

Eligibility Criteria Form
Specific Learning Disability
Chapter 7, Section 4(d)(x)

Name of Student	Date of Birth	Date of Eligibility Determination

Specific Learning Disability: means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of cognitive disability, of emotional disability, or of environmental, cultural, or economic disadvantage.

PART I: Determining the Existence of Underachievement. 34 C.F.R. §300.309(a)(1).

Underachievement must be verified before proceeding.

Yes **No** The team has determined that the child does not achieve adequately for the child's age or to meet State-approved, grade-level standards in one or more of the following areas when provided with learning experiences and instruction appropriate for the child's age or State approved grade-level standards: Oral expression; listening comprehension; written expression; basic reading skill; reading fluency skills; reading comprehension; mathematics calculation; and mathematics problem solving.

If Yes, continue to Part II.

PART II: Required Assurances. 34 C.F.R. §300.311.

All assurances must be checked Yes before proceeding.
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Yes **No** The team making the determination includes the parent, the child's regular teacher, or if the child does not have a regular teacher, then a regular classroom teacher qualified to teach a child of the same age; for a child of less than school age, an individual qualified by the SEA to teach a child of that age; and at least one person qualified to conduct individual diagnostic examinations of children. 34 C.F.R. §300.308.

Yes **No** The team considers information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, and information about the child's physical condition, social or cultural background, and adaptive behavior. 34 C.F.R. §300.306(c)(1).

Yes **No** The team considers educationally relevant medical findings, if any.

Yes **No** The child has been observed in the child's learning environment to document the child's academic performance in the regular classroom. If the child is less than school age or out of school, the observation must be conducted in an environment appropriate for that child. 34 C.F.R. §300.310.

If Yes, continue to Part III.

Part III: Method of Determination:

Check method used for determination.

Yes **No** Response to Scientific Research-Based Intervention (RTI). *If yes, proceed to Section IV.*

Yes **No** Severe Discrepancy (Appendix A). *If yes, proceed to Section V.*

PART IV: Response to Scientific Research-based Intervention. 34 C.F.R. §300.311(a)

If the child has participated in a process that assesses the child's response to scientific, research-based intervention, all statements must be checked Yes.

Yes **No** The team has determined that the child does not make sufficient progress to meet age or State-approved, grade-level standards in one or more of the areas identified above when using a process based on the child's response to scientific, research-based intervention.

Yes **No** A statement of the instructional strategies used and the student-centered data collected are contained in the evaluation report.

Yes **No** The parents were notified about the State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; the strategies for increasing the child's rate of learning; and the parents' right to request an evaluation.

PART V: Exclusionary Factors. 34 C.F.R. §§300.309(a)(3) and (b)

Both statements must be checked Yes.

Yes **No** The team has determined the child's underachievement is not primarily the result of a visual, hearing or motor disability; cognitive disability; emotional disability; cultural factors; environmental or economic disadvantage; or limited English proficiency.

Yes **No** The child's underachievement is not due to lack of appropriate instruction in reading or math, considering:

- Data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
- Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction.

PART VI: Conclusion. 34 C.F.R. §300.311(a)(1)

Team Determination

Yes **No** The team determines that the child has a specific learning disability.

EACH GROUP MEMBER MUST CERTIFY IN WRITING ON THE ELIGIBILITY REPORT WHETHER THE REPORT REFLECTS THE MEMBER'S CONCLUSION. IF IT DOES NOT REFLECT THE MEMBER'S CONCLUSION, THE GROUP MEMBER MUST SUBMIT A SEPARATE STATEMENT PRESENTING THE MEMBER'S CONCLUSION. 34 C.F.R. §300.311(b)