

**SPECIFIC LEARNING DISABILITY
TEAM DETERMINATION OF ELIGIBILITY**

Name _____
School _____

Birthdate _____
IEP Date: _____

Initial Evaluation
 3-Year Re-evaluation

- I. Presence of Severe Discrepancy. (Select either A or B and then complete items II through IV.)**
- A. The IEP Team finds a severe discrepancy between measures of intellectual ability and one or more of the following areas of achievement:
- | | | |
|--------------------------------------------------|-----------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Oral Expression | <input type="checkbox"/> Written Expression | <input type="checkbox"/> Listening Comprehension |
| <input type="checkbox"/> Mathematics Calculation | <input type="checkbox"/> Basic Reading Skills | <input type="checkbox"/> Mathematics Reasoning |
| <input type="checkbox"/> Reading Comprehension | <input type="checkbox"/> Reading Fluency | |
- B. Standard measures do not reveal a severe discrepancy, but the IEP Team finds that a severe discrepancy does exist based upon the additional documentation provided in the attached report. *(Complete and attach Specific Learning Disability Discrepancy documentation form)*
- II. The discrepancy identified in Item I. (above) is directly related to a processing disorder.** Yes No
- Check appropriate area(s): Sensory Motor Skills Visual Processing Auditory Processing
 Attention Cognitive Abilities, (including association, conceptualization and expression)
- III. If any of the items below (A-G) are checked "Yes", the student may not be identified as having a specific learning disability.**
- | | |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| A. The discrepancy is due primarily to limited school experience or poor school attendance. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| B. The discrepancy is a result of environmental, cultural difference or economic disadvantage. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| C. The discrepancy is due primarily to intellectual disability or emotional disturbance. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| D. The discrepancy is due primarily to a visual, hearing, or motor disability. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
- IV. This discrepancy can be corrected through other regular or categorical services offered within the regular instructional program.** Yes No
- | | |
|-----------------------------------------------------------------------------------|----------------------------------------------------------|
| F. The discrepancy is due to limited English proficiency. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| G. The discrepancy is due to lack of appropriate instruction in reading and math. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
- V. The Student has a specific learning disability.** Yes No
- VI. Basis for determination of eligibility**
- Psycho educational Evaluation utilizing multiple measures. See attached psycho educational report.
 Other (specify)
- VII. Relevant behavior related to academic functioning, noted during observation**
- See attached Psycho educational report.
- VIII. Educationally relevant medical findings, if any (describe)**