**REQUIRED DOCUMENTATION FOR**

**SPECIFIC LEARNING DISABILITY (SLD) – INITIAL EVALUATION USING**

**SIGNIFICANT DISCREPANCY**

**Form ER-2C (Rev. 05/2022)**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Eligibility Determination: ­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Significant discrepancy may be used, but is not required, for initial evaluations of parentally placed private school students and students enrolled in home-based private education (homeschool).** **If significant discrepancy is used, this form is required.** Districts may use progress data from a student’s response to intensive scientific research-based or evidence-based intervention (see form ER-2A).

If #1, #2, and #3 are marked “YES", the student meets the eligibility criteria for the impairment of Specific Learning Disability (SLD). If any item is marked "No”, the child **does not** meet the eligibility criteria for an impairment of SLD. Prompts for additional information must be completed as appropriate. If such information is addressed elsewhere in the IEP team evaluation report, please reference where the information can be found.

**DOCUMENTATION OF ELIGBILITY**

[ ]  Yes [ ]  No **1. Insufficient Progress.** The student has made insufficient progress based on Significant

Discrepancy.

If Yes, the student has a significant discrepancy between ability and achievement in one or more of the following areas(*check all that apply*).

[ ]  Oral Expression [ ]  Basic Reading Skill [ ]  Mathematics Calculation

[ ]  Listening Comprehension [ ]  Reading Comprehension [ ]  Mathematics Problem Solving

[ ]  Written Expression [ ]  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.

Additional Notes (*if any*):

[ ]  Yes [ ]  No **2. Inadequate Classroom Achievement.** The student does not achieve adequately for

their age/grade-level after interventions occurring beyond core instruction.

If Yes, achievement is inadequate in the following area(s) (*check all that apply*):

[ ]  Oral Expression [ ]  Basic Reading Skill [ ]  Mathematics Calculation

[ ]  Listening Comprehension [ ]  Reading Comprehension [ ]  Mathematics Problem Solving

[ ]  Written Expression [ ]  Reading Fluency Skills

 Data Used to Support Determination:

Additional Notes (*if any*):

[ ]  Yes [ ]  No **3. Exclusionary Factors as a primary reason DO NOT apply.**

Mark "Yes" if none of the exclusionary factors are the primary reason for the student’s inadequate achievement or insufficient progress. Mark "NO" if the student’s inadequate achievement or insufficient progress are primarily due to one or more exclusionary factor, and check the factor(s) below. If the student’s inadequate achievement or insufficient progress is primarily due to one or more exclusionary factor, the student is not a student with a specific learning disability.

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 the identified area(s) of concern: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving

[ ]  Other impairment (*specify*):

Additional Considerations (*complete whether or not an exclusionary factor applies*)—The IEP team considered:

[ ]  Data demonstrating, prior to or as part of the evaluation, the student was or was not provided appropriate instruction.

[ ]  Evidence the student received repeated assessments of achievement reflecting student progress.

 [ ]  The student’s parent(s)/guardian(s) were informed of such assessments.

 Additional Notes (*if any*):

**ADDITIONAL DOCUMENTATION REQUIRED WHEN STUDENT IS EVALUATED FOR SLD**

Relevant behavior noted during observation of the student, in their learning environment, and the relationship of that behavior to the student’s academic functioning.

Educationally relevant medical findings

 [ ]  Yes, relevant medical findings (*specify*):

[ ]  No relevant medical findings.

**SUMMARY of ELIGIBILITY CRITERIA CONSIDERATION**

List the area(s) of concern in the box below (e.g., reading fluency, math calculation, and reading comprehension).

For each area of concern listed, check “Yes” or “No” to indicate

(1) Inadequate classroom achievement,

(2) Insufficient progress, **and**

(3) Exclusionary factors as a primary reason DO NOT apply.

If all three are checked “Yes” for **at least one area of concern**, then the student meets eligibility criteria for SLD.

|  |  |  |  |
| --- | --- | --- | --- |
| Area(s) of ConcernConsidered*(please list)* | Insufficient Progress | Inadequate Classroom Achievement | Exclusionary FactorsDO NOT apply |
|  | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
|  | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |

*If there are more areas of concern, add rows to this chart*

[ ]  The IEP team 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.

**DISABILITY CATEGORY CRITERIA DETERMINATION**

[ ]  Yes [ ]  No The documentation of the criteria above demonstrates the student meets the disability category criteria for **Specific Learning Disability**. A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to be eligible for special education (document the need for specially designed instruction on the ER-1).

Each IEP team participant must sign below and indicate whether they agree with the conclusions regarding whether or not the child is a child with a specific learning disability. If this does not reflect their conclusions, then that IEP team participant must also attach a statement with their conclusions.

|  |  |  |
| --- | --- | --- |
|  **Name and title** |  **Signature** |  **Agree or disagree** |
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Additional Notes (*if any*):