

Revised 10/17/07

Checklist for Learning Disability Eligibility Report: Initial Evaluation

The following elements are *required* for each section of initial LD Eligibility Reports. If information is missing, or questions are unanswered, the team is not ready to make an eligibility determination.

Name: _____ **School:** _____
Birthdate: _____ **Grade:** _____
Evaluator: _____ **Report Date:** _____

<p>Section 1: Background Information</p> <ul style="list-style-type: none"> Reason for the referral (state areas of concern and disability/disabilities suspected) Previous testing History in special programs (special education, Title I, ELL) Parent concerns and perspective, including background of disabilities, especially in areas related to current difficulties 	<p>Source(s)</p> <ul style="list-style-type: none"> Cumulative file Individual Problem Solving Worksheet Report cards Developmental history
<p>Section 2: Students who qualify for special education as having learning disabilities have very low skills relative to expectations for the student's age, or relative to the student's progress toward Oregon achievement.</p>	<p>Source(s)</p>
<ul style="list-style-type: none"> Review of existing information including teacher collected work samples List Oregon Assessment of Knowledge & Skills (OAKS) scores, both current and historical List all DIBELS subtest scores (both current and historical) <ul style="list-style-type: none"> Insert DIBELS or IDEL tables (at end of checklist) Summarize actual growth to expected growth and student scores to average scores List individual achievement test results in standard scores by subtest <ul style="list-style-type: none"> Include standard scores for tests given in the past For any subtests with SS below 90, describe the specific skill deficits that contribute to the low score List classroom assessment scores and curriculum based measures (includes pre- and post-tests, math and writing CBMs) Analyze historical data. <ul style="list-style-type: none"> Have scores always been low? <ul style="list-style-type: none"> If not, a learning disability is unlikely. Are scores relatively low? <ul style="list-style-type: none"> Has the student had intensive assistance to maintain skills at that level? Are the state/district assessments and individual achievement tests consistent? <ul style="list-style-type: none"> If not, get one more piece of information about the skills in question. Confirm results with reports from teachers, which must be consistent. If inconsistent results are reported, decide which is 	<p>Required in area of concern (K-3)</p> <p><i>Reading</i></p> <ul style="list-style-type: none"> DIBELS Phonics Inventory WIAT-II: Listening Comprehension <p><i>Math</i></p> <ul style="list-style-type: none"> CBMs WIAT-II: Numerical Operations & Mathematics Reasoning <p><i>Writing</i></p> <ul style="list-style-type: none"> Writing and/or Spelling CBMs WIAT-II: Written Expression or TOWL-III <p>Optional in area of concern (K-3)</p> <p><i>Reading</i></p> <ul style="list-style-type: none"> WIAT-II: Pseudoword Decoding, Word Reading, Reading Comprehension <p><i>Writing</i></p> <ul style="list-style-type: none"> WIAT-II: Spelling <p>Required in area of concern (4-5)</p> <p><i>Reading</i></p> <ul style="list-style-type: none"> DIBELS WIAT-II: Reading Comprehension <p><i>Math</i></p> <ul style="list-style-type: none"> CBMs WIAT-II: Numerical Operations &