

Student's Name:	District ID:	State ID:	Grade:	Sex:
Native Lang:	Ethnicity:	Birth Date:	Age:	
District:		School:		

A. Student does not make sufficient progress in response to effective, evidence-based instruction and intervention for the child's age or to meet state-approved grade level standards in one or more of the following areas:

Academic Area(s) of Concern

- Basic Reading Skills Oral Expression Written Comprehension Math Calculation
 Reading Comprehension Reading Fluency Listening Comprehension Math Problem Solving

Information shared by the parent(s)

Student Strengths: Trent loves to draw. He has a lot of friends and interests. He has a good imagination.
Student Needs: Trent gets frustrated when he doesn't understand a concept

The student's parents were notified about:

- state and school district policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided, Yes No
- strategies for increasing the student's rate of learning, and Yes No
- their right to request an evaluation. Yes No

Parents were provided data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. Yes No

1. Data that establishes that the core curriculum is effective for most students.

For each of the assessments, list the percentage of students within the student's grade level who meet grade-level performance benchmarks. (May include ISAT, IRI, Grade Level Curriculum Based Measures, other measures)

Name of Assessment	Area Assessed	Date	Performance Benchmark	Percentage of Grade level peers meeting performance benchmark	Target Student performance level
Concepts & Applications	Math	Sep 8	>10	79%	7.5
Concepts & Applications	Math	March 5	Slope > .70		.375
Concepts & Applications	Math	May 5	Slope > .70		.25
ISAT Math	Math	April 2	> 190	79%	179

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2. Information documenting that the student was provided with appropriate instruction in the general education setting by qualified personnel prior to or as a part of the referral process.

Instruction and Intervention Provided				
Academic Area	Core Instruction/ Intervention	Duration (how many weeks)	Frequency (how often per week)	Intensity (minutes per session)
Math	Hot Math + Core Program	9 weeks	daily	60 minutes
Math	Pirate Math	18 weeks	3 times	30 minutes

The evaluation team determines that the student's learning difficulty is not due to lack of instruction.

- The student was provided appropriate instruction by qualified personnel in reading, including the essential components of reading, instruction which includes explicit and systematic instruction in (A) phonemic awareness; (B) phonics; (C) vocabulary development; (D) reading fluency, including oral reading skills; and (E) reading comprehension strategies. Yes No
- The student was provided appropriate instruction by qualified personnel in math Yes No

3. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction and intervention.

Attach to the evaluation report, a copy of the student's progress monitoring graph. The graph must include the aimline, trendline, decision points, student's rate of improvement, and national or local norm (50% percentile) for grade level peers.

Summary of the data demonstrating the student's progress during instruction and intervention:

See the attached graph. Trent's performance in the core curriculum and intervention does not demonstrate an adequate rate of growth or performance level. Trent's peers have made adequate growth in the area of mathematics as demonstrated by xx% of the class making sufficient growth with Tier 1 and where warranted, Tier 2.

Progress monitoring results support a skill deficit that is resistant to instruction: x Yes No

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4. Observation of academic and behavior functioning in the area of difficulty:

Include documentation of the results from an observation of the student during routine classroom instruction. (In the case of a student less than school age or out of school, the student must be observed in an environment appropriate for the student's age). The observation should be conducted in a general education environment in which the suspected disability would be manifested.

Name and Title of Observer: Mrs. Frink, School Psychologist	Date Conducted: February 12
Location of Observation: Mrs. Thompson's math class	Duration of Observation: 50 minutes

Summary of relevant behavior and relationship of behavior to academic functioning in the area of difficulty during observation:

Mrs. Thompson's class is very organized and students clearly understand classroom routines. I entered the class right as reading was ending and the class was transitioning to math instruction. Mrs. T gave a signal, and students immediately put away their reading materials to focus on math instruction. The students sat according to their math groups and began work. There were a few small groups that were unsure how to get started with the groupwork, but a quick redirect from Mrs. T got them back on track. Students were working on word problem solving using diagrams, graphs, and/or manipulatives. Franklin Maddy and Trent were in a small group receiving small group instruction from Mrs. Smith. The room was noisy, but not chaotic – the focus was on math instruction and learning. Math instruction proceeded in this way for the next 45 minutes. Mrs. T's classroom is neat and orderly and students benefit from her ability to structure instruction so that she can provide support to students as they require it.

5. Educationally relevant medical findings, if any

Vision and hearing screenings indicated these were not cause for concern for Trent.

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B. Evidence of low achievement in one or more areas (copy table as needed):

- Basic Reading Skills
 Oral Expression
 Written Comprehension
 Math Calculation
 Reading Comprehension
 Reading Fluency
 Listening Comprehension
 Math Problem Solving

Area	Date	Name of Assessment	Composite/Cluster or Subtest	SS	%ile	Evaluator/Title

Description of assessment measure, validity statement, and interpretive information:

Area	Date	Name of Assessment	Composite/Cluster or Subtest	SS	%ile	Evaluator/Title

Description of assessment measure, validity statement, and interpretive information:

Area	Date	Name of Assessment	Composite/Cluster or Subtest	SS	%ile	Evaluator/Title

Description of assessment measure, validity statement, and interpretive information:

Summarize the evidence regarding whether the student demonstrates low achievement in the suspected area(s) of difficulty indicated above as evidenced by a norm-referenced, standardized achievement assessment. For culturally and linguistically diverse students, provide the preponderance of evidence indicating low achievement:

C. Pattern of strengths and weaknesses in psychological processing skills that impact learning

Area	Date	Name of Assessment	Composite/Cluster or Subtest	SS	%ile	Evaluator/Title
Description of assessment measure, validity statement, and interpretive information:						
Description of assessment measure, validity statement, and interpretive information:						
Description of assessment measure, validity statement, and interpretive information:						
<p>Summarize the evidence regarding whether the student demonstrates a pattern of strengths and weaknesses in psychological processing:</p>						

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D. Is the student's learning difficulty primarily the result of any of the following factors?

- 1. A visual, hearing or motor impairment Yes No
- 2. Cognitive impairment Yes No
- 3. Emotional disturbance Yes No
- 4. Environmental or economic disadvantage Yes No
- 5. Cultural factors Yes No

Describe below the effects of the above factors on the student's performance, if any:

6. Did Limited English Proficiency inhibit the student's ability to access and progress in the general curriculum? Yes No

A student cannot be determined eligible for special education services if the *determinant factor* is Limited English Proficiency. If Limited English Proficiency in academic language is a consideration; describe the effect this has on the student's achievement level.

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E. ELIGIBILITY DETERMINATION (All must be documented to support eligibility)

Summarize evidence demonstrating that the student meets of the state criteria for specific learning disabilities, as documented in sections A through D of this report.

Adverse Effect on Educational Performance: (Indicate evidence of the effect of the disability on the student's performance.)

Need for Specially Designed Instruction: (Describe instruction necessary to support the student to access and progress in the general education curriculum.)

In consideration of the reported information, the evaluation team finds the student [] is [] is not eligible under the category _____.

Note:

- A. All relevant documentation, reports, and observations must be attached to this eligibility report.
- B. A copy of this report and all attachments must be given to the parent or adult student.