

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 must 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, etc.) <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"/> OAKS is in the <i>very low, low, or does not meet</i> range <input type="checkbox"/> Screening assessments (CBMs) meet district standard for <i>low</i> <input type="checkbox"/> District-wide core program assessment results meet district standard for <i>low</i> (or not applicable) <input type="checkbox"/> Achievement results meet district standard for <i>low</i> (or not applicable) <input type="checkbox"/> Level of performance compared to peers in instructional group is discrepant <input type="checkbox"/> Assessment data converge	<input type="checkbox"/> Screening Assessments (CBMs) <input type="checkbox"/> District Wide Core Program Assessment Reports <input type="checkbox"/> OAKS results <input type="checkbox"/> Achievement test results (if needed) <input type="checkbox"/> Observation Summaries <input type="checkbox"/> Classroom Performance Data (core program assessments, CBMs, etc.) <input type="checkbox"/> Group Intervention Data (CBMs, Intervention Assessments etc.) <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

...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: