

SLD Evaluation Checklist

BACKGROUND INFORMATION

- Summarize relevant educational history (e.g., Schools attended, mid-year school changes, grade retentions, history of learning challenges noted in report cards, school/state testing results, etc.)
- Summarize intervention history (e.g., Participation in intervention programs such as Birth-To-Three, HeadStart, ECEAP, LAP, Title I, and ELL; SIT (student intervention team) problem solving efforts; classroom and tiered interventions, including specifics like who, what, how long, and results; universal screening and progress monitoring data; SIT (student intervention team) problem solving efforts, etc.)
- Explain why student was referred for this special education evaluation
- (Optional) Give brief synopsis of main evaluation conclusions

HEALTH AND DEVELOPMENTAL EVALUATION

- Family History (e.g., Who child lives with; family history of learning difficulties, learning disabilities, other relevant disabilities, or special education; etc. – Are there any LD-risk factors present?)
- Language and Culture (e.g., Family cultural and language history; student's primary language; student's dual-language history; student's English proficiency; transitional bilingual data-base, etc. – Are there any LD-risk factors present?)
- Birth History and Development (e.g., Pregnancy complications, prenatal exposure, delivery complications, early medical needs, developmental milestones, developmental concerns, etc. – Are there any LD-risk factors present?)
- Health (e.g., Current general health status; history of any relevant medical issues, diagnoses, medication, etc. – Are there any LD-risk factors?)
- Hearing and Vision (e.g., School screening results; etc – Does the student see and hear well enough to benefit from school learning?)
- Education (Optional: Provide more in-depth educational history than described in Background section)

COGNITIVE EVALUATION

- State what tests were used and rationale for using them with this student
- State the specific diagnostic model used (e.g., cross-battery assessment, neuropsychological, etc.)
- Interpret full-scale score (e.g., Is there an intellectual disability? What are the general implications for learning?)
- Interpret specific composite/subtest results within specified diagnostic model (e.g., Are the student's cognitive skills for learning like or different from most age peers? How does the student's pattern of cognitive strengths and weaknesses explain the student's academic learning? Does student have a learning disability?)
- Make connections (e.g., How do the cognitive results fit with previous cognitive results, SLP and OT results, classroom-based assessments and teacher/parent observations, etc.)
- Make recommendations (e.g., Given the student's unique pattern of strengths and weaknesses, how can this information be used to design accommodations, general education instruction, and special education instruction)

ACADEMIC EVALUATIONS

- State what tests were used and rationale for using them with this student
- Interpret specific composite/subtest results
- Make observations (e.g., What specific academic skills can the student perform and not perform?)
- Make connections (e.g., How do the results fit with classroom/teacher observations, district/state tests, cognitive results, etc?)
- Make recommendations (e.g., Given the student's unique pattern of strengths and weaknesses, how can this information be used to design accommodations, home recommendations, general education instruction, and special education instruction?)

OBSERVATION

- Describe how the student's academic performance and behavior in the areas of difficulty was observed by a member of the evaluation group
(e.g., Who, when, and what was observed; what conclusions are made from the observation; etc.)

SOCIAL/EMOTIONAL/BEHAVIORAL EVALUATION (Optional)

- State what procedures/tests were used and rationale for using them with student
(e.g., Standardized and non-standardized check-lists; student, parent, and teacher interviews, etc.)
- Make recommendations (e.g., How can this information be used to design accommodations, home recommendations, general education instruction, and special education instruction, such as IEP goals for social skills or classroom organizational skills, etc.)

DISCUSSION (May appear in multiple sections)

- Make a clear disability statement that student has a specific learning disability
- Discuss the basis for eligibility determination, **including (both)**:
 - Severe discrepancy analysis using OSPI SLD tables (this is not optional)
 - Pattern of strengths and weakness diagnostic of learning disability
- Discuss how the learning problems are NOT caused by other factors, including:
 - lack of appropriate instruction in reading or math (e.g., Student has received appropriate instruction in reading and mathematics provided by qualified personnel, including additional targeted intervention in reading and math skills through differentiated classroom instruction, daily intervention, and daily tutoring. Student has received repeated assessments of achievement at reasonable intervals which was provided to parents through her report card and parent conferences.)
 - a visual, hearing, or motor disability
 - intellectual disability
 - emotional disturbance
 - cultural factors (e.g., There are no cultural factors that would be the primary cause of Student's learning difficulties. There are many other children from similar cultural and linguistic backgrounds who are experiencing learning success.) \
 - environmental or economic disadvantage
 - limited English proficiency
- Explain the adverse educational impact of learning disability
- Relate results to general education

SOMEWHERE IN REPORT

- Discuss the following (this is NOT optional): To ensure that underachievement is not due to lack of appropriate instruction in reading or math, the evaluation group considered data that demonstrate that Student was provided appropriate instruction, delivered by qualified personnel, and data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the Student's parents in report cards and parent conferences.
- Discuss any educationally relevant medical findings (this is NOT optional)
- Evaluation group MUST include ALL relevant members (this is NOT optional):
The evaluation group included the student's parents, and qualified professionals, including the general education classroom teacher, at least one individual qualified to conduct individual diagnostic examinations.