

SLD Evaluation Requirements Checklist

DPI has developed several model forms for IEP teams to use when developing required evaluation reports to document IEP team eligibility decisions: DPI model forms ER-2A, ER-2B and ER-2C (available at http://sped.dpi.wi.gov/sped_forms06). Guidance and Instructions for completing these forms are available at http://sped.dpi.wi.gov/sped_eligibility.

The following checklist is provided as a companion resource to assist IEP teams as they conduct SLD evaluations consistent with the current SLD rule. The checklist summarizes the responsibilities of the IEP team required when it determines SLD eligibility.

Note: LEAs must have in place specific system-wide procedures related to collecting the data needed for determining insufficient progress based on insufficient response to intensive, scientific, research-based or evidence-based intervention. See http://www.wisconsinrticenter.org/assets/files/SLD_Implementation_checklist%205-11-11.pdf for a checklist of these requirements.

	Requirement	Initial*	Reevaluation*
SLD Impairment Criteria and Need for Special Education	Inadequate Classroom Achievement after Intensive intervention	√	
	Insufficient Progress*** a. Insufficient Response to Intensive, Scientific, Research-Based or Evidenced Based Intervention using baseline and weekly progress monitoring data collected during two intensive scientific research-based or evidence-based interventions (SRBIs) implemented with fidelity and closely aligned with student needs.	√	
	Exclusionary Factors not primary reason	√	√
	Need for Special Education	√***	√
Sources of Data	Full and Individual Evaluation including formal and informal assessment data	√	√
	Systematic Observation During Routine Classroom Instruction	√	√
	Systematic Observation during SRBI ***	√	
Evaluation Report Documentation Requirements	Whether the student meets the SLD Impairment criteria and the basis for the decision	√	√
	Relevant behavior, if any, noted during required observation and the relationship of observed behavior to academic functioning	√	√
	Educationally relevant medical findings, if any	√	√
	Intensive intervention was applied in a manner highly consistent with its design, closely aligned to pupil need, and culturally appropriate	√	
	The signature of each IEP team member indicating agreement with the determination of disability OR submission of a separate statement	√	√

	Requirement	Initial*	Reevaluation*
Additional Documentation Requirements***	Rate of progress for determining Insufficient Progress is analyzed using slope of trend line using least squares regression on baseline and all weekly progress monitoring data points ***	√	
	Additional IEP team members (member may serve multiple roles)***: <ul style="list-style-type: none"> • qualified to assess progress data • qualified to conduct individual diagnostic evaluations • implemented intensive intervention with the student 	√	
	The child's parents were notified <ul style="list-style-type: none"> • The progress monitoring data collected*** • Strategies for increasing the child's rate of learning including the intensive interventions used*** • The parents' right to request an evaluation 	√	

* Initial evaluation of SLD refers to the first time SLD is considered, even if this consideration is part of a special education reevaluation for a student previously identified as having an impairment. "Reevaluation" refers to special education reevaluations when a student was previously identified as having SLD.

** Upon initial evaluation, if the student is found to have one or more impairment, the IEP team goes on to determine if the student has a need for special education. If the student is found to have both an impairment and need for special education, the student is found to be a "child with a disability" and is eligible to receive special education.

*** Not required for initial SLD evaluations of parentally placed private school students and homeschooled students. After December 1, 2013, Significant Discrepancy between Intellectual Ability and Achievement may be used to determine Insufficient Progress only for initial SLD evaluations of parentally placed private school and homeschooled students. All other criteria apply as for other students