

# Specific Learning Disability Eligibility Combination Method

**What is the Problem?** \_\_\_\_\_ **Target Academic Area:** \_\_\_\_\_ **Date of IEP Team Meeting:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_ **DOB:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

Why is it Happening?

Impact on Learning	Minimal	Mild	Moderate	Severe
1) Summary of Discrepancy Information: (FSIQ v. Achievement)	The difference between the student's expected achievement score and obtained achievement score represents no discrepancy to a mild discrepancy <input type="checkbox"/>	The difference between the student's expected achievement score and obtained achievement score represents moderate discrepancy to a severe discrepancy <input type="checkbox"/>		
2) Pattern of Cognitive Strengths and Weaknesses (FSIQ or PRI) Test: _____ Date: _____	Evenly developed index scores; no significant weaknesses <input type="checkbox"/>	Scatter of index scores; one or more significant weaknesses <input type="checkbox"/>		
3) Achievement Standardized Test Scores (WJIII-NU, WJIV): Test: _____ Date: _____	SS = 90 or above Average <input type="checkbox"/>	SS = 80 - 89 Low Average <input type="checkbox"/>	SS = 70 - 79 Low <input type="checkbox"/>	SS = 69 or below Very Low <input type="checkbox"/>
4) Relative Proficiency Index: (WJIII-NU, WJIV)	68/90 and above Limited to Average <input type="checkbox"/>	34/90 to 67/90 Limited <input type="checkbox"/>	19/90 to 33/90 Very Limited to Limited <input type="checkbox"/>	0/90 to 18/90 Negligible to Very Limited <input type="checkbox"/>
5) SAGE Data (most current): Yearly Summative Assessment	Highly Proficient (4) <input type="checkbox"/>	Proficient (3) <input type="checkbox"/>	Approaching Proficient (2) <input type="checkbox"/>	Below Proficient (1) <input type="checkbox"/>
<b>Progress Monitoring Data: Student performance data used to identify or measure progress towards instructional and grade level goals. Attach most recent data and graphs from benchmark and progress monitoring data.</b>				
6) Benchmark Data (performance level)	At or above grade level benchmark <input type="checkbox"/>	Approaching grade level benchmark <input type="checkbox"/>	Below grade level benchmark <input type="checkbox"/>	Well below grade level benchmark <input type="checkbox"/>
7) Benchmark/Screening Data: General Ed Peer Comparison	0-24% of peers are at or above grade level benchmark <input type="checkbox"/>	25-49% of peers are at or above grade level benchmark <input type="checkbox"/>	50-74% of peers are at or above grade level benchmark <input type="checkbox"/>	75-100% of peers are at or above grade level benchmark <input type="checkbox"/>
8) Progress Monitoring Data (rate of progress): Review of progress monitoring data (Over 4-6 week period)	Rate of growth demonstrates adequate trend towards grade level benchmark <input type="checkbox"/>	Rate of growth demonstrates somewhat adequate trend towards grade level benchmark. <input type="checkbox"/>	Rate of growth demonstrates inadequate trend towards grade level benchmark <input type="checkbox"/>	Rate of growth shows no growth towards grade level benchmark <input type="checkbox"/>
9) Intervention Tier required to attain rate of progress above: In what Tier and for what amount of supplemental time has student received intervention?	<b>Tier 1-General Ed/Whole or Small Group</b> <input type="checkbox"/> Core Instruction Only Provided by: _____	<b>Tier 1 PLUS Tier 2</b> (additional 30 min sessions multiple times per week of homogeneous small group in target academic area) <input type="checkbox"/> Provided by: _____	<b>Tier 1 PLUS Tier 3</b> (additional 45 min sessions, multiple times per week of homogeneous small group in target academic area) <input type="checkbox"/> Provided by: _____	<b>Tier 1 PLUS Tier 4</b> (additional 90+ min sessions, multiple times per week of homogeneous small group in target academic area) <input type="checkbox"/> Provided by: _____

What Should Be Done?

**At least 7 of 9 check marks appear in the "Moderate" or "Severe" columns:** YES ☐ NO ☐

**AND at least 5 of the above 7 check marks appear in the "Severe" column:** YES ☐ NO ☐

**Eligibility Team has ruled out "considerations" as substantially impacting the student's educational performance:** YES ☐ NO ☐

**Eligibility Team has determined that the student has a Specific Learning Disability in this area:** YES ☐ NO ☐