

Richfield Public School Academy



Procedures for Determining Eligibility for Special Education under category of Specific Learning Disability

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Section 1 - Quality of Instruction

Richfield Public School Academy (RPSA) provides a high quality instructional program to all students enrolled. RPSA is dedicated to providing instruction to every student to progress at meet the state academic standards as outline by the state grade level content expectations. Each program used is used with instruction provided that is aligned with the content expectations. Further, based on a student's progress in the general curriculum, instruction is differentiated to assist all students in being successful. The chart below represents the general curricular programs used by Richfield Public School Academy.

Subject	Program	Time per day	Notes
English/Language Arts	Open Court Reading	120 Minutes	
Mathematics	Real Math	60 Minutes	
Science	Aligned topics units utilizing Harcourt Science	60 Minutes	
History, Humanities	Paragon	90 Minutes	Mosaica Education, Inc's proprietary curriculum program.

Instruction is provided to students and progress monitored on a regular basis. The classroom teacher uses this data to determine how to adjust instruction and pacing, as well as how to differentiate instruction to students to ensure a high degree of mastery. Such assessment is given at various times through the course of the year and is outlined using the chart below.

Assessment	Frequency	Notes
MEAP/Mi-Access	Once per year - fall assessment	In order to demonstrate a student's progress toward meeting grade level content expectations, such data is essential in analysis of data.
ITBS	Once per year - Spring	New students assessed fall and spring
Star Testing - Mathematics and Reading	October, January, April	Kindergarten through grade 8
Scantron Achievement Series*	October, January, April,	All grades. Monthly for students below the Nth quartile.

** Such data is significant in determining a students ongoing rate/level of progress in the general curriculum.*

Data Record: Starting at this level of intervention, the classroom teacher starts the data record keeping process on the Student Intervention Data Record (SIDR) found in the appendix of this document.

Section 2 - Secondary Levels of Instruction

Richfield Public School Academy offers to students a variety of secondary levels of assistance and instruction. In addition to classroom differentiation, the following supports are in place:

- Title 1 assistance in the classroom and after school
- At Risk assistance through grade 8
- Behavioral Group interventions

Title 1 Students who are identified as reading (either reading fluency or comprehension) **at least** two grade levels below their current grade level and/or are receiving Reading Recovery services, who may also be two grade levels below their current grade level in math are identified as Title I. There are additional qualifying factors such as income of parent, eligibility for free and reduced lunches, MEAP scores and ethnicity. However, Title I students are identified in a timely manner and receive additional instructional assistance throughout the year.

At Risk Students who are identified as at risk due to factors such as: living in a single parent household, having parents who have not completed high school, having a parent who is in prison, or, parents whose first language is NOT English, are identified as at risk and are eligible for special assistance such as after school tutoring and homework club.

Behavioral Group Interventions Small group behavioral interventions are available to students who are not responding appropriately to the school-wide systems of Positive Behavior Support. Students enter these small group re-instructional groups based on requests from teachers, or based on repetitive data that suggests that additional supports are required for success.

Data Record: The interventionist and classroom teacher work together to continue updating the data record keeping process on the Student Intervention Data Record (SIDR) found in the appendix of this document

Section 3 - Referral to Intensive Intervention Process

When students have not responded to the quality instruction provided, clearly differentiated instruction, informal interventions by the classroom teacher or through small group intervention offerings, either the classroom teacher or small group intervention facilitator (Title 1 director, At Risk teacher, etc.) will complete a “Request for Assistance” form (found in the appendix of this document). A case manager will be assigned and a series of formal interventions will be developed with a team (size and resources based upon need - see levels below), data collected and used to differentiate instruction and supports, and to determine if the interventions are working. For students responding to these levels of interventions, supports are faded back to foster independence.

Levels of Individual/Intensive Intervention:

Level 1: Case Manager, Classroom Teacher, Parent
Intervention for approx 30 days

Level 2 (only for students not responding to interventions at Level 1):
Team is expanded to include CAO, all case managers, selected representation from instructional staff, representative from special education instructional staff.
Intervention for 30-60 days

Level 3 (only for students not responding to interventions at Level 2):
Team is expanded to include potential evaluator such as shared time psychologist.
Review of Existing Evaluation Data (REED) that includes all data on SIDR to date. Team determines: Additional intervention developed for approx 30 days.

OR

Evaluation Plan with short term intervention during evaluation process.

Note: For a more detailed description of this process, please refer to RPSA’s “Intervention Manual”.

Data Record: The case manager and classroom teacher work together to continue updating the data record keeping process on the Student Intervention Data Record (SIDR) found in the appendix of this document.

Section 4 - Review of Existing Evaluation Data Process (REED)

THE EVALUATION PLAN

RPSA will use the “Review of Existing Evaluation Data (REED) and Development of an Evaluation Plan” document (published by the Michigan Department of Education: OSE-EIS).

This process will begin the development of an evaluation plan for determining SLD eligibility by collecting all pertinent data. The data used will include:

All relevant data will be reviewed, with the primary source of data contained and attached to the Student Intervention Data Record, where intervention documentation has been collected ongoing to date.

Two Prong Approach

RPSA will consider both indicators in evaluating a student for eligibility under Specific Learning Disabilities. Neither approach will be negated or left out of consideration for any given student suspected of having a specific learning disability.

Response to Scientific, Research-Based Intervention Process:

1. The student does not achieve adequately for the student’s age or to meet State approved grade-level standards in one or more of the areas identified when provided with learning experiences and instruction appropriate for the student’s age or State-approved grade-level standards; and
2. The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified below when using a process based on the student’s response to scientific, research-based intervention.

Also considered will be

Pattern of Strengths and Weaknesses Process:

1. The student does not achieve adequately for the student’s age or to meet State approved grade-level standards in one or more of the areas identified below when provided with learning experiences and instruction appropriate for the student’s age or State-approved grade-level standards; and

2. The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or

intellectual development, that is determined by the MET to be relevant to the identification of a SLD, using appropriate assessments, consistent with the IDEA Evaluation Procedures and Additional Requirements for Evaluations and Reevaluations.

Areas where data will be collected and intervention attempts documented:

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skill
- Reading fluency skills
- Reading comprehension
- Mathematics calculation
- Mathematics problem solving

Once all of the existing data is compiled and reviewed, the team will consider the following question:

What additional data needed to determine the following:

- Whether the student has or continues to have a disability.
- The student's present level of academic performance and related developmental needs.
- Whether the student needs or continues to need special education and related services.
- Whether any additions or modifications to special education and related services are needed to meet IEP goals and participate in general education.

An **evaluation plan** is then developed to assess and collect additional data to be able to completely identify and address the areas above. The types of assessments to be completed and evaluators will be identified. Under the category of Specific Learning Disability, unless a current psychological evaluation is completed within the past year, such evaluations will include an evaluation form from the school psychologist that will include cognitive and achievement measures such that the Cattell-Horn-Carroll CHC (Gf-Gc) Theory can be applied in the analysis of patterns of strengths and weaknesses.

Note: The data collected from evaluations from this plan will be used **in addition to** the existing data (not instead of) to determine eligibility.

Timelines for evaluation

For initial evaluations, an IEP will be completed within 30 school days of RPSA's receipt of the parent's written consent to the evaluation plan. Re-evaluations and determination IEPs will be held within 36 months of the previous eligibility IEP.

Re-evaluation Plan:

Teams will meet within 1 year of the 36 month anniversary date of the previous determination to Review Existing Evaluation Data (REED) and determine what additional data is necessary to determine if the student continues to be eligible with a qualifying disability. It is a result of this process that a re-evaluation plan is developed. This plan, re-evaluations

and subsequent IEP will all be completed before the 36 month anniversary of the previous eligibility IEP.

Data used for Evaluation

The IEP team at RPSA will review and welcome any evaluation data presented for consideration that is no older than 12 months from the date of REED.

Section 5 - Determination of Eligibility

Eligibility determination will be made based on the following:

- Data presented during the REED regarding response to Scientific, Research Based Interventions
- Data presented on student intellectual/cognitive functioning
- Data presented on student achievement (from a variety of sources)
- An analysis of all presented data on response to intervention and patterns of relative strengths and weaknesses.
- Data collected from systematic observation
- Taking into consideration exclusionary factors

The charts on the following pages will be used by the IEP team as guidance in determining eligibility.

Existing data and Response to Intervention Data Collection

Data collected prior to and during all levels of the interventions process will be recorded on the Student Intervention Data Record (SIDR) and evidence attached within the student file. A copy of the SIDR is found in the appendix of this document.

The following pages include excerpts from the Wayne RESA Guidance for the Determination of Specific Learning Disabilities, with further specifications made for Richfield Public School Academy.

General Approach to Interventions Teams. This chart shows the general intervention approach, covering general education instruction, building level intervention efforts, as well as individualized student intervention approaches. All levels of this process are defined for RPSA and found in the RPSA Interventions Manual.

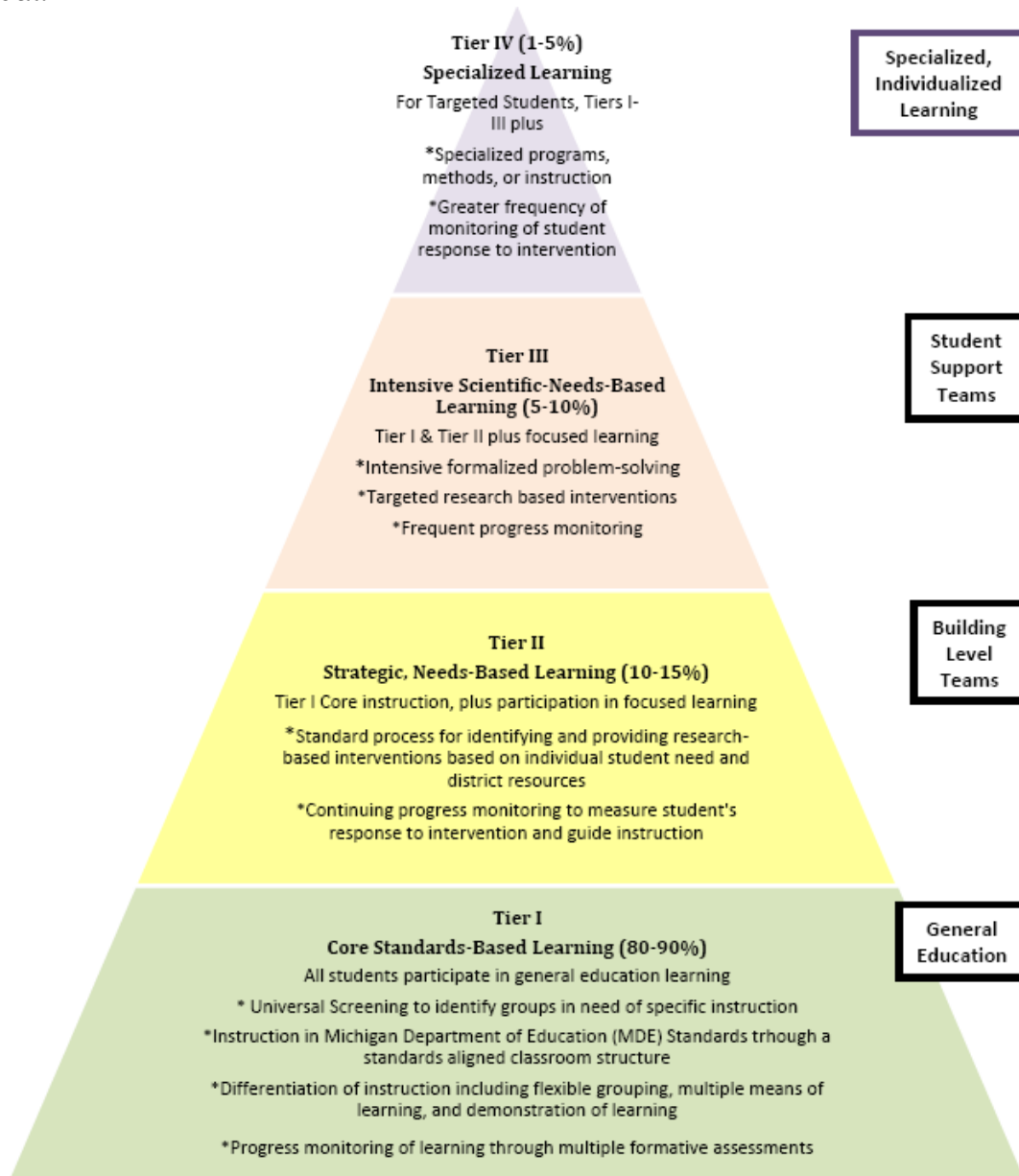


Figure 3. The four tier model of Response to Intervention.

Response to Intervention Decisions. The IEP Team, in looking at Rtl as one factor in determining eligibility, will use all of the following guiding questions, with written responses documented as part of the Multidisciplinary Evaluation Team report (Rtl data alone will not be used to determine eligibility, but will be used in conjunction with data from a full and individualized evaluation).

EXAMINE THE QUALITY OF THE CLASSROOM ASSESSMENT DATA

1. Do the test items align to the pacing of the content in the grade level curriculum?
2. Is the difficulty of the test items aligned to classroom performance targets?
3. When using measures based on teacher judgment (i.e., rubrics, leveled readers, ratings) is the teacher scoring consistent with the scoring of another independent rater?
4. Did repeated measures include a minimum of 12 probes on specific skills?

ESTABLISH AGE/GRADE LEVEL DIFFERENCE

When applying this standard to the analysis of student data, the team is looking at the student's level of performance in comparison to the grade level content expectation for the grade of the student. For grades 3 and higher, data on the Michigan Education Assessment Program (MEAP) will be used. In addition, data from the Scantron Performance Series (nationally normed) will be used, giving an additional level of performance of achievement toward these benchmarks/expectations. Note that in the case of all indicators, a student will not be identified for eligibility based solely on the Michigan State Assessment.

When using classroom assessments that apply benchmarks, guided reading levels, or proficiency performance levels, a learning deficit would be indicated when a student is performing at or below 50% of the grade/age standard. A concern or weakness is identified when a student is performing at or below 75% of the grade/age standard (e.g., DRA).

Please note that students with an age or grade level difference who have not had the opportunity to engage in quality instruction (due to frequent moves, absences, etc.) may have this difference based on the lack of exposure and may not reflect an actual skill deficit. This factor will be taken into consideration when a review of the data is completed.

RATE OF LEARNING DIFFERENCE

The student's rate of learning is plotted over time but does not improve in the direction of targets or benchmarks when provided with high-quality interventions implemented over a significant period (e.g., CBM, progress monitoring, tiered support).

The frequency of data collection is a critical consideration when using Rate of Learning Difference data. Important guiding questions the team will use are:

- Did the team make the necessary checks on performance on time?
- Are the items of comparable difficulty over time?

Progress monitoring frequency will be determined by the CST/Rtl team, but typically is a minimum of 12 weekly probes. If using a leveled or guided reading paradigm for determining rate of learning over time, there should be documented weekly skill probes.

Cognitive Functioning

RPSA will use either the WISC-IV or the WJIII Cognitive measure assessments as part of completing a full and individualized evaluation. Other measures of cognitive ability presented to the team will be considered in the overall determination of eligibility. The cognitive processes examined are outlined on the next page, followed by the corresponding measurement tools using different types of assessments (keeping in mind again that RPSA will generally use the WISC-IV or WJIII cognitive assessments).

Cognitive Abilities

Comprehension-Knowledge: The breadth and depth of knowledge including verbal communication and information.

Fluid Reasoning: The ability to reason and solve problems that often involve unfamiliar information or procedures. Fluid reasoning abilities are manifested in the reorganization, transformation, and extrapolation of information.

Auditory Processing: The ability to discriminate, analyze, and synthesize auditory stimuli. Auditory processing skills are related to phonological awareness.

Long-Term Retrieval: The ability to store information efficiently and retrieve it later through association.

Short-Term Memory: The ability to hold information in immediate awareness and then use it within a few seconds, also related to working memory.

Processing Speed: The speed and efficiency in performing automatic or very simple cognitive tasks.

Visual-Spatial Thinking: Spatial orientation, the ability to analyze and synthesize visual stimuli, and the ability to hold and manipulate mental images.

Corresponding measures

7 CHC Broad Abilities	CHC Narrow Abilities		(Basic) W-J III Cognitive Measurement	(Advanced) Cross-Battery Cognitive Measures
Broad Ability	Ability	Definition		
<p>Comprehension-Knowledge (Gc)</p> <p>Definition: <i>The breadth and depth of knowledge including verbal communication and information. Reasoning, when using previously learned procedures, is also included.</i></p>	<p>Language Development (LD)</p> <p><i>*Significantly related to reading achievement</i></p>	<p>General development or the understanding of words, sentences, and paragraphs (not requiring reading) in spoken native language skills.</p>	<p>Test 1 Verbal Comprehension</p> <p><i>Picture Vocabulary</i></p> <p><i>Synonyms</i></p> <p><i>Antonyms</i></p> <p><i>Verbal Analogies</i></p>	<p>K-ABC <i>Expressive Vocabulary</i> <i>Verbal Knowledge</i> <i>Riddles</i></p> <p>WISC-IV <i>Vocabulary</i> <i>Information</i> <i>Similarities</i> <i>Comprehension</i> <i>Word Reasoning</i></p>
	<p>Lexical Knowledge (VL)</p> <p><i>*Significantly related to reading achievement</i></p>	<p>Extent of vocabulary that can be understood in terms of correct word meanings.</p>		<p>WAIS-III <i>Vocabulary</i> <i>Information</i> <i>Similarities</i> <i>Comprehension</i></p>
	<p>General Verbal Information (KO)</p>	<p>Range of general knowledge.</p>	<p>Extended Battery: General Information</p>	<p>WPPSI-III <i>Vocabulary</i> <i>Information</i> <i>Similarities</i> <i>Comprehension</i> <i>Receptive Vocabulary</i> <i>Picture Naming</i> <i>Word Reasoning</i></p>

7 CHC Broad Abilities	CHC Narrow Abilities		(Basic) W-JIII Cognitive Measurement	(Advanced) Cross-Battery Cognitive Measures
Broad Ability	Ability	Definition		
Long-Term Retrieval (Glr) Definition: The ability to store information efficiently and retrieve it later through association.	Associative Memory (MA)	Ability to recall one part of a previously learned but unrelated pair of items when the other part is presented (i.e., paired associative learning).	Test 2: Visual-Auditory Associative Memory	K-ABC <i>Atlantis</i> <i>Rebus</i> <i>Atlantis Delayed</i> <i>Rebus Delayed</i>
	Ideational Fluency (FI)	Ability to produce rapidly a series of ideas, words, or phrases related to a specific condition or object.	Test 10: Delayed Visual-Auditory Learning – Delayed	
	Naming Facility (NA) <i>*Significantly related to reading achievement</i>	Ability to produce rapidly names for concepts.	<i>Associative Memory</i>	
	Meaningful Memory (MM)	Ability to recall a set of items where there is a meaningful relation between items or the items comprise a meaningful story or connected discourse.	Extended Battery: Retrieval Fluency <i>Ideational fluency</i>	

7 CHC Broad Abilities	CHC Narrow Abilities		(Basic) W-JIII Cognitive Measurement	(Advanced) Cross-Battery Cognitive Measures
Broad Ability	Ability	Definition		
Visual-Spatial Thinking (Gv) Definition: Spatial orientation, the ability to analyze and synthesize visual stimuli, and the ability to hold and manipulate mental images.	Visualization (VZ)	Ability to mentally manipulate objects or visual patterns and to see, in the “mind’s eye”, how they would appear under altered conditions.	Test 3: Spatial Relations <i>Visualization</i>	K-ABC Face Recognition Triangles Gestalt Closure Rover Block Counting Conceptual Thinking WISC-IV Block Design Picture Completion WAIS-III Block Design Object Assembly Picture Arrangement Picture Completion WPPSI-III Block Design Object Assembly Picture Completion
	Spatial Relations (SR)	Ability to perceive and manipulate visual patterns or to maintain orientation with respect to objects in space.	<i>Spatial Relations</i> Extended Battery:	
	Visual Memory (MV)	Ability to form and store a mental representation or image of a visual stimulus and then recognize or recall it later.	Test 13: Picture Recognition <i>Visual Memory</i>	
	Spatial Scanning (SS)	Ability to survey a spatial field or pattern accurately and identify a path through the visual field or pattern.	Test 19: Planning <i>Spatial scanning</i> <i>General sequential reasoning</i>	

CHC Broad Abilities	CHC Narrow Abilities		(Basic) W-JIII Cognitive Measurement	(Advanced) Cross-Battery Cognitive Measures
Broad Ability	Ability	Definition		
Auditory Processing (Ga) Definition: The ability to discriminate, analyze, and synthesize auditory stimuli. Also related to phonological awareness.	Phonetic Coding (PC) <i>*Significantly related to reading achievement</i>	Ability to process speech sounds, as in identifying, isolating, and blending sounds-phonological awareness.	Test 4: Sound Blending <i>Phonetic Coding: Synthesis</i> Test 8 Incomplete Words <i>Phonetic Coding: Analysis</i>	K-ABC WISC-IV WAIS-III WPPSI-III
	Resistance to Auditory Stimulus Distortion (UR)	Ability to understand speech that has been distorted or masked in one or more ways.	Extended Battery: Test 14 Auditory Attention	
	Speech-Sound Discrimination (US)	Ability to discriminate particular phonemes or speech sounds.	<i>Speech-sound discrimination</i> <i>Resistance to auditory stimulus distortion</i>	

7 CHC Broad Abilities	CHC Narrow Abilities		(Basic) W-JIII Cognitive Measurement	(Advanced) Cross-Battery Cognitive Measures
Broad Ability	Ability	Definition		
Fluid Reasoning (Gf) Definition: The ability to reason and solve problems that often involve unfamiliar information or procedures. Manifested in the reorganization, transformation, and extrapolation of information.	General Sequential Reasoning (RG) <i>*Significantly related to math achievement</i>	Ability to start with stated rules, premises, or conditions and to engage in one or more steps to reach a solution to a problem.	Extended Battery: Analysis-Synthesis <i>Sequential reasoning</i> Test 19: Planning <i>Spatial scanning</i> <i>General sequential reasoning</i>	K-ABC Pattern Reasoning Story Comprehension WISC-IV Matrix Reasoning Picture Concepts WAIS-III Matrix Reasoning WPPSI-III Matrix Reasoning Picture Concepts
	Induction (I) <i>*Significantly related to math achievement</i>	Ability to discover the underlying characteristic (e.g., rule, concept, process, trend, class membership) that governs a problem or a set of materials.	Test 5: Concept Formation <i>Induction</i>	

7 CHC Broad Abilities	CHC Narrow Abilities		(Basic) W-JIII Cognitive Measurement	(Advanced) Cross-Battery Cognitive Measures
Broad Ability	Ability	Definition		
Processing Speed (Gs) Definition: Speed and efficiency in performing automatic or very simple cognitive tasks.	Perceptual Speed (P) <i>*Significantly related to reading, math, and writing achievement</i>	Ability to search for and compare rapidly visual symbols presented side by side or separated in a visual field.	Test 6: Visual Matching <i>Perceptual speed</i> Test 16: Decision Speed <i>Semantic processing speed</i>	K-ABC-II WISC-IV Symbol Search Coding Cancellation
	Semantic Processing Speed (RA)	Speeded performance requiring encoding and mental manipulation of content.	<i>Semantic processing speed</i>	WAIS-III Symbol Search Digit Symbol Coding
	Attention/Concentration (AC)	Identified as a possible ability in some studies, may be related to personality characteristics such as carefulness or impulsivity, and/or cognitive abilities in the domain of processing speed.	Test 18: Rapid Picture Naming <i>Naming facility</i> Extended Battery: Test 20: Pair Cancellation <i>Attention & concentration</i>	WPPSI-III Coding Symbol Search

7 CHC Broad Abilities	CHC Narrow Abilities		(Basic) W-JIII Cognitive Measurement	(Advanced) Cross-Battery Cognitive Measures
Broad Ability	Ability	Definition		
Short-Term Memory (Gsm) Definition: The ability to hold information in immediate awareness and then use it within a few seconds, also related to working memory.	Memory Span (MS) <i>*Significant relationship to writing and to working memory in reading, math and advanced writing skills.</i>	Ability to attend to and immediately recall temporally ordered elements in the correct order after a single presentation.	Extended Battery: Test 17: Memory for Words <i>Memory span</i>	K-ABC-II Number Recall Word Order Hand Movements WISC-IV Digit Span Letter-Number Sequencing
	Working Memory (MW)	Ability to hold information in mind for a short time while performing some operation upon it.	Test 7: Numbers Reversed <i>Working memory</i> Test 9: Auditory Working Memory	WAIS-III Symbol Search Digit Symbol Coding WPPSI-III Coding Symbol Search

Achievement

In addition to the data presented during at the time of REED, the team may call for additional achievement data as part of the Full and Individual Evaluation so there ensure multiple sources of data on achievement. RPSA will generally use the WJIII Achievement tests for this purpose. This data will be paired with other Norm-Referenced, Criterion Referenced and Progress Monitoring measurements presented during the REED and Multidisciplinary Evaluation Team meetings.

Measures below are organized by LD eligibility area/ability

LD Achievement Area	CHC Narrow Ability	WJ - III Achievement Tests	Supplementary Norm-Referenced Examples		Criterion Referenced and Progress Monitoring Measurements
			Comprehensive Achievement Batteries	Tests Developed to Measure Skills in Achievement Areas	
Basic Reading Ability	Reading Decoding (RD) Phonetic Coding: Analysis (PC:A) Phonetic Coding: Synthesis (PC:S)	Test 1: Letter-Word Identification Extended Battery: Test 13: Word Attack	KTEA-II Letter Word Recognition Nonsense Word Decoding WIAT-II Word Reading Pseudoword Decoding	Comprehensive Test of Phonological Processing (CTOPP)	DIBELS AIMSWEB Star Early Literacy (SEL) Michigan Literacy Progress Profile (MLPP) Basal Reader Assessments Fountas & Pinnell Benchmark Assessments
				Gray Diagnostic Reading Test (GDRT – 2)	
				Gray Oral Reading Tests (GORT-4)	
				Phonics Based Reading Test (PRT)	
				RAN/RAS	
				Test of Early Reading Ability (TERA-3)	
				Test of Phonological Awareness	
				Test of Reading Efficiency (TOWRE)	
				Test of Silent Word Reading Fluency (TOSWRF)	
				Woodcock-Johnson III Diagnostic Reading Battery (WJ III DRB)	

LD Achievement Area	CHC Narrow Ability	WJ - III Achievement Tests	Supplementary Norm-Referenced Examples		Criterion Referenced and Progress Monitoring Measurements
			Comprehensive Achievement Batteries	Tests Developed to Measure Skills in Achievement Areas	
Reading Comprehension	Reading Comprehension (RC) Cloze Ability (CZ) Verbal (printed) Language Comprehension (V)	Passage Comprehension Extended Battery: Test 17: Reading Vocabulary	KTEA-II Reading Comprehension WIAT-II Reading Comprehension	Gray Diagnostic Reading Test (GDRT - 2) Gray Oral Reading Test (GORT-4) Gray Silent Reading Tests (GSRT) Phonics Based Reading Test (PRT) Test of Early Reading Ability (TERA-3) Woodcock-Johnson III Diagnostic Reading Battery (WJ III DRB)	AIMSWEB Qualitative Reading Inventory (QRI) Star Reading Fountas & Pinnell Benchmark Assessments Developmental Reading Assessment (DRA)
Reading Fluency Skills	Reading Speed (RS)	Reading Fluency	KTEA-II Word Recognition Fluency Decoding Fluency	Comprehensive Test of Phonological Processing (CTOPP) Gray Oral Reading Tests (GORT-4) Phonics Based Reading Test (PRT) RAN/RAS Test of Reading Efficiency (TOWRE) Test of Silent Word Reading Fluency (TOSWRF) Woodcock-Johnson III Diagnostic	DIBELS AIMSWEB Fountas & Pinnell Benchmark Assessments Curriculum Based Measurement in Reading Developmental Reading Assessment (DRA) ISTEEP Qualitative Reading

LD Achievement Area	CHC Narrow Ability	WJ - III Achievement Tests	Supplementary Norm-Referenced Examples		Criterion Referenced and Progress Monitoring Measurements
			Comprehensive Achievement Batteries	Tests Developed to Measure Skills in Achievement Areas	
Listening Comprehension	Listening Ability (LS) Language Development (LD)	Test 4: Understanding Directions	KTEA-III Listening Comprehension	Clinical Evaluation of Language Fundamentals (CELF-4) Comprehensive Assessment of	Brigance Listening Comprehension

LD Achievement Area	CHC Narrow Ability	WJ - III Achievement Tests	Supplementary Norm-Referenced Examples		Criterion Referenced and Progress Monitoring Measurements
			Comprehensive Achievement Batteries	Tests Developed to Measure Skills in Achievement Areas	
Oral Expression	Oral Production and Fluency (OP) Language Development (LD) Expressive Lexical Knowledge (VL) Expressive	Test 3: Story Recall Extended Battery: Test 14: Picture Vocabulary	KTEA-III Oral Expression WIAT-II Oral Expression	Clinical Evaluation of Language Fundamentals (CELF-4) Comprehensive Assessment of Spoken Language (CASL) Comprehensive Receptive & Expressive Vocabulary Test (CREVT-2) Expressive One Word Vocabulary Test (EO-WPVT) Expressive Vocabulary Test (EVT) Gray Diagnostic Reading Test (GDRT - 2) Test of Early Language Development (TELD-3) The Word Test (WORD-2) Test of Language Competence (TLC)	MLPP Expressive Language

Classroom Observations

The direct classroom observation should serve the purpose of substantiating the academic deficits determined by standardized assessment tools and multidisciplinary reports. A systematic classroom observation is both quantitative and qualitative. The student's physical placement in the classroom setting and the physical design of the classroom should be noted.

In a systematic classroom observation the skills should be assessed in the areas of:

- **Work Habits** include participation in classroom activities, volunteering, organization, assignment completion, proficiency in the subject matter, eye contact, independence, time needed to get started on an assignment, prompting required by the teacher, time needed to complete work, and ease of transition from one task to another.
- **Speaking Skills** include clarity and fluency of speech, articulation, and the ability to communicate ideas logically and cogently.
- **Listening Skills** are following directions, needing repeated or additional directions, asking for clarification, and preferring auditory instruction over other sensory modes.
- **Behavior Habits** can influence or be influenced by the other areas. Behaviors such as restlessness, poor concentration, short attention span, distractibility, poor motivation, responsiveness to instruction, and interpersonal interactions with peers and adults are important to understanding students and difficulties with academic performance.
- **Academic Performance Observations** may establish if, for the individual student, the difficulty level of instruction is at a level of frustration, instructional proximity, or independent level. Academic performance observations may note accuracy in comparison to class standards or peer performance. Observations of student errors and questions may inform of student fluency in applying academic skills to instructional tasks.

Please refer to the appendix of this document regarding the Classroom Observation Record for collecting this data.

The MET team will utilize **no less than 2** classroom observations as part of the data review for eligibility under the category of Specific Learning Disability.

Exclusionary Clause Considerations

Listed below are guiding questions the MET team will use for differentiating a specific learning disability from other causal factors, as much as possible:

1. When considering the existence of other handicapping conditions, if the challenges presented by the other handicapping conditions are addressed, would the student's academic skills improve?
2. Culture may refer to differences of heritage, values, or behaviors. Are the presenting concerns regarding student performance attributable to differences in heritage, values or behaviors, or are they indicators of a persistent learning deficit?
3. With respect to environmental or economic disadvantage, what does the school do to create access to learning opportunities for students from poverty? Is this a learning concern that may be addressed through compensatory education programs or is this a handicapping condition that cannot be ameliorated with exposures?
4. Is the student's learning difficulty explained by language acquisition factors?

Limited English Proficiency

NCLB uses the term "Limited English Proficient" (LEP) to refer to students in the process of acquiring the English language. These students are also referred to English Language Learners (ELL).

According to the federal government, an English Language Learner is an individual who:

- is 3 to 21 years of age; and
- is enrolled or preparing to enroll in an elementary or secondary school; and
- was not born in the United States, or
- whose native language is a language other than English;
- is a Native American, Alaska Native, or a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- who is migratory, whose native language is a language other than English, and comes from an environment where a language other than English is dominant; and
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual -
 - the ability to meet the State's proficient level of achievement on State assessments
 - the ability to successfully achieve in classrooms where the language of instruction is English; or
 - the opportunity to participate fully in society.

It is extremely important to ensure that English Language Learners are provided with appropriate instruction, that the methods of assessment are appropriate, and

that a thorough review of information about the student's prior learning opportunities has been completed in order to allow for robust determinations.

The instrument used to determine the level of each student's proficiency in English as a second language is the English Language Proficiency Assessment (ELPA).

An English Language Proficiency Assessment (ELPA) score below Level 3 indicates the student has not yet acquired the necessary level of language proficiency (CALP).

Therefore, language acquisition cannot be ruled out as a factor involved in the student's learning difficulties. Students with English Language Proficiency Assessment (ELPA) scores of Level 4 and above are considered proficient in English.

The following process will be used for English Language Learners that are having difficulty in school prior to consideration for a Full and Individual Evaluation:

- Parent or teacher reports that an English Language Learner (ELL) student is experiencing school related problems that are not related to, or the result of, second language acquisition.
- The type of problem that the student is experiencing is specified (oral language, reading comprehension, etc.).
- The student's ELPA score is reviewed or, if none available, an English Language Proficiency Assessment is administered.
- The possible need for expanded bilingual/ESL service must be explored relative to ELPA scores and achievement in school.
- A classroom observation may be done by someone knowledgeable in second language learning, to evaluate the appropriateness of the student's current educational/learning environment.
- The existing plans for instructional intervention (RtI), as well as the existing second language learner services are reviewed for fidelity and records of student progress.
- The Child Study Team determines intervention plan for the student.
- If the Student Support Team is suspecting a handicapping condition, the recommendation is made to schedule a REED.
- A REED is convened to examine existing education data and determine the need of special education referral. The bilingual/ESL staff person must be included.
 - Result of REED can produce:
 - Resolution of concern
 - Section 504 referral
 - Special education referral

Guidance of Specialized Considerations for English Language Learners during Full and Individual Evaluation

- Selection/composition of team members

- At least one team member is knowledgeable of the student's language and culture. Bilingual personnel are to be equal, sharing member(s) of the team
- Determine language of assessment
 - Language dominance and proficiency, as well as language of prior schooling
 - Examine and determine the need and use of bilingual psychologist/translator/interpreter. A trained interpreter is an individual who is knowledgeable of the student's culture, language, and testing procedures
 - Determine whether cognitive and academic assessment should be performed in both the native language and in English in order to provide an accurate picture of the student's abilities (Students who score Level 1 or 2 on the Woodcock Munoz or the ELPA should be assessed in the native language.)
- Examine the socio-cultural factors that impact the student's current performance
 - Length of time in U.S. and exposure to public schooling
 - Type of culture: impact on disability, assessment, and schooling
 - Cultural support for education
 - Impact of disability on family, community and student's future
 - Observations of the student in both home and community to gauge out of school functioning as compared to school performance
 - Student's motivation for English language learning
 - Effect upon present level of academic functioning as the result of the student's experiential background
 - Student's cultural/linguistic interaction patterns at school, in the home and the community
 - Family/community expectations for the student and their awareness/acceptance of the problem
 - Student's level of functioning as compared to siblings
- Determine appropriate assessment instruments
 - Provide opportunities for Response to Intervention
 - Consider curriculum based assessment or direct assessment of skills as a more accurate basis for performance testing
 - Cognitive ability is best inferred from a wide range of behaviors including social, cognitive and educational tasks as posed within a variety of environmental settings
 - Use good "clinical judgment" when interpreting the results of any instrument for assessment. Data interpretation requires knowledge of and sensitivity to the linguistic and cultural heritage of the student
 - Assure assessment of academic functioning in both English and in the native language, if appropriate, as determined by the language proficiency test results
- MET report/recommendations

- A key factor in making appropriate educational decisions is to carefully observe the student's response in learning environments that are appropriate to the student's language status and current level of functioning
- Findings and recommendations should be shared with the student's parent/guardian. Care must be taken to explain the information in a culturally/linguistically appropriate manner
- Final recommendations are to be based upon the unique needs of the student within the cultural/linguistic picture of the environment. (Remember: The program must fit the student not the student fit the program.)
- The Individualized Education Program (IEP) is designed with goals and support services that reflect the language of instruction. Coordination of services with ESL/bilingual staff must be appropriately planned

Determining Eligibility Rtl/Patterns of Strengths and Weaknesses:

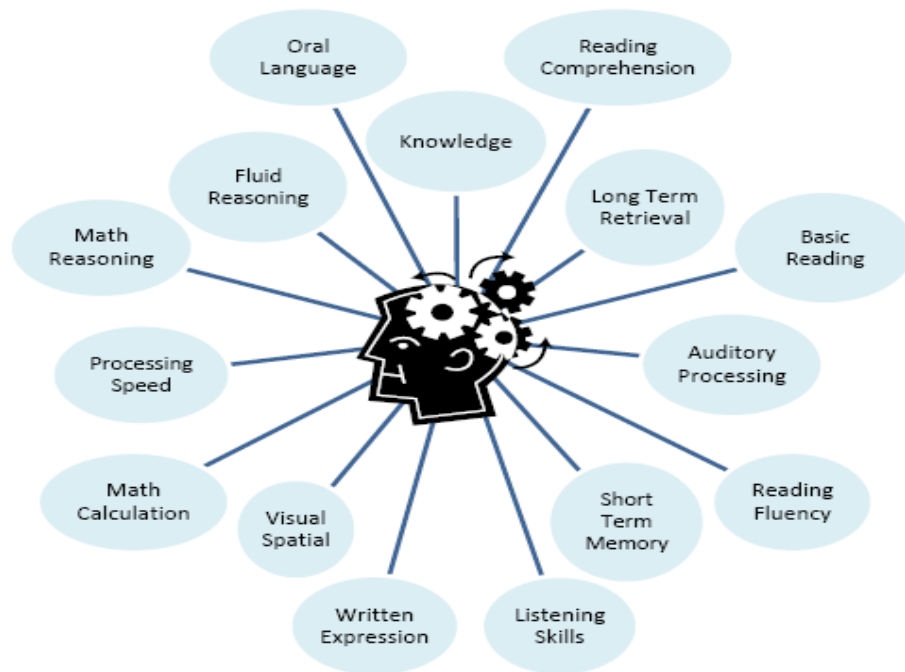


Figure 4. Cognitive and academic skills work together in the brain.

In the new model for SLD identification, we will look for consistencies among cognitive and academic skills. Consistencies are identified among the skills that cluster together as weaknesses and the skills that cluster together as strengths. The consistencies among skills are then examined relative to a normal ability profile.

Merging Response to Intervention (RtI) with our most current understanding of learning disability ties research to practice, involves multiple sources of data, requires collaboration at all stages, and informs individualized instruction.

At each step of the problem-solving process we gain information that adds to our understanding of the child. The following are guiding questions and considerations the MET team will consider:

Establish Achievement Areas of Normative Strength and/or Weakness

- Is the area of deficit consistent with the teacher’s and parent’s referral concern?
- Was the area of deficit adequately assessed? Are there component skills (fluency with word recognition and fluency with decoding), additional measures (norm-referenced and/or curriculum-based), informal assessments (reading together), work samples or further sources of data you would like to investigate in order to increase your understanding of the student and the best direction for treatment?

- Were the interventions the child received directed toward the deficit area(s)? Are there any additional interventions you'd like to try before going further?
- Do comparisons across the academic domains indicate a disparity between the student's fluency and acquisition of basic skills, and his/her ability to understand and apply academic knowledge in context that leads to a new direction in assessment/intervention?

Consider Extrinsic Factors

- Educational Opportunity includes participation in preschool or other early learning programs, adjustment to a formal school setting, moves or changes in schooling, and attendance.
- Regard for the child's Educational Opportunity requires sensitivity to economic conditions, parental health, community awareness, and the numerous environmental stressors families may face. Not all families have access to early learning programs, transportation, adequate health care, or community resources. They may be struggling to cope with significant emotional stress, battling illness or meeting basic survival needs.
- Did the testing conditions (rapport, privacy, absence of distraction, lighting, etc.) support the student's "best" performance?
- Were there any situational factors, such as a recent loss, preoccupation with conflict or distress, or an uncharacteristically poor mood that lead you to question the validity of the results?

Consider Intrinsic Factors

A past history of health problems, or an ongoing medical condition could have a lasting impact on a child's growth as well as short-term effects on energy, concentration, memory, physical comfort, or attendance.

- Is the child taking any medications that might cause fatigue, mood changes, or slowed processing?
- Does the student typically sleep well, and get adequate nutrition?

Similarly, it is important to consider how past and/or current hearing or vision problems impact the student's learning.

- Are there pressing worries about the child's motivation and self-confidence?
- When did the student begin to express negative feelings about school or avoid work?
- Is he/she often reluctant to participate in classroom activities or engage with others?
- Are there any particular interests and activities in school that instill pride and satisfaction?
- Does the child's performance appear to vary with changes in mood, feelings of overwhelming anxiety or periods of profound sadness that raise concerns about his/her emotional adjustment?
- To what degree does the student's impulse control or ability to regulate attention appear to impact their performance? Do high levels of distractibility, over-activity, mental fatigue or a pressured pace warrant further concern?

Establish Cognitive Strengths and Weaknesses Relative to Age Norms and Same-Age Peers

- Is there evidence of a processing deficit consistent with the prevailing definition of specific learning disability?
- Is the processing deficit consistent with the concerns at home and in the classroom?
- Do you need more information to help understand the specific nature of apparent processing difficulties? Would observing a particular type of activity, examining work samples, taking another look at historical data, talking further with the classroom teacher, using rating scales, or administering additional tests expand the team's understanding of how the student appears to think through problems, acquire and store knowledge, and manage demands on attention and organization?
- Do the results reveal processing strengths that indicate intact functioning in areas that would not be expected to be affected by the disability?
- Were the interventions the child received intended to build areas of apparent weakness and/or capitalize on apparent strengths? In light of additional information, are there other targeted interventions the team would recommend?

Critical Test Pattern Analysis

- Does research support a causal link between the processing deficit and the academic deficit? Is the deficit area consistent with the referral concern?
- Does research support a logical relationship between the child's cognitive strengths and the areas of greatest academic growth.
- Are broad developmental delays apparent; deficits of more than one and a half standard deviations below the mean across multiple areas of cognitive processing and academic achievement?
- Did the pattern analysis take into account what we are learning about the changing relationship between cognitive factors and academic performance associated with age and stage of development?
- Current research places a particular emphasis on the relationship between language development and learning disabilities in reading, writing and math. Findings indicate language-based deficits occur with greater frequency than deficits in non-verbal processing among people with learning disability.
- Does the examiner have a good understanding of the child's language, including; the progression from early milestones to current functioning, and the relationships between listening comprehension vs. reading comprehension, spoken language vs. written language, and the understanding of word meanings vs. naming facility?
- Are results characteristic of students with learning disability or do they raise concerns about a more global language impairment? Is further consultation and/or assessment by a speech/language pathologist needed?

Consider Extrinsic and Intrinsic Factors

- Do the patterns and the information accumulated up to this point suggest that a specific learning disability is the primary cause of the student's failure to achieve and/or make sufficient progress?
- Is additional information needed from the student, his/her parents or the child's teacher? Is further observation or assessment necessary to help clarify the "primary cause"?
- Do significant concern about the impact of extrinsic and intrinsic factors indicate the need to consider other areas of disability, review existing evaluation data (REED), and involve additional staff?

Application to Activities of Daily Living that Require Reading, Math or Writing

When **professional judgment** and the weight of evidence indicate a specific learning disability, the team must discuss the impact of the disability on the child's daily experiences, and his/her functioning at school and in the community.

- Does a broad survey of current and historical information (early development, previous educational experiences, progress reports, prior evaluation results, etc.) add together to strengthen each team member's appreciation of the whole child, and provide clear direction for planning, setting expectations, delivering instruction and attaining the skills he/she needs to reach grade-level standards?
- Does the disability affect the child's level of independence, ease with routines and transitions, participation in classroom activities, or ability to follow directions and carry out tasks in school or at home?
- Does the student's disability clearly impact his/her performance on state, district and teacher-made tests, quarterly grades, and ability to complete daily assignments?
- Does the disability impact the student's judgment, impulse control, social skill or ability to regulate attention?
- Is the impact of the disability on the child's self-esteem and/or emotional adjustment a concern? Are feelings of frustration, anger, sadness or shame impeding his/her engagement in learning or relationships with peers and adults?
- Does the student's disability limit his/her opportunity to participate in extracurricular activities and organizations, enjoy recreation, or choose electives that expand on interests and strengths?

The following pages outline the steps as described above.

<i>Consideration</i>	<i>Task Description</i>	<i>Measurable Normative Ranges</i>				
<i>Steps</i>	<i>Area</i>	<i>Normative Deficit</i>	<i>Normative Weakness</i>	<i>Normal Limits</i>	<i>Normative Strength</i>	<i>Normative Exception</i>
Step 1: Begin with a Profile of Normative Score Ranges Begin by assuming strength and normally occurring variances across student skills.	Standard Deviations	< 2.0	< -1.0 to -2.0	-1.0 to +1.0	+ 1.0 to +2.0	>+2.0
	Standard Scores	<-69	70 - 84	85-115	116-130	+131
	Percentiles	<2	2-15	16-84	85-98	98+
Step 2: Using Curriculum-Based Measures, Establish Relative Standing In Comparison to Peers in IDEA Achievement Area <i>*Note: Measurement of repeated underachievement should be accompanied by documented instructional interventions for at least 9 weeks.</i>	Identify the academic performance level of the student using progress monitoring and/or curriculum based measurement, as defined by the instructional program of the school.	THE CLASSROOM EVIDENCE OF ACHIEVEMENT WEAKNESSES Repeated Measures < 10 th Percentile on Curriculum Based Measure AND/OR Repeated Measures At/Below 50% Proficiency Target for the Specific Skill		THE CLASSROOM EVIDENCE OF ACHIEVEMENT STRENGTHS Establish Performance Consistency with Consistency with Performance Levels of Peers AND/OR Benchmark Targets Identify normative strengths that will support instructional planning for the student.		
Step 3: Review Quality of Curriculum Measurement	Establish the reliability, validity, and relevance of the available measures progress and performance in the curriculum.	<ol style="list-style-type: none"> 1. Do the test items align to the pacing of the content in the grade level curriculum? 2. Is the difficulty of the test items aligned to classroom performance targets? 3. When using measures based on teacher judgment (i.e., rubrics, leveled readers, ratings) is the teacher scoring consistent with the scoring of another independent rater? 4. Did repeated measures include a minimum of 12 probes on specific skills? 				
Step 4: Consider Extrinsic and Intrinsic Factors	Consider the range of possible explanations other than a disability within the student that could explain their performance level.	Intrinsic Factors: Health, Sensory, Attention, Motivation, Emotion, Limited English, Other Handicapping Conditions Extrinsic Factors: Education Opportunity, Fidelity of Implementation of Interventions, Teacher Qualifications, Data Integrity <i>If extrinsic or intrinsic factors explain performance, revisit REED to identify other areas of suspected handicap. Student may or may not have a suspected Learning Disability. Other conditions may or may not also exist and may require instructional planning/accommodation.</i>				

Consideration	Task Description	Normative Deficit <2.0 SD	Normative Weakness <1.0 SD	Normal Limits -1.0 - +1.0 SD	Normative Strength +1.0 - +2.0 SD	Normative Exception >2.0 SD
<p>Step 5- Part A: Establish Achievement Areas of Strength and/or Weakness Based on 1 or More Normative Measures that Incorporate a Minimum of 2 Subtests within IDEA Achievement Area</p>	<p>Use 1 or more tests in the achievement area.</p> <p>Look for the pattern of academic skills across normative levels.</p> <p>Identify the cluster(s) of skills that emerge as strengths.</p> <p>Identify the cluster(s) of skills that emerge as weakness/deficit based on normative data.</p>	<p>THE NORM-REFERENCED EVIDENCE OF ACHIEVEMENT WEAKNESS</p> <p>< - 1.5 Standard Deviation < 78 Standard Score < 7 Percentile AND/OR <67/90 RPI</p> <p><i>*Note: This recommended score range is NOT sufficient evidence to identify a learning disability. The team must consider test error along with all other data and information sources.</i></p>		<p>THE NORM-REFERENCED EVIDENCE OF ACHIEVEMENT STRENGTHS</p> <p>Establish Consistency of Achievement Skills Across Normative Levels</p> <p>Identify the normative strengths among academic skills that will validate classroom indicators and shape the total profile of student learning and ability.</p>		
<p>Step 5 – Part B Option: Explanation for use of Relative Proficiency Index (RPI) and developmental achievement data instead of standard score data.</p>	<p>Different skills emerge at different ages.</p> <p>Look at developmental level data, such as RPI scores, that will indicate how the individual compares to age-mates in learning the skill.</p>	<p>Considerations for Emphasizing RPI and Other Developmental Data: Standard Score may be >-1.5 Standard Deviation IF the following conditions are documented:</p> <ol style="list-style-type: none"> 1. RPI is <67/90 on 1 or more norm referenced tests (2 subtests) within IDEA area 2. Response to Intervention trials of no less than 9-12 weeks 3. Documentation of fidelity of Response to Intervention 4. Repeated measures document proficiency at <50% proficiency (benchmark) target and/or proficiency below the 10th percentile on repeated measures of target skills. 5. Deficits of cognitive and academic skills exist in an otherwise normal ability profile 				
<p>Step 6: Consider Extrinsic and Intrinsic Factors That May Explain the Achievement Scores</p>	<p>Consider the range of possible explanations other than a disability within the student that could explain the performance level(s).</p>	<p>Intrinsic Factors: Health, Sensory, Attention, Motivation, Emotion, Limited English, Other Handicapping Conditions Extrinsic Factors: Testing Conditions, Education Opportunity, Social Economic Status, Fidelity of Implementation of Interventions, Teacher Qualifications, Data Integrity</p> <p><i>If other extrinsic or intrinsic factors explain performance, there is not sufficient evidence to regard the student as a person with a specific learning disability.</i></p>				

Step	Task Description	Normative Deficit <2.0 SD	Normative Weakness <1.0 SD	Normal Limits -1.0 - +1.0 SD	Normative Strength +1.0 - +2.0 SD	Normative Exception >2.0 SD
<p>Step 7: Establish Normative Cognitive Strengths and Weaknesses Based on Cattell-Horn-Carroll (CHC) Clusters of Cognitive Abilities</p>	<p>Analyze cognitive cluster scores using a minimum of 2 subtests per cluster.</p> <p>Identify the CHC cluster(s) of skills that emerge as strengths.</p> <p>Identify the CHC cluster(s) of skills that emerge as weakness/deficit based on normative data.</p>	<p>THE NORM-REFERENCED EVIDENCE OF COGNITIVE WEAKNESSES</p> <p>< 1.0 Standard Deviation <85 Standard Score <15 Percentile AND/OR <67/90 RPI</p> <p><i>*Note: This recommended score range is NOT sufficient evidence to identify a learning disability. The team must consider test error along with all other data and information sources.</i></p>		<p>THE NORM-REFERENCED EVIDENCE OF COGNITIVE STRENGTHS</p> <p>Identify the normative strengths among cognitive skills that help to explain learning strengths and develop instructional planning.</p> <p>A Normative Strength is 1 cognitive area</p> <p>>-1.0 to +2.0 SD >85 Standard Score >15 Percentile >75/90 RPI</p>		
<p>Step 8: Consider Extrinsic and Intrinsic Factors</p>	<p>Consider the range of possible explanations other than a disability within the student that could explain the performance level(s).</p>	<p>Intrinsic Factors: Health, Sensory, Attention, Motivation, Emotion, Limited English, Other Handicapping Conditions Extrinsic Factors: Testing Conditions, Education Opportunity, Social Status</p> <p><i>If other extrinsic or intrinsic factors explain performance, student is not Learning Disabled.</i></p>				
<p>Step 9: Establish Pattern of Ability/Achievement Consistency Across Cattell-Horn-Carroll (CHC) Clusters</p>	<p>Analyze test cluster patterns to determine the alignment of the area(s) of cognitive weakness to the achievement area(s) of weakness/deficit.</p>	<p>PATTERN OF COGNITIVE-ACHIEVEMENT WEAKNESS</p> <p>Minimum of 1 cognitive cluster aligned to a minimum of 1 achievement area(s) that represent a circumscribed learning deficit.</p>		<p>PATTERN OF COGNITIVE-ACHIEVEMENT STRENGTH</p> <p>Establish how the student profile is representing the cognitive and achievement areas that are normative strengths.</p> <p>Are the cognitive strengths consistent with the academic strengths?</p>		

<i>Consideration</i>	Task Description	<i>Essential Analysis Questions</i>
Step 10: Critical Test Pattern Analysis Questions	Think about how the test patterns fit together based on research, psychometric analysis, logic, and other information about the student.	<ol style="list-style-type: none"> 1.) <i>Is the potential presence of a normative deficit in a specific cognitive ability related to the observed academic deficit?</i> 2.) <i>What is the logic or empirical evidence that the cognitive deficit is causally linked to the academic deficit?</i> 3.) <i>Is the deficit consistent with the concerns at home, in the classroom, and other information sources?</i>
Step 11: Establish Whether or Not an Otherwise Normal Ability Profile Exists	Combine the measurement data, using test analysis procedures, research reference, and logic to answer this essential question.	<p><i>Do the deficits in academic and cognitive abilities exist within an otherwise normal ability profile?</i></p> <p>A Normal Ability Profile is defined as 3 or more cognitive areas</p> <p style="padding-left: 40px;"> >-1.0 SD to +2.0 SD >85 Standard Score >15 Percentile >75/90 RPI </p>
Step 12: Application to Activities of Daily Living that Require Reading, Math, or Writing	<p>Review of student educational functioning, including :</p> <ul style="list-style-type: none"> • Classroom Observation – evidence of disability in class performance - Required • State Assessment Performance (MEAP) • Grades • Additional Classroom Assessment Data • Results of Prior Evaluations • Evidence of hindrance in school, work, social, or recreational activity explained by deficit 	

The following table summarizes characteristics of Specific Learning Disabilities from validity studies of cognitive and achievement patterns. The summary is intended to serve as an example of considerations in conducting an analysis of patterns of strengths and weaknesses and is intended for the MET team to use as a reference.

Specific Learning Disability	Deficit in Achievement Area	Weakness in CHC Cognitive Area	Other Indicators Validating Evidence	Age Considerations	Educational Considerations
Basic Reading Definition: A learning disability in basic reading is characterized by difficulties in basic letter and word identification skills.	Basic Reading Word Identification	Short Term Memory, Auditory Processing, Rapid Automatic Naming, Verbal Comprehension	Slow reading rate. Weaknesses in sound discrimination and memory. Slow rate of performance. Does not read accurately at grade benchmarks	6-8: Short term memory plays moderate relationship to reading difficulties. 9-20: As students get older, verbal comprehension skills are strongly related to basic reading skills. Short term memory continues to be related to basic memory skills. 17+: Visual spatial reasoning skills related to basic reading deficits with adults.	Direct instruction of letters and words. Decoding skills Train automatic recognition of common high frequency words. Strategies to improve immediate recall of words and images.
Reading Fluency Definition: Reading fluency is the ability to read accurately and quickly. In the context of specific learning disability identification, this achievement area refers to subtypes commonly referred to as Phonological Core Deficit.	Reading Fluency Reading Rate Reading Accuracy	Long Term Memory, Short Term Memory, Auditory Processing, Processing Speed Is not related to General Intelligence or Verbal Comprehension.	Difficulty with decoding skills. Slow reading rate. <i>May be associated with disability in Math Calculation, fact fluency subtype.</i>	6-8: Period of rapid acquisition of reading fluency skills. Moderate relationship to skills long term memory, short term memory, and auditory processing. Most students respond to explicit direct instruction. 9-12: Strong correlation with Verbal Comprehension. Moderate relationship to short term memory. 13+: Increasing relationship to verbal comprehension.	Direct instruction in learning to read accurately and quickly with expression develop letter-sound fluency, irregular word fluency, oral reading fluency provide repeated oral reading practice

Specific Learning Disability	Deficit in Achievement Area	Weakness in CHC Cognitive Area	Other Indicators Validating Evidence	Age Considerations	Educational Considerations	
Reading Comprehension Definition: A learning disability in reading comprehension is characterized by limitations in the ability to understand the meaning of words and passages.	Math Calculation (Math Fluency Subtype) Definition: Math Fluency Subtype of Math Calculation Disability is characterized by difficulties retrieving math facts and, when retrieved, there is a high	Math Calculation Poor math fact fluency as measured by rate and accuracy of performance with math facts.	Long Term Retrieval, Auditory Processing, Short Term Memory, Processing Speed	Student is inaccurate with basic math operations. Student is slow with completion of math calculation problems. Student does not accurately recall math	This subtype of Math Calculation disability does not improve with age.	Use of calculators. Training on compensatory strategies.
Math Calculation (General) Definition: A learning disability in math calculation generally refers to deficits in the ability to count and perform basic mathematical operations.	Math Reasoning (Procedural Math Disability Subtype) Definition: This math disability subtype is characterized by the student's relatively frequent use of developmentally immature procedures with frequent errors in the execution of procedures.	Math Reasoning Features: (1) The ability to follow sequential directions when applied to abstract and math concepts; (2) The ability generalize and apply understood classifications; (3) to order, organize, and sequence quantitative ideas; (4) to have a command of spatial orientation and organization; (5) to understand and employ estimation; (6) to visually cluster objects; (7) to recognize and extend patterns; (8) to visualize quantitative ideas; (9) to think deductively; and (10) to think inductively-easily seeing patterns in situations, and interrelationships between procedures and concepts.	Executive Functioning, Verbal Comprehension, Fluid Reasoning, Long Term Memory	Counting errors. Student applies strategies that are developmentally immature for counting and math solution. Difficulties sequencing steps in complex procedures. Frequent errors in the execution of math procedures. Poor understanding of concepts underlying procedure use.	6-8: Most apparent with young children, as observed in the strategies they spontaneously employ to count and order operations. 9-12: With most students, there is improvement with age and grade. Persistence of deficits with age with relationship to verbal comprehension and fluid reasoning. 13+: Improvements with age and grade. Difficulties may persist with complex higher order math courses.	At young ages, direct instruction on basic computation numbers, operations, and relationships. Rehearsal of math procedures and steps. Instruction of math concepts that demonstrates essential components to patterns and relationships in math problems. Compensatory strategies adhering to sequential directions.

Specific Learning Disability	Deficit in Achievement Area	Weakness in CHC Cognitive Area	Other Indicators Validating Evidence	Age Considerations	Educational Considerations
<p>Nonverbal Learning Disorder</p> <p>Definition: The disorder is characterized by impaired abilities to organize the visual-spatial field, adapt to new or novel situations, and/or accurately read nonverbal signals and cues. The student will have difficulty "producing" in situations where speed and adaptability are required.</p> <p><i>Not one of the 8 IDEA LD areas. Often is identified as a math or language disability, if not as version of Autism Spectrum Disorder.</i></p>	<p>Reading Comprehension AND Math Calculation AND Math Concepts AND Language Skills, Pragmatics, Semantics, and Prosody</p>	<p>Weaknesses: Fluid Reasoning, Short Term Memory, Visual-Spatial Thinking</p> <p>Strengths: Verbal Comprehension, Auditory Processing, Basic Reading</p>	<p>Poor social judgment, often missing subtle non-verbal social cues in communication. Difficulty with math calculation, math reasoning, and reading comprehension. Inflexible.</p> <p>Often associated with Asperger's Syndrome and there are some who believe NLD is a form of ASD.</p>	<p>The condition worsens with age. The student becomes more impaired in social functioning, academic performance, and less adaptive.</p>	<p>Lesson scaffolds that provide organizational and semantic structures to support student learning. Development of instructional plans with instructional and ancillary service providers that support language/social cues and academic learning.</p>

Specific Learning Disability	Deficit in Achievement Area	Weakness in CHC Cognitive Area	Other Indicators Validating Evidence	Age Considerations	Educational Considerations
<p>Written Expression</p> <p>Definition: The student's ability to communicate in writing is substantially below grade expectations. This disability affects both the physical reproduction of letters and words and the organization of thoughts and ideas in written compositions. The disability area most likely represents a constellation of disabilities that may be further sub-typed in future research.</p>	<p>Written expression</p> <p>Not to be limited to deficits in spelling.</p> <p>The deficit is typically characterized by deficit in the ability to express ideas in writing.</p>	<p>Long-Term Memory, Auditory Processing, Processing Speed, Executive functions</p> <p>May also include grapho-motor features.</p>	<p>Student has difficulty retrieving words in spontaneous writing.</p> <p>Student has substantial difficulty with organizing thoughts for the production of writing.</p> <p>Fine motor coordination may be implicated for difficulties in letter formation.</p> <p>May be associated with Basic Reading Disability.</p>	<p>6-8: Observed in spelling errors and limited production of words and sentences on paper. Ortho-graphic features to writing. Memory for words and memory for sounds in words.</p> <p>9-12: As grade level writing demands increase, the written expression deficits become more apparent. Organization and long term memory skills of increasing relationship to writing. Memory of words, writing structures, and ideas.</p> <p>13+: Grapho-motor features less important. Skills for verbal comprehension, organization, reading, and language of increasing emphasis.</p>	<p>The most complex academic skill to teach and learn. At young ages, explicit instruction of basic skills for reading and for the production of words in print is fundamental.</p> <p>All ages, instruction on language structure and examples of writing.</p> <p>Use of graphic representations to support memory and to structure organization.</p>

Specific Learning Disability	Deficit in Achievement Area	Weakness in CHC Cognitive Area	Other Indicators Validating Evidence	Age Considerations	Educational Considerations
<p>Listening Comprehension</p> <p>Definition: Learning disability in listening comprehension typically refers to a developmental disorder in the understanding of spoken language that adversely impacts academic learning.</p>	<p>Listening Comprehension</p> <p>Refers to the ability to comprehend spoken language.</p>	<p>Auditory Processing, Verbal Comprehension, Short Term Memory, Long Term Memory, Fluid Reasoning</p>	<p>Student does not follow directions.</p> <p>Student is confused by auditory directions.</p> <p>May be associated with deficits in Basic Reading, Math Reasoning, Reading Comprehension, and Oral Expression.</p>	<p>In young children, listening comprehension may impact acquisition of skills for learning sounds in words and language components foundational to reading.</p>	<p>Typically addressed through the services of the Speech and Language Pathologist.</p> <p>Direct training on sound and meaning of words in isolation and in context of meaningful communication.</p>
<p>Oral Expression</p> <p>Definition: The student has difficulty formulating age appropriate verbal responses. The hallmark feature to a learning disability in oral expression is the adverse impact on academic performance.</p>	<p>Oral Expression</p> <p>Refers to the ability to express ideas so that they are understandable.</p>	<p>Verbal Comprehension, Long Term Memory</p>	<p>Oral expression interferes with acquisition of basic skills.</p> <p>May be associated with deficits in Reading Fluency, Reading Comprehension, and Written Expression, and Listening Skills.</p>	<p>Many young children get identified for speech and language services. As they reach middle years and academic skills fail to develop at expectation, their eligibility is changed to represent the impacted achievement area.</p>	<p>Typically addressed through the services of the Speech and Language Pathologist.</p>

Section 6 - Appendix

Genesee County MET Form for SLD

Response to Intervention Checklist

Classroom Observation Record

Student Intervention Data Record (SIDR)

Richfield Public School Academy will use the MET form as found in Easy IEP, which has been updated to reflect the new regulations for students found eligible under the category of Specific Learning Disabilities.

RTI Checklist

INTERVENTION TEAM FIDELITY CHECKLIST

Student:

School:

Date:

1. The baseline data in the area(s) of concern was described in specific, measurable terms meaningful for the intervention?	Yes	No
2. The goal(s) for the student were described in measurable terms on the written intervention plan?	Yes	No
3. A method for measuring progress toward the goal was described in writing?	Yes	No
4. An intervention to improve student performance was designed in the form of a written intervention plan?	Yes	No
5. At least one person is assigned to SUPPORT the teacher in implementing the intervention plan?	Yes	No
6. The teacher was provided the time, materials, and training to implement the intervention plan?	Yes	No
7. An implementation integrity measure is available for checking how the intervention was implemented?	Yes	No
8. The parent of the student receiving intervention is aware and has the opportunity to be involved in the intervention process?	Yes	No
9. A date for the review of the intervention plan and progress monitoring data was specified in writing?	Yes	No
10. The student was in attendance in school and engaged in the intervention activities?	Yes	No
11. All parties followed the written intervention plan? If no, describe how the instruction deviated from the intervention plan.	Yes	No

(Rtl Field Guides, Wayne RESA, 2007)

Classroom Observation Record

Date:

Name:

School:

Teacher:

Time Observation Began:

Time Observation Ended:

Observation Area of Concern	Classroom Organization
<p style="text-align: center;">Check area(s) of concern from REED</p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic Reading Skill <input type="checkbox"/> Reading Fluency <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Written Expression <input type="checkbox"/> Mathematics Calculation <input type="checkbox"/> Mathematics Concepts <input type="checkbox"/> Oral Expression <input type="checkbox"/> Listening Comprehension <p style="text-align: center;">Describe the Lesson:</p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div>	<p style="text-align: center;">Location of Observation:</p> <p style="text-align: center;">Check all that apply:</p> <p style="text-align: center;">Learning Activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher Presentation <input type="checkbox"/> Whole Group Recitation <input type="checkbox"/> Small Group Work <input type="checkbox"/> Individual Seat Work <input type="checkbox"/> Partners <p style="text-align: center;">Student's Desk Location:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Front <input type="checkbox"/> Back <input type="checkbox"/> Same as peers <input type="checkbox"/> Isolated
READING: Basic Reading Skills, Reading Comprehension, Reading Fluency Skills	
<ul style="list-style-type: none"> <input type="checkbox"/> Age appropriate reading skills <input type="checkbox"/> Confuses similar-looking letters and numbers or similar looking words (i.e., beard, bread) <input type="checkbox"/> Has difficulty recognizing and remembering sight words <input type="checkbox"/> Frequently loses place while reading <input type="checkbox"/> Reverses letter order in words (ie, saw/was) <input type="checkbox"/> Demonstrates poor memory for printed words <input type="checkbox"/> Reads slowly <input type="checkbox"/> Has trouble naming letters <input type="checkbox"/> Has problems associating letters and sounds, understanding the difference between sounds in words or blending sounds into words <input type="checkbox"/> Guesses at unfamiliar words rather than using word analysis skills <input type="checkbox"/> Substitutes or leaves out words while reading <input type="checkbox"/> Has poor retention of new vocabulary <input type="checkbox"/> Dislikes and avoids reading or reads reluctantly <input type="checkbox"/> Has weak comprehension of ideas and themes 	
<p>Notes:</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	

WRITTEN LANGUAGE

- Age appropriate
- Writing is messy and incomplete, with many cross-outs and erasures
- Has difficulty remembering shapes of letters and numbers
- Frequently reverses letters, numbers and symbols
- Uses uneven spacing between letters and words, and has trouble staying "on the line"
- Copies inaccurately (i.e., confuses similar-looking letters and numbers)
- Spells poorly and inconsistently (i.e., the same word appears differently other places in the same document)
- Has difficulty proofreading and self-correcting work
- Fails to develop ideas in writing so written work is incomplete and too brief

Notes:

MATHEMATICS: Math Calculation, Math Computation

- Age appropriate
- Has difficulty with simple counting and one-to-one correspondence between numbers symbols and items/objects
- Has difficulty learning strategic counting principles (i.e., by 2, 5, 10, 100)
- Poorly aligns numbers resulting in computation errors
- Has difficulty estimating quantity (i.e., quantity, value)
- Has difficulty with comparisons (i.e., less than, greater than)
- Has trouble telling time
- Has trouble conceptualizing the passage of time
- Has difficulty counting rapidly or making calculations
- Has trouble interpreting graphs and charts

Notes:

Listening Skills

- Appropriate language comprehension
- Appears to learn from listening
- Follows directions to locate materials
- Follows directions to engage in tasks
- Repeats directions accurately
- Needs extra directions
- Frustration with assignment
- Difficulty locating pictures, objects, letters, words

Notes:

Speaking Skills

- Appropriate verbal language in class
- Volunteers to answer questions
- Answers with logically sequenced ideas
- Speaks in full sentences
- Uses appropriate vocabulary
- Listeners ask student to repeat statements
- Difficulty relating ideas
- Mispronounces words
- Loses place when speaking
- Confuses words with others that sound similar
- Difficulty re-telling

Notes:

Work Habits

- Participates with class
- Volunteer to read orally
- Volunteer to answer question(s)
- Eye Contact with teacher/peers
- Materials on desk/Ready for lesson
- Gets to work promptly
- Works independently
- Works appropriate in group activities
- Appears motivated to learn
- Completes homework

- Does not contribute to class
- Slow to respond when called on
- Poor posture
- Does not look at teacher
- Disorganized
- Needs extra time
- Does not finish assignment(s)
- Rushes through tasks
- Messy

Notes:

Behavior Habits

- Attention span appropriate for age and activity
- Restless, inattentive during written work
- Restless, inattentive during lecture
- Off task
- Easily distracted
- Difficulty following directions
- Unable to keep place on page
- Unable to keep pace with class
- Written work messy
- Difficulty copying
- Out of seat
- Interrupts others
- Inappropriate comments to teacher/peers

Time Sample Option:
Identify 1 behavior of concern. Every 20 seconds, record if the behavior did occur with +. If behavior did not occur, record a 0.

Behavior:

Notes:

Additional Observations

Blank area for additional observations.

**Student Intervention
and Data Review**

Student : _____ **Date:** _____

DOB:

Meeting Log: Date, Grade, School, District and Concern [help]	Team Participants (name, title)	Next Steps to Address Concern

Area(s) of Concern: (Enter date a concern is first discussed) [\[help\]](#)

	Basic Reading		Math Calculation		Behavior
	Reading Fluency		Math Problem Solving		Sensory
	Reading Comprehension		Hearing		Adaptive Functioning
	Writing		Vision		Health / Medical
	Communication/Language		Social / Emotional		Motor Functioning

Student strengths and interests:

Attendance, Discipline by Year [\[help\]](#)

School Year	Total number of:					Briefly describe or attach documentation: [help]	
	Absent	Tardy	Office Referrals	ISS	OS S	Behavior	Type of instructional support, if any

Achievement [\[help\]](#)

Criteria: Data documenting achievement relative to age/state approved grade-level standards.

Assessment Type	List date and existing data	Identify date and additional data needs
Benchmark (CBM) screening [help]		
Progress Monitoring (daily, weekly or bi-weekly intervals) [help]		
Criterion referenced assessments [help]		
Norm-referenced achievement tests [help]		
Curriculum assessments aligned with GLCEs and classroom instruction		

[help]						
State/District Tests (name)	Year	Reading	Writing	Math	Science	Social St.

Student Intervention and Data Review

Student

: _____ Date: _____

2

DOB: _____

Rate of Progress
Attach charts/graphs comparing student progress monitoring data to the student's goal line, e.g., DIBELS, AIMSweb, EDCheckup, Yearly Progress Pro, behavior plan charting, etc. Or enter data into chart provided here.

Additional Data - on academic achievement, functional performance and intellectual development. [help]		
Assessment Type	List existing data and date	Identify additional data needs and date
Cognitive assessment		
Adaptive/functional behavior scales		
Grades		
Teacher report (recommendations and observations)		
Parent input		
Observation in area of concern, including behavior		

Other Factors That May Affect Performance: (check each area with sufficient data) [help]			
Criteria: Data on other factors that may affect performance on appropriate age/grade-level standards or activities.			
<input type="checkbox"/> Vision	<input type="checkbox"/> Cognitive	<input type="checkbox"/>	<input type="checkbox"/> Environmental, Economic Disadvantage
<input type="checkbox"/> Hearing	<input type="checkbox"/> Social/Emotional	<input type="checkbox"/>	<input type="checkbox"/> English As Second Language
<input type="checkbox"/> Health	<input type="checkbox"/> Cultural	<input type="checkbox"/>	<input type="checkbox"/> Autism Spectrum Disorder
<input type="checkbox"/> Motor Functioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>List date & existing information for any checked area(s)</i>		<i>List date & data needed for any unchecked area(s)</i>	

Observation for Academic Performance and Behavior in the Area(s) of Difficulty [help]	
Criteria: Data documenting that the student was observed in the learning environment (including general education setting) to document academic performance and behavior in the area(s) of difficulty	
<i>Check skill area(s) of difficulty. Any checked skill area(s) should be observed.</i>	
<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Reading Fluency Skills
<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Reading Comprehension
<input type="checkbox"/> Written Expression	<input type="checkbox"/> Math Calculation
<input type="checkbox"/> Basic Reading Skills	<input type="checkbox"/> Math Problem Solving

For any area(s) of concern document academic and behavioral data from any observation by using the provided [Classroom Observation Checklists](#) - OR - the Log below.

Date	Observer (Name/title)	Academic Area	Academic/Behavioral Results

**Student Intervention
and Data Review**

Student : _____ Date: _____ 3

DOB: _____

Appropriate Instruction [\[help\]](#)

Criteria: Data demonstrating appropriate instruction.

Note: Consider the following only with respect to appropriate instruction in the area(s) of concern.

	Factors to be considered in the analysis of appropriate instruction in each area of academic concern	<i>List existing data supporting explicit, systematic and active instruction in each area of concern checked below</i>	If data is not available, what will be done to document appropriate instruction? Describe appropriate instruction during intervention period or other.

		Essential Components of Reading Instruction	
			Describe:
What		Phonemic Awareness- ability to notice, think about, and work with individual sounds in a spoken word	Describe:
		Phonics- an understanding of the relationship between letters or written language and the individual sounds of spoken language	Describe:
		Vocabulary- the words we must know to communicate effectively	Describe:
		Fluency- the ability to read text accurately and quickly with proper expression	Describe:
		Comprehension- understanding the meaning of what is read.	Describe:
		Math	
		Concepts and Reasoning	Describe:
		Automatic Recall-# facts	
		Computation Algorithms	
		Functional Math	
		Verbal Problem Solving	
		Language Arts	
		Oral Expression	Describe:
		Written Expression	
		Listening Comprehension	
	Curriculum Alignment	List existing alignment data	
	Evidence that district curriculum is aligned to the CEs		Describe:

Student Intervention and Data Review

Student : _____ Date: _____

DOB: _____

Evidence that curriculum materials are research-based and aligned to the CEs		Describe:
	<i>List existing data supporting the appropriate instruction factor</i>	
Highly Qualified Teachers		

Are teachers highly qualified?		
Fidelity of Instructional Implementation- Evidence that 80% of students in the student's classrooms meeting state/district-wide standards over the grades		<u>Describe:</u>
Differentiated Instruction changes when formative assessment suggests student is at-risk: e.g. Universal design practices, research-based intervention practices		<u>Describe:</u>
Student attendance at least 85% of instructional days - File review for absenteeism, school enrollment, history, discipline		<u>Describe:</u>
Parent provided data-based documentation of repeated assessments at reasonable intervals, reflecting formal assessment of progress during instruction.		<u>Describe:</u>

Student Intervention and Data Review

Student : _____ Date: _____

DOB: _____

Worksheet for Charting Strengths and Weaknesses [\[help\]](#)

Criteria: Data Demonstrating Pattern(s) of Strengths and Weaknesses in Performance, Achievement or both Relative to Age/State Approved Grade-level Standards or Intellectual Development

In each box below, indicate: <i>S = Strength</i> <i>W = Weakness</i> <i>N = Neither</i>	Academic Achievement with respect to grade-level expectations		Academic Achievement with respect to age-level expectations	Classroom performance with respect to grade-level expectations				Areas of Age/ appropriate functional/ intellectual skills
	Progress Monitoring, CBM or criterion referenced instruments	MEAP	Norm-referenced achievement test	Curriculum Assessments	Grades	Teacher Report	Classroom Observation	Observation, interviews, IQ assessment
Areas of Academic Achievement								
Basic Reading								
Reading Fluency								
Reading Comprehension								
Math Calculation								
Math Problem Solving								
Written Expression								
Oral Expression								
Listening Comprehension								

Suggested Guidelines for Determining Strengths and Weaknesses: [\[help\]](#)

See [SIDR Manual](#) for sample decision rules on how to determine whether a particular performance on a given assessment is rated as a strength “S” or weakness

Pattern of Strengths (at least 3 “S” in a given skill area): none

Pattern of Weaknesses (at least 4 “W” in a given skill area, including at least 1 individually administered academic achievement assessment): none