



**INSTRUCTIONS:** This form is provided to assist school district individualized education program (IEP) teams in determining if a student appropriately can be determined to have an impairment under Chapter 115, Wis. Stats., and the eligibility criteria established in PI 11.36, Wis. Admin. Code. The IEP team should complete this form to document determination of eligibility for special education services and keep on file with the student record.

*This form is provided for local use only.*

Student Name	Date of Eligibility Determination
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If #1, #2A or #2B, and #3 are marked "YES", the student meets the eligibility criteria for the impairment of Specific Learning Disability. If any item is marked "No", the child **does not** meet the eligibility criteria for an impairment of specific learning disabilities.

**DOCUMENTATION OF ELIGIBILITY**

- Yes  No **1. Inadequate Classroom Achievement.** The student does not achieve adequately for his/her age/grade after intensive intervention.
- If yes, achievement is inadequate in the following area(s): *Check all that apply.*
- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Oral Expression         | <input type="checkbox"/> Basic Reading Skill    | <input type="checkbox"/> Mathematics Calculation     |
| <input type="checkbox"/> Listening Comprehension | <input type="checkbox"/> Reading Comprehension  | <input type="checkbox"/> Mathematics Problem Solving |
| <input type="checkbox"/> Written Expression      | <input type="checkbox"/> Reading Fluency Skills |  |

Data Used to Support Determination:

If the 1.25 standard deviation (SD) requirement was not used to make this determination, provide the reason why valid and reliable standard scores could not be maintained and documentation of inadequate achievement using other empirical evidence:

- Yes  No **2. Insufficient Progress.** The student has made insufficient progress based on one of the following options: *Check whether using option A. or option B. and complete the items under that option.*
- A. Insufficient response to intensive scientific, research-based or evidence based intervention.** The student does not make sufficient progress to meet age or grade-level standards following at least two intensive scientific, research or evidence based interventions implemented with adequate fidelity and closely aligned to individual student needs. *Note: All schools must use this criterion beginning December 1, 2013.*
- If yes to Insufficient Progress, the response is insufficient in the following area(s): *Check all that apply.*
- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Oral Expression         | <input type="checkbox"/> Basic Reading Skill    | <input type="checkbox"/> Mathematics Calculation     |
| <input type="checkbox"/> Listening Comprehension | <input type="checkbox"/> Reading Comprehension  | <input type="checkbox"/> Mathematics Problem Solving |
| <input type="checkbox"/> Written Expression      | <input type="checkbox"/> Reading Fluency Skills |  |

Data Used to Support Determination: *Include data from systematic observation and data documenting if the rate of progress was (1) the same or less than same age peers; (2) greater than same age peers, but will not result in the student reaching the average range of same age peer's achievement for that area of potential disability in a reasonable period of time; or (3) greater than same age peers but the intensity of resources necessary to obtain this rate of progress cannot be maintained in general education.*

- B. Significant Discrepancy.** The student has a significant discrepancy between ability and achievement. *Note: This criterion may no longer be used beginning December 1, 2013.*

- If yes to Insufficient Progress, there is a significant discrepancy in the following area(s): *Check all that apply.*
- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Oral Expression         | <input type="checkbox"/> Basic Reading Skill    | <input type="checkbox"/> Mathematics Calculation     |
| <input type="checkbox"/> Listening Comprehension | <input type="checkbox"/> Reading Comprehension  | <input type="checkbox"/> Mathematics Problem Solving |
| <input type="checkbox"/> Written Expression      | <input type="checkbox"/> Reading Fluency Skills |  |

Data Used to Support Determination:

If the regression formula was not used to make this determination, the reasons why it was not appropriate to use the regression procedure and documentation that a significant discrepancy exists, including documentation of a variable pattern of achievement or ability, in at least one of the eight areas of potential specific learning disabilities using other empirical evidence.

## DOCUMENTATION OF ELIGIBILITY, Contd.

 Yes  No

**3. Exclusionary Factors DO NOT apply.** Mark "Yes" if none of the exclusionary factors apply. Mark "NO" if one or more exclusionary factors apply and check the factor(s) below. If one or more factors apply, the student is not a student with a disability and is not eligible for special education.

The student does not meet general education expectations primarily because of: *Check all that apply.*

- Environmental, cultural, or economic factors
  - Limited English proficiency
  - Lack of appropriate instruction in oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving
  - Other disability *Specify*
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