**Student Name**       **Date of Birth**      **/**     **/**      **IEP Date**      **/**     **/**

**School**        Initial Evaluation

3-Year Re-evaluation

A specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The basic psychological processes included attention, visual processing, auditory processing, sensory-motor skills, phonological processing, and cognitive abilities including association, conceptualization and expression.

**Section I.** Instructions: Select Option A, B, or C below.

The decision as to whether or not a severe discrepancy exists takes into account all relevant material, which is available on the pupil. No single score or product of scores, test or procedure shall be used as the sole criterion for the decisions of the IEP team as to the pupil’s eligibility for special education.

|  |  |
| --- | --- |
|  | 1. The IEP team finds a severe discrepancy between intellectual ability and achievement based on valid standardized tests. |
|  | 1. The IEP team finds a severe discrepancy based on alternative measures as specified on the assessment plan. |
|  | 1. The IEP team finds a severe discrepancy between intellectual ability and achievement as a result of a disorder in one or more of the basic psychological processes. (Complete and attach the Specific Learning Disability Discrepancy Documentation Report) |

Area/s in which the pupil meets criteria under Option A, B, or C:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Oral Expression |  | Listening Comprehension |  | Written Expression |
|  | Basic Reading Skills |  | Reading Comprehension |  | Mathematical Calculation |
|  | Mathematical Reasoning |  |  |  |  |

**Section II. The discrepancy identified above is directly related to a processing disorder:**  Yes  No

Check appropriate area(s):  Sensory Motor Skills  Visual Processing

Auditory Processing  Phonological Processing

Attention

Cognitive Abilities (including association, conceptualization and expression)

**Section III.** Specific learning disabilities do not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disability. If any of the items below (A-H) are checked “Yes”, the student may not be identified as having a learning disability.

1. Visual, hearing, or motor disability  Yes  No
2. Intellectual disability  Yes  No
3. Emotional disturbance  Yes  No
4. Cultural factors  Yes  No
5. Environmental or economic disadvantage  Yes  No
6. Limited English proficiency  Yes  No
7. Limited school experience or poor school attendance  Yes  No
8. Lack of appropriate instruction in reading or math  Yes  No
   1. The IEP team considered data that demonstrate that prior to, or as a part of, the referral process, the pupil was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
   2. The IEP team considered data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the pupil’s parents

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**Section IV.** Additional Relevant Information:

Basis for determination of eligibility:

Psychoeducational Evaluation utilizing multiple measures (see attached psychoeducational report).

Other (specify)

**Section V.** Relevant behavior related to academic functioning, noted during observation:

**Section VI**. Educationally relevant medical findings, if any:

**Section VII.** Conclusion:

The pupil has a specific learning disability.  Yes  No

The degree of the pupil’s impairment requires special education.  Yes  No

I agree with the conclusions stated above:

|  |  |  |
| --- | --- | --- |
| Parent/Guardian/Surrogate/Adult - Date |  | Parent/Guardian/Surrogate/Adult - Date |
| LEA Representative/Admin. Designee – Date |  | General Education Teacher - Date |
| Special Education Specialist - Date |  | Additional Participant/Title - Date |
| Additional Participant/Title - Date |  | Additional Participant/Title – Date |
| Additional Participant/Title – Date |  | Additional Participant/Title - Date |
| Additional Participant/Title – Date |  | Additional Participation/Title - Date |

My assessment of this student differs from the above report as follows: Statement (attach additional pages as necessary)

*Signature and Title/Date*

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