

[District Name] Public Schools Multidisciplinary Evaluation Report for Students Suspected of Having a Specific Learning Disability

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_  
 School: \_\_\_\_\_ Date of Report: \_\_\_\_\_

The following information must be reviewed by the Planning and Placement Team and documented in the appropriate spaces.

**I. Required Evaluation Components**

**A. Parental Input:**

**B. Interventions and Instructional Strategies Used Prior to Referral:**

[All student-centered intervention and progress monitoring data is attached, including information from math, reading, and/or writing worksheets, as appropriate. Data should include implementers and dates of progress monitoring.]

**C. Educationally Relevant Medical Findings, if any:**  N/A

**D. Regular Classroom Observation: Area of Difficulty -** \_\_\_\_\_

Academic setting: \_\_\_\_\_ Date(s): \_\_\_\_\_

Observer(s) : \_\_\_\_\_

Behavior observed and the relationship to academic functioning: \_\_\_\_\_

**E. Assessment Information:**

Assessment

Evaluator (Name and Title)

(e.g., curriculum-based, standardized, criterion-referenced)

II. Criteria		Criteria Met	
		YES	NO
Respond to each criteria used to determine eligibility for students suspected of having a specific learning disability.			
<b>A.</b>	Is student achieving adequately for the student's age or meeting State-approved grade-level standards in one or more of the following areas when provided with learning experiences appropriate for the student's age or State-approved grade level standards? If NO, indicate in which area(s) student is NOT achieving adequately below: [Note: At least <u>one</u> area must be identified.] <input type="checkbox"/> mathematics calculation <input type="checkbox"/> mathematics problem solving <input type="checkbox"/> oral expression <input type="checkbox"/> written expression <input type="checkbox"/> listening comprehension <input type="checkbox"/> reading comprehension <input type="checkbox"/> fluency <input type="checkbox"/> basic reading skills		*
<b>B.</b>	Is student making sufficient progress <b>in the area identified above</b> to meet age or State-approved grade-level standards, even with scientific research-based interventions?		*
<b>C.</b>	The student has been provided with explicit and systematic instruction in the essential components of scientific, research-based reading instruction or math from a qualified teacher, including regular assessments of achievement to document the student's response to scientific research-based intervention as a part of the evaluation procedures.	*	

<b>D.</b> Learning difficulty is <i>primarily</i> due to:	<b>YES</b>	<b>NO</b>	Note: If all of the (✓)'s are in the NO column, then the student meets the criteria for II D (i.e., "learning difficulty is NOT the result of" these other factors).
1. Lack of instruction in math, reading or writing <sup>o</sup> (Based on Math, Reading or Writing Worksheets)			
2. A visual, hearing or motor disability			
3. Intellectual Disability			
4. Emotional Disturbance			
5. Cultural factors			
6. Environmental or economic disadvantage			
7. Limited English proficiency			
<b>E.</b> Has <b>NO</b> been (✓)'d for <b>all</b> items in D above (#1-7)?			
<b>F.</b> Does information gathered through the <b>required evaluation components</b> (including consideration of a dual discrepancy**) indicate that a specific learning disability exists in the <b>area identified above</b> (in A)? – If a specific learning disability exists in <b>one of the eight areas above</b> (in II A), <b>attach</b> a summary statement of all formal and informal assessment data used to document the existence of such a disability.			
<b>G.</b> Are special education and related services required to address the specific learning disability identified in F?			

**\*Criteria A-C:** The student has been provided with scientific, research-based interventions in area of concern and repeated measures of progress were utilized to determine the student's response to the intervention(s).

**<sup>o</sup>Criteria D-1:** Math, Reading and/or Writing Worksheets are attached (unless math, reading and/or writing are not an area of weakness)

**\*\*Dual Discrepancy:** Dual discrepancy means that a student has BOTH low performance relative to age or grade level standards AND insufficient progress even when provided with scientific, research-based interventions.

**Statements of Assurances:**

**H.** Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction (i.e., progress monitoring) has been provided to parents.

Date(s) information provided: \_\_\_\_\_

**I.** Student's parents were notified about state policies for performance, strategies for increasing the student's rate of learning and parent's right to request an evaluation.

Date(s) information provided: \_\_\_\_\_

**J.** The IQ/discrepancy (ability/achievement) model was not used to determine eligibility.

**K.** A disorder in one of the basic psychological processes in understanding or in using spoken or written language was not **required** as part of the eligibility decision.

The Planning and Placement Team has reviewed the information presented and has made the determination that the student has a specific learning disability and requires special education services:  YES [All criteria (A-G) have been met.]  NO

Each team member certifies by his/her signature that this report reflects her/his conclusion. (**Bold** means required.)

<u><b>Signature</b></u>	<u><b>Title</b></u>
_____	<b>General education teacher</b> _____
_____	<b>Examiner/special education instruction</b> _____
_____	<b>Examiner/pupil personnel services</b> _____
_____	<b>Administrator</b> _____
_____	Other _____
_____	Other _____

**If this report does not reflect a team member's conclusion s/he must indicate below her/his reasons and conclusion.**

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Signature: \_\_\_\_\_

Reason(s) and conclusion: