**00 Livingston County Special Services Unit**

**Specific Learning Disability**

**Initial**

*A learning disability means a disorder in one or more basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.*

*The term does not include children who have learning problems which are primarily the result of exclusionary factors that include visual, hearing, or motor disabilities, emotional disturbance, or environmental, cultural, or economic disadvantage.*

**CRITERIA CHECKLIST FOR DETERMINING ELIGIBILITY**

***AREA(S) OF ACADEMIC CONCERN:***

**In at least one of the following academic areas, there is significant concern about the student’s achievement:**

(See Qualifying Decisions for Eligibility)

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

***CRITERION A:***

**DOCUMENTED DUAL DISCREPANCY (Both of the following are required):**

**Yes No**

In the area(s) of academic concern, the student’s performance is currently

discrepant from grade level standards. *(****See Table 1 Below: Comparison to Grade Level Standards)***

**Yes No**

Student’s Rate of Improvement (ROI), as reflected by progress monitoring data in

the area of discrepancy, is not sufficient to close the gap between the student and

grade level standards. *(****See Table 2 Below: Comparison between Goal ROI and Actual ROI)***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TABLE 1: COMPARISON TO GRADE LEVEL STANDARDS:** | | | | | | |
| **Performance discrepancy is defined as:** | **Assessments used to make the determination:** | | | **Documentation/Support** | | |
|  | | | **READING** | **MATH** | **OTHER:** |
| **A. When administered a norm-referenced local benchmark assessment, the child obtains at least 1 post-intervention score…** | | | | | | |
| \_\_\_\_\_ Below the **10th** percentile when compared to national norms in current grade placement (or 8th grade norms for students 9th grade and above) | Curriculum Based Measurement benchmarking such as AIMSweb, STAR | | |  |  |  |
| \_\_\_\_\_ Below the **25th** percentile on survey level assessment at least one grade level below current grade placement | Survey Level Assessment | | |  |  |  |
| **B. When given 3 different non-modified classroom/grade level assessments post-intervention in a single curricular area, child scores…** | | | | | | |
| \_\_\_\_\_ Below 80% of peer median  *Example: Three peers score at 75, 80, & 100; median score = 80.*  *80% of 80 (.80 x 80) = 64* | * Presentations * Test/Quizzes * Written products | | |  |  |  |
| **C. When administered a group assessment, the child scores…** | | | | | | |
| \_\_\_\_\_ Below the **16th** percentile or “below standards” or “did not meet grade level expectations” on a composite, with stronger consideration given to the most recent assessment | -PARCC  -ITBS  -Stanford  -PSAT | -MAP  -EXPLORE  -PLAN  -SAT | -STAR  Reading  -STAR  Math |  |  |  |
| - Other state/ nationally normed group assessments \_\_\_\_\_\_\_\_\_\_ | | |
| **D. When administered an individual norm-referenced assessment, the child scores…** | | | | | | |
| \_\_\_\_\_ Below the 16th percentile on a composite or cluster of subtests | - Achievement assessment  - Language assessment | | |  |  |  |

|  |
| --- |
| **To determine *significant* performance discrepancy exists, one of the following is required:**  **\_\_\_\_\_ At least 3 sources of data show a performance discrepancy (as defined above).**  **\_\_\_\_\_ A performance discrepancy is demonstrated in at least 3 of 4 areas (i.e., A, B, C, and/or D).**   * + **If performance discrepancy is demonstrated in only 2 areas (i.e., A, B, C, and/or D), clinical judgment may be used to determine the need for special education services.** |
|  |
| **TABLE 2: COMPARISON BETWEEN GOAL ROI AND ACTUAL ROI** |

**CRITERION A MET?**

**Yes No**

**If Criterion A is not met, proceed to Criterion B on the next page.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **READING** | | **MATH** | | **OTHER:** | |
| **Progress Monitoring Instrument:** | GOAL  ROI | Actual  ROI | GOAL  ROI | Actual  ROI | GOAL  ROI | Actual  ROI |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

***CRITERION B:***

**DOCUMENTED INTENSIVE INSTRUCTIONAL NEED FOR POSITIVE RATE OF IMPROVEMENT (Both of the following are required):**

**Yes NO**

In the area of academic concern, the student received additional instruction

beyond core instruction for at least 12 weeks and the intensity of the Tier 2 and Tier 3 interventions was greater than that of same grade peers. (e.g., an additional 60 minutes per day of Reading Buggs 4 days per week for 13 weeks).

|  |  |  |  |
| --- | --- | --- | --- |
| **Intervention** | **Frequency** | **Intensity** | **Duration** |
|  |  |  |  |

**Yes No**

Instructional need in the area of academic concern requires resources too great to

be maintained in general education.

***STOP:***

**If Criteria A and B are met, proceed to QUALIFYING DECISIONS FOR ELIGIBILITY. If neither Criterion A nor B is met, the student is not eligible for services under the category of Specific Learning Disability; proceed to the EXIT CRITERIA below.**

**Qualifying Decisions for Eligibility**

**Yes No**

**Student met eligibility determination as stated on ISBE Forms 37-44D&E**

**Yes No**

**All of the above criteria have been met, signifying the student has deficits in**

**the following domain(s) of academic performance:**

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

**Exit Criteria**

**The student is not eligible for Specific Learning Disability when:**

**Yes No**

Ongoing progress monitoring data shows that a significant discrepancy does not

exist when student’s performance is compared to that of grade-level peers.

**AND/OR**

**Yes No**

The student has demonstrated adequate academic functioning over a period of

time with supports available from general education resources.

*\*\*It is highly recommended that the student continue to be progress monitored for six weeks without special education supports to ensure that they are continuing to make acceptable academic progress.*