

## EVALUATION REPORT (ER)

School Age

Student Name:	<u>Danique</u>		
Date of Report(mm/dd/yyyy):	<u>12/23/2016</u>	Date Report Provided to Parent/Guardian/Surrogate:	<u>12/23/2016</u>
Student Birth Date:	_____	Age: <u>8</u>	Grade: <u>2nd</u>
Local Education Agency (LEA):	<u>SOUTH ALLEGHENY SD/IU03</u>		
School Student is Attending:	<u>South Allegheny Elementary</u>		
Current Educational Program:	<u>Regular Education</u>		
County of Residence:	<u>Allegheny County</u>		
Name and Address of Parent/Guardian/Surrogate:	Phone(Home): _____ Phone(Work): _____ Phone(Cell): _____ _____ _____ _____		
	Email(Home):	_____	
	Email(Work):	_____	

Other Information:

\_\_\_\_\_

**Complete Sections 1 through 6 for all students.**

**If determining eligibility for Specific Learning Disability (SLD), the SLD component near the end of this document must be completed and used to complete Sections 5 and 6.**

**1. REASON(S) FOR REFERRAL:**

Danique was referred for an evaluation to determine levels of functioning. Results from this evaluation will determine if Danique meets the criteria and demonstrates a need for special education programming. The assessment will provide information pertinent to the identification of academic strengths and needs and the planning of an appropriate educational program for Danique.

**2. SOURCES OF EVALUATION DATA** - In interpreting evaluation data, the school must draw upon a variety of data sources, including those listed below, and carefully consider the information obtained. Document the information obtained from the sources below.

A. Evaluations and information provided by the parent of the student (or documentation of LEA's attempts to obtain parental input):

Danique's mother, M \_\_\_\_\_ T \_\_\_\_\_, completed a Background and Developmental Information form to provide information regarding Danique's home behavior, medical history, and development. Ms. T \_\_\_\_\_ notes that Danique was the product of an unremarkable pregnancy, though Danique required throat surgery at one month of age. Danique was able to sit and spoke her first words by the age of one; learned to walk and established bowel and bladder control at one; and could feed herself, dress herself, and use sentences at three. Ms. T \_\_\_\_\_ notes that Danique has no health considerations other than her difficulty breathing as an infant briefly after birth.

Danique currently lives at home with her mother and she has six siblings. According to Ms. T , Danique interacts well with her mother, though is often disobedient with her father and mean to her siblings. Ms. T noted that Danique's behavior in the home can be unruly and that Danique has difficulty following directions. Danique's interests include boxing and playing with Barbie dolls.

B. Observations - Include teacher observations and observations by related services providers, when appropriate:

Ms. H completed a Teacher Input Form to provide information regarding Danique's classroom performance and behavior. Ms. H 's areas of concern for Danique include her failing grades and reading and math performance and that Danique has difficulties in reading, mathematics, English/language arts, memory, and her cognitive skills. She notes that Danique's attendance is a strength, though her homework is not completed consistently. Danique's classroom behaviors are not a concern or believed to be impacting her education.

Ms. H noted Danique's areas of need in each subject. In reading, Danique's weaknesses include recognizing letter sounds, segmenting sounds, blending sounds, initial/final consonants, long and short vowel sounds, recognizing sight words, decoding unknown words, reading fluency, and comprehension. Her weaknesses in math include basic math facts, time and money concepts, computation, concepts, problem-solving, and word problems. Danique's ability to write complete sentences, apply rules of capitalization and punctuation, writing paragraphs based on prompts, spell, and edit written work are weaknesses in language arts. Danique's rates of acquisition and retention are lower than her peers in all subjects.

C. Recommendations by teachers:

Ms. H notes that Danique benefits from small group/individual instruction, frequent repetition and review of instruction, and frequent checks for understanding. Danique receives the Leveled Literacy Intervention to assist her reading skill development.

D. The student's physical condition (include health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education:

No current health concerns relevant to the evaluation were noted. Danique passed her most recent vision and hearing screenings in October 2016.

E. Assessments - Include, when appropriate, current classroom based assessments; aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.:

## **Cognitive**

Danique was administered the Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V) on December 22, 2016. The WISC-V employs various problem-solving tasks (both verbal and nonverbal) in order to measure current level of cognitive functioning. General cognitive skills assessed include verbal and nonverbal reasoning, memory and speed of mental operations. Performance on these various tasks is used to determine general intellectual functioning (Full Scale Intelligence Quotient – FSIQ).

The administration of the WISC-V indicates that Danique is functioning in the borderline mildly impaired range of intellectual ability (FSIQ=73). She performed as well as or better than 4% of her same age peers. Danique's processing speed is in the average range and a strength. Her working memory is in the low average range. Danique's visual-spatial reasoning and visual, logical and sequential reasoning are borderline low average, while her verbal abilities are borderline mildly impaired. Danique demonstrates specific cognitive skills that range from mildly impaired to average.

Danique's verbal ability, as measured by the Verbal Comprehension Index (VCI), is in the borderline mildly impaired range (VCI=73). These tasks require her to listen to questions and produce spoken responses. Her performance on these tasks is based on her word knowledge, language comprehension, long-term retrieval, and reasoning abilities. Danique's vocabulary and word knowledge is in the borderline range, and her verbal abstract and categorical reasoning are in the impaired range.

Danique's visual spatial skills, as measured by the Visual Spatial Index (VSI), are borderline low average (VSI=78). Tasks included in this index are reproducing patterns with blocks and completing mental puzzles. These tasks measure Danique's visual perception and discrimination, reasoning with visual stimuli, motor dexterity, and speed of motor response. Danique's abstract visual reasoning, part-to-whole conceptualization, and mental rotation are in the borderline range.

Danique's logical, abstract, and sequential reasoning is measured by the Fluid Reasoning Index (FRI). Her skills in this area are in the borderline low average range (FRI=76). Tasks included in this index are nonverbal activities like pattern completion. Danique's quantitative fluid reasoning and induction, and her visual logical and sequential reasoning are in the borderline range.

Danique's working memory, as measured by the Working Memory Index (WMI), is in the low average range (WMI=85). Working memory is the cognitive process of temporarily storing and then transforming or sorting information in the memory. It is known to be a key element in all reasoning ability and strongly related to reading comprehension, arithmetic problem solving and vocabulary acquisition. Danique's visual sequential working memory is in the average range. Her auditory sequential memory and attention is borderline.

Danique's speed of mental operations, as measured by the Processing Speed Index (PSI), is in the average range (PSI=103) and a strength. Processing speed measures short-term memory, attention, and concentration. Danique's visual discrimination and speed of visual scan and her visual memory and motor speed are average.

#### Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V)

WISC Index Scale	Standard Score	Percentile	Qualitative Description
Verbal Comprehension	73	4	Borderline Mildly Impaired
Visual Spatial	78	7	Borderline Low Average
Fluid Reasoning	76	5	Borderline Low Average
Working Memory	85	16	Low Average
Processing Speed	103	58	Average
Full Scale (FSIQ)	73	4	Borderline Mildly Impaired

Note: Standard scores between 90 and 109 are average.

WISC Subscales	Scaled Score	Qualitative Description
Similarities	4	Mildly Impaired
Vocabulary	6	Borderline
Block Design	6	Borderline
Visual Puzzles	6	Borderline
Matrix Reasoning	6	Borderline
Figure Weights	6	Borderline
Digit Span	6	Borderline
Picture Span	9	Average

Coding	9	Average
Symbol Search	12	Average

Note: Scaled scores between 8 and 12 are average.

## Academic

Danique was administered the Wechsler Individual Achievement Test – Third Edition (WIAT - III) on December 22, 2016. The WIAT-III is a comprehensive, individually administered achievement battery, administered to measure academic skills. In diagnosing a learning disability, achievement test results are interpreted relative to a student's assessed cognitive potential to determine if there is a significant discrepancy between a student's achievement and cognitive ability in relation to age or the state standards for the grade.

Danique's phonics usage (82) is in the low average range. Her basic reading skills (78) are in the borderline low average range. Danique's word recognition (69) is mildly impaired, while her speed and accuracy in reading passages (59) is impaired. Danique was able to recognize letters presented to her and identify rhyming words, though she sometimes confused her 'b's and 'd's when reading and had difficulty recognizing initial and final sounds of words. When reading passages, Danique often got discouraged and required encouragement to remain motivated through the task.

Danique's written math computation (75) and math problem solving (75) are in the borderline low average range. Her speed and accuracy when completing addition (66) and subtraction (64) math facts are in the mildly impaired range. Danique was able to compare quantities and complete single digit addition.

Danique's spelling (78) and speed and accuracy when writing letters of the alphabet (77) are in the borderline low average range. Her reading comprehension (67) is mildly impaired. Danique's oral expression (89) is in the low average range. Danique was able to write letters when prompted and spell words up to three letters in length correctly.

Subtest	Standard Score	Percentile	Qualitative Description
Basic Reading Skills	78	7	Borderline Low Average
Reading Comprehension	67	1	Mildly Impaired
Word Reading	69	2	Mildly Impaired
Pseudoword Decoding	82	12	Low Average
Oral Reading Fluency	59	0.3	Impaired
Math Problem Solving	75	5	Borderline Low Average
Numerical Operations	75	5	Borderline Low Average
Math Fluency-Addition	66	1	Mildly Impaired
Math Fluency-Subtraction	64	1	Mildly Impaired
Alphabet Writing Fluency	77	6	Borderline Low Average
Spelling	78	7	Borderline Low Average
Oral Expression	89	23	Low Average

## Behavior

Danique's mother, Ms. T , completed the Behavioral Assessment System for Children - Second Edition, Parent Rating Scales - Child (BASC-2 PRS-C) to provide insight on Danique's behavioral, social, and emotional functioning. The BASC-2 form is designed to evaluate a child's emotional and behavior skills for one or more of the four general composites : externalizing and internalizing functioning, behavioral symptoms, and adaptive skills. Each composite is narrowed down to more specific categories. The BASC-2 includes a validity index, which indicates these ratings should be interpreted with 'Extreme Caution' due to the possibility of the ratings being skewed negatively.

Ms. T 's ratings indicate significant concerns in the clinical areas of hyperactivity, aggression, conduct problems, depression, atypicality, withdrawal, attention problems, as well as in the Externalizing Problems and Behavioral Symptoms Index composites. At-risk concern is noted in the Internalizing Problems composite. The Adaptive Skills composite is also an area of significant concern, with specific significant concerns in the areas of adaptability, social skills, activities of daily living, and functional communication and at-risk concern in leadership.

Ms. T answered that Danique 'almost always' is unable to slow down, acts out of control, acts without thinking, disobeys, breaks the rules, is easily upset, cries easily, changes moods quickly, bullies others, argues, loses her temper too easily, is easily distracted, and has trouble following regular routines. She reported that Danique never recovers quickly after a setback, sets realistic goals, pays attention, or listens to directions. Danique never is fearful or nervous, steals, or complains of illness.

The BASC-2 PRS-C reports critical items that may warrant follow-up; however, these items by no means indicate the severity of particular circumstances under which the behaviors occur. The items included in this category for this particular student are as follows: Danique 'almost always' is easily annoyed by others, bullies others, hits other children, and says 'I want to die,' 'I wish I were dead,' or 'I want to kill myself,,'; she 'often' threatens to hurt others, sleeps with her parents, falls down, or sees things that are not there; and she 'sometimes' eats too much, hears sounds that are not there, and has a hearing problem.

Behavior System of Assessment for Children, Second Ed., Parent/Child Form

COMPOSITE/Subscale	T-Score
EXTERNALIZING PROBLEMS	<b>97**</b>
Hyperactivity	<b>86**</b>
Aggression	<b>107**</b>
Conduct Problems	<b>83**</b>
INTERNALIZING PROBLEMS	<b>64*</b>
Anxiety	55
Depression	<b>92**</b>
Somatization	36
BEHAVIORAL SYMPTOMS INDEX	<b>99**</b>
Atypicality	<b>82**</b>
Withdrawal	<b>73**</b>
Attention Problems	<b>84**</b>
ADAPTIVE SKILLS	<b>20**</b>
Adaptability	<b>28**</b>
Social Skills	<b>21**</b>
Leadership	<b>31*</b>
Activities of Daily Living	<b>19**</b>
Functional Communication	<b>25**</b>

Note: \*\* Denotes significant concern; \* Denotes at-risk concern; Lower scores are desired for clinical scales, while higher scores are desired for adaptive skills

Danique's teacher, Ms. H , also completed the BASC-2 Teacher Rating Scales - Child (BASC-2 TRS-C) to provide information related to Danique's behavior. This form evaluates emotional, behavioral, and social functioning across similar composites and categories as the Parent Rating Scales. Ms. H 's ratings indicate significant concern in the area of learning problems and at-risk concerns in the areas of conduct problems and the School Problems composite. Ms. H reported that Danique almost always has reading, math, and spelling problems; has trouble keeping up in class; and gets failing school grades. She often disrupts the schoolwork of other children, seeks attention while doing schoolwork, and is easily distracted from classwork. Danique often listens to directions, often makes friends easily, almost always adjusts well to changes in routine, and never complains about being sick. Critical items noted include that Danique is 'sometimes' easily annoyed by others.

Behavior System of Assessment for Children, Second Edition, Teacher/Child Form

COMPOSITE/Subscale	T-Score
EXTERNALIZING PROBLEMS	55
Hyperactivity	50
Aggression	52
Conduct Problems	<b>63*</b>
INTERNALIZING PROBLEMS	39
Anxiety	39
Depression	44
Somatization	42
SCHOOL PROBLEMS	<b>65*</b>
Attention Problems	56
Learning Problems	<b>72**</b>
BEHAVIORAL SYMPTOMS INDEX	49
Atypicality	43
Withdrawal	52
ADAPTIVE SKILLS	46
Adaptability	55
Social Skills	40
Leadership	50
Study Skills	40
Functional Communication	46

Note: \*\* Denotes significant concern; \* Denotes at-risk concern; Lower scores are desired for clinical scales, while higher scores are desired for adaptive skills

**3. IF AN ASSESSMENT IS NOT CONDUCTED UNDER STANDARD CONDITIONS, DESCRIBE THE EXTENT TO WHICH IT VARIED FROM STANDARD CONDITIONS** (including if the assessment was given in the student's native language or other mode of communication):

All assessments were conducted according to standardized condition and in Danique's native language, English.

**4. DETERMINING FACTORS** - A student must not be found to be eligible for special education and related services if the determining factor for the student's disability is any of those listed below. Respond Yes or No to, and provide evidence for, each determining factor below.

☐ Yes

☒ No

Lack of appropriate instruction in reading, including the essential components of reading instructions. Provide evidence:

Danique's reading instruction is delivered by state certified highly qualified teachers. The school district provides ongoing staff development regarding delivery of the curriculum using best practices. The fidelity of instruction is assessed and maintained through regular classroom observations and individualized teacher professional development.

☐ Yes ☒ No Lack of appropriate instruction in math. Provide evidence:

Danique's math instruction is delivered by state certified highly qualified teachers. The school district provides ongoing staff development regarding delivery of the curriculum using best practices. The fidelity of instruction is assessed and maintained through regular classroom observations and individualized teacher professional development.

☐ Yes ☒ No Lack English proficiency. Provide evidence:

English is Danique's native language.

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**NOTE: IF DETERMINING ELIGIBILITY FOR SPECIFIC DISABILITY, COMPLETE THE DETERMINATION OF SPECIFIC LEARNING DISABILITY COMPONENT AT THE END OF THIS DOCUMENT BEFORE COMPLETE SECTIONS 5 and 6.**

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**Complete Sections 5 and 6 for all students.**

**5. SUMMARY OF FINDINGS/INTERPRETATION OF EVALUATION RESULTS** - Considering all available evaluation data, record the team's analyses of the student's functioning levels.

A. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT - Describe the student's present levels, strengths, and the resulting academic needs, when appropriate. Include communicative status, motor abilities, and transition needs as appropriate. For students with limited English proficiency (LEP), include current level(s) of English language proficiency in reading, writing, speaking and understanding/listening:

Danique took the STAR reading assessment on December 14, 2016. Her score on this assessment was at the 2nd percentile and the 1.2 grade level. This indicates performance better than two percent of her peers and is expected of a student in the second month of first grade. Danique was administered the STAR math assessment on December 13, 2016. On this, she performed at the 3rd percentile and at the grade equivalent of a kindergarten student in the ninth month of school.

Danique's current grades in the 2016-2017 school year are:

English: 40%

Math: 28%

Reading: 42%

Spelling: 31%

Art: Meeting Expectations

Computer: Meeting Expectations

Library: Meeting Expectations

Music: Meeting Expectations

Physical Education: Meeting Expectations

Social Studies: 83%

B. PRESENT LEVELS OF FUNCTIONAL PERFORMANCE - Describe the student's present levels, strengths, and the resulting functional and developmental needs, when appropriate:

There are no functional performance concerns at this time.

C. BEHAVIORAL INFORMATION - Include social and emotional status and behavioral strengths and needs, when appropriate:

Danique's mother, Ms. T , and teacher, Ms. H , completed the Behavioral Assessment System for Children - Second Edition to provide insight on Danique's behavioral, social, and emotional functioning. Ms. T 's ratings indicate significant concerns in the clinical areas of hyperactivity, aggression, conduct problems, depression, atypicality, withdrawal, attention problems, adaptability, social skills, activities of daily living, and functional communication, as well as in the Externalizing Problems, Adaptive Skills, and Behavioral Symptoms Index composites. At-risk concern is noted in the area of leadership and in the Internalizing Problems composite. The BASC-2's validity index indicates that the parent ratings should be interpreted with 'Extreme Caution' due to the possibility of the ratings being skewed negatively. Danique's teacher, Ms. H 's, ratings indicate significant concern in the area of learning problems and at-risk concerns in the areas of conduct problems and the School Problems composite.

**6. CONCLUSIONS** - Determination of Eligibility and Educational Needs  
Complete A or B or C.

A. ☐ The student does not have a disability and therefore is NOT ELIGIBLE for special education.

OR

B. ☐ The student has a disability but does not need specially designed instruction, and therefore is NOT ELIGIBLE for special education.

OR

C. ☒ The student has a disability AND is in need of specially designed instruction, and therefore IS ELIGIBLE for special education.

1. Disability Category

Primary disability category:

Specific Learning Disability

Secondary disability category(s), if any:

2. Recommendations for consideration by the IEP team to enable the student to participate as appropriate in the general education curriculum (including special considerations the IEP team must consider before developing the IEP, measurable annual goals, specially designed instruction, and supplementary aids and services):

It is recommended that Danique meets eligibility for special education services under the primary category of Specific Learning Disability in the areas of reading fluency, math computation, and math problem solving and is in need of specially designed instruction. A specific learning disability is defined as: "a disorder in 1 or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations."

In the areas of reading and math, Danique is not making sufficient progress to meet age or state approved guidelines. Danique is demonstrating impaired oral reading fluency based on individual achievement testing, is reading at the beginning of the first grade level based on classroom assessments, and is receiving failing grades in reading and English classes. In math, Danique is receiving failing grades and, according to classroom standardized assessments, is demonstrating math performance at the kindergarten level. Her performance represents a severe discrepancy between her academic functioning and her borderline mildly impaired cognitive ability. Final programming determination will be made by the district IEP team and will include a review of this evaluation report, classroom performance, guardian and teacher information and other pertinent information as provided.



Given Danique's deficits in math and reading, Danique's IEP team should consider specially designed instruction. She may benefit from breaking reading and math assignments into smaller tasks, over-practicing concepts until achieving mastery by incorporating previously learned concepts into assignments with new content, use of graphic organizers including maps or timelines for reading materials, error word and math fact drilling, adult or peer tutoring, extra time on tests, and having tests in non-language subjects read aloud.

Evaluation Team Participation		Agreement and Disagreement required ONLY when evaluating students for specific learning disability.	
Evaluation Team Participants*	Title	Agree	Disagree**
_____	Mother	<input type="checkbox"/>	<input type="checkbox"/>
_____	Regular Education Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Ms. H			
_____	School Psychologist Intern	<input type="checkbox"/>	<input type="checkbox"/>
Charles Christiansen			
_____	Local Ed. Agency Rep. (Chair)	<input type="checkbox"/>	<input type="checkbox"/>
Christy Chicklo			
_____		<input type="checkbox"/>	<input type="checkbox"/>
_____		<input type="checkbox"/>	<input type="checkbox"/>
_____		<input type="checkbox"/>	<input type="checkbox"/>
_____		<input type="checkbox"/>	<input type="checkbox"/>
_____		<input type="checkbox"/>	<input type="checkbox"/>
_____		<input type="checkbox"/>	<input type="checkbox"/>

\* A certified school psychologist is required for evaluation of the following disability categories: Autism, Emotional Disturbance, Intellectual Disability, Multiple Disabilities, Other Health Impairments, Specific Learning Disability or Traumatic Brain Injury. A certified school psychologist is not required for Deaf-blindness, Deaf and Hard of Hearing, Speech/Language Impairment, Visual Impairment, and Orthopedic Impairment.

\*\* For specific learning disability only, if a team member disagrees with the team's conclusion related to the identification of the student as having a specific learning disability, the member must submit a separate statement presenting the member's dissent to the LEA. This information must be attached to the Evaluation Report. Please submit this statement to:

Christy Chicklo

412-675-3070

x2305

LEA Representative Name

Phone Number

cchicklo@southallegheny.org

Email Address

A copy of the Procedural Safeguards Notice is available upon request from your child's school. This document explains your rights, and includes state and local advocacy organizations that are available to help you understand your rights and how the special education process works.

For help in understanding this form, an annotated Evaluation Report is available on the PaTTAN website at [www.pattan.net](http://www.pattan.net) Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.

## DETERMINATION OF SPECIFIC LEARNING DISABILITY

**NOTE: This component must be completed when determining eligibility for Specific Learning Disability. The information must be attached to and/or incorporated into Sections 5 and 6 of the completed Evaluation Report.**

**Provide documentation for items 1-10.**

1. The student does not achieve adequately for the student's age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.

Danique presented cognitive ability in the borderline mildly impaired range on a measure of general intelligence. She is not meeting state approved grade-level standards in the areas of math and reading. Danique is failing in math, English, and reading classes and is not performing at her grade-level in these areas based on standardized assessments.

2. Check below to identify the process(es) used to determine eligibility.

☐ Response to Scientific Research-Based Intervention (RtI). Document the criteria below.

The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of these areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving:

☒ Severe Discrepancy between Intellectual Ability and Achievement. Document the criteria below.

The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development:

The basis for determining a specific learning disability is derived from a severe discrepancy between achievement and ability. Danique displays general intellectual functioning in the borderline mildly impaired range. She is not meeting age or grade-level expectations based on her ability in math, reading, or English/language arts classes.

3. The instructional strategies used and the student-centered data collected:

Student centered data collected for the evaluation report by the MDT team were Danique's results from norm-referenced tests of academic achievement, district-wide assessments, classroom assessments, and observations.

4. The educationally relevant medical findings, if any:

There are no medical findings relevant to this evaluation.

5. The effects of the student's environment, culture, or economic background:

No environmental or cultural factors that would impact Danique's school functioning were noted in the evaluation.

6. Data demonstrating that prior to referral or as part of the referral process for a specific learning disability, the student's regular education instruction was delivered by qualified personnel, including the English as a Second Language (ESL) program, if applicable:

Danique's regular education teachers are state-certified and English is her primary language.

7. Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting progress during instruction, which was provided to the parents:

Progress reports of grades are sent to Danique's parents periodically. Danique's current grades in the 2016-2017 school year are:

English: 40%  
Math: 28%  
Reading: 42%  
Spelling: 31%  
Art: Meeting Expectations  
Computer: Meeting Expectations  
Library: Meeting Expectations  
Music: Meeting Expectations  
Physical Education: Meeting Expectations  
Social Studies: 83%

8. An observation in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. Note the relationship of that behavior to the student's academic functioning:

Ms. H     's, Danique's teacher, reported areas of concern including Danique's failing grades and reading and math acquisition and retention. Danique displays difficulty in reading, mathematics, and English/language arts and demonstrates lower memory and cognitive skills that peers in her class. She notes that Danique's attendance is a strength, though her homework is not completed consistently. Danique's classroom behaviors are not a concern or believed to be impacting her education.

9. Other data, if needed, as determined by the evaluation team:

No additional data is needed at this time.

10. Include a statement for each item below to support the conclusions of the evaluation team that the findings are not primarily a result of Visual, hearing, motor disability:

There are no vision, hearing or motor concerns related to this evaluation. Danique passed her most recent vision and hearing screenings in October 2016.

Intellectual Disability:

Intellectual disability can be ruled out due to Danique's borderline mildly impaired cognitive ability. Behavioral ratings indicate that Danique displays average adaptive skills in school.

Emotional disturbance:

Danique does not display behavioral or emotional concerns in the school setting that are believed to have an impact on her education. Her teacher, Ms. H     , noted that Danique displays 'at-risk' concern in the area of conduct problems and significant concern in the area of learning problems.

Cultural factors:

There are no relevant cultural factors to be considered in this evaluation.

Environmental or economic disadvantage:

There are no reported environmental or economic considerations.

Limited English proficiency:

English is Danique's primary language.

**Upon completion of the SLD Component, attach and/or incorporate this information into Section 5 and 6 of the completed *Evaluation Report*.**