

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.

Date:	Student Name:	Evaluator Name:
Exclusionary Factors OAR Eligibility Requirement: <i>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)]</i>		
Appropriate instruction: Has student had ample opportunity to learn?	Data Sources: Review, Interview, Observe, Test	
<input type="checkbox"/> Appropriate instruction provided in general education setting (core & intervention instruction) <input type="checkbox"/> Concerns pervasive (exist across settings or providers) <input type="checkbox"/> Consistent attendance during instruction <input type="checkbox"/> Primary cause is not limited English Proficiency <input type="checkbox"/> Primary cause is not visual, hearing, or motor impairment, mental retardation, emotional disturbance, cultural factors, or environmental or economic disadvantage.	<input type="checkbox"/> Cumulative Records <input type="checkbox"/> Attendance Records <input type="checkbox"/> Report Cards <input type="checkbox"/> Parent/Teacher/Child/Provider Interview <input type="checkbox"/> Observation of general education instruction <input type="checkbox"/> Progress monitoring data from cohort students Intervention documentation <input type="checkbox"/> Other:	
Low Skills OAR Eligibility Requirement: <i>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)]</i>		
Significantly Discrepant from Peers: Is the student's performance significantly below peers?	Data Sources: Review, Interview, Observe, Test	
<input type="checkbox"/> Smarter Balanced score is at a Level 1 or a 2 <input type="checkbox"/> Universal screening scores (or CBMs) are significantly low as compared to: <input type="checkbox"/> National percentile rank for proficiency or research-based benchmark <input type="checkbox"/> Typical performance of school/district peers <input type="checkbox"/> Core program assessment scores are significantly low as compared to district/school peers (if available) <input type="checkbox"/> Other Achievement Test results are significantly low as determined by district guidelines <input type="checkbox"/> Other Intervention/Instructional data is significantly low compared to peers in instructional/intervention group(s) <input type="checkbox"/> Assessment data converge	<input type="checkbox"/> Smarter Balanced Test Results <input type="checkbox"/> Universal Screening data (CBMs) <input type="checkbox"/> District Wide Core Program Assessment Data <input type="checkbox"/> Other standardized achievement tests (if needed) <input type="checkbox"/> Group Intervention Data (CBMs, Intervention Assessments etc.) <input type="checkbox"/> Observation Summaries <input type="checkbox"/> Other:	

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: **Review, Interview, Observe, Test**

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:

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: **Review, Interview, Observe, Test**

- Instructional** 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: