



Exceptional Student Education

Multidisciplinary Evaluation Team Written Report for Specific Learning Disability and/or Language Impairment Addendum to Informed Notice of Eligibility/Ineligibility

Student Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Student Number: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Sex: \_\_\_\_\_ Race: \_\_\_\_\_ Primary Language at Home: \_\_\_\_\_

A. Basis for Determination of Eligibility for a Specific Learning Disability and/or Language Impairment.

The Multidisciplinary Team (MDT) assures that this determination is made in accordance with state board rules. The MDT has reviewed the following information from a comprehensive evaluation of the student, including results from the student's response to intervention.

B. Noted behavior during observation of the student and the relationship of that behavior to the student's academic and/or language functioning in the area(s) of intervention: \_\_\_\_\_

C. Educationally relevant medical findings, if any: \_\_\_\_\_

D. Response to General Education Interventions. The MDT has considered data from the results of the interventions and other measures that may include: weekly test scores designating specific skills, curriculum-based testing, and statewide or district-wide tests, and individual assessments in the following areas of intervention:

Table with 5 columns: Areas for Interventions, Performs at or close to Grade Level Standards, Shows adequate progress on Grade Level Standards, Most Recent Standard Scores on Individual Tests are consistently within or above average range (SS ≥ 85), List the grade level equivalents and SS from Individual Achievement Tests. Rows include SLD Requirement and Language Requirement with checkboxes for Oral expression, Written Expression, Reading Comprehension, Listening Comprehension, Social Interaction, and Phonological Processing.

To consider eligibility for SLD, the MDT has determined that due to academic learning difficulties, the student does not achieve adequately when compared to peers, that the student does not make adequate progress compared to peers, and that the standardized test scores support the results of the interventions in the following academic achievement areas:

Check here if NONE [ ] \_\_\_\_\_

To consider eligibility for Language Impairment, the MDT has determined that due to deficits in the student's language skills, the student does not make sufficient progress to meet chronological age and state-approved grade-level standards in one or more areas of language:

Check here if NONE [ ] \_\_\_\_\_

The MDT also certifies that the student's response to intervention data confirms the following (*Check Yes or No*):

- Performance or functioning discrepancy: The student displays significant discrepancies for the chronological age or grade level (bottom quartile) in which the student is enrolled, based on multiple sources of data when compared to multiple groups, including to the extent practicable the peer subgroup, classroom, school, district and state level comparison groups. Yes  No
- Rate of progress: When provided well-delivered, scientific, research-based general education instruction and interventions of reasonable intensity and duration, with evidence of implementation with fidelity, the student's rate of progress is insufficient or requires sustained and substantial effort to close the achievement gap with typical peers or academic expectations for the chronological age or grade level in which the student is currently enrolled. Yes  No
- Educational need: The student continues to demonstrate the need for interventions that significantly differ in intensity and duration from what can be provided through general education resources and services, thereby demonstrating a need for exceptional student education. Yes  No

**E. The student's level of performance and rate of progress is primarily the result of one of the following factors that may be affecting achievement. Attach documentation and provide summary of the team's analysis below:**

**SLD Factors**

- |  |  |                                     |  |
|--|--|-------------------------------------|--|
| Cultural factors                                 | Yes <input type="checkbox"/> No <input type="checkbox"/> | Limited English proficiency         | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Irregular pattern of attendance or high mobility | Yes <input type="checkbox"/> No <input type="checkbox"/> | Emotional/behavioral disability     | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Intellectual Disability                          | Yes <input type="checkbox"/> No <input type="checkbox"/> | Environmental or economic factors   | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Classroom behavior                               | Yes <input type="checkbox"/> No <input type="checkbox"/> | Visual, hearing or motor disability | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Other disability                                 | Yes <input type="checkbox"/> No <input type="checkbox"/> |                                     |  |

**Language Factors**

- |  |  |                             |  |
|--|--|-----------------------------|--|
| Factors of culture or ethnicity                  | Yes <input type="checkbox"/> No <input type="checkbox"/> | Limited English proficiency | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Irregular pattern of attendance or high mobility | Yes <input type="checkbox"/> No <input type="checkbox"/> | Age                         | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Gender   | Yes <input type="checkbox"/> No <input type="checkbox"/> |                             |  |

**F. Documentation of the student's response to intervention includes:**

- Specific interventions, the support provided to the individuals implementing the interventions, adherence to the elements of the intervention design, the duration and frequency of the intervention, and the student data collected.
- Documentation that the student's parents or guardians had been notified about the student data to be collected, the interventions provided, and the parent right to request an evaluation

**G. The MDT has determined that the student:**

- Meets eligibility and placement criteria for Specific Learning Disability
- Meets eligibility and placement criteria for Language Impairment Program
- Meets eligibility and placement criteria for Language Therapy as a Related Service
- Does not meet eligibility and placement criteria for Specific Learning Disability
- Does not meet eligibility and placement criteria for Language Impairment Program

Group member signatures: Each of the following certifies their agreement with the determination of eligibility and assurance that this determination was made in accordance with subsection (6) of Rule 6A-6.0331, Rule 6A-6.03018., and Rule 6A-6.030121.

Parent	ESE Director/Designee	General Education Teacher
School Psychologist	SLP	ESE Teacher
Other: Name/Position	Other: Name/Position	Other: Name/Position

The following team members disagree with the conclusion of the group. Attach a separate statement presenting each member's conclusion

Name/Position	Name/Position	Name/Position
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