

Specific Learning Disabilities

Assessment Documentation Form

Initial Re-evaluation

Student Name:	DOB:	Age:
School:	Grade:	
Parents:	Test Date(s):	
Examiner:		

Reason for Referral

Provide a summary of the reason the student was referred for an evaluation (e.g., what led the team to suspect an educational disability).

Background Information

Include any relevant background information such as educational history, attendance, previous evaluations, behavior concerns/ intervention plans (if applicable), etc.

Parent Input/ Developmental History

Include any pertinent familial information. Student developmental history, medical history, etc.

Teacher Input

Include indirect observations, work samples, informal checklists, teacher interviews/input regarding overall academic and behavior strengths, weaknesses, needs, concerns, etc.

Student Concerns/ Input

Complete if the student provided input as part of the evaluation. Delete this section if not appropriate.

Tier I- Core Instruction

In the narrative section, provide an overview of the data collected that provides evidence the student received appropriate instruction in the area of deficit as part of Tier I instruction. It may be appropriate to provide a historical reference to instruction of foundation skills that were taught in earlier grades that were addressed through interventions. Expectations across grade bands for Tier I English language arts (ELA) and math instruction can be found in component 2 of the RTI² framework.

Indicate if the evidence demonstrates that prior to, or as a part of, the referral process, the student was provided appropriate instruction (i.e., empirically research-based instruction that is rigorous and systematic) in regular education settings delivered by qualified and appropriately trained personnel.

Intervention Review

Check the appropriate box and provide a summary that includes evidence of the data and data-based documentation referenced. If the answer is "no" to either statement, provide an explanation in your summary and whether it

appears to have impacted the overall outcome of the student's progress. Document use of the problem-solving model to describe how the team:

- identified problems (e.g., initial deficits compared to typical peer performance nationally and locally);
- analyzed problems, indicating potential causes for deficits, and identified plans to address them (e.g., data used to perform a root cause analysis in order to plan how to address the deficits/barriers);
- developed and implemented an intervention plan (e.g., interventions used, adjusted interventions based on identified barriers, frequency/duration/ intensity of interventions, etc.); and
- evaluated the intervention plan (e.g., the frequency and outcome of team reviews including evaluation of progress monitoring and fidelity monitoring data).

Yes No Data demonstrates that prior to, or as a part of, the referral process, the student was provided appropriate instruction during interventions (i.e., empirically research-based instruction that is rigorous, systematic, and implemented with fidelity) delivered by qualified and appropriately-trained personnel.

Yes No Data-based documentation of repeated assessments of achievement, reflecting formative assessment of student progress during intervention, which was provided to the student's parents at a minimum of once every four and one-half (4.5) weeks

Systematic Observations

Check the appropriate box and provide a complete description of the observations within the learning environments listed below. Document the student's academic performance and behavior in the areas of suspected disability.

Yes No Systematic observation of routine classroom instruction

Yes No Systematic observation during intensive, scientific research-based or evidence-based intervention.

Yes No N/A If the student is in a placement outside of the local education agency, a team member observed the student in an environment appropriate for a student of that age.

Yes No At least one of the observations was completed by the certifying specialists.

Rate of Improvement/ Progress

Provide a summary indicating the student's overall progress within the interventions and how that impacts the student's achievement gap and addresses the statements below.

Yes No The student does not make sufficient progress to meet age or state-approved grade-level standards in one or more areas (i.e., basic reading skills, reading fluency, reading comprehension, written expression, math calculation, mathematics problem solving) when using a process based on the student's responsiveness to scientific, research-based intervention in each area of suspected delay.

A lack of sufficient progress is established by examining the student's rate of Improvement (ROI) including a gap analysis based on the following criteria:

Yes No The rate of progress or improvement is less than that of his/her same-age peers.

Yes No The rate of progress is the same as or greater than that of his/her same age peers but will not result in reaching the average range of achievement within a reasonable period of time.

Assessment Observations

Provide a summary of observations recorded while administering assessments and whether the results appear valid estimates of skills/ ability based on those observations.

Academic Achievement Assessment(s)

Check the appropriate box(-es) below indicating the suspected area of disability. Provide a description of the individual, standardized, and norm-referenced measure(s) of academic achievement administered in the area of suspected disability and the student performance on the assessment. The summary should include whether the student does/does not achieve adequately for the student's age or to meet state-approved grade-level standards in one or more of the following areas when provided with learning experiences and instruction appropriate for the student's age or state-approved grade level standards:

An evaluation of oral expression and listening comprehension shall be completed pursuant to the speech or language impairment eligibility standards if a specific learning disability (SLD) is suspected in either area. If a student has been evaluated by a speech language pathologist and does not qualify as language impaired, then the IEP team may consider an SLD in either oral expression or listening comprehension if either continues to be a suspected area of disability; however, interventions must be implemented and repeated assessment of achievement must be collected.

- Yes No *An individual, standardized, and norm-referenced measure of academic achievement was administered in the area of suspected disability.*
- Yes No *Basic reading skills*
- Yes No *Reading fluency*
- Yes No *Reading comprehension*
- Yes No *Written expression*
- Yes No *Mathematics calculation*
- Yes No *Math problem solving*
- Yes No *Oral expression*
- Yes No *Listening comprehension*

Other Assessments

If additional assessments were completed as part of the evaluation, provide a description and interpretation of the results below. Delete this section if no other assessments were administered as part of the evaluation.

Exclusionary Factors

Provide a description of the evidence that indicates how each of the listed exclusionary factors was ruled out as the primary cause of underachievement.

- Yes No *The team determined the student's underachievement is not primarily the result of visual, motor, or hearing disability.*
- Yes No *The team determined the student's underachievement is not primarily the result of intellectual disability.*
- Yes No *The team determined the student's underachievement is not primarily the result of emotional disturbance.*

Yes No *The team determined the student's underachievement is not primarily the result of cultural factors, environmental or economic factors.*

Yes No *The team determined the student's underachievement is not primarily the result of limited English proficiency.*

Yes No *The team determined the student's underachievement is not primarily the result of excessive absenteeism.*

Summary

The term 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, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, and that adversely affects a child's educational performance. Such term includes conditions such as perceptual disabilities (e.g., visual processing), brain injury that is not caused by an external physical force, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include a learning problem that is primarily the result of visual impairment; hearing impairment; orthopedic impairment; intellectual disability; emotional disturbance; limited English proficiency; or environmental or cultural disadvantage.

Provide a summary of the evaluation results for the suspected area of disability below:

It is the responsibility of the IEP team to determine whether a student meets eligibility standards for special education services including whether a student's needs, even with the presence of an educational disability, can be met in the general education without special education services This information should be considered with all other relevant data and team member input when determining eligibility for special education services based on the disability definition and evaluation standards

(https://www.tn.gov/content/dam/tn/education/special-education/eligibility/se_eligibility_sld_standards.pdf).

Recommendations

Provide any recommendations to address the student's deficits and needs below.

Certifying Specialist Signature:

Name:

Title:

Date:

Other Assessment Team Members
Name/Title:
Name/Title:
Name/Title:
Name/Title: