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|--|--------------|--|---------|-------|
| Student's Name: Cedric | District ID: | State ID: ID | Grade:7 | Sex:M |
| Native Lang: English | Ethnicity: | Birth Date: 09/27/97 | Age: 12 | |
| District: Washington County Public Schools | | School: George Washington Carver Middle School | | |

A. Student does not make sufficient progress in response to effective, evidence-based instruction and intervention for the child's age or 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 Expression Math Calculation
 Reading Comprehension Reading Fluency Listening Comprehension Math Problem Solving

Information shared by the parent(s)

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| Student Strengths: Cedric has good math skills. He is kind and friendly with adults and peers and enjoys playing basketball. |
| Student Needs: Cedric doesn't enjoy reading and struggles with understanding what to do in social studies and science. |

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, X Yes No
- strategies for increasing the student's rate of learning, and X Yes No
- their right to request an evaluation. X Yes No

Parents were provided data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. X 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 Measurements, other measures)

| Name of Assessment | Area Assessed | Date | Performance Benchmark | Percentage of Grade level peers meeting performance benchmark | Target Student performance level |
|--------------------|---------------|----------|-----------------------|---|----------------------------------|
| Reading Maze | Comprehension | 01/09/10 | 18 | 85% | 10 |
| Spring ISAT 2009 | Reading | 05/14/09 | 209 | 79% | 197 |
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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) |
| Reading | Reading Adventures | 16 weeks | 5 times/week | 45 minutes |
| Reading Fluency/Decoding | Fantastic Fluency | 8 weeks | 5 times/week | 45 minutes |
| Reading | Reading Adventures supplemental | 16 weeks | 3 times/week | 10 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. X Yes No
- The student was provided appropriate instruction by qualified personnel in math X 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 norms (50th percentile) for grade level peers.

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

See attached progress monitoring graph.

Mr. Amante's fall 2009 class median score on a CBM Maze benchmark assessment was 16 correct responses and Cedric scored 10 correct responses. [National norms at the 50th percentile indicate a score of 21 correct responses.] After 8 weeks of core instruction and supplemental interventions, Cedric's slope of improvement was negative (no improvement noted) whereas the expected slope of improvement is 0.40.

Cedric then participated in a small group Tier II intervention with three other students to improve fluency and decoding skills. Cedric's slope of improvement was 0.14 after 8 weeks of intervention, whereas the three other students in the intervention demonstrated a median slope of improvement of 0.43.

Mr. Amante's winter 2010 class median score on a CBM Maze benchmark assessment was 23 correct responses showing 7 correct responses growth; whereas Cedric remained with 10 correct responses showing no growth. [National norms at the 50th percentile indicate a score of 23 correct responses.]

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: Joe Smith, School Psychologist | Date Conducted: 01/15/10 |
| Location of Observation: English-Reading | Duration of Observation: 30 minutes |

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

Cedric was observed in his English-Reading class which is just before his lunch hour. During the observation, the teacher taught a lesson with the use of a power point on decoding words by breaking words into prefixes, suffixes, and root words. Cedric appeared to be attentive to the teacher through most of the lesson though his gaze occasionally wandered to the outside window. At the conclusion of the teacher's presentation, the class broke up into groups of four and was given an activity to complete by the teacher. Cedric sat quietly in his group and appeared to have difficulty keeping pace with his classmates in completing the activity. When it was his turn to read, he read slowly and haltingly and appeared somewhat self-conscious about his reading. The group was then asked to present their information to the rest of the class. Cedric sat quietly at his desk listening attentively and appropriately while other groups presented. His neighbor presented his group's work and Cedric again listened to the presentation.

5. Educationally relevant medical findings, if any

No medical findings noted in Cedric's health file.

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

- Basic Reading Skills
 Oral Expression
 Written Expression
 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 areas(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: | | | | | | |
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| Description of assessment measure, validity statement, and interpretive information: | | | | | | |
| Summarize the evidence regarding whether the student demonstrates a pattern of strengths and weaknesses in psychological processing: | | | | | | |

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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 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.