**REQUIRED DOCUMENTATION FOR**

**SPECIFIC LEARNING DISABILITY (SLD) – INITIAL EVALUATION**

**Form ER-2A (Rev. 05/2022)**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Eligibility Determination: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The responses to items #1, #2, **and** #3 under **Documentation of Eligibility** must be marked “Yes" for the student to meet the eligibility criteria for the impairment of Specific Learning Disability (SLD). In addition, these criteria must be documented in at least one of the **same** area(s) of concern. If any item is marked "No”, the student **does not** meet eligibility criteria for the impairment of SLD. Prompts for additional information must be completed as appropriate. If information is addressed elsewhere in the IEP team evaluation report, reference where the information can be found.

**DOCUMENTATION OF ELIGIBILITY**

**1. Insufficient Progress**

[ ]  Yes [ ]  No The student does not make sufficient progress to meet age or grade-level standards following at least two intensive, scientific research-based or evidence-based interventions implemented with adequate fidelity and closely aligned to individual student needs. Check “Yes” if the student **did not** make sufficient progress in one or more of the area(s) considered. Check “No” if the student made sufficient progress in all area(s) considered.

**Data Used to Support Insufficient Progress Determination**

*Check the area(s) considered and whether the student did or did not make sufficient progress in the chart below.*

| **Area(s) Considered** | **Decision Rule***The student’s rate of progress was:* | **Progress Monitoring Data***Briefly summarize data collected. Attach supporting data as appropriate.* |
| --- | --- | --- |
| [ ]  Basic Reading Skill[ ]  The student did not demonstrate sufficient progress [ ]  The student demonstrated sufficient progress  | [ ]  The same or less than same age peers.[ ]  Greater than same age peers, but will not result in the student reaching the average range of achievement as same age peers in a reasonable period of time. [ ]  Greater than same age peers, but the intensity of resources necessary to obtain this rate of progress cannot be maintained in general education.  |  |
| [ ]  Reading Comprehension[ ]  The student did not demonstrate sufficient progress [ ]  The student demonstrated sufficient progress  | [ ]  The same or less than same age peers.[ ]  Greater than same age peers, but will not result in the student reaching the average range of achievement as same age peers in a reasonable period of time.[ ]  Greater than same age peers, but the intensity of resources necessary to obtain this rate of progress cannot be maintained in general education.  |  |
| [ ]  Reading Fluency Skills[ ]  The student did not demonstrate sufficient progress [ ]  The student demonstrated sufficient progress  | [ ]  The same or less than same age peers.[ ]  Greater than same age peers, but will not result in the student reaching the average range of achievement as same age peers in a reasonable period of time. [ ]  Greater than same age peers, but the intensity of resources necessary to obtain this rate of progress cannot be maintained in general education.  |  |
| [ ]  Mathematics Calculation[ ]  The student did not demonstrate sufficient progress [ ]  The student demonstrated sufficient progress  | [ ]  The same or less than same age peers.[ ]  Greater than same age peers, but will not result in the student reaching the average range of achievement as same age peers in a reasonable period of time. [ ]  Greater than same age peers, but the intensity of resources necessary to obtain this rate of progress cannot be maintained in general education.  |  |
| [ ]  Mathematics Problem Solving[ ]  The student did not demonstrate sufficient progress [ ]  The student demonstrated sufficient progress  | [ ]  The same or less than same age peers.[ ]  Greater than same age peers, but will not result in the student reaching the average range of achievement as same age peers in a reasonable period of time. [ ]  Greater than same age peers but the intensity of resources necessary to obtain this rate of progress cannot be maintained in general education.  |  |
| [ ]  Written Expression[ ]  The student did not demonstrate sufficient progress [ ]  The student demonstrated sufficient progress  | [ ]  The same or less than same age peers.[ ]  Greater than same age peers, but will not result in the student reaching the average range of achievement as same age peers in a reasonable period of time. [ ]  Greater than same age peers but the intensity of resources necessary to obtain this rate of progress cannot be maintained in general education.  |  |
| [ ]  Oral Expression[ ]  The student did not demonstrate sufficient progress [ ]  The student demonstrated sufficient progress  | [ ]  The same or less than same age peers.[ ]  Greater than same age peers, but will not result in the student reaching the average range of achievement as same age peers in a reasonable period of time. [ ]  Greater than same age peers but the intensity of resources necessary to obtain this rate of progress cannot be maintained in general education.  |  |
| [ ]  Listening Comprehension[ ]  The student did not demonstrate sufficient progress [ ]  The student demonstrated sufficient progress  | [ ]  The same or less than same age peers.[ ]  Greater than same age peers, but will not result in the student reaching the average range of achievement as same age peers in a reasonable period of time.[ ]  Greater than same age peers but the intensity of resources necessary to obtain this rate of progress cannot be maintained in general education.  |  |

[ ]  The instructional strategies used with the student, including intensive intervention, were applied in a manner highly consistent with the design, closely aligned to student need, and culturally appropriate.

[ ]  The student’s parent(s) were informed about the amount and nature of their child’s performance data collected; the general education services provided; progress monitoring data collected; the strategies for increasing their child’s rate of learning, including the intensive interventions used; and their right to request an evaluation.

Additional Notes (*if any*):

**2. Inadequate Classroom Achievement**

[ ]  Yes [ ]  No The student does not achieve adequately for their age or grade-level **after** intensive intervention.

If “Yes,” achievement is inadequate in the following area(s) (*check all that apply*):

[ ]  Oral Expression [ ]  Basic Reading Skill [ ]  Mathematics Calculation

[ ]  Listening Comprehension [ ]  Reading Comprehension [ ]  Mathematics Problem Solving

[ ]  Written Expression [ ]  Reading Fluency Skills

Data Used to Support Determination:

If the 1.25 standard deviation (SD) requirement was not used to make this determination, provide the reason why valid and reliable standard scores could not be attained and document inadequate achievement using other empirical evidence:

Additional Notes (*if any*):

**3. Exclusionary Factors as a primary reason DO NOT apply.**

[ ]  Yes [ ]  No Check "Yes" if none of the exclusionary factors are the primary reason for the student’s inadequate achievement or insufficient progress. Check "No" if the student’s inadequate achievement or insufficient progress are primarily due to one or more exclusionary factor, and check the factor(s) below. If the student’s inadequate achievement or insufficient progress is primarily due to one or more exclusionary factor, the student is not a student with a specific learning disability.

The student does not meet general education expectations primarily because of (*check all that apply)*:

[ ]  Environmental, cultural, or economic factors

[ ]  Limited English proficiency

[ ]  Lack of appropriate instruction in the identified area(s) of concern: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving

[ ]  Other impairment (*specify*):

Additional Considerations (*complete whether or not an exclusionary factor applies*)—The IEP team considered:

[ ]  Data demonstrating, prior to or as part of the evaluation, the student was or was not provided appropriate instruction.

[ ]  Evidence the student received repeated assessments of achievement reflecting student progress.

 [ ]  The student’s parent(s) were informed of such assessments.

Additional Notes (*if any*):

**ADDITIONAL DOCUMENTATION REQUIRED WHEN STUDENT IS EVALUATED FOR SLD**

Relevant behavior noted during observations of the student in their learning environment including the regular education classroom and during intensive intervention, and the relationship of that behavior to the student’s academic functioning.

Educationally relevant medical findings

 [ ]  Yes, relevant medical findings~~,~~ (*specify*):

[ ]  No relevant medical findings.

**SUMMARY of ELIGIBILITY CRITERIA CONSIDERATION**

List the area(s) of concern in the box below (e.g., reading fluency, math calculation, and reading comprehension).

For each area of concern listed, check “Yes” or “No” to indicate.

(1) Inadequate classroom achievement,

(2) Insufficient progress, **and**

(3) Exclusionary factors as a primary reason DO NOT apply.

If all three are checked “Yes” for **at least one area of concern**, then the student meets eligibility criteria for SLD.

|  |  |  |  |
| --- | --- | --- | --- |
| Area(s) of ConcernConsidered*(please list)* | Insufficient Progress | Inadequate Classroom Achievement | Exclusionary FactorsDO NOT apply |
|  | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
|  | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |

*If there are more areas of concern, add rows to this chart*

[ ]  The IEP team decision of whether the child has a specific learning disability was based on information from a variety of sources and not on any single measure or assessment as the sole criterion.

**DISABILITY CATEGORY CRITERIA DETERMINATION**

[ ]  Yes [ ]  No The documentation of the criteria above demonstrates the student meets the disability category criteria for **Specific Learning Disability**. A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to be eligible for special education (document the need for specially designed instruction on the ER-1).

Each IEP team participant must sign below and indicate whether they agree with the conclusions regarding whether or not the child is a child with a specific learning disability. If this does not reflect their conclusions, then that IEP team participant must also attach a statement with their conclusions.

|  |  |  |
| --- | --- | --- |
| **Name and title** | **Signature** | **Agree or disagree** |
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Additional Notes (*if any*):