

The student's achievement relative to his or her age, or to meeting state-approved grade level standards in one or more of the following: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation and mathematics problem solving.

It is not appropriate to consider standardized achievement testing. Document, including empirical evidence:

H. Insufficient progress.

For schools using Response to Intervention:

The student does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the eight areas of potential specific learning disabilities when using a process based on the child's response to intensive scientific, research-based or evidence-based interventions.

OR -

For schools using significant discrepancy (permissible until November 30, 2013):

The child exhibits a significant discrepancy between the child's academic achievement in any of the eight areas of potential specific learning disabilities and intellectual ability as documented by the child's composite score on a multiple-score instrument or the child's score on a single-score instrument.

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

I. The effects of a visual, hearing or physical (motor) disability; cognitive disability, emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the student's achievement level.

J. If the student participated in a process that assesses the student’s response to scientific, research-based intervention include a statement for each of the following: N/A

1. The instructional strategies used with the student

2. The student-centered data collected in response to the instructional strategies used with the student

3. How and when the student’s parents were informed about the amount and nature of their child’s performance data that would be collected and the general education services that would be provided, progress monitoring data collected, the strategies to be used to increase their child’s rate of learning, including the intensive interventions used, and their right to request an evaluation.

The IEP team assures that the decision of whether the child has a specific learning disability was based on information from a variety of sources and not on any single measure or assessment as the sole criterion. Each IEP team participant must sign below and indicate whether he/she agrees with the conclusions regarding whether or not the child is a child with a specific learning disability. If this does not reflect his/her conclusions, then that IEP team participant must also attach a statement with his/her conclusions.

Name and title	Signature	Agree or disagree