**ELIGIBILITY WORKSHEET - SPECIFIC LEARNING DISABILITY**

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| Student: | Student UID#: | DOB: |
| School: | Grade: | Age: |

**The required screenings and formal evaluations required to determine eligibility are as follows:**

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| **Date** | **Evaluation/Screening** | **Summary of Evaluations/Screening** |
|  | Hearing Screening |  Pass Fail \_\_\_\_\_dB \_\_\_\_\_Hz Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Vision Screening |  Pass Fail Far: R 20/\_\_ L 20/\_\_ Near: R 20/\_\_ L 20/\_\_ Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Speech/Language Screening |  |
|  | Progress Monitoring: Documentation of the results of evidence-based intervention(s) which align to the academic area(s) of concern (e.g. critical components of reading, math, writing, listening comprehension, oral expression, etc.) including progress monitoring data. |  |
|  | Parent Conference(s)  |  |
|  | Review of existing data for RtI-documentation of problem-solving process: Review of existing data to include documentation of the systematic problem- solving process (which would include formal and/or informal diagnostic assessments) and observation data of core instruction |  |
|  | Social/Developmental History (Including any educationally relevant medical findings, review of disciplinary removals, transiency and attendance/tardy rates.) |  |
|  | Observation(s) Across Settings (Must include core instruction and the setting in which intervention is delivered, to assess academic and functional skills.) |  |
|  | Educational Evaluation: Multiple sources of educational assessment data, which must include diagnostic and/or standardized norm-referenced measures of achievement (related to the area(s) of concern) and data from progress monitoring. These measures must include relevant comparisons to state and/or national norms, age/grade level peers, and appropriate intervention group comparisons. Additional measures may include common formative assessments, universal screening, interim/benchmark assessments and outcome assessments. |  |
|  | Other:  |  |

*\* Optional*

**As a result of the required screenings, evaluations, and review of existing information, what do we now know about the student?**

**Strengths**

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**Needs**

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**To be determined eligible in the disability category of Specific Learning Disability, the criteria in subsections (A), (B), (C) and (D) below must be met:**

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| **Characteristic** | **Documentation/Summary** |
|  | (A) The disability must not be the primary result of: 1. A visual, hearing or motor disability;
2. Intellectual disability;
3. Emotional disturbance;
4. Cultural factors;
5. Environmental or economic influences; and/or
6. Loss of instructional time due to factors that include, but are not limited to absences, tardies, high transiency rates and suspensions.

A child must not be determined to have a specific learning disability if the determinant factor for that determination is any of the following: 1. Limited English Proficiency;
2. Lack of appropriate instruction and evidence-based intervention in reading, including the essential components of reading instruction as defined in Section 1208(3) of the ESEA (i.e. phonemic awareness, phonics, vocabulary, fluency and comprehension); and/or
3. Lack of appropriate instruction and evidence-based intervention in math.
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|  | (B) Inadequate academic achievement: Inadequate academic achievement is based on evidence from multiple sources of data indicating the child does not achieve adequately for the age or grade-level standards in which the child is enrolled 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: * Basic reading skills;
* Reading fluency skills;
* Reading comprehension;
* Written expression;
* Mathematics calculation;
* Mathematics problem solving;
* Listening comprehension; or
* Oral expression.
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|  | (C) Insufficient rate of progress: When provided with high-quality core instruction that a majority of students are responding to and evidence-based intervention(s) matched to area(s) of need, the child demonstrates either a lack of response to instruction and intervention or is responding at a rate that is insufficient to reduce their risk of failure after an appropriate period of time. Documentation of insufficient rate of progress must include: 1. The type, intensity, and duration of identified evidence-based instructional intervention(s)
	* + Documentation that the intervention length and frequency is in accordance with the identified research-based criteria that supports effective results;
2. Progress monitoring on a schedule that:
	* + Allows a comparison of the child’s progress to the performance of peers;
		+ Is appropriate to the child’s age and grade placement;
		+ Is appropriate to the content monitored; and
		+ Allows for interpretation of the effectiveness of intervention;
3. Evidence that the intervention was implemented with fidelity;
4. The child’s rate of progress during the instructional intervention(s); and
5. A comparison of the child’s rate of progress to expected rates of progress, including evidence that the intervention yielded successful responses and outcomes for the majority of other children receiving the intervention.
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|  | (D) Demonstrated educational need; The disability must require specially designed instruction.  |  |

**After completing the Eligibility Worksheet, the IEP Team must determine eligibility.** (Complete the Eligibility Report)