Tuscola Intermediate School District

District Procedures for Determination of a Specific Learning Disability – PSW

The District will utilize an underachievement plus pattern of strengths and weaknesses model for the determination of a specific learning disability in all grades, as these terms are defined below:

1. A student may be found to demonstrate inadequate achievement in basic reading, reading comprehension, reading fluency, math calculation, math problem solving, oral expression, listening comprehension, or written expression. If his/her performance on an individually administered achievement measure of the skill area in question falls at or below the 10th percentile on national or local norms.
2. A pattern of strength and weaknesses is based on the following decision rules:
    A. A "strength" or "weakness" is defined by use of the decision rules on the attached grid (Attachment A).
    B. A "pattern of strengths" means at least three separate assessment measures within two or more assessment boxes (one of which must be "observation") in at least one skill area, that are coded as strengths using the criteria identified in 2a.
    C. A "pattern of weaknesses" means at least four separate assessment measures within two or more assessment boxes (one of which must be "observation") in the skill area of concern for the initial evaluation or subsequent redetermination of eligibility for specific learning disability.

In making a determination as to whether a student has or continues to have a specific learning disability, the District will also comply with all applicable federal regulations and State rules, including those addressing comprehensive evaluations, determination of the existence of a specific learning disability, observation of academic performance and behavior in the areas of difficulty, specific documentation for SLD eligibility determination, and reevaluation requirements.

Assessment Type	Strength	Weaknesses
Benchmark Screening/CBM (History/Trend)	At 'benchmark' level or above grade-level median score if using local norms.	At 'at-risk' level or below 10th percentile if using local norms.
Progress monitoring (Trend)	Meeting/exceeding aimline	Falling below aimline for at least 6 consecutive data points on most recent tests.
Criterion-referenced assessment	Skills at or above grade level	Skills well below grade level
MEAP(History/Trend)	Level 1 or 2	Level 3 or 4
Norm-referenced tests (Achievement, IQ)	Percentile rank > 25	Percentile rank >10
Curriculum assessments	Scores > 80%	Scores < 70%
Grades (History/Trend)	A/B or 'meets/exceeds' expectations	D/E or 'does not meet' expectations
Teacher Report (History)	Based upon professional judgment of teacher in comparing student to others in classroom	Based upon professional judgment of teacher in comparing student to others in classroom
Observations – Academic	Student demonstrates average understanding of academic content in comparison to other students in classroom.	Student demonstrates the s/he does not understand the academic content.
Observations/Interview/Scales-Functional	Student demonstrates typical functiona skills in comparison to other students the same age or in the same grade. Percentile rank on scale >25.	Most of the student's functional skills appear to be well below average in comparison to other students in the same age or in the same grade. Percentile rank on scale <10.

These are not intended to be absolute cut points and the convergence of multiple sources of data needs to be considered by the evaluation team. The decision as to what constitutes an academic skill deficit or strength is a complex decision and will require a degree of professional judgment. The decision must be based on valid and reliable data.

Assessment Type	Examples:
Benchmark Screening	DIBELS, AIMSweb, DRA, STAR, Jerry Johns, NWEA
Progress Monitoring	DIBELS, AIMSweb Yearly Progress Pro, EdEhcekup
Criterion referenced assessments	Brigance
Norm-referenced achievement tests	WRMT-2/NU, Key Math 3, KTEA-2, PIAT-2/NU, WIAT-2, WJ-3/NU, DAB-3, OWLS, GORT-4, TERA-3, TEMA-3, TOWL-4, TOLD:P-4, TOLD:1-4, TSW-4, CASL, CELF-4
IQ Tests	WISC-IV-4, WAIS-4, KABC-2, KAIT-2, CTONI-2, KBIT-2, WASI
Curriculum assessments aligned with CE's and classroom instruction	District Assessments, Classroom assessments
Adaptive/functional behavior scales	Adaptive Behavior Scales-2, Adaptive Behavior Inventory, AAMR, Adaptive Behavior Scale-School, Vineland Adaptive Behavior Scales-2

Student: _____   Date: _____

Worksheet for Charting Strengths and Weaknesses								
Criteria: Data Demonstrating Pattern(s) of Strengths and Weaknesses in Performance, Achievement or both Relative to Age/State Approved Grade-level Standards or Intellectual Development								
In each box below, indicate: *S = Strength* *W = Weakness*	**Academic Achievement with respect to grade-level expectations**			**Academic Achievement with respect to age-level expectations**	**Classroom performance with respect to grade-level expectations**			
Areas of Academic Achievement	Benchmark	Progress Monitoring	MEAP	Norm-referenced achievement test	Curriculum Assessments	Grades	Teacher Report	Classroom Observation
Basic Reading								
Reading Fluency								
Reading Comprehension								
Math Calculation								
Math Problem Solving								
Written Expression	■	■	■					
Oral Expression	■	■	■					
Listening Comprehension	■	■	■					

Suggested Guidelines for Determining Strengths and Weaknesses:
Pattern of Strengths (at least 3 "S" in a given skill area): _____
Pattern of Weaknesses (at least 4 "W" in a given skill area, including at least 1 individually administered academic achievement assessment): _____

Other Areas of Strengths & Weaknesses	*Indicate:* *S = Strength* *W = Weakness*
Overall Cognitive Ability	
VCI/VIQ	
PRI / PIQ	
WMI	
PSI	
Adaptive Behavior	