

The Criteria to Use for SLD Determination

Student Name: _____ MET Date: _____ IEP Date: _____

Criteria serve as guidelines for making consistent decisions. Criteria are important as they describe the characteristics that must be shared by all evaluators and present among the individuals who are identified as having a learning disability. The criteria are listed by assessment data type.

Academic Achievement Data	Criteria	Evidence
State Proficiency Scores	<ul style="list-style-type: none"> ○ Below State Proficiency Standard 	Which Assessment: _____ <ul style="list-style-type: none"> ○ ELA _____ ○ Math _____ ○ Science _____ ○ Social Studies _____
Classroom Criterion Referenced Data (Composite, Houghton-Mifflin, Dolch, GAT, JRT)	<ul style="list-style-type: none"> ○ Student is performing at or below 50% of Grade Expectancy 	Please use Percentages: <ul style="list-style-type: none"> ○ Dolch Sight Words _____ ○ Composite _____ ○ Houghton-Mifflin _____ ○ Writing Sample _____ ○ GAT _____ ○ JRT _____
Curriculum Based Measures (ie, NWEA, AIMS web)	Strength is defined as: <ul style="list-style-type: none"> ○ Scores that are at or above the 25th percentile Weakness is defined as: <ul style="list-style-type: none"> ○ Scores that are at or below the 9th percentile 	Include Score and Percentile: S/W <ul style="list-style-type: none"> ○ Basic Reading SS ____/____t ____ ○ Reading Fluency SS ____/____t ____ ○ Reading Comp SS ____/____t ____ ○ Written Express SS ____/____t ____ ○ Math Concepts SS ____/____t ____ ○ Math Comp SS ____/____t ____ ○ Overall Math SS ____/____t ____ ○ Overall Reading SS ____/____t ____ ○ Overall Lang Use SS ____/____t ____ ○ Overall Science SS ____/____t ____
Standardized Academic Test (For example, W-J, KABC, WIAT) Note: Based on 1 or More Measures that includes 2 or more subtests per subject area on the initial evaluations Woodcock-Johnson ONLY:	Strength is defined as: <ul style="list-style-type: none"> ○ Scores at or above the 96 Standard Score ○ Oakland County Schools use a Scores at or above the 40th percentile as a Strength (must have at least One (1)) Weakness is defined as: <ul style="list-style-type: none"> ○ Scores are more than 1.5 Standard Deviations Below the Mean ○ Scores are at and below 78 Standard Score ○ Scores are at or below the 7th Percentile <ul style="list-style-type: none"> ○ RPI at or below 67/90 	Assessment Used: _____ S/W <ul style="list-style-type: none"> ○ Basic Reading SS ____/____t ____ ○ Reading Fluency SS ____/____t ____ ○ Reading Comp SS ____/____t ____ ○ Written Express SS ____/____t ____ ○ Math Concepts SS ____/____t ____ ○ Math Comp SS ____/____t ____ <ul style="list-style-type: none"> ○ RPI _____

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Cognitive CHC Clusters	Criteria	Evidence
<p>Note: Minimum of 2 subtests per CHC cluster score on Initial evaluations.</p>	<p>Strength is defined as:</p> <ul style="list-style-type: none"> ○ Score(s) at or above a 90 Standard Score ○ Score at or above the 25th percentile (at least one (1) score) <p>Weakness is defined as:</p> <ul style="list-style-type: none"> ○ Scores that are more than 1 Standard Deviation Below the Mean ○ Scores are at or below an 85 Standard Score ○ Scores that are at or below the 15th percentile 	<p>Assessment Used: _____ <u>S/W</u></p> <ul style="list-style-type: none"> ○ Crystallized Intell SS ____/ %t ____ ○ Auditory Processing SS ____/ %t ____ ○ Short-term Memory SS ____/ %t ____ ○ Long-term Retrieval SS ____/ %t ____ ○ Visual Processing SS ____/ %t ____ ○ Fluid Reasoning SS ____/ %t ____ ○ Processing Speed SS ____/ %t ____
Normal Ability Profile	Criteria	Evidence
<ol style="list-style-type: none"> 1. Both Comprehensive Knowledge (Gc) AND Fluid Reasoning (Gf) OR 2. Three (3) or More Cognitive Factors, but One (1) of the Cognitive Factors MUST INCLUDE Comprehensive Knowledge (Gc) OR Fluid Reasoning (Gf) 	<ul style="list-style-type: none"> ○ Scores are within One (1) Standard Deviation of the Mean or Greater than One (1) Standard Deviation Above the Mean ○ Scores are at or above an 85 Standard Score ○ Scores are at or above the 15th percentile 	<ol style="list-style-type: none"> 1. _____ Yes, BOTH Comprehensive Knowledge and Fluid Reasoning meet the Criteria OR 2. _____ Yes, (Gc) _____ OR (Gf) _____ and _____ and _____ are at or above an 85 Standard Score and at or above the 15th percentile

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As part of the full and individual evaluation, other data sources must be included when determining a student's eligibility for special education under the category of Specific Learning Disability.

Data Type and Requirement	Purpose	Evidence Statement
Classroom Observation: NOTE: Required for every initial and re-evaluation	<input type="radio"/> Purpose to substantiate evidence of a deficit in a specific academic area	<input type="radio"/> Completed by: _____
Quality of Instruction: NOTE: Required for every initial and re-evaluation	<input type="radio"/> Highly Qualified Teachers <input type="radio"/> Research-based Instruction and Curriculum <input type="radio"/> Multi-Tiered System of Supports Opportunities <input type="radio"/> Interventions to address Attendance Issues (AIP) <input type="radio"/> Interventions to address behavior	<input type="radio"/> Yes or No <input type="radio"/> Yes or No <input type="radio"/> Yes or No <input type="radio"/> Yes or No, if Yes Attach Copy <input type="radio"/> Yes or No, if Yes Attach Copy
Exclusionary Factors: NOTE: Required by Rules- Evidence of academic Learning patterns are not due to Exclusionary Factors are not due to:	<input type="radio"/> A visual, hearing, or motor disability <input type="radio"/> Mental retardation <input type="radio"/> Emotional disturbance <input type="radio"/> Cultural factors <input type="radio"/> Environmental or economic disadvantage <input type="radio"/> Limited English proficiency	<input type="radio"/> Yes or No <input type="radio"/> Yes or No <input type="radio"/> Yes or No <input type="radio"/> Yes or No <input type="radio"/> Yes or No <input type="radio"/> Yes or No
Parent Input NOTE: Required for every IEP	<input type="radio"/> Educational, developmental, social history to identify patterns and markers of learning problems <input type="radio"/> Parent concerns <input type="radio"/> Interventions provided by the family	<input type="radio"/> Completed by: _____
Teacher Input: NOTE: Required for every IEP	<input type="radio"/> Teacher observation of student Progress and performance	<input type="radio"/> Completed by: _____
Student Input: NOTE: Recommended to determine student's strengths and weaknesses	<input type="radio"/> Student interview	<input type="radio"/> Interviewed by: _____
Educational Records NOTE: Recommended to verify educational history, opportunities for instruction/ intervention, previous evidence of disability	<input type="radio"/> Review CA 60 <input type="radio"/> Review Enrollment Application <input type="radio"/> Review forwarded SE file <input type="radio"/> Review forwarded Behavior Record	<input type="radio"/> Reviewed by: _____ <input type="radio"/> Reviewed by: _____ <input type="radio"/> Reviewed by: _____ <input type="radio"/> Reviewed by: _____