Specific Learning Disabilities Evaluation Procedures

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Evaluation for Specific Learning Disabilities

Recent changes in federal special education rules and regulations indicate that states may consider the use of an RtI model for identifying students with specific learning disabilities as an alternative to the discrepancy model. Language from IDEA-2004, §300.307, states, in part:

(a) A State must adopt ... criteria for determining whether a child has a specific learning disability . . . In addition, the criteria adopted by the State –
(1) Must not require the use of severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability . . .
(2) Must permit the use of a process based on the child’s response to scientific, research-based intervention; . . .

Language from IDEA implementing regulation 34 CFR 300.309 Determining the existence of a specific learning disability, states, in part:

(a) The group described in...300.306 may determine that a child has a specific learning disability...if
(1) 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...
(2)(i) The child does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas...when using a process based on the child's response to scientific, research-based intervention; or
(2)(ii) 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 determined by the group to be relevant to the identification of a specific learning disability...

In September, 2008, Michigan finalized rules to address the requirement that states adopt criteria for determining specific learning disability. Language mirrors federal language in §300.8(b)(10):

R 340.1713 Specific learning disability defined; determination.
Rule 13. (1) "Specific learning disability" means a disorder in 1 or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of cognitive impairment, of emotional impairment, of autism spectrum disorder, or of environmental, cultural, or economic disadvantage.
(2) In determining whether a student has a learning disability, the state shall:
(a) Not require the use of a severe discrepancy between intellectual ability and achievement.
(b) Permit the use of a process based on the child's response to scientific, research-based intervention.
(c) Permit the use of other alternative research-based procedures.
R 340.1713 also adds the following language that mirrors federal language in §300.309:

(3) A determination of learning disability shall be based upon a comprehensive evaluation by a multidisciplinary evaluation team, which shall include at least both of the following:
(a) The student's general education teacher or, if the student does not have a general education teacher, a general education teacher qualified to teach a student of his or her age or, for a child of less than school age, an individual qualified by the state educational agency to teach a child of his or her age.
(b) At least 1 person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, an authorized provider of speech and language under R 340.1745(d), or a teacher consultant.

In a letter of clarification to the field, dated January 22, 2009, Dr. Jacquelyn Thompson, Michigan Director of the Office of Special Education and Early Intervention Services, indicates three processes that may be used by the field in the evaluation of Specific Learning Disabilities including the following:

1) **Consideration of a severe discrepancy**, “but only as one part of a full and individual evaluation. Severe discrepancy may never be used alone to determine a student eligible as a student with a SLD.”

2) **Response to scientific, research based intervention.** Dr. Thompson notes that, “depending on the local district’s practice, this process may have a variety of names; e.g., Instructional Consultation Team, Response to Intervention, Michigan’s Integrated Behavior and Learning Support Initiative. The Michigan Department of Education (MDE) does not mandate any specific scientific, research-based intervention process.”

3) **Pattern of strengths and weaknesses.** “The MDE does not mandate any specific process to determine a pattern of strengths and weaknesses. Any determination of SLD requires a full comprehensive evaluation according to the evaluation procedures in the federal regulations at §300.301 – §300.311, including those particular to a student suspected of having a SLD in §300.307 – §300.311.”

MARESA Recommendation:

Given federal and stated guidelines to the field, Michigan districts have options for establishing eligibility for students suspected of having a specific learning disability. As part of a comprehensive evaluation it is recommended that the evaluation team:

- Use the data from a response to intervention (RtI) process in its consideration of eligibility for SLD; or when RtI is not implemented,
- Use assessment results to determine whether a child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development. The use of a severe discrepancy between achievement and intellectual ability may be used as a portion of the data to establish a pattern of strengths and weaknesses.

**Comprehensive Evaluation**

Federal commentary makes it clear that RtI is only one component of the evaluation. “Determining why a child has not responded to research-based interventions requires a comprehensive evaluation,” and cites §300.304(b) which requires that a special education evaluation include a variety of assessments.
An RTI process does not replace the need for a comprehensive evaluation. A public agency must use a variety of data gathering tools and strategies even if an RTI process is used. The results of an RTI process may be one component of the information reviewed as part of the evaluation procedures required under §§ 300.304 and 300.305. As required in § 300.304(b), consistent with section 614(b)(2) of the Act, an evaluation must include a variety of assessment tools and strategies and cannot rely on any single procedure as the sole criterion for determining eligibility for special education and related services.

71 Fed Reg. 46,648

Comprehensive assessment requires:
- “a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child, including information provided by the parent,” §300.304(b)(1)
- “assessment in all areas related to suspected disability, including, if appropriate, health, vision, hearing, social/emotional status; general intelligence; academic performance; communicative status; motor abilities;” §300.304(c)(4)
- “assessment sufficiently comprehensive to identify all of the child’s special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.” §300.304(c)(6)
- “information from a variety of sources, including aptitude and achievement tests, parent input and teacher recommendations, as well as information about the child’s physical condition, social or cultural background, and adaptive behavior;” §300.306(c)(1)

The evaluation for SLD eligibility is completed for two purposes, to clarify eligibility and to define the starting point for further interventions. Words in the federal regulations include “relevant”, “if appropriate”, indicating the need for evaluation planning to determine the scope of an evaluation which must include “ruling in”:

- Inadequate achievement and progress in age and/or grade level content
- Adverse impact to the point that the child requires special education and/or related services.

and “ruling out”:

- Inadequate achievement due to other disabilities/factors
- Inadequate achievement due to lack of appropriate instruction

The evaluation provides the basis for further instruction by establishing the present level of academic achievement and functional performance (PLAAFP), which includes:

1. Data and other specific descriptive information on the student’s current academic performance, indicating both strengths and areas of need.
2. Data and other specific descriptive information on functional skills, including behavior, communication, motor, daily living or other skills related to school and age appropriate activities.
3. Defining specific needs that are a priority for the student’s learning or support in the general education program.
4. Describing the impact of the characteristics of the student’s disability on his/her performance and access to the general education curriculum and setting which will lead to decisions on supports,
accommodations and modifications that are necessary for the student’s participation in general education instruction and activities.

**Initiation of Evaluations and Timelines:**

>(c) The public agency must promptly request parental consent to evaluate the child to determine if the child needs special education and related services, and must adhere to the timeframes described in §§ 300.301 and 300.303, unless extended by mutual written agreement of the child’s parents and a group of qualified professionals, as described in § 300.306(a)(1)—

(1) If, prior to a referral, a child has not made adequate progress after an appropriate period of time when provided instruction, as described in paragraphs (b)(1) and (b)(2) of this section; and

(2) Whenever a child is referred for an evaluation.

Michigan rules, which specify 30 school days from consent to holding an IEP meeting, must be followed unless the parent and district mutually agree to extend the timeline. This request can be made in the event that the evaluation will address response to intervention after the request for an evaluation.

Further, the district is required to address the question of disability if a student has not made progress after an appropriate period of time with appropriate intervention. The length of time may vary, depending on the circumstances, but the district should not delay unnecessarily once a disability is suspected.

Although extended evaluation timelines may be requested in order to implement appropriate interventions and collect data on the student’s response, if a parent does not agree to extending the timeline, then the evaluation must proceed and an IEP team meeting convened within the 30 school days allowed under state rules. Whether eligibility can be determined will depend on whether the IEP team has the necessary rule-in, rule-out, and documentation data required for SLD identification.
**IDEA 2004 Regulation, §300.309- Determining Specific Learning Disability**

§300.309 serves as the key regulation in the framework of determining SLD eligibility and defines elements of the evaluation process.

I. Establish lack of achievement relative to age or state approved grade level standards, when provided with appropriate learning experiences and instruction.

Evaluation of current data and further evaluation must establish and document:

- Inadequate achievement relative either to age level or grade level standards.
- Appropriate instruction

Federal rule specifies that eligibility evaluation must address the age appropriate instruction that the student has received and the achievement of the student related to grade level standards. Although age is one variable, the emphasis on state approved grade level standards reflects the priority that all instruction for students address grade level content standards.

§ 300.309 Determining the existence of a specific learning disability.
(a) The group described in § 300.306 may determine that a child has a specific learning disability, as defined in § 300.8(c)(10), if—
(1) 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:
   (i) Oral expression.
   (ii) Listening comprehension.
   (iii) Written expression.
   (iv) Basic reading skill.
   (v) Reading fluency skills.
   (vi) Reading comprehension.
   (vii) Mathematics calculation.
   (viii) Mathematics problem solving.

Reading fluency has been added to the list of potential LD concerns, further defining areas in the reading process. USDOE discussion accompanying issuance of the IDEA 2004 implementing regulations notes that fluency assessments are “very brief and highly relevant to instruction”. However, USDOE discussion also supports the relevance of standardized testing, stating that, “nothing in the Act or these regulations would preclude the eligibility group from considering results from standardized tests when making eligibility determinations.”

Although the federal regulations do not define standards for “appropriate instruction”, the USDOE does note that such instruction has the following characteristics:

- Scientifically research based
- Provided by qualified personnel
- Student progress data is systematically collected and analyzed
II. Demonstrate insufficient progress to meet age or grade level standards.

Documentation that the student is not making adequate progress, subsections 2(i) and (ii) may be completed in one of two ways: (1) determine that the student has not responded, despite the provision of high quality, individualized general education instructional interventions, or (2) by demonstrating a pattern of strengths and weaknesses, given appropriate instruction.

(2)(i) The child does not make sufficient progress to meet age or State approved grade-level standards in one or more of the areas identified in paragraph (a)(1) of this section when using a process based on the child's response to scientific, research-based intervention; or (ii) 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 §§ 300.304 and 300.305;

Response to scientific, research-based intervention (RtI):

The federal regulations do not specify what research based interventions must be used, and leave the State with flexibility to determine criteria to best meet local needs. Resources such as the Florida Center for Reading Research, at: www.fcrr.org, provide a listing of current research based interventions. Guidance on research based practices may also be found in Response to Intervention: Enhancing the Learning of All Children, published by the Michigan Assoc. of Administrators of Special Education.

Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi) is an initiative through the Michigan Department of Education’s Office of Special Education and Early Intervention Services and helps schools create a “culture” where staff teaches academic success and behavior success. Marquette and Alger county schools and districts are implementing RtI, with many districts utilizing MiBLSi training provided by MARESA, with the goal of increasing student reading performance and behavior performance. Staff is trained to:

1. Monitor student reading and behavior performance
   - Access dynamic data collection systems that provide staff with performance indicators in reading and behavior that are accurate and timely – for example, the School Wide Information System (SWIST™) and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS™).
2. Make decisions based on data
   - Develop and implement reading and behavior interventions using student performance indicators
   - Evaluate intervention effectiveness through ongoing data collection and progress monitoring

Pattern of strengths and weaknesses:

Determining a pattern of strengths and weaknesses is the second option described by federal regulations. This option, although not required, may be used in districts when an RtI option is not appropriate or feasible. RtI often requires that the district systematically implement the methodology over a period of time, establish district norms and determine procedures for providing Tier 2 and 3 interventions. At this time, RtI is not possible for all areas included in the SLD definition. Also, there may be students
arriving in the district in need of evaluation who have not had the opportunity to be evaluated with reference to a systematic intervention process.

The pattern of strengths and weaknesses alternative is based on assessment and a review of achievement scores and performance in a variety of academic areas, with documentation of patterns of strength as compared to other areas where the student demonstrates a pattern of significant academic concerns, relative to the child’s expected abilities. Assessment documents the student’s performance and achievement related to Michigan standards and benchmarks either at the student’s age level, or assigned grade level. As with RtI, assessment includes review of research based interventions and student achievement on State approved content.

Districts must establish local standards for implementing either an RtI process or establishing a pattern of strengths and weaknesses (PSW). Marquette-Alger RESA has provided an RtI structure, as defined in this manual. Parameters for assessment results are provided as a way of standardizing PSW decision making within and among school districts. Local guidelines for PSW are included in the following documents:

1. Local Guidance for Determining SLD Eligibility: Using ‘patterns of strengths and weaknesses’
2. Charting Patterns of Strengths and Weaknesses
   This guidance is based on the following assumptions:
   
   - All children must be offered age appropriate instruction that is directly related to grade level content expectations.
   - Even though the school may not have the capacity to fully implement a RtI process, interventions are most appropriately offered based on a three-tier model.
   - Establishing a pattern of strengths and weaknesses involves classroom performance documentation along with curriculum-based, criterion-referenced and/or norm referenced academic/intellectual assessment.

Selecting Response to Intervention (RtI) or Patterns of Strengths and Weaknesses (PSW)

As noted above, decision-making on which process to use to document achievement and learning needs will depend on district policies, status of RtI implementation; staff training, specific areas of concern, length of time the child has attended district programming, and grade level interventions. The following rules are suggested in determining whether to use RtI or PSW in establishing achievement levels and documenting interventions:

Rule #1: If you have the ability to use the RtI option, this is the default approach
   - District policies support the use of the RtI as an intervention approach; and,
   - District implementation reflects the 8 core principles (see manual introduction).

Rule #2: Use PSW if:
   - RtI is not being used or is not fully implemented in the skill area of suspected disability
   - RtI is not being used or is not fully implemented at the child’s grade level
   - The parent requests a special education evaluation and will not extend timelines to accommodate recommended implementation of tier interventions and timelines.

Once a decision has been made as to which process to use, this choice by the IEP team should be reflected on the Evaluation Plan.
Local Guidance for Determining SLD Eligibility: Using ‘patterns of strengths and weaknesses’

1. The new regulations (300.309(a)(2)(ii) state: “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 300.304 and 300.305.” (300.304 describes assessment requirements and 300.305 describes the evaluation planning process.)

2. Definitions:
   a. Performance – actual performance in the classroom, as assessed by the students in-class assessment results, grades, teacher anecdotes and observations.
   b. Achievement – results on curriculum-based measurement (e.g., DIBELS), criterion-referenced assessment (e.g., Brigance), norm-referenced (e.g., Woodcock-Johnson Achievement Tests), and state (MEAP) assessments.
   c. Intellectual Development – the student’s cognitive and functional skills, as assessed by IQ tests, functional skill surveys, interviews and observations.

3. When to use ‘patterns of strengths and weaknesses’ to determine eligibility:
   a. When a school does not have the capacity to implement Tier 3 interventions.
   b. In learning disability areas in which the school does not have a three-tier intervention process. For example, a school may use the three-tier intervention process for reading and math, but not for writing, oral expression or listening comprehension.
   c. In grades in which the school does not use a three-tier intervention process. For example, a school may use the three-tier process in grades K – 6, but not in grades 7 – 12.

4. Suggested requirements for using ‘patterns of strengths and weaknesses’ to determine SLD eligibility:
   a. The school uses a scientifically, research-based core programs that was implemented with fidelity with the referred student.
   b. The school tried differentiated instruction techniques with fidelity with the referred student for a period of 8 to 12 weeks.
   c. The school tried a scientifically, research-based Tier 2 intervention that was implemented with fidelity with the referred student for at least 12 weeks.
   d. During the Tier 2 intervention, the school used weekly progress monitoring to evaluate the effectiveness of the intervention and attempted to modify the intervention after each 3-4 weeks of poor progress.
   e. That when using the ‘Charting the Patterns of Strengths and Weaknesses’ page, a student shall have a least 4 weak boxes checked and at least one other academic area considered a strength (with at least 3 boxes checked as being a strength) and/or the intellectual/functional box checked as a strength to be considered eligible for special education services. The IEP team shall determine if the student’s weakness warrant special education services.

5. Other notes:
   a. When determining age-based achievement and performance, the evaluator should consider whether or not the student has received appropriate instruction for those age-based skills. For example, can a student retained in second grade be compared with third grade students if that student never received third grade instruction?
   b. If the student’s weak areas are primarily in performance rather than in achievement (i.e., the student has the academic skill but does not do the work in the classroom), then the school should consider different types of interventions other than academic (e.g., motivation).
   c. Probably the best way to actually ‘catch up’ the student’s academic skills with his peers is using a Tier 3 intervention (whether delivered in general education or special education) along with continued Tier 1 instruction.
   d. If a student is placed into special education and the intent of the school is to catch the student up academically, the student’s instructional time for that area should not be reduced from what it was when the student was only receiving general education services.
III: Rule out of exclusionary factors

The evaluation team must address and rule out other factors as the primary cause of the child’s learning difficulties, including:

- Inadequate achievement due to other disabilities/factors
- Inadequate achievement due to lack of appropriate instruction

Presence of other disabilities/factors

(3) The group determines that its findings under paragraphs (a)(1) and (2) of this section are not primarily the result of—
(i) A visual, hearing, or motor disability;
(ii) Cognitive Impairment;
(iii) Emotional impairment;
(iv) Cultural factors;
(v) Environmental or economic disadvantage; or
(vi) Limited English proficiency.

Visual, hearing or motor disability- Ruling these areas out as the primary cause of underachievement may involve district screening results; teacher and parent input; or evaluation by a family physician, ophthalmologist, optometrist, audiologist, otolaryngologist, or neurologist, OT, PT or other evaluation staff.

Cognitive Impairment- The evaluation report must include data that would allow the IEP Team to determine whether cognitive impairment was the primary cause of the underachievement and either lack of progress or pattern of weakness. This could be done by affirmatively assessing for cognitive impairment or by record review information that would be contraindicative of such an impairment.

Emotional Impairment- The evaluation report must include data that would allow the IEP Team to determine whether an emotional impairment is the primary cause of the student’s learning problems. Again, this could be done by affirmatively assessing for emotional impairment or by record review information that would be contraindicative of such an impairment or such a primary role.

Cultural, environmental or economic disadvantage- The evaluation must establish the primary cause of the disability and must rule out causative factors not related to disability, such as:

- Poor school attendance or frequent school changes causing lack of appropriate instruction due to inconsistent instruction or gaps in learning.
- Family stressors, including pressures from family situations or poverty should be eliminated as factors causing interruption or interference in learning.
- Cultural or ethnic background different from the norm or majority group should be considered both as a factor which may cause interference in approaching learning or as a factor in the perceptions of those who work with the child.

Limited English proficiency- English language learners who do not achieve commensurate with other children their age, despite research based interventions may be referred for special education evaluation and services. However, assessment must consider the child’s cultural and language differences:

- Selection must be non-discriminatory with respect to race and culture
• Administration must be in the child’s native language or in a form that will best estimate the child’s abilities.

Lack of Appropriate Instruction:

Federal guidance indicates that “children should not be identified as having a disability before concluding that their performance deficits are not the result of a lack of appropriate instruction.” Although the child is not required to have any specific research based instruction prior to identification, the evaluation team must be able to conclude that lack of appropriate instruction is not the determinant factor in the child’s underachievement. The student may be provided with interventions either prior to the evaluation or as a part of the evaluation process.

| (b) To ensure that under achievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation described in §§ 300.304 through 300.306—
| (1) Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
| (2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child’s parents. |

SLD eligibility requirements specify the need for documentation of appropriate instruction in the regular education setting by qualified personnel. The regulation notes that data may describe instruction prior to, or as part of the referral process.

Examples of appropriate instruction documents:
• Chronology of student’s educational history-
  - Teacher anecdotal records
  - Grade retentions
  - Attendance
  - Grades
• General Education Curriculum
  - 5 essential components of reading- phonemic awareness, phonics knowledge, fluency, vocabulary and comprehension
  - Math- conceptual understanding, computational and procedural fluency, fact fluency and problem solving skills.
  - District’s curriculum is aligned with state standards
• Fidelity of instruction
  - 80% of students within the classroom are meeting state/district standards
  - Differentiated instruction, universal design principles
  - Multi-tiered intervention practices
  - Individual instructional practices
  - Staff training in effective instructional programs / strategies.
  - Observation of classroom instruction or the use of checklists by teachers, peers or content specialists

Intervention during evaluation demonstrates:
• Research-based intervention- nature, frequency and duration
• Highly qualified teachers
• Results of interventions

New to the SLD regulations is the requirement to provide *data based documentation of repeated assessments of achievement*, with the following characteristics:

• *Reasonable intervals*
• *Formal assessment of student progress during instruction*
• *Provided to parents*

NOT Just the MEAP: Language regarding reasonable intervals implies that yearly MEAP assessment would not meet this criterion. Rather, the district will want to demonstrate practices that might include universal screening, curriculum based measurement, and progress monitoring, the results of which are shared periodically with the parent.

It should also be noted that, although §300.309(b) refers specifically to reading and math, the regulations also require that the student be provided with *learning experiences and instruction appropriate for the child’s age or State-approved grade level standards* in all areas being considered for SLD eligibility. Best practice would indicate that the documentation required in §300.309(b) would also apply to instruction in the other areas of eligibility.
When considering the presence of a Specific Learning Disability, the district must ensure that observations document the student’s academic performance and behavior in the area(s) of difficulty. 

§ 300.310 Observation.
(a) The public agency must ensure that the child is observed in the child’s learning environment (including the regular classroom setting) to document the child’s academic performance and behavior in the areas of difficulty.
(b) The group described in § 300.306(a)(1), in determining whether a child has a specific learning disability, must decide to—
(1) Use information from an observation in routine classroom instruction and monitoring of the child’s performance that was done before the child was referred for an evaluation; or
(2) Have at least one member of the group described in § 300.306(a)(1) conduct an observation of the child’s academic performance in the regular classroom after the child has been referred for an evaluation and parental consent, consistent with § 300.300(a), is obtained.
(c) In the case of a child of less than school age or out of school, a group member must observe the child in an environment appropriate for a child of that age.

During the evaluation planning process, the evaluation team and the parent must determine whether the documentation of observations will include information gained prior to the initiation of the formal evaluation or if observations will be conducted as part of the evaluation plan. Observations must occur in the regular classroom, specific to the academic performance area of concern. Exceptions to observations occurring in the regular classroom include:

- Students who are out of school due to disciplinary or health reasons
- Older students who had previous eligibility but have been out of school for an extended period of time.
- Younger students who are not yet attending K-12 programming.

Regulations specify that, given exceptional circumstances, the child must be observed in an age appropriate environment.
§ 300.311 Documentation for Specific Learning Disability Determination

§ 300.311 provides a checklist for required elements of a written report documenting the evaluation team’s decision regarding eligibility of SLD.

§ 300.311 Specific documentation for the eligibility determination.
(a) For a child suspected of having a specific learning disability, the documentation of the determination of eligibility, as required in § 300.306(a)(2), must contain a statement of—
(1) Whether the child has a specific learning disability;
(2) The basis for making the determination, including an assurance that the determination has been made in accordance with § 300.306(c)(1);
(3) The relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child’s academic functioning;
(4) The educationally relevant medical findings, if any;
(5) Whether—
   (i) The child does not achieve adequately for the child’s age or to meet State-approved grade-level standards consistent with § 300.309(a)(1); and
   (ii)(A) The child does not make sufficient progress to meet age or State approved grade-level standards consistent with § 300.309(a)(2)(i); or
   (B) 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 consistent with § 300.309(a)(2)(ii);
(6) The determination of the group concerning the effects of a visual, hearing, or motor disability; cognitive impairment; emotional impairment; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child’s achievement level; and
(7) If the child has participated in a process that assesses the child’s response to scientific, research-based intervention—
   (i) The instructional strategies used and the student-centered data collected; and
   (ii) The documentation that the child’s parents were notified about—
      (A) 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;
      (B) Strategies for increasing the child’s rate of learning; and
      (C) The parents’ right to request an evaluation.
(b) Each group member must certify in writing whether the report reflects the member’s conclusion. If it does not reflect the member’s conclusion, the group member must submit a separate statement presenting the member’s conclusions.

Documentation must include:

1. Statement of eligibility, or lack of eligibility, for specific learning disability
2. Basis for the determination of eligibility
3. Assurance that during the determination process the district:
a. Collected information from a variety of sources, including aptitude and achievement tests, parent input and teacher recommendations, information about the child’s physical condition, social or cultural background and adaptive behavior.

b. Documented and carefully considered information obtained from a variety of sources.

4. Relevant behavior noted in observations, and the relationship of the behavior to the child’s academic functioning.

5. Relevant medical findings.

6. Achievement measured to age expectations or state-approved grade level standards.

7. Progress monitoring related to age or grade level standards.

or

8. Determination of a pattern of strengths and weaknesses in performance, achievement or both, relative to age, State-approved grade level standards or intellectual development.

9. Determination of exclusionary factors

10. If the child participated in a process that assesses the child’s response to scientific, research-based (or, if necessary, best practice) interventions, documentation of:

   a. Instructional strategies utilized
   
   b. Student-centered data collected
   
   c. Parent notification about:

      i. State policies regarding RtI criteria - data and services requirements (Note: the SLD rule, R 340.1713, is Michigan’s policy.)
      
      ii. Strategies used for increasing the student’s rate of learning
      
      iii. Parent right to request an evaluation.

11. Evaluation team members and parent must certify whether the report reflects the member’s conclusion.

   a. Members in disagreement must submit a separate statement presenting dissenting conclusions.
### SLD Evaluation Resources

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<td>Worksheet for Charting Patterns of Strengths and Weaknesses, Suggested Guidelines for Determining Strengths and Weakness, and Examples of Published Assessments</td>
<td>34</td>
</tr>
<tr>
<td>Worksheet to Determine Appropriate Instruction</td>
<td>36</td>
</tr>
<tr>
<td>Exclusionary Factors Worksheet for SLD</td>
<td>37</td>
</tr>
<tr>
<td>Initial Evaluation Report for SLD – Example</td>
<td>38</td>
</tr>
<tr>
<td>Re-evaluation Report Blank and Example</td>
<td>44</td>
</tr>
<tr>
<td>SLD Eligibility Recommendation Form for MET Report</td>
<td>47</td>
</tr>
<tr>
<td>Worksheet for Evaluating Explicit Instruction and Systematic Curriculum</td>
<td>49</td>
</tr>
<tr>
<td>Program/Instruction Fidelity Observation Checklist</td>
<td>51</td>
</tr>
<tr>
<td>Questions</td>
<td>Initial Evaluation Responses Date:</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>1. What are some of your child’s strengths, interests and/or favorite activities?</td>
<td></td>
</tr>
<tr>
<td>2. What goals do you have for your child for this school year? For older students, long range goals/plans?</td>
<td></td>
</tr>
<tr>
<td>3. Have you seen improvement in your child’s academic performance / behavior / speech and language during the past 3 years?</td>
<td></td>
</tr>
<tr>
<td>□ Yes □ No Please describe:</td>
<td></td>
</tr>
<tr>
<td>4. Do you have any current concerns about your child’s progress?</td>
<td></td>
</tr>
<tr>
<td>5. Have you seen any recent changes in your child’s behavior or school performance?</td>
<td></td>
</tr>
<tr>
<td>□ Yes □ No If yes, please explain:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any other medical/health concerns?</td>
</tr>
<tr>
<td></td>
<td>Medical history: accidents, injuries, surgeries?</td>
</tr>
<tr>
<td>Question</td>
<td>1</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>7. Has your child had a psychological or education evaluation from outside of the school in the last 3 years?</td>
<td>☐ Yes ☐ No If yes, who did it, when was it done, and what were the results?</td>
</tr>
<tr>
<td>8. Has your child had additional community services in the last 3 years (tutoring, counseling, residential care)?</td>
<td>☐ Yes ☐ No If yes, please describe:</td>
</tr>
<tr>
<td>9. With whom does your child live at home?</td>
<td></td>
</tr>
<tr>
<td>10. Have there been any significant changes in your home or family relationships during the last 3 years?</td>
<td>☐ Yes ☐ No If yes, please describe:</td>
</tr>
<tr>
<td>11. Functional Questions – Younger Students</td>
<td></td>
</tr>
<tr>
<td>a. Communication skills at home: Understands directions?</td>
<td></td>
</tr>
<tr>
<td>Communicates needs?</td>
<td></td>
</tr>
<tr>
<td>Converses?</td>
<td></td>
</tr>
<tr>
<td>b. Types of chores or responsibilities at home?</td>
<td></td>
</tr>
<tr>
<td>c. Self care skills: (Bathing, brushing teeth, toileting, etc.)</td>
<td></td>
</tr>
<tr>
<td>Older Students</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>a. Communication skills at home:</td>
<td></td>
</tr>
<tr>
<td>Understands directions?</td>
<td></td>
</tr>
<tr>
<td>Communicates needs?</td>
<td></td>
</tr>
<tr>
<td>Converses?</td>
<td></td>
</tr>
<tr>
<td>b. Types of chores or responsibilities at home?</td>
<td></td>
</tr>
<tr>
<td>c. Behavior in the community: Can get to places independently? Shops independently? Knowledge about places in the community like banks, post offices, gas stations, grocery stores, clothing stores? Other?</td>
<td></td>
</tr>
<tr>
<td>d. Follows safety rules and home and in the community (walking, riding, driving)?</td>
<td></td>
</tr>
<tr>
<td>d. Behavior in the community:</td>
<td></td>
</tr>
<tr>
<td>(Behavior in public places, can get to places nearby, orders meals, etc.)</td>
<td></td>
</tr>
<tr>
<td>e. Follows safety rules at home and in the community (walking, riding bike).</td>
<td></td>
</tr>
<tr>
<td>f. Leisure: Shares, has friends</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-care for minor injuries?</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------</td>
</tr>
<tr>
<td></td>
<td>e. Leisure: Has friends? Participates in school or community activities?</td>
</tr>
</tbody>
</table>

12. Do you think your child continues to need special education services?
   - Yes  
   - No  
   Why?

13. Do you have any suggestions for improving the school services being given to your child?
   - Yes  
   - No  
   If yes, what are they?

14. Is there any other information about your child that you think may be helpful to your child’s 3-year re-evaluation?
   - Yes  
   - No  
   If yes, what?
Teacher Anecdotal Report – Secondary/Intermediate

Student’s Name: __________________________ Teacher: __________________
Grade: _____ Subject: ______________________ Absences to Date: ________

Part 1 – Academic information. Check one item.

_____ The student currently meets or exceeds the minimal academic expectations of this class.
Current letter grade or percent: _____.

_____ The student does not currently meet the minimal academic expectations of this class.
Current letter grade or percent: _____.

Check concerns in the following areas (check all that apply).

___ Reading decoding ___ Reading fluency ___ Reading vocabulary
___ Reading comprehension ___ Writing meaningful, accurate sentences/passages
___ Writing mechanics ___ Spelling ___ Math computation
___ Math problem solving ___ Math facts ___ Speaking skills
___ Understanding directions, lecture, discussions or demonstrations (listening comprehension)
___ Other / Comments: __________________________________________________________

Part 2 – Behavioral information – Rate each item.

<table>
<thead>
<tr>
<th>On time for class</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Seldom/Never</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brings necessary materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turns in completed assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turns in assignments on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willing to make-up assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows teacher’s directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attends to lecture/discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates in class discussions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stays on-task during work time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate peer interactions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate teacher interactions</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Part 3 – Student’s Strengths / Other Comments: ______________________________

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Teacher’s Signature: __________________________ Date: __________
Classroom / Academic Observation Checklist – Pre-school / Kindergarten

Student: ___________________________________  Grade: ___  Teacher/Location: ________________________________
Observer: __________________________________  Date: ____________  Time: ____________  Activity: _____________

Directions: First, identify the area(s) of concern in the box below. Your observation should focus on the identified area(s). During the observation, place a check mark next to the behaviors that are listed within each domain that correlates with the noted area(s) of concern. These checklists are not exhaustive, so you may want make notes regarding other additional behavior observed, including strengths and behaviors which may interfere with the student’s learning. In order to obtain a full and accurate picture of the student’s performance, it may be necessary to observe the student more than once, possibly in different settings and at different times of the day. If a child 3-5 years old is not yet in a public school program, observations should be conducted in the child’s natural environment or early intervention program.

Check area(s) of concern for SLD evaluation:

<table>
<thead>
<tr>
<th>□ Oral Expression</th>
<th>□ Basic Reading</th>
<th>□ Reading Comprehension</th>
<th>□ Math Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Listening Comprehension</td>
<td>□ Reading Fluency</td>
<td>□ Written Expression</td>
<td>□ Math Problem Solving</td>
</tr>
</tbody>
</table>

**Academic Skills**

**Language** (Oral Expression, Listening Comprehension, Basic Reading - Phonemic Awareness) - - Student has:

- □ Grade appropriate skills
- □ Difficulty modulating voice (e.g., too soft, too loud)
- □ Difficulty naming people or objects
- □ Difficulty staying on topic
- □ Difficulty in explaining things (e.g. feelings, ideas) due to lack of vocabulary, articulation, and/or grammar skills
- □ Difficulty understanding instructions or directions
- □ Difficulty re-telling what has just been said
- □ Slow/halting speech, using fillers (e.g., uh, you know, um)
- □ Difficulty with pronouncing words
- □ Difficulty rhyming
- □ Difficulty with phonemic awareness tasks (e.g., saying initial sounds, saying sounds of words, saying words fast)
- □ Limited interest in books or stories

**Reading** (Basic Reading, Reading Comprehension, Reading Fluency) - - Student has:

- □ Grade appropriate skills
- □ Difficulty identifying sounds
- □ Difficulty blending sounds into words
- □ Difficulty reading short, regular words
- □ Difficulty reading short, irregular sight words
- □ Difficulty retelling what has been read
- □ Difficulty with retention of new vocabulary
- □ Difficulty demonstrating comprehension of sentences/stories

**Written Language** (Written Expression) - - Student has

- □ Grade appropriate skills
- □ Difficulty with drawing familiar shapes
- □ Difficulty with holding writing instruments
- □ Difficulty copying / tracing
- □ Difficulty with naming, copying or writing letters
- □ Frequent letter, number, and symbol reversals

Notes:
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23
## Math (Math Calculation, Math Problem Solving) - - Student has:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>☐ Grade appropriate skills</td>
<td>☐ Difficulty in recognizing numbers</td>
</tr>
<tr>
<td>☐ Difficulty counting aloud</td>
<td>☐ Difficulty in comparing relative size (e.g. numbers, objects)</td>
</tr>
<tr>
<td>☐ Difficulty in one-to one correspondence when counting objects</td>
<td>☐ Difficulty in matching number symbol to corresponding objects</td>
</tr>
</tbody>
</table>

Notes:

________________________________________________________________________________________
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### Functional Skills

#### Social Emotional (All Areas) - - Student has:

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>☐ Age appropriate skills</td>
<td>☐ Difficulty with self-control when frustrated.</td>
</tr>
<tr>
<td>☐ Difficulty ‘joining in’ and maintaining positive social status in a peer group.</td>
<td>☐ Difficulty using other students as models to cue self on appropriate behavior</td>
</tr>
<tr>
<td>☐ Difficulty with sharing (e.g., objects, teacher’s time)</td>
<td></td>
</tr>
</tbody>
</table>

Notes:

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#### Attention (All Areas) - - Student has

<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>☐ Age appropriate skills</td>
<td>☐ Difficulty sustaining attention in work or play activities</td>
</tr>
</tbody>
</table>

Notes:

________________________________________________________________________________________
________________________________________________________________________________________
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#### Gross and Fine Motor Skills (All Areas) - - Student:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>☐ Has age appropriate skills</td>
<td>☐ Demonstrates poor ability to color or write ‘within the lines’</td>
</tr>
<tr>
<td>☐ Appears awkward and clumsy, dropping, spilling, or knocking things over</td>
<td>☐ Grasps writing instruments awkwardly, resulting in poor handwriting, drawing</td>
</tr>
<tr>
<td>☐ Has trouble with buttons, zippers, hooks, snaps and tying shoes</td>
<td>☐ Has difficulty using small objects or items that demand precision (e.g., legos, puzzle pieces, scissors)</td>
</tr>
<tr>
<td>☐ Creates art work that is immature for age</td>
<td></td>
</tr>
</tbody>
</table>

Notes:

________________________________________________________________________________________
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## Summary:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Classroom / Academic Observation Checklist – Grades 1 - 4

Student: ___________________________  Grade: ___  Teacher/Location: ___________________________
Observer: ___________________________  Date: ____________  Time: ____________  Activity: _____________

Directions: First, identify the area(s) of concern in the box below. Your observation should focus on the identified area(s). During the observation, place a check mark next to the behaviors that are listed within each domain that correlates with the noted area(s) of concern. These checklists are not exhaustive, so you may want make notes regarding other additional behavior observed, including strengths and behaviors which may interfere with the student’s learning. In order to obtain a full and accurate picture of the student’s performance, it may be necessary to observe the student more than once, possibly in different settings and at different times of the day.

Check area(s) of concern for SLD evaluation:

<table>
<thead>
<tr>
<th>□ Oral Expression</th>
<th>□ Basic Reading</th>
<th>□ Reading Comprehension</th>
<th>□ Math Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Listening Comprehension</td>
<td>□ Reading Fluency</td>
<td>□ Written Expression</td>
<td>□ Math Problem Solving</td>
</tr>
</tbody>
</table>

Academic Skills

Language (Oral Expression, Listening Comprehension, Basic Reading - Phonemic Awareness) - - Student has:

- Grade appropriate
- Difficulty modulating voice (e.g., too soft, too loud)
- Difficulty naming people or objects
- Difficulty staying on topic
- Difficulty in explaining things (e.g. feelings, ideas) due to use of imprecise language and limited vocabulary
- Difficulty understanding instructions or directions
- Inserts malapropisms into conversation
- Difficulty re-telling what has just been said
- Slow/halting speech, using fillers (e.g., uh, you know, um)
- Difficulty with pronouncing words
- Difficulty rhyming
- Difficulty with phonemic awareness tasks (e.g., saying initial sounds, saying sounds of words, saying words fast)
- Poor grammar or misuses words in conversation
- Difficulty with pragmatic skills (e.g., understands the relationship between speaker and listener, staying on topic, making inferences)

Reading (Basic Reading, Reading Comprehension, Reading Fluency) - - Student has:

- Grade appropriate skills
- Difficulty identifying sounds, blending sounds into words
- Difficulty reading regular words
- Difficulty reading irregular sight words
- Difficulty when reading sentences; may frequently lose place, omit words, insert words, substitute words, guess from initial sounds, reverse words, make self-corrections
- Slow oral reading skills that may interfere with comprehension
- Difficulty retelling what has been read
- Difficulty with retention of new vocabulary
- Difficulty demonstrating comprehension of sentences/stories

Notes:
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Notes:
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Notes:
### Written Language (Written Expression) - - Student has:

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<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Grade appropriate skills</td>
<td>☐ Frequent reversals of letters and numbers</td>
</tr>
<tr>
<td>☐ Difficulty with holding writing instruments</td>
<td>☐ Uneven spacing between letters and words, has trouble staying ‘on the line’</td>
</tr>
<tr>
<td>☐ Messy and incomplete writing, with many cross-outs and erasures</td>
<td>☐ Inaccurate copying skills (e.g., confuses similar-looking letters and numbers)</td>
</tr>
<tr>
<td>☐ Difficulty remembering shapes of letters and numbers</td>
<td>☐ Poor and inconsistent spelling</td>
</tr>
<tr>
<td>☐ Difficulty proofreading and self-correcting work</td>
<td>☐ Complete written assignments</td>
</tr>
</tbody>
</table>

Notes:

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### Math (Math Calculation, Math Problem Solving) - - Student has:

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>☐ Grade appropriate skills</td>
<td>☐ Difficulty with comparisons</td>
</tr>
<tr>
<td>☐ Difficulty with simple counting and one-to-one correspondence between number and objects</td>
<td>☐ Difficulty telling time or conceptualizing the passage of time</td>
</tr>
<tr>
<td>☐ Difficulty counting by other numbers (2’s, 5’s, 10’s)</td>
<td>☐ Difficulty solving one-step word problems</td>
</tr>
<tr>
<td>☐ Difficulty estimating quantity (e.g., quantity, value)</td>
<td>☐ Difficulty solving facts and longer operations</td>
</tr>
</tbody>
</table>

Notes:

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### Functional Skills

#### Social Emotional (All Areas) - - Student has:

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>☐ Age appropriate skills</td>
<td>☐ Difficulty with self-control when frustrated.</td>
</tr>
<tr>
<td>☐ Difficulty ‘joining in’ and maintaining positive social status in a peer group.</td>
<td>☐ Difficulty using other students as models to cue self on appropriate behavior</td>
</tr>
<tr>
<td>☐ Difficulty in ‘picking up’ on other people’s moods/feelings</td>
<td>☐ Difficulty knowing how to share/express feelings</td>
</tr>
<tr>
<td>☐ Difficulty detecting or responding appropriately to teasing</td>
<td>☐ Difficulty dealing with group pressure, embarrassment and unexpected challenges</td>
</tr>
<tr>
<td>☐ Difficulty in understanding the social hierarchy (students, teachers, administrators) of school</td>
<td>☐ Difficulty in following directions – may be a can’t do (lack of vocabulary) or a won’t do problem</td>
</tr>
</tbody>
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Notes:

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#### Attention (All Areas) - - Student has:

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</thead>
<tbody>
<tr>
<td>☐ Age appropriate skills</td>
<td>☐ Difficulty sustaining attention in work or play activities</td>
</tr>
<tr>
<td>☐ Difficulty organizing tasks and activities</td>
<td>☐ Difficulty with losing things that are necessary for tasks</td>
</tr>
<tr>
<td>☐ Difficulty with remembering daily/routine activities</td>
<td>☐ Difficulty by being easily distracted</td>
</tr>
</tbody>
</table>

Notes:

________________________________________________________________________________________________
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________________________________________________________________________________________________
## Grades 1 to 4 – Pg. 3

### Gross and Fine Motor Skills (All Areas) - - Student:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Has age appropriate skills</td>
<td>□ Demonstrates poor ability to color or write ‘within the lines’</td>
</tr>
<tr>
<td>□ Appears awkward and clumsy, dropping, spilling, or knocking things over</td>
<td>□ Grasps writing instruments awkwardly, resulting in poor handwriting, drawing</td>
</tr>
<tr>
<td>□ Has trouble with buttons, zippers, hooks, snaps and tying shoes</td>
<td>□ Has difficulty using small objects or items that demand precision (e.g., legos, puzzle pieces, scissors)</td>
</tr>
<tr>
<td>□ Creates art work that is immature for age</td>
<td>□ Has limited success with games and activities that demand eye-to-hand coordination (e.g. musical instruments, sports)</td>
</tr>
</tbody>
</table>

**Notes:**

____________________________________________________________________________________________________
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### Other Notes or Observed Behavior - - Student:

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>□ Confuses left and right</td>
<td>□ Is slow to learn new games and master puzzles</td>
</tr>
<tr>
<td>□ Often loses things</td>
<td>□ Has difficulty generalizing or applying skills from one situation to another</td>
</tr>
</tbody>
</table>

**Notes:**

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**Summary:**

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Classroom / Academic Observation Checklist – Grades 5 - 8

Student: ___________________________________  Grade: ___  Teacher/Location: ________________________________  
Observer: __________________________________  Date: ____________  Time: ____________  Activity: _____________ 

Directions: First, identify the area(s) of concern in the box below. Your observation should focus on the identified area(s). During the observation, place a check mark next to the behaviors that are listed within each domain that correlates with the noted area(s) of concern. These checklists are not exhaustive, so you may want make notes regarding other additional behavior observed, including strengths and behaviors which may interfere with the student’s learning. In order to obtain a full and accurate picture of the student’s performance, it may be necessary to observe the student more than once, possibly in different settings and at different times of the day.

<table>
<thead>
<tr>
<th>Check area(s) of concern for SLD evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Oral Expression</td>
</tr>
<tr>
<td>☐ Listening Comprehension</td>
</tr>
</tbody>
</table>

**Academic Skills**

**Language** (Oral Expression, Listening Comprehension, Basic Reading - Phonemic Awareness) - - Student:

- Has grade appropriate skills
- Has difficulty modulating voice (e.g., too soft, too loud)
- Difficulty naming people or objects
- Difficulty staying on topic
- Has difficulty in explaining things (e.g. feelings, ideas) due to use of imprecise language and limited vocabulary
- Has difficulty understanding instructions or directions
- Has difficulty re-telling what has just been said
- Inserts malapropisms into conversation
- Difficulty with pronouncing words
- Poor grammar or misuses words in conversation
- Difficulty with pragmatic skills (e.g., understands the relationship between speaker and listener, staying on topic, making inferences)
- Has slow/halting speech, using fillers (e.g., uh, you know, um)

Notes: ________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

**Reading** (Basic Reading, Reading Comprehension, Reading Fluency) - - Student has:

- Grade appropriate skills
- Difficulty reading grade level sight words
- Difficulty reading common words seen in school/community
- Difficulty when reading sentences; may frequently lose place, omit words, insert words, substitute words, guess from initial sounds, reverse words, make self-corrections
- Slow oral reading skills that may interfere with comprehension
- Difficulty retelling what has been read
- Difficulty with retention of new vocabulary
- Difficulty demonstrating literal comprehension of sentences/stories
- Difficulty demonstrating inferential comprehension of stories and connections between stories

Notes: ________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
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28
Grades 5 to 8 – Pg. 2

**Written Language** (Written Expression) - - Student has:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
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<td>☐ Poor and inconsistent spelling</td>
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<td>☐ Difficulty developing ideas in writing so written work is incomplete and too brief.</td>
</tr>
<tr>
<td>☐ Inaccurate copying skills (e.g., confuses similar-looking letters and numbers)</td>
<td>☐ Difficulty completing written assignments</td>
</tr>
</tbody>
</table>

Notes:

_______________________________________________________________________________
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**Math** (Math Calculation, Math Problem Solving) - - Student has:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
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<tbody>
<tr>
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<td>☐ Difficulty telling time or conceptualizing the passage of time</td>
</tr>
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<td>☐ Difficulty solving word problems</td>
</tr>
<tr>
<td>☐ Difficulty estimating quantity (e.g., quantity, value)</td>
<td>☐ Difficulty solving facts and longer operations</td>
</tr>
<tr>
<td>☐ Difficulty interpreting / creating charts and graphs</td>
<td>☐ Difficulty understanding / applying measurement concepts</td>
</tr>
</tbody>
</table>

Notes:

_______________________________________________________________________________
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**Functional Skills**

**Social Emotional** (All Areas) - - Student has:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
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<tbody>
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<td>☐ Difficulty in ‘picking up’ on other people’s moods/feelings</td>
<td>☐ Difficulty knowing how to share/express feelings</td>
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<td>☐ Difficulty in understanding the social hierarchy (students, teachers, administrators) of school</td>
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</tr>
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<td></td>
</tr>
</tbody>
</table>

Notes:

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_______________________________________________________________________________
### Grades 5 to 8 – Pg. 3

**Attention (All Areas) - Student has:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Age appropriate skills</td>
<td>☐ Difficulty sustaining attention in work or play activities</td>
</tr>
<tr>
<td>☐ Difficulty organizing tasks and activities</td>
<td>☐ Difficulty with losing things that are necessary for tasks</td>
</tr>
<tr>
<td>☐ Difficulty with remembering daily/routine activities</td>
<td>☐ Difficulty by being easily distracted</td>
</tr>
<tr>
<td>☐ Fails to pay close attention to details or makes careless mistakes in schoolwork or other activities</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

________________________________________________________________________________________
________________________________________________________________________________________
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**Gross and Fine Motor Skills (All Areas) - Student:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Has age appropriate skills</td>
<td>☐ Has limited success with games and activities that demand eye-to-hand coordination (e.g. musical instruments, sports)</td>
</tr>
<tr>
<td>☐ Appears awkward and clumsy, dropping, spilling, or knocking things over</td>
<td>☐ Grasps writing instruments awkwardly, resulting in poor handwriting, drawing</td>
</tr>
</tbody>
</table>

**Notes:**

________________________________________________________________________________________
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**Other Notes or Observed Behavior - Student:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>☐ Confuses left and right</td>
<td>☐ Is slow to learn new games and master puzzles</td>
</tr>
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<td>☐ Often loses things</td>
<td>☐ Has difficulty generalizing or applying skills from one situation to another</td>
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<td>☐ Finds it hard to judge speed and distance</td>
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**Summary:**

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Classroom / Academic Observation Checklist – Grades 9 - 12

Student: ________________________________  Grade: ___  Teacher/Location: ________________________________
Observer: _______________________________  Date: ____________  Time: ____________  Activity: _____________

Directions: First, identify the area(s) of concern in the box below. Your observation should focus on the identified area(s).
During the observation, place a check mark next to the behaviors that are listed within each domain that correlates with the noted area(s) of concern. These checklists are not exhaustive, so you may want make notes regarding other additional behavior observed, including strengths and behaviors which may interfere with the student’s learning. In order to obtain a full and accurate picture of the student’s performance, it may be necessary to observe the student more than once, possibly in different settings and at different times of the day.

Check area(s) of concern for SLD evaluation:

|☐ Oral Expression | ☐ Basic Reading | ☐ Reading Comprehension | ☐ Math Calculation |
|☐ Listening Comprehension | ☐ Reading Fluency | ☐ Written Expression | ☐ Math Problem Solving |

Academic Skills

**Language** (Oral Expression, Listening Comprehension, Basic Reading - Phonemic Awareness) - - Student:

- ☐ Has grade appropriate skills
- ☐ Has difficulty modulating voice (e.g., too soft, too loud)
- ☐ Confuses words with others that sound familiar
- ☐ Difficulty staying on topic
- ☐ Has difficulty in explaining things (e.g. feelings, ideas) due to use of imprecise language and limited vocabulary
- ☐ Has difficulty understanding instructions or directions

☐ Has difficulty re-telling what has just been said
☐ Inserts malapropisms into conversation
☐ Difficulty with pronouncing words
☐ Difficulty with pragmatic skills (e.g., understands the relationship between speaker and listener, staying on topic, making inferences)
☐ Has slow/halting speech, using fillers (e.g., uh, you know, um)

Notes:
____________________________________________________________________________________________________
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**Reading** (Basic Reading, Reading Comprehension, Reading Fluency) - - Student has:

- ☐ Grade appropriate skills
- ☐ Difficulty reading content area sight words
- ☐ Difficulty reading common words seen in school/community
- ☐ Difficulty when reading sentences; may frequently lose place, omit words, insert words, substitute words, guess from initial sounds, reverse words, make self-corrections
- ☐ Slow oral reading skills that may interfere with comprehension

☐ Difficulty retelling what has been read
☐ Difficulty with retention of new vocabulary
☐ Difficulty demonstrating literal comprehension of sentences/stories
☐ Difficulty demonstrating inferential comprehension of stories and connections between stories/ideas

Notes:
____________________________________________________________________________________________________
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**Written Language** (Written Expression) - - Student has:

| ☐ Grade appropriate skills | ☐ Difficulty proofreading and self-correcting work |
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| ☐ Uneven spacing between letters and words, has trouble staying ‘on the line’ | ☐ Difficulty developing ideas in writing so written work is incomplete and too brief. |
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**Math** (Math Calculation, Math Problem Solving) - - Student has:

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Worksheet for Charting Patterns of Strengths and Weaknesses

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Strength</th>
<th>Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress monitoring</td>
<td>Meeting / exceeding aimline</td>
<td>Falling below aimline for at least 4 consecutive weeks on most recent tests.</td>
</tr>
<tr>
<td>CBM (Benchmark) screening</td>
<td>At ‘benchmark’ level or above grade-level median score if using local norms.</td>
<td>At ‘at-risk’ level or below 10%ile if using local norms.</td>
</tr>
<tr>
<td>Criterion-referenced assessment</td>
<td>Skills at or above grade level</td>
<td>Skills well below grade level</td>
</tr>
<tr>
<td>MEAP</td>
<td>Level 1 or Level 2</td>
<td>Level 3 or Level 4</td>
</tr>
<tr>
<td>Norm-referenced tests (Achievement, IQ)</td>
<td>Percentile rank ≥ 30</td>
<td>Percentile rank ≤ 9</td>
</tr>
<tr>
<td>Curriculum assessments</td>
<td>A / B or ‘meets / exceeds’ expectations</td>
<td>D / E or ‘does not meet’ expectations</td>
</tr>
<tr>
<td>Grades</td>
<td>Based upon professional judgment of teacher in comparing student to others in classroom.</td>
<td>Based upon professional judgment of teacher in comparing student to others in classroom.</td>
</tr>
<tr>
<td>Teacher report</td>
<td>Based upon professional judgment of teacher in comparing student to others in classroom.</td>
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</tr>
<tr>
<td>Observations – Academic</td>
<td>Student demonstrates average understanding of academic content in comparison to other students in classroom.</td>
<td>Student demonstrates that s/he does not understand the academic content.</td>
</tr>
<tr>
<td>Observations/Interviews/Scales - Functional</td>
<td>Student demonstrates typical functional skills in comparison to other students the same age or in the same grade. Percentile rank on scale ≥ 30.</td>
<td>Most of the student’s functional skills appear to be well below average in comparison to other students the same age or in the same grade. Percentile rank on scale ≤ 9.</td>
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</table>

S = Strength  
N = Neither Strength/Weakness  
W = Weakness 

Suggested Guidelines for Determining Strengths and Weaknesses

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### Examples of Published Assessments

(This is not a complete list)

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress monitoring, Benchmark screening</td>
<td>DIBELS, AIMSweb, Yearly Progress Pro, EdCheckup</td>
</tr>
<tr>
<td>Criterion-referenced assessments</td>
<td>Brigance</td>
</tr>
<tr>
<td>IQ tests</td>
<td>WISC-4, WAIS-4, KABC-2, KAIT-2, CTONI-2, KBIT-2, WASI</td>
</tr>
<tr>
<td>Curriculum assessments aligned with CE’s and classroom instruction</td>
<td>District assessments, Classroom assessments</td>
</tr>
</tbody>
</table>
# Worksheet to Determine Appropriate Instruction

<table>
<thead>
<tr>
<th><strong>Elements of Instruction</strong></th>
<th><strong>Evidence of Effectiveness</strong></th>
<th><strong>Other Evidence of Effectiveness</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documented curriculum</td>
<td>School district has a written curriculum that is aligned with State content expectations.</td>
<td>At least 80% of all of the school district’s students within a grade are meeting district or state standards after being instructed with the district’s core instructional program.</td>
</tr>
<tr>
<td>Core/intervention curriculum materials</td>
<td>Materials systematically teach and review skills and have scientific-research evidence of effectiveness. (See Worksheet for Evaluating Explicit Instruction and Systematic Curriculum)</td>
<td>Observations of interventions during the evaluation period indicate that they are being implemented with fidelity.</td>
</tr>
<tr>
<td>Reading</td>
<td>Instruction emphasizes the following big ideas: phonemic awareness, phonics, fluency, vocabulary and comprehension.</td>
<td>At least 80% of students using an intervention within the school have showed improved progress.</td>
</tr>
<tr>
<td>Math</td>
<td>Instruction emphasizes the following big ideas: conceptual understanding, computational and procedural fluency, fact fluency and problem solving skills.</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Instruction emphasizes the following areas: basic mechanics and conventions, the content aspects of writing that convey meaning, and higher-level cognitive processes involved in planning and revising.</td>
<td></td>
</tr>
<tr>
<td>Oral Expression</td>
<td>Instruction emphasizes the use of syntax, semantics and morphology.</td>
<td></td>
</tr>
<tr>
<td>Listening Comprehension</td>
<td>Instruction emphasizes the understanding of syntax, semantics and morphology.</td>
<td></td>
</tr>
<tr>
<td><strong>Who</strong></td>
<td>Teacher Qualifications</td>
<td>Teacher meets NCLB highly qualified standards and has been trained to use the curriculum materials.</td>
</tr>
<tr>
<td><strong>How</strong></td>
<td>Instructional techniques/strategies</td>
<td>When teaching new skills, teacher uses explicit instructional techniques. (See Worksheet for Evaluating Explicit Instruction and Systematic Curriculum)</td>
</tr>
<tr>
<td></td>
<td>Differentiated/tiered instruction</td>
<td>Students are provided with the appropriate intensity of instruction to meet their individual needs. All students receive core instruction, some students receive targeted, strategic instruction, a few students receive targeted intensive instruction.</td>
</tr>
<tr>
<td></td>
<td>Fidelity of instructional implementation</td>
<td>There is documentation that the core and intervention programs are implemented with fidelity. (See Program/Instruction Fidelity Checklist)</td>
</tr>
<tr>
<td></td>
<td>Assessments / Use of data</td>
<td>School screens all students three times a year to assess their progress. Students receiving strategic interventions are assessed weekly/monthly with formative assessments (e.g., progress monitoring tests) and students receiving intensive interventions (through general or special education) are assessed weekly. Schools regularly use assessment data to evaluate their instructional programs and modify accordingly.</td>
</tr>
</tbody>
</table>
**EXCLUSIONARY FACTORS WORKSHEET**  
Specific Learning Disability

<table>
<thead>
<tr>
<th>Mark each exclusionary factor. Each factor must be ruled out as the PRIMARY FACTOR for the student’s inability to progress in the general education curriculum.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Lack of instruction in essential components of reading and math</strong>&lt;br&gt;Does information obtained during assessment indicate lack of appropriate instruction in reading and math as the determinant factor in this student’s inability to progress in the general education curriculum?</td>
<td>Report Page</td>
<td></td>
</tr>
<tr>
<td><strong>2. Limited English Proficiency</strong>&lt;br&gt;Answer the following questions&lt;br&gt;• Is there a language other than English spoken by this student?&lt;br&gt;• Is there a language other than English spoken by the student’s home?&lt;br&gt;• Are there any specific dialect or cultural influences that would affect the student’s ability to speak or understand English?&lt;br&gt;Is limited English proficiency the primary reason for the student’s deficit scores? Rpt. Page</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Cognitive Impairment</strong>&lt;br&gt;Document all information gathered in assessment that would exclude cognitive impairment as the determinant factor for this student’s academic deficits.&lt;br&gt;• Do you have evidence, through interviews, observations and/or testing that the student has a cognitive impairment? Report Page</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. Emotional Impairment</strong>&lt;br&gt;Document all information gathered in assessment that would exclude emotional impairment as the determinant factor for this student’s academic deficits.&lt;br&gt;• Does the student exhibit emotional difficulties that interfere with learning?&lt;br&gt;• Does the student have a medical history and/or school history of emotional difficulties?&lt;br&gt;Is emotional disturbance the primary reason for the student’s deficit scores? Rpt. Pg.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5. Vision, Hearing, or Motor Impairments</strong>&lt;br&gt;Document all information gathered in assessment that would exclude vision, hearing, or motor impairments as the determinant factor for this student’s academic deficits.&lt;br&gt;• Do vision screening results indicate concern?&lt;br&gt;• Do hearing screening results indicate concern?&lt;br&gt;• Does the student have a history of significantly delayed motor development?&lt;br&gt;Is visual, hearing or motor disability the primary reason for the student’s deficit scores? Rpt. Pg.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6. Environmental, Cultural, or Economic Disadvantage</strong>&lt;br&gt;Document all information gathered in assessment that would exclude environmental, cultural, or economic disadvantage as the determinant factor for this student’s academic deficits.&lt;br&gt;a. Lack of Opportunity&lt;br&gt;• Does the assessment data indicate that lack of opportunity to learn due to environmental, cultural, or economic disadvantage is not the cause of the student’s academic deficits.&lt;br&gt;b. Motivational Factors&lt;br&gt;• Does the student attempt classroom assignments and/or homework?&lt;br&gt;• If no, is the student’s performance on grade level during classroom activities?&lt;br&gt;• Are group achievement scores consistent with the student’s grades?&lt;br&gt;• Does information gathered indicate lack of motivation is the determinant factor?&lt;br&gt;c. Situational Trauma&lt;br&gt;• Has the student’s academic performance fallen dramatically within the last 6-12 months?&lt;br&gt;• Is there knowledge of any situations within the student’s family that would contribute to a drop in academic performance?&lt;br&gt;• Does information gathered indicate situational trauma is the determinant factor?&lt;br&gt;d. Attendance&lt;br&gt;• Does the student have a high absentee rate either due to illness, disciplinary issues or other factors? (As dictated by LEA policy)&lt;br&gt;• Does information gathered indicate that absences are the determinant factor? Are environmental, cultural or economic disadvantage the primary reason for the student’s academic deficits? Report page</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INITIAL EVALUATION REPORT (SLD) - EXAMPLE

Student: Date of Birth: 
Grade: Dates of Evaluation:
Teacher: Age: 
School: Parent/Guardian: 
Report Date: 

1. Multidisciplinary Evaluation Team Members:

2. Reason for Evaluation:

3. Purpose of Evaluation:

The evaluation will address five major considerations:
1. Assess the student’s rate of academic progress to meet age or grade level content expectations when using a process based on the student’s response to scientific, research-based intervention (RtI) and/or identify a pattern of strengths and weaknesses in the student’s classroom performance, achievement on tests, or both relative to age, grade level content expectations or intellectual development. 
2. Use the assessment results to identify if the student’s performance is inadequate for the student’s age or to meet grade level content expectations.
3. Verify that any underachievement is not primarily the result of a lack of appropriate instruction or due to other factors/disabilities.
4. If there is a learning disability determine whether it adversely affects the student’s educational performance to the point that special education is necessary.
5. Use the evaluation information to assist in planning future appropriate interventions.

4. Evaluation Information Used in this Report (Select/add appropriate information and elaborate)

Examples:

1. State/district achievement test data
2. School achievement test data (e.g., screening tests, curriculum tests)
3. Classroom data (e.g., grades, work samples, test data)
4. Assessments/scales administered for this evaluation.
5. Information on the student’s instructional program in reading, math and other areas of concern.
6. Information on the intervention programs and strategies used, including teacher qualifications and fidelity assurances.
7. Information on repeated progress monitoring or other formative assessments in the area(s) of concern.
8. Documentation of parent notification.
10. Teacher reports.
11. Medical information.
12. Information on cultural, environmental and economic factors that may impact the student’s academic performance.
13. Observation of academic performance and behavior in the area(s) of concern.
14. Attendance data and other pertinent school history information.

5. Documentation of parental notification on the evaluation request and their due process rights:

If an RtI process was used to determine eligibility, the parent had to be also notified about:
   1. 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.
   2. Strategies for increasing the student’s rate of learning.
   3. The parent’s right to request an evaluation.

6. Parent input (possible items to address):

   How well the student understands and follows directions in home chores, running errands, conveying phone messages
   When is the student most/least attentive
   Academic skill performed independently, e.g., reading game directions, earning/handling money, writing messages, computer skills, completing projects
   Social, behavioral, adaptive skills
   Medical or psychological background
   Cultural, ethnic and family background

7. Teacher input (possible items to address):

   Participation in class discussion
   Ability to attend to task
   Academic, social and behavioral strengths/concerns.
   Work initiation and completion rates
   Other factors that may be enhancing or limiting academic performance
   Student interests

ASSURANCES OF ADEQUATE LEARNING EXPERIENCES AND INSTRUCTION IN READING, MATH AND OTHER AREAS OF ACADEMIC CONCERN:

8. Core instructional programs

   Name of core reading program:
   Evidence of effectiveness;
   Schedule for teaching core reading program:
   Fidelity assurances:
   Qualifications of teacher:

   Name of core math program:
   Evidence of effectiveness;
   Schedule for teaching core math program:
   Fidelity assurances:
   Qualifications of teacher:
Other Core Instruction Programs:

Subject:
Name of core programs:
Evidence of effectiveness;
Schedule for teaching core written expression programs:
Fidelity assurances:
Qualifications of teacher:

9. Tier 1 Interventions (Differentiated Instruction):

<table>
<thead>
<tr>
<th>Type of Intervention</th>
<th>Length of time in place</th>
<th>Effect of intervention on student’s performance in the classroom</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

10. Tier 1 Assessments:

Include or attach any CBM reading, math or writing benchmark assessment results. Other assessment results to include are from district achievement tests, state achievement tests, and report card data.

STUDENT’S RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTIONS

11. Tier 2 interventions (Show for each academic area of concern.)

Focus area:
Student’s grade during intervention:
Name of intervention(s):
Evidence of effectiveness:
Starting date and length of intervention:
Schedule for intervention:
Intervention group size:
Fidelity assurances:
Effect of intervention on student’s performance:

Focus area:
Student’s grade during intervention:
Name of intervention(s):
Evidence of effectiveness:
Starting date and length of intervention:
Schedule for intervention:
Intervention group size:
Fidelity assurances:
Effect of intervention on student’s performance:
12. Tier 2 Assessments:
Include or attach any progress monitoring data or intervention program test data.

13. Tier 3 Interventions (Show for each academic area of concern.)

Focus area:
Student’s grade during intervention:
Name of intervention(s):
Evidence of effectiveness:
Starting date and length of intervention:
Schedule for intervention:
Intervention group size:
Fidelity assurances:
Effect of intervention on student’s performance:

Focus area:
Student’s grade during intervention:
Name of intervention(s):
Evidence of effectiveness:
Starting date and length of intervention:
Schedule for intervention:
Intervention group size:
Fidelity assurances:
Effect of intervention on student’s performance:

14. Tier 3 Assessments:
Include or attach any progress monitoring data or intervention program test data.

15. Other Assessment Data (achievement tests, IQ tests, functional skills, etc.):

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion-referenced or diagnostic assessments</td>
<td>Brigance, DRA-2</td>
</tr>
<tr>
<td>IQ tests</td>
<td>WISC-4, WAIS-4, KABC-2, KAIT-2, CTONI-2, KBIT-2, WASI</td>
</tr>
</tbody>
</table>
**IF DOING RTI:**

16. Summary of Response to Intervention Data:

**IF DOING S&W:**

17. Charting Patterns of Strengths and Weaknesses

<table>
<thead>
<tr>
<th>Area(s) of Strength (at least 3 'S' checks for each area):</th>
<th>Area(s) of Weakness (at least 4 'W' checks for each area, including at least 1 individually administered academic achievement assessment):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Academic achievement with respect to grade-level expectations.</th>
<th>Academic achievement with respect to age-level expectations.</th>
<th>Classroom performance with respect to grade-level expectations.</th>
<th>Age-appropriate functional / intellectual skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress monitoring, CBM screening or criterion-referenced assessments</td>
<td>MEAP</td>
<td>Norm-referenced achievement tests</td>
<td>Curriculum assessments</td>
</tr>
<tr>
<td>Basic Reading</td>
<td>S N W</td>
<td>S N W</td>
<td>S N W</td>
</tr>
<tr>
<td>Reading Fluency</td>
<td>S N W</td>
<td>S N W</td>
<td>S N W</td>
</tr>
<tr>
<td>Reading Comp.</td>
<td>S N W</td>
<td>S N W</td>
<td>S N W</td>
</tr>
<tr>
<td>Listening Comp.</td>
<td>S N W</td>
<td>S N W</td>
<td>S N W</td>
</tr>
</tbody>
</table>

S = Strength  
N = Neither Strength/Weakness  
W = Weakness

18. Summary of Strengths and Weaknesses Data:

19. Exclusionary factors (address the following factors and state if any underachievement is primarily due or not primarily due to any of these):

Visual, hearing or motor disability  
Mental retardation  
Emotional disturbance  
Cultural factors  
Environmental or economic disadvantage  
Limited English proficiency  
Poor attendance
20. Observation data and the relationship of observed behavior to the student’s academic functioning:

21. Summary (address the following items):

1. Is there underachievement, and if there is, were adequate learning experiences and instruction appropriate for age and grade level standards provided?
2. If using RtI, was there a slow rate of progress (or no progress) to the scientific, research-based intervention?
3. If using Patterns of S&W, was there a pattern of strengths and weaknesses in performance, achievement, or both relevant to determination of SLD?
4. If there is underachievement, does it have an adverse impact to the point that the student needs special education in order to benefit from education?
RE-EVALUATION REPORT

Student: 
School: 
Grade: 
Eligibility: 
Birthdate: 
Prepared By: 
Subsections: 

Current Evaluation Data:

Reading Data Summary: (attach any data graphs, charts, reports)

Math Data Summary: (attach any data graphs, charts, reports)

Written Expression Data Summary: (attach any data graphs, charts, reports)

Behavior Data Summary: (attach any data graphs, charts, reports)

Medical Data Summary:

Parent/Student Notification and Input

Teacher Input:

Strengths:

Areas in Need of Improvement:

Strategies/Programs used:

Observation:

Exclusionary Factors:

☐ NA (if checked)

Other:
### Current Evaluation Data:

#### Reading Data Summary:
(attach any data graphs, charts, reports)
Examples: Progress monitoring or benchmark data (DIBELS, AIMSweb), curriculum-based measurement data, criterion-referenced assessment data, achievement test results, classroom data.

#### Math Data Summary:
(attach any data graphs, charts, reports)
Examples: Progress monitoring or benchmark data, curriculum-based measurement data, criterion-referenced assessment data, achievement test results, classroom data.

#### Written Expression Data Summary:
(attach any data graphs, charts, reports)
Examples: Progress monitoring or benchmark data, curriculum-based measurement data, criterion-referenced assessment data, achievement test results, classroom data.

#### Behavior Data Summary:
(attach any data graphs, charts, reports)
Examples: SWIS data, local data on office referrals, suspensions, behavior checklists, classroom observations, teacher-collected data (frequency counts, time sampling).

#### Medical Data Summary:
Examples: Overall health, medication, hearing test results, vision test results

### Parent / Student Notification and Input
Document notification and summarize information gathered from parent and/or student interviews.

### Teacher Input:

#### Strengths:
Academic, work habits, social behavior.

#### Areas in Need of Improvement:
Academic, work habits, social behavior.

#### Strategies/Programs used:
List programs / strategies that had the most success.

### Observation:
Summarize observation data obtained during instruction in the area of disability.

### Exclusionary Factors:
- **NA (if checked)** Address any visual, hearing, or motor impairment, cognitive impairment, emotional impairment, autism spectrum disorder, or environmental (including attendance), cultural or economic disadvantage.
Specific Learning Disability (SLD) – Eligibility Recommendation Form
Marquette-Alger Regional Educational Service Agency

Student: | Date:
---|---
Birthdate: | Grade:
School District: | Parent/Guardian:

Purpose
This form is used by the evaluation team to recommend eligibility for special education based on: (Choose one)
- Initial eligibility comprehensive multidisciplinary evaluation. Parent Input Date: Method:
- Re-determination of eligibility comprehensive multidisciplinary evaluation (3-year re-determination of eligibility, termination of eligibility, adding or deleting an eligibility) Parent Input Date: Method:

Behind this page, attach copies of all referenced reports and the Consent for Initial Evaluation and/or Evaluation Review Plan.

Evaluation Findings, Diagnostic Assurances and Documentation
All shaded boxes must be checked and documentation must be provided in an area to recommend eligibility for special education as a student with a specific learning disability in that area.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Check all areas that were evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student made adequate achievement for age or on state grade level standards (GLCE’s or HSCE’s) when provided with adequate learning experience and instruction.</td>
<td>Y N Y N Y N Y N Y N Y N Y N</td>
</tr>
<tr>
<td>2. Student made sufficient progress to meet age or state CE’s when using process based on student’s response to scientific, research-based interventions.</td>
<td>Y N Y N Y N Y N Y N Y N Y N</td>
</tr>
<tr>
<td>3. There is a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State CE’s, or intellectual development that is relevant to identification of a specific learning disability.</td>
<td>Y N Y N Y N Y N Y N Y N Y N</td>
</tr>
<tr>
<td>4. The student’s learning difficulties are primarily the result of medical, vision, hearing or motor disability; cognitive impairment; emotional disturbance; cultural factors; economic or environmental disadvantage or LEP.</td>
<td>Y N Y N Y N Y N Y N Y N Y N</td>
</tr>
<tr>
<td>Underachievement in any area is not due to lack of appropriate reading and math instruction. (Documented in both #5 and #6.)</td>
<td>Y N Y N Y N Y N Y N Y N Y N</td>
</tr>
<tr>
<td>5. Data demonstrates that prior to, or as part of the referral process, the student was provided appropriate instruction in reading and math in general education settings by qualified personnel.</td>
<td>Y N Y N Y N Y N Y N Y N Y N</td>
</tr>
<tr>
<td>6. Data-based documentation of repeated reading and math achievement assessments at reasonable intervals, reflecting formal assessment of student progress during instruction, was provided to parent/guardian.</td>
<td>Y N Y N Y N Y N Y N Y N Y N</td>
</tr>
<tr>
<td>7. Student was provided with appropriate learning experiences and instruction (including interventions) in the specific area evaluated.</td>
<td>Y N Y N Y N Y N Y N Y N Y N</td>
</tr>
<tr>
<td>8. Observations of the student’s academic performance and behavior in areas of difficulty and the relationship of that behavior to the student’s academic functioning is documented.</td>
<td>Y N Y N Y N Y N Y N Y N Y N</td>
</tr>
<tr>
<td>9. There is adverse impact to the point that the child needs the intensive intervention of special education programs and/or related services.</td>
<td>Y N Y N Y N Y N Y N Y N Y N</td>
</tr>
</tbody>
</table>

---|---|---|---|---|---|---|---|

Choose #2. or #3. for each area evaluated. (May differ per area.)
Specific Response to Intervention Assurance Statements

☐ Not applicable, as the student did not participate in a response to intervention process.
☐ The student participated in a response to intervention process.

If the student participated in a process that assesses the student’s response to scientific, research-based intervention(s), the following documentation must be attached:

☐ Documentation that the student’s parents/guardians were notified about
  o The state of Michigan’s policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided.
  o Strategies for increasing the student’s rate of learning.
  o The parents'/guardians’ right to request an evaluation.

☐ Documentation of the instructional strategies used and the student-centered data collected.

Eligibility Recommendation

The evaluation team:

Finds that all of the diagnostic assurance requirements are met (as indicated by checks in all shaded boxed in the Evaluation Findings section), and recommends that:
☐ This student is eligible for special education services as a student with a specific learning disability in the area(s) of:
______________________________________________________________
______________________________________________________________

Finds that some of the diagnostic assurance requirements were not met, and recommends that:
☐ This student is ineligible for special education services as a student with a specific learning disability in the area(s) of:
______________________________________________________________

Participant Signatures

As a member of the evaluation team, my input is included in writing and I have indicated agreement or disagreement with the eligibility recommendation. (Sign and check below.)

Evaluation Team Representative: ____________________________________________ ☐ Agree ☐ Disagree

General Education Teacher: _________________________________________________ ☐ Agree ☐ Disagree

Other/Role: _____________________________________________________________ ☐ Agree ☐ Disagree

Other/Role: _____________________________________________________________ ☐ Agree ☐ Disagree

Other/Role: _____________________________________________________________ ☐ Agree ☐ Disagree

If a MET member disagrees, a separate statement indicating his or her own conclusions is required to be attached.
### Worksheet for Evaluating Explicit Instruction and Systematic Curriculum

(from [www.pattan.k12.pa.us/files/SpEd/conf05/Marchand.ppt](http://www.pattan.k12.pa.us/files/SpEd/conf05/Marchand.ppt))

<table>
<thead>
<tr>
<th>Instructional Characteristic</th>
<th>Evaluation Question</th>
<th>Well Met</th>
<th>Somewhat Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear Instructional Targets</td>
<td>Are the purpose and outcomes of instruction clearly evident in the lesson plans?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear Purpose For Learning</td>
<td>Does the student understand the purpose for learning the skills and strategies taught?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear and Understandable Directions and Explanations</td>
<td>Are directions clear, straightforward, unequivocal without vagueness, need for implication, or ambiguity?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate Modeling</td>
<td>Are the skills and strategies included in instruction clearly demonstrated for the student?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided Practice and Corrective Feedback</td>
<td>Do students have sufficient opportunities to practice new skills and strategies with corrective instruction offered as necessary?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructionally Embedded Assessments</td>
<td>Are instructionally embedded assessments used to monitor student’s mastery of skills and strategies and to pace student’s learning?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative Assessments</td>
<td>Are summative assessments used to monitor student’s retention and reinforcement of skills and strategies following instruction?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Characteristic</th>
<th>Evaluation Question</th>
<th>Well Met</th>
<th>Somewhat Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Scope</td>
<td>Does the curriculum include all key instructional content necessary to achieve the goals of instruction?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Sequence</td>
<td>Is the curriculum sequenced in a logical order that builds skills from prior skills and extends skills in order to move students to independent mastery?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistent Instructional Format</td>
<td>Are the instructional strategies consistent from lesson to lesson?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addresses Multimodality Instruction</td>
<td>Are a variety of instructional methods used to provide the student with auditory, visual, and hands-on learning activities?</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Program/Instruction Fidelity Observation Checklist

**Program:**

1. **Is the program/instruction appropriate for the instructional needs of the student(s)?**
   
   Comments:

2. **Has the teacher been trained in using the program?**
   
   Comments:

3. **Did the teacher follow the program’s guidelines/procedures/script for delivering the instruction?**
   
   Comments:

4. **Is the program/instruction being delivered with sufficient intensity (minutes per day and times per week) to ensure adequate content coverage and academic progress for most students?**
   
   Comments:

5. **Did the teacher assess the student(s) frequently enough to accurately assess the student’s progress and, if necessary, make adjustments to the instruction?**
   
   Comments:

**Other Instructional Considerations (from Oregon Reading First):**

1. **Did the instructor model instructional tasks when appropriate?**
   
   Comments:

2. **Did the instructor provide explicit instruction?**
   
   Comments:
3. Did the instructor engage students in meaningful interactions with language during lesson?  
Comments

4. Did the instructor provide multiple opportunities for students to practice instructional tasks?  
Comments

5. Did the instructor provide corrective feedback after initial student incorrect responses?  
Comments

6. Were students engaged in the lesson during teacher-led instruction?  
Comments

7. Were students engaged in the lesson during independent work?  
Comments

8. Were students successfully completing activities at a high criterion level of performance?  
Comments

9. Did the instructor encourage student effort?  
Comments
Observation Feedback

<table>
<thead>
<tr>
<th>Areas Implemented Well:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Identified Area(s) for Student Support:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Plan:</th>
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</table>

<table>
<thead>
<tr>
<th>Follow-Up Date:</th>
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<td></td>
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</table>