Revised 3/12/10

Learning Disability Eligibility Report 2009-10

Name: School:
Birthdate: Grade:
Evaluation Team: Report Date:

Required assessments in area of concern:

(K-3)
Reading
- DIBELS screening & progress monitoring
- WIAT-III: Listening Comprehension – Oral Expression

Math
- Screening and Progress Monitoring Data
- WIAT-III: Numerical Operations & Math Problem Solving

Writing
- Total Words Written & Correct Word Sequences CBMs
- Spelling CBMs
- WIAT-III: Written Expression or TOWL-III
    - *Kindergarten* - WIAT-III: Alphabet Writing Fluency
    - *Grades 1-2* – WIAT-III: Alphabet Writing Fluency & Sentence Composition
    - *Grade 3* – WIAT-III: Alphabet Writing Fluency, Sentence Composition, & Essay Composition

(4-5)
Reading
- DIBELS screening & progress monitoring
- WIAT-III: Reading Comprehension

Math
- Screening & Progress Monitoring
- WIAT-III: Numerical Operations & Math Problem Solving

Writing
- Total Words Written & Correct Word Sequences CBMs
- Spelling CBMs
- WIAT-III: Essay Composition or TOWL-III
- Two scored writing samples using Oregon rubric

(6-12)
Reading
- MAZE, GRADE+, Screening Results
- WIAT-III: Pseudoword Decoding, Word Reading, Reading Comprehension

Math
- CBMs
- WIAT-III: Numerical Operations & Math Problem Solving

Writing

- Writing and/or Spelling CBMs
- WIAT-III: Essay Composition or TOWL-III
- Two scored writing samples using Oregon rubric

Section 1: Background Information (written by learning specialist or school psychologist)

- Reason for the referral (state areas of concern and disability/disabilities suspected)
- Previous testing
- History in special programs (special education, Title I, ELL, 504)
- Parent concerns and perspective, including background of disabilities, especially in areas related to current difficulties

Section 2: Students who qualify for special education as having learning disabilities have very low skills relative to expectations for the student's age, or relative to the student's progress toward Oregon achievement. (Written by learning specialist or school psychologist, literacy specialist/instructional coach may assist with data gathering/analysis)

- Review existing information including teacher collected work samples
- Complete tables and analyze assessment results
- Summarize actual growth to expected growth and student scores to average scores
- Analyze historical data:
  - Have scores always been low? If not, a learning disability is unlikely.
  - Are scores relatively low? Has the student had intensive assistance to maintain skills at that level?
  - Are the state/district assessments and individual achievement tests consistent? If not, get one more piece of information about the skills in question. Confirm results with reports from teachers, which must be consistent.
  - If inconsistent results are reported, decide which is valid and justify the decision. Consider the demands of each assessment (content, speed, fluency). Lower scores may be considered valid if they reflect performance on a test that is more comprehensive or involves more complex demands than other assessments used.
  - Finish with a summary statement about the student's skills.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

All elementary school students in the Tigard Tualatin School District are assessed using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), a collection of simple assessments designed to measure progress toward early reading acquisition. Students learning to read in Spanish are also assessed with Indicadores Dinámicos del Éxito en la Lectura (IDEL), an assessment which is very similar to DIBELS. The following tables reflect _____ (insert student's name) scores for each trimester of _____ (insert grade levels). When available, percentiles are also reported (the 50th percentile is average, with the 25th to 75th percentiles reflecting the low- to high-average range).

Initial Sound Fluency (ISF) assesses a student's skill in isolating and naming the beginning sound of common objects.

Letter Naming Fluency (LNF) assesses how quickly a student names uppercase and lowercase letters of the alphabet in random order. Rapid naming is a key indicator of early literacy skills.

Phoneme Segmentation Fluency (PSF) assesses a student's skill in breaking a word into the smallest units of sound (phonemes). A student is presented a word (orally) and asked to repeat the individual phonemes in that word.

Nonsense Word Fluency (NWF) measures a student's application of basic letter-sound relationships (phonics). "Non words" are presented for the student to read *as if* they were real words.

Oral Reading Fluency (ORF) considers how well a child reads grade level text aloud, with scores reported as correct words per minute, reflecting both the speed and accuracy with which the student reads.

DIBELS Tables

	K Fall Score	%ile	Screening Benchmark	K Winter Score	%ile	Screening Benchmark	K Spring Score	%ile	Screening Benchmark
ISF			8			25			N/A
LNF			8			27			40
PSF			N/A			18			35
NWF			N/A			13			25

	1st Fall Score	%ile	Benchmark	1st Winter Score	%ile	Benchmark	1st Spring Score	%ile	Benchmark
LNF			37			N/A			N/A
PSF			35			35			35
NWF			24			50			50
ORF			N/A			20			40

	2nd Fall Score	%ile	Benchmark	2nd Winter Score	%ile	Benchmark	2nd Spring Score	%ile	Benchmark
NWF			50			N/A			N/A
ORF			44			68			90

	3rd Fall Score	%ile	Benchmark	3rd Winter Score	%ile	Benchmark	3rd Spring Score	%ile	Benchmark
ORF			77			92			110

	4th Fall Score	%ile	Benchmark	4th Winter Score		Benchmark	4th Spring Score	%ile	Benchmark
ORF			93			105			118

	5th Fall Score	%ile	Benchmark	5th Winter Score	%ile	Benchmark	5th Spring Score	%ile	Benchmark
ORF			104			115			124

IDEL Tables

	K-Fall Score	%ile	Benchmark	K-Winter Score	%ile	Benchmark	K-Spring Score	%ile	Benchmark
LNF (FNL)			6			25			40
PSF (FSF)			15			30			50
NWF (FPS)			N/A			20			35

	1st-Fall Score	%ile	Benchmark	1st-Winter Score	%ile	Benchmark	1st-Spring Score	%ile	Benchmark
LNF (FNL)			35			N/A			N/A
PSF (PSF)			50			50			50
NWF (FPS)			35			70			90
ORF (FLO)			N/A			20			40

	2nd-Fall Score	%ile	Benchmark	2nd-Winter Score	%ile	Benchmark	2nd-Spring Score	%ile	Benchmark
NWF (FPS)			90			N/A			N/A
ORF (FLO)			35			50			65

	3rd-Fall Score	%ile	Benchmark	3rd-Winter Score	%ile	Benchmark	3rd-Spring Score	%ile	Benchmark
ORF (FLO)			60			70			85

Phonics Inventory

The Phonics Inventory is an informal assessment of early reading skills such as discrimination between vowels and consonants, digraphs (common consonant blends) and diphthongs (common vowel blends), silent letters and compound words.

(insert student's name) demonstrated strengths in the following areas:

(insert student's name) struggled with the following items:

-Letter naming (% upper case and % lower case)

-Consonant sounds (%)
-Consonant diagraphs (%)
-Consonant blends (%)
-Vowel names (%)
-Identifying short vowel sounds (%)
-Double vowels making the long vowel sound (%)
-Silent 'e' long vowels (%)
-Reading words with short vowel sounds (%)
-Not reversing words (%)
-Words with prefixes (%) and suffixes (%)
-Compound words (%)
-Words with silent letters (%)
-Words with vowels and 'r' (%)-Words with diphthongs (e.g. oy, oo) (%)
-Breaking multi-syllabic words into syllables (%)

MAZE Assessment

During this timed three-minute assessment, students perform a multiple-choice close task while reading silently. The first sentence of a 150-400 word passage is left intact. Thereafter, every 7th word is replaced with three words inside parenthesis. One of the words is the exact one from the original passage. Scientific research has shown that this provides a reliable and valid measure of reading comprehension. MAZE passages are curriculum independent, ensuring that student achievement is assessed equitably regardless of curriculum differences among teachers and schools, and provide a comparison of student performance against national norms. MAZE is administered three times per year in Tigard-Tualatin for all middle school students and for 9th and 10th graders at or below the 35th percentile on the most current OAKS. When applied as a screening tool, three passages are administered and the median score is selected.

Group Reading Assessment and Diagnostic Evaluation (GRADE)

GRADE is a leveled, norm-based reading assessment delivered in an untimed, group setting. Stanine scores are reported for sentence comprehension, passage comprehension, listening comprehension and vocabulary. Roughly, stanines 1-3 are below average, 4-6 are average, and 7-9 are above average.

Wechsler Individual Achievement Test, Second Edition (WIAT-III)

The WIAT-III is a standardized test designed to allow comparison of a student's performance to same age peers. Performance is reflected in a standard score; 100 is average. 85-115 represents the low average to high average range.

Academic Area	Standard Score	Percentile	Range
Reading Word Reading Reading Comp. Pseudoword			
Math Numerical Operations Math Problem Solving			
Written Language			

Spelling Alphabet Writing Fluency Sentence Composition Essay Composition			
Oral Language Listening Comp. Oral Expression			

WIAT-III Subtest Descriptions:

Word Reading: This subtest measures a student's fluency and accuracy in differentiating between words with similar and different sounds, and reading basic sight words.

Pseudoword: This subtest is designed to assess the student's fluency and accuracy in identifying phonics patterns and rules in an approach similar to DIBELS Nonsense Word Fluency.

Reading Comprehension: This subtest assesses a student's skill in gaining meaning from what s/he reads. Students read a short passage or story and are then asked to answer how questions related to the reading.

Listening Comprehension: This subtest assesses a student's receptive and expressive vocabulary skills. Students are given a word by the examiner and asked to point to the corresponding picture among several choices. Next, the examiner reads a sentence and asks the student to answer an orally presented question based on the sentence they heard.

Numerical Operations: This subtest assesses the student's skills in basic math calculation skills and solving simple equations using addition, subtraction, multiplication and division. The student completes this task without the aid of a calculator.

Math Problem Solving: This subtest presents story problems with verbal and visual prompts. The student must use math-reasoning skills to determine what operations to use, and complete them correctly. The subtest includes skills related to time, money, measurement, whole numbers, fractions, decimals, graphing, patterns, statistics, and probability.

Spelling: This subtest requires the student to spell words of increasing difficulty.

Alphabet Writing Fluency: This subtest requires students to write the alphabet as quickly as possible.

Sentence Composition: This subtest requires students to edit and combine presented sentences.

Essay Composition: This subtest requires students to write a paragraph or essay from a prompt under timed conditions.

Test of Written Language-3 (TOWL-3)

The TOWL-3 is a comprehensive measure of written language. The eight subtests of the TOWL-3 measure a student's writing competence through both essay-analysis (spontaneous) formats and traditional

test (contrived) formats. The TOWL-3 includes analysis of conventions, language, story construction, vocabulary, spelling, style, logical sentences, and sentence combining. Composite scores reflect performance for overall writing, contrived writing, and spontaneous writing.

Oregon Assessment of Knowledge and Skills (OAKS)

OAKS is an assessment of proficiency toward the Oregon state standards. Students typically complete content area tests on the computer in 20-60 minute segments over multiple days. The reading and literature test requires students to read a literary or informational passage. Next, the student answers literal or inferential questions related to the passage in a multiple-choice format. The math assessment consists of tasks related to calculation, estimation, measurement, algebraic relationships, statistics, and geometry. Students are allowed to use calculators and measurement tools to aid them in answering questions presented in a multiple-choice format. On the writing assessment, students are given a prompt and are asked to write a narrative, expository or imaginative response. Writing samples are scored by multiple teachers in the areas of: ideas and content, organization, voice, word choice, sentence fluency, and conventions. When interpreting OAKS scores, it is important to consider testing conditions. The length of testing sessions, number of times the student took the assessment and testing accommodations impact test results. Also consider that OAKS is not timed.

OAKS Table

	3rd	4th	5th	6th	7th	8th	10th
Reading Benchmark	204	211	218	222	227	231	236
Student Score							
Percentile							
Math Benchmark	205	212	218	221	226	230	236
Student Score							
Percentile							
Writing Benchmark		32-39			40-49		40-49
Student Score							

Math Curriculum Based Measures (CBMs)

Math CBMs are indicators of a student's basic math skills over time, and also provide a strong indication of the student's conceptual understanding and problem solving skills. Students in kindergarten and first grade

are assessed using a missing number probe. Students are shown a sequence of numbers, each with a blank in the sequence. They are asked to produce as many missing numbers as possible in one minute. Students in 2nd-5th grade are assessed using a mixed computation probe. Students are given two minutes to complete a page of addition, subtraction, multiplication and division facts. Student scores are graphed over time and compared to the national average for students of the same grade level.

Writing Curriculum Based Measures (CBMs)

Writing CBMs are indicators of a student's writing proficiency over time. Students are given a writing prompt with one minute to brainstorm ideas. Students then have three minutes to respond to the prompt. Writing samples are scored by Total Words Written (TWW) and the number of correct word sequences (CWS) in the writing sample. Writing CBMs are typically administered weekly or biweekly. The student's progress is then graphed over time and compared to the national average for students of the same grade level.

Spelling Curriculum Based Measures (CBMs)

Spelling CBMs are indicators of a student's spelling over time. CBMs assess both how many words are spelled correctly, and how many letter sequences are correct. They are typically administered for 2-3 minutes weekly or biweekly. The student's progress is then graphed over time and compared to the national average for students of the same grade level.

Section 3: Students with learning disabilities have academic skill deficits that are resistant to well-planned and implemented research based interventions that were designed to increase the child's rate of learning. (written by learning specialist or school psychologist, literacy specialist/instructional coach may assist with data gathering/analysis)

- Report baseline scores and how those scores compare to the general population
- Describe each intervention and any changes or modifications
- Describe fidelity of interventions (dates of observation, met __ % of fidelity checklist criteria)
- Analyze progress, compare to general population and intervention cohort
- Finish with summary statement and recommendations for future instruction (the student responded well to specific, contingent praise, sticker reinforcers, etc.)

Progress Monitoring Measure	Intervention 1: Curriculum/ Group Size/ Time Per Day	Intervention 2: Curriculum/ Group Size/ Time Per Day	Intervention 3: Curriculum/ Group Size/ Time Per Day
Date			
Date			
Date			
Date			
Date			
Date			

Section 4: The student's academic performance and behavior were observed in a regular classroom setting. (written by learning specialist, school psychologist or counselor)

- Observation must occur in area of concern
- Note relevant behavior and its relationship to academic functioning

Section 5: The student has been provided the opportunity to learn the skills. (written by learning specialist or school psychologist)

- Describe the student's instructional stability and reasons for excessive absences
- Describe core instruction in the area of concern (amount, intensity, training of instructor, size of group)

Grade	School	Tardies	Absences
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

In the Tigard-Tualatin School District, all 1st-5th grade students receive 90 minutes of reading instruction per day, at least 45 minutes of which is skill-grouped. Tigard-Tualatin's adopted reading curriculum is *MacMillan Treasures*, a comprehensive research-based program which emphasizes phonemic awareness, phonics, fluency, vocabulary and comprehension. 6th-12th grade students receive 45-90 minutes of English/Language Arts, using the *Holt* curriculum and content area literacy strategies.

Section 6: The student does not have another disability or sensory problem. (written by learning specialist, school psychologist, speech language pathologist, physical therapist, or occupational therapist)

- Report current vision and hearing
- Report historical medical concerns or suspected disabilities
- Report results of outside evaluations or medical diagnoses
- Report results of FBAs, Conners, language assessments, etc.
- Explain the decision if the team decided not to evaluate those areas
- If an IQ test was given, note <u>statistically</u> unusual performance

Section 7: The student's problem is not the result of cultural factors or environmental or economic disadvantage. (written by learning specialist or school psychologist)

- Describe the student's educational history, including preschool and enrichment opportunities
- Describe pertinent information about family literacy levels
- Describe pertinent information about family stressors such as moves, homelessness, divorce, employment, family illness, etc.

Section 8: The student's problem is not the result of limited English proficiency. (written by English Language Learner Specialist)

- The student's English language acquisition may be characterized as . . .
- The other student's in his/her group are progressing in English at . . .
- The student's reading/written language/math progress is predictable/unpredictable given his/her language, culture and educational experience. (Explain)

Oregon English Language Proficiency Assessment (ELPA)

Grade	K	1	2	3	4	5	6	7	8	9	10
ELPA benchmarks											
Early Intermediate: L2 Intermediate: L3 Early Advanced: L4 Advanced: L5-EXIT	483 492 498 507	492 507 514 523	495 508 514 523	501 514 521 529	497 508 514 521	497 508 516 523	497 506 515 522	497 507 517 524	499 508 518 526	491 501 515 526	493 501 516 527
TOTAL Student Score Reading Writing Listening Speaking Comprehension	T ___ R ___ W___ L ___ S ___ C ___	T ___ R ___ W___ L ___ S ___ C ___	T ___ R ___ W___ L ___ S ___ C ___	T ___ R ___ W___ L ___ S ___ C ___	T ___ R ___ W___ L ___ S ___ C ___	T ___ R ___ W___ L ___ S ___ C ___	T ___ R ___ W___ L ___ S ___ C ___	T ___ R ___ W___ L ___ S ___ C ___	T ___ R ___ W___ L ___ S ___ C ___	T ___ R ___ W___ L ___ S ___ C ___	T ___ R ___ W___ L ___ S ___ C ___

Language Assessment Scales (LAS)

	Reading/ Writing Level	Oral Level
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		

Beginning: L1
Early Intermediate: L2
Intermediate: L3
Early Advanced: L4
Advanced: L5-EXIT

10		
11		
12		

Section 9: Is there sufficient evidence to support the conclusion that this student is eligible for special education as a student with a learning disability? (Written by learning specialist or school psychologist)

- Summarize the team's discussion and decision at the eligibility meeting
  - Does the student have low skills?
  - Has the student made slow progress despite intensive intervention?
  - Have all exclusionary factors been ruled out?

The above information will be used to make decisions regarding eligibility and educational planning. If you need further information, or have any questions regarding the content of this report, please contact_____, Learning Specialist at (503) 431-----.

_____
Learning Specialist