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

~		Report for Students Suspected of Having a Specific Learning D	,		
	lent:	Date of Birth: Grade			
	ollowing information must be reviewed by the Planning and Placement Te	eam and documented in the appropriate spaces.			
l. <u>k</u>	equired Evaluation Components				
A.	Parental Input:				
B.	nterventions and Instructional Strategies Used Prior to Referral:				
	student-centered intervention and progress monitoring data is attached, including infor	rmation from math, reading, and/or writing worksheets, as appropriate. Data	should include		
	ementers and dates of progress monitoring.]				
C.	Educationally Relevant Medical Findings, if any: N/A				
D.	Regular Classroom Observation: Area of Difficulty -				
Aca	demic setting:	Date(s):			
	erver(s):				
Beh	avior observed and the relationship to academic functioning:				
E.	Assessment Information:				
Assessment Evaluator (Name and Title)					
(e.g., curriculum-based, standardized, criterion-referenced)					
	~		Critor	ria Met	
II. Criteria					
ł	espond to each criteria used to determine eligibility for students suspected of		YES	NO	
Δ	Is student achieving adequately for the student's age or meeting State-approved grad learning experiences appropriate for the student's age or State-approved grade level	le-level standards in one or more of the following areas when provided with standards? If NO indicate in which area(s) student is NOT achieving adequi	iately	*	
л.	below: [Note: At least <u>one</u> area mu	ust be identified.]	latery		
		oral expression written expression			
	Isstening comprehension reading comprehension fl Is student making sufficient progress in the area identified above to meet age or Sta	luency basic reading skills ate-approved grade-level standards, even with scientific research-based	<u> </u>	*	
B.	interventions?	are approved grade-level standards, even with scientific research-based			
~	The student has been provided with explicit and systematic instruction in the essentia				
C.	qualified teacher, including regular assessments of achievement to document the stuc procedures.	uent's response to scientific research-based intervention as a part of the evalu	Jation		

I. Lack of instruction is much reading or writing? (Based on Math, Reading or Writing Worksheets) Implementation is much reading or writing? C/Y are in the No Societan, the student meets in the factors in TD (s.e., "factors in	D.	Learning difficulty is	<i>s primarily</i> due to:		YES	NO	Note: If all of the				
A visual hearing or motor disability A visual factors A visual factors Cultural		1. Lack of instruction			(✓)'s are in the NO column, then the student meets						
3. Intellectual Disbulity											
		3. Intellectual Disal									
6. Environmental or economic disadvantage be result of? these other factors). 7. Limited English proficiency be result of? the other factors). 8. Has NO been (?) 4 for all times in D above (#1-7)? be not provided if times in D above (#1-7)? Does information gubered through the required evaluation components (including consideration of a dual discrepancy**) indicate that a specific learning disability orists in one of the eight areas above (in 11 A), <u>attach</u> a summary statement of all formal and informal assessment data used to document the existence of such a disability identified in 1? 8. Critteria 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). Critteria D-1: Math. Reading and/or Witing Worksheets are attached (unless math, reading and/or writing are not an area of weakness). **Data Data discrepancy means that a student has BOTH low performance relative to age or grade level standards AND insufficient progress even when provided with scientific (e.e., progress monitoring) has been provided to parents. 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. 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. Data/base		4. Emotional Distu	bance								
a. Environmental of economic dissivating: other factors). 7. Linked English proficiency: other factors). Be Has NO been (?) of or all terms in D above (#1-7)? o Does information gathered through the required evaluation components (including considention of a dual discrepancy**) indicate that a specific learning disability information gathered through the required evaluation components (including considention of a dual discrepancy**) indicate that a specific learning disability information gathered data used to document the existence of such a disability. 6. Are special education and related services required to address the specific learning disability identified in F? o *Criteria D-1: Math, Reading and/or Writing Work-baseds are attached (unless math, reading and/or writing are not an area of weakness) **Bual 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 response duard discrepancy means that a student has BOTH low performance, strategies for increasing the student's rate of learning and parent's right to request an evaluation. Dual (sc., progress monitoring) has been provided to parents. Date(s) information provided:		5. Cultural factors									
A construction of the set of											
Does information gathered through the required evaluation components (including consideration of a dual discrepancy**) indicate that a specific learning disability Image: Consideration and related services required to address the specific learning disability identified in P? R. Are special education and related services required to address the specific learning disability identified in P? Image: Constraint of the second of the eight areas above (in II A), <u>attach</u> a summary statement of all formal and informat assessment data used to address the specific learning disability identified in P? *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). *Criteria D-1: Math, Reading and/or Writing Worksheets are attached (unless math, reading and/or writing are not an area of weakness) **Data Dotal discrepancy means that a student has BOTH low performance relative to age or grade level standards AND insufficient progress even when provided with scientific its, progress monitoring) has been provided to parents. Statements of Assurances: H. Data discrepancy means that a student has BOTH low performance, strategies for increasing the student's rate of learning and parent's right to request an evaluation. 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: I. Student's parents were notifie						other factors).					
F. exists in the area identified above (in A)? - If a specific learning disability exists in one of the eight areas above (in II A), attach a summary statement of all formal assessment data used to document the existence of such a disability. Image: Comparison of the existence of such a disability. G. Are special education and related services required to address the specific learning disability identified in F? Image: Comparison of the existence of such a disability. G. Are special education and related services required to address the specific learning disability identified in F? Image: Comparison of the existence of such a disability. G. Are special education and related services required to address the specific learning disability identified in F? Image: Comparison of the existence of such a disability. G. Are special education and related services required to address are attached (unless math, reading and/or writing are not an area of weakness) ***Dual Discrepancy: research-based interventions. Statements of Assurances: Image: Comparison 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: Image: Comparison of repeated assessment) Image: Comparison 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	E.	Has NO been (\checkmark) 'd for all items in D above (#1-7)?									
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