**SLD Comprehensive Evaluation Implementation Checklist**

When using a Response-to-Intervention (RTI) process for identifying students with Specific Learning Disabilities (SLD), all items in the left column should be checked for a student to be found eligible.

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| **Date:**  | **Student Name:** | **Evaluator Name:** |
| **Exclusionary Factors****OAR Eligibility Requirement:** *A determination of whether the primary basis for the suspected disability* is (i) *a* ***lack of appropriate instruction*** *in reading (including the essential components of reading) or math;* or (ii) ***Limited English proficiency*** **[581-015-2170 (5)(g)]** |
| ***Appropriate instruction:*** Has student had ample opportunity to learn? | Data Sources: **R**eview, **I**nterview, **O**bserve, **T**est  |
| * Appropriate instruction provided in general education setting (core & intervention instruction)
* Concerns pervasive (exist across settings or providers)
* Consistent attendance during instruction
* Primary cause is not limited English Proficiency
* Primary cause is not visual, hearing, or motor impairment, mental retardation, emotional disturbance, cultural factors, or environmental or economic disadvantage.
 | * Cumulative Records
* Attendance Records
* Report Cards
* Parent/Teacher/Child/Provider Interview
* Observation of general education instruction
* Progress monitoring data from cohort students Intervention documentation
* Other:
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| **Low Skills****OAR Eligibility Requirement:** *The child* ***does not achieve adequately*** *for the child’s age or to meet Oregon grade-level standards in one or more of the following areas (basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, mathematics problem solving, written expression, oral expression, listening comprehension) when provided with learning experiences and instruction appropriate for the child's age or Oregon grade-level standards* **[581-015-2170 (3)(a)]** |
| **Significantly Discrepant from Peers**: Is the student’s performance significantly below peers? | Data Sources: **R**eview, **I**nterview, **O**bserve, **T**est |
| * ***Smarter Balanced*** score is at a Level 1 or a 2
* ***Universal screening*** scores (or CBMs) are significantly low as compared to:
* National percentile rank for proficiency or research-based benchmark
* Typical performance of school/district peers
* ***Core program assessment*** scores are significantly low as compared to district/school peers (if available)
* ***Other Achievement Test*** results are significantly low as determined by district guidelines
* ***Other Intervention/Instructional data*** is significantly low compared to peers in instructional/intervention group(s)
* Assessment data converge
 | * Smarter Balanced Test Results
* Universal Screening data (CBMs)
* District Wide Core Program Assessment Data
* Other standardized achievement tests (if needed)
* Group Intervention Data (CBMs, Intervention Assessments etc.)
* Observation Summaries
* Other:
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| **Slow Progress****OAR Eligibility Requirement:** *The student does* ***not make sufficient progress*** *to meet age or Oregon* *grade-level standards based on the student’s* ***response to scientific, research-based intervention*****[581-015-2170 (3)(b)]** |
| **Slow Progress Despite Interventions**: Is the student making slower than expected progress when appropriate instruction is provided? | Data Sources: **R**eview, **I**nterview, **O**bserve, **T**est  |
| ***Slow Progress…**** Rate of progress during intervention is significantly less than expected:
	+ Student Rate of Improvement (ROI) is less than ***typical student*** ROI
	+ Student Rate of Improvement (ROI) is less than needed ***to completely close the gap between student performance and typical/benchmark performance (e.g. targeted ROI)***
	+ Student Rate of Improvement (ROI) is less than that of ***district/school peers***
	+ Student Rate of Improvement (ROI) is less than that of ***peers receiving similar intervention support***
	+ *If student is an ELL*, student Rate of Improvement (ROI) is less than that of ***ELL’s with similar language & acculturation***

***…Despite Research-Based Interventions**** Tier 2/Tier 3 instruction meets requirements of time & intensity
* Tier 2/Tier 3 instruction matched to student needs
* Tier 2/Tier 3 instruction provided as designed (fidelity)
* Resources required to support sufficient growth differ from general education
 | * Cumulative Records
* Report Cards
* Progress Graph
* Intervention Plan
* Intervention Fidelity Data
* Problem Analysis/Diagnostic Data
* Instructional Program Data
* Parent/Teacher/Child/Provider Interview
* Interview Interventionist
* Observation during intervention
* Other:
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| **Instructional Need****OAR Eligibility Requirement:** *The child* ***needs special education services*** *as a result of the disability* **[581-015-2170 (4)(b)]** |
| ***Instructional Need:*** Does the student have instructional needs that require specially designed instruction: content, methodology, and/or delivery? | Data Sources: **R**eview, **I**nterview, **O**bserve, **T**est  |
| * **I*nstructional*** needs beyond core instruction are identified
* More frequent repetition of concepts & skills, more explicit instruction, etc.
* ***Curriculum*** content needs (concepts & skills) are identified as below grade level
* ***Environmental*** needs are identified (or are not applicable)
* Reduced teacher/staff ratio, different setting, etc.
* ***Learning*** supports needed are identified (or are not applicable)
* Individualized reinforcement system
 | * Review of curricula
* Problem Analysis/Diagnostic Data
* Teacher/Child/Parent/Provider Interview
* Observation in instructional setting
* Work samples
* Other:
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