's progress in the Tier 3 intervention (Reading Mastery) improved slightly when the group size was decreased and consistency of delivery ensured. To access grade level concepts, it is necessary for Student 1 to have increased opportunities to respond and to have the opportunity to have the concepts reviewed in a smaller group setting.

Example 2-LESS COMPELLING-LACKING DATA AS EVIDENCE FOR INSTRUCTIONAL NEEDS

Student 2 receives supplanted Tier 3 instruction for math. S/he is excluded from the core because s/he needs intensive instruction in basic math skills that are not part of the core math program for students in 5th grade. Based on observations during math instruction, Student 2 appears to have less behavioral problems in a small group setting and appears to benefit from a more individualized approach.

Example 3-NOT COMPELLING-FOCUSED SOLELY ON STUDENT, NO INFORMATION ABOUT INSTRUCTION, CURRICULUM, AND ENVIRONMENT

Student 3 has been diagnosed with Attention Deficit Hyperactivity Disorder and already meets criteria for a specific learning disability in the area of reading. Teachers report that Student 3 needs small group instruction because his/her needs cannot be met in a large group setting.

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.

Example

In an interview, Student 1's parents reported that English is the only language spoke at home.

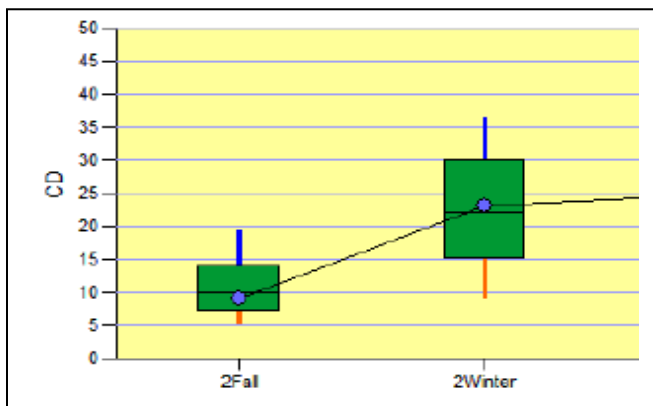
Student 1's attendance has been excellent. She has only missed an average of 1.5 days per school year and she has attended Anywhere School since Kindergarten.

An interview completed with her second grade teacher reinforced that Student 1's problems are due to a skill deficit rather than a performance deficit. Student 1's behaviors do not seem to be a primary cause for his/her academic skill deficits.

Universal screening data for behavior indicate no concerns with behavior.

A health screening, including vision and hearing screening, indicate no health concerns.

Student 1's scores on universal screening in math using the Math Curriculum Based Measurement at fall and winter benchmarking were at the 54th and 60th percentiles respectively.



**ELIGIBILITY DETERMINATION
(SPECIFIC LEARNING DISABILITY)
(Required as of the 2007-2008 School Year)**

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)

Note: Examples are provided to illustrate a range of circumstances.

Example 1: STRONG LEVEL OF EVIDENCE

The core reading program in Mountain View School District is Scott Foresman (2004). According to a review by **Oregon Reading First**, the program meets criteria for a comprehensive program addressing the five big areas of reading. To ensure fidelity of implementation, new teachers are provided a full-day training on the reading program, a Reading Specialist provides coaching support, and the principal conducts regular walk-throughs. Local data from the last 3 years indicate that the Scott Foresman program is effective for 85-90% of the elementary school population as demonstrated by data from ISAT. Student achievement information is reported to parents three time per year (reasonable intervals) using CBM-Reading. Student 1 has attended Cascade Elementary School since Kindergarten and his attendance has been good. In addition to core instruction, Student 1 has received additional support and reading practice using the supplemental materials that come with the Scott Foresman program and Tier 3 intensive instruction using an SRA Direct Instruction program, Corrective Reading. According to a report from the Florida Center for Reading Research, "the instructional content and design of *Corrective Reading* is consistent with Scientifically Based Reading Research. However, the existing research base provides only preliminary support for the program's efficacy." Reviews of student progress indicate that Corrective Reading benefits the majority of students at Cascade Elementary who receive that level of instruction. Reading CBM progress monitoring data show that most students receiving the intervention are reducing the gap between their performance and peers'.

Example 2: LESS COMPELLING-WEAKER CORE BUT STRONG TIER 3

Teachers in Happy Valley School District use guided reading and leveled books as their core program. Guided reading is an approach rather than a scientifically-validated program; however, routine principal walk-throughs using tools from the Florida Center for Reading Research indicate that teachers incorporate critical elements of effective reading instruction into their program. In addition, local data from ISAT demonstrate that the core program is effective for 80-90% of the elementary school population. At the current time, there is not a scientifically-validated Tier 2 intervention because teachers are using different approaches with materials that are unique to each school. In contrast, there is a validated Tier 3 reading program, Language! which was described by reviewers from the Florida Center for Reading Research as "an extremely thorough presentation of numerous reading, writing, and language arts strands, taught systematically in parallel fashion to children of all ages with delays in reading, writing, and/or language." Student 2 received instruction using a guided reading approach as well as Tier 3 instruction using the Language! program for the last 8 weeks. During Tier 3 instruction, Student 2 was in a group with 4 other students and data indicate that 3 out of the 5 students benefited from the program.

Example 3: LEAST COMPELLING-WEAK CORE AND WEAK INTERVENTIONS

Anywhere School District has adopted a balanced literacy approach that is described in a binder created by a committee of Reading Specialists in the district. Each teacher is provided a copy of the binder, new teachers are provided training in the balanced literacy approach adopted by the district, and all teachers have access to a wide selection of leveled reading materials. Although the core reading instruction lacks scientific evidence, program evaluation data from ISAT and Curriculum-Based Measurement-Reading indicate that 85-90% of students are successful in reading. The most common Tier 2 Reading Intervention is a repeated reading intervention implemented by paraeducators and parent volunteers. Students who need supplemental Tier 2 support are often provided with an additional 15 minutes of reading practice 3 times per week. Recent meta-analyses indicate that repeated reading interventions have little positive impact on reading achievement; however, teachers in Anywhere School District report improvement for students participating in the intervention for 6 months. Students who need Tier 3 intensive reading support remain in the core program and receive 45 minutes of additional small group reading instruction provided by the Reading Specialist assigned to their school. The Reading Specialists in Anywhere School District have shared resources and selected elements of different reading programs to match those components to the specific needs of their students. Since their approach is individualized and eclectic, scientific validation of their approach is lacking and fidelity of implementation is impossible to measure. Despite these concerns, it is the team's conclusion that lack of appropriate instruction in reading is a primary reason for Student 3's skill deficits.

	Yes	X	No
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Lack of appropriate instruction in math (Evidence Provided)

See examples above because similar criteria may be applied for math.

Strong Levels of Evidence:

- A scientifically-validated program, independent review of evidence
- Strong evidence that the program is implemented with fidelity-direct observations and permanent products
- Evidence that the majority of students are benefiting from the program-collected from repeated assessments of progress
- Evidence of effectiveness for core program is important, but evidence of effectiveness becomes even more critical for Tier 2 and Tier 3 interventions

Less Compelling Evidence:

- Evidence of effectiveness from field studies conducted by the publisher
- Self-reports as measures of fidelity of implementation

Least Compelling Evidence:

- Evidence of effectiveness from benchmarking assessment data administered 3 times per year
- Customer testimonials about the effectiveness of the program
- Local or internal district reviews of the program
- Consumer satisfaction surveys

	Yes	X	No
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Limited English Proficiency (Evidence Provided)

Example 1

Based on an interview with parents, English is the only language spoken in the home.

Example 2

Student 2 was administered a district assessment of English Proficiency and earned scores that placed his performance in the Proficient range.

Example 3

Student 3 earned scores in the borderline range on a district assessment of English Proficiency. Student 3 has received ELL support services for the past year. With ELL supports, the student has made progress but **continues to demonstrate a severe educational need** (see graphs attached). When comparing Student 3's progress to the progress of his peers who also received ELL support services, **others students benefited much more** from the additional interventions and they have been able to meet their goals and reduce the performance gap. The team has determined that **Limited English Proficiency is not the primary cause for Student 3's academic difficulties.**

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	X	No	A visual, hearing or motor disability: strong level of evidence -review of records, "health screening including vision and hearing conducted on 9/1/09 indicates normal hearing and vision"; general education participation in PE-grade of A; less compelling -no concerns mentioned or failed vision screening but student doesn't use glasses during instruction
	Yes	X	No	Cognitive Disability: performance within the average range in other academic areas (list the areas), adaptive behavior scores within the average range, record review-state and district tests include scores that are within the average range; meet or exceed standards according to ISAT, scores average or above on MAP testing
	Yes	X	No	Emotional disability: parent and teacher interviews-no concerns indicated, office discipline referral data indicate no serious concerns, screening data collected once/year indicate no serious concerns
	Yes	X	No	Cultural factors: Benchmark data collected 3 times/year indicate that students from a similar cultural background are benefiting from instruction in Anywhere School District.
	Yes	X	No	Environmental or economic disadvantage: Benchmark data collected 3 times/year indicate that students with a similar socioeconomic background are benefiting from instruction in Anywhere School District.

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

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)? Reading

Student 1 has received an intensive Tier 3 intervention for the last 18 weeks and his/her progress has been monitored weekly on Grade 2 probes. Her/his goal was set at 76 words read correctly per minute. That score represents the second grade spring 25th percentile using local district norms. Despite intensive intervention, Student 1's reading progress was insufficient and this provides evidence that s/he is not benefiting from the intensive intervention. His/her rate of improvement (.1 wrc/week) was significantly less than her expected, goal rate of improvement (1.8 wrc/week) and the rate of improvement achieved by typical students (1.3 wrc/week). As a result, an intervention change occurred in mid November. At this time, the group was reduced from six children to three children. Another change that occurred was to ensure that Student 1 attended the intervention consistently. Because his/her intervention time overlapped with his/her speech therapy time, s/he only received the intervention four days per week. Student 1's speech therapy time was rescheduled. After this change, progress increased but still was not adequate. His/her actual rate of improvement (.7 wrc/week) is still significantly less than her expected, goal rate of improvement (1.8 wrc/week) and the rate of improvement of typical students (1.3 wrc/week). The other students receiving this intensive reading intervention have made adequate progress and are closing the gap in reading with their peers.

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)?

The District's criterion for severity of educational need is reading score below the 10th percentile. Student 1 is a 2nd grade student who has been receiving an intensive, Tier 3 intervention for reading for the last 7 weeks. Student 1's progress has been monitored weekly using Curriculum-Based Measurement-Reading probes at his/her grade level and his/her median score for the last 3 probes is 17 words read correctly per minute. This score places Student 1's performance at the 7th percentile compared to peers in Anywhere School District. S/he has not reduced the discrepancy with peers, despite intensive intervention. Student 1 continues to demonstrate a severe educational need.

**ELIGIBILITY DETERMINATION
(SPECIFIC LEARNING DISABILITY)
(Required as of the 2007-2008 School Year)**

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)?

Reading

If any of the boxes in this section (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. If using this 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 _____

