

SLD Eligibility Documents Worksheet

The following documents, data and information are *required* for each section of initial SLD MET Summary Report. **This worksheet will identify the person(s) responsible to collect the information and bring it to the meeting when the team will complete the Worksheet for Charting Patterns of Strengths and Weaknesses.** The data and information included in these documents will provide sufficient information to allow you to answer the prompting questions. If information is missing, or questions are unanswered, the team may have insufficient information to recommend an eligibility determination.

Name: _____

School: _____

Birthdate: _____

Grade: _____

Background Information

- ☐ **CA60 file and CA60 Search:** _____
- ☐ **Previous Evaluations for 504, SE:** _____
- ☐ **Previous and/or current Functional Behavior Assessments and Behavior Support Plans:** _____
- ☐ **Parent Interview/Developmental History/Report Form:** _____
- ☐ **Medical Information:** _____
- ☐ **Student Discipline Data:** _____

Section 1: Students who qualify for special education as having SLD have very low achievement with respect to grade-level expectations. (Progress Monitoring, CBM Screening, MEAP/MME)

Required in area(s) of concern:

- ☐ **Universal Screening Classroom Profiles:** _____
- ☐ **SAT Problem Identification Form, SAT notes, Title I plans:** _____
(Current and historical)
- ☐ **Tier 2 & Tier 3 Intervention Plans and progress monitoring scores:** _____
(Current and historical)
- ☐ **MEAP/MME/ACT/ELPA scores:** _____
(Current and historical)

Section 2: Students who qualify for special education as having SLD have very low academic achievement with respect to age-level expectations. (Norm-referenced Achievement Assessment)

- ☐ **Norm-referenced achievement test results (WJIII Achievement):** _____
- ☐ **SISD Norm-Referenced Assessment Data Report:** _____

Section 3: Students who qualify for special education as having SLD have very low classroom performance with respect to **grade/age-level expectations**.
(Criterion/Curriculum assessments, Grades, Teacher Report, Classroom Observations)

- ☐ **Curriculum Based Measurement scores:** _____
- ☐ **Scores from district assessments aligned to standards:** _____
- ☐ **Classroom formative and summative assessment scores:** _____
- ☐ **Other curriculum assessment scores, baseline and progress monitoring:** _____
(Sight word list, letter sounds...)
- ☐ **Class/assignment progress reports:** _____
- ☐ **Report card grades:** _____
(Current and historical)
- ☐ **Parent Interview/Developmental History/Report Form:** (Background Information)
- ☐ **Teacher collected work samples:** _____
- ☐ **Teacher Observation Record and Report Form:** _____
- ☐ **Classroom Observation Record:** _____
(In the area of suspected disability)

Section 4: Students who qualify for special education as having SLD have a deficit in **cognitive processing** linked to the academic skill area and presumed to cause the skill deficit. **(Norm-referenced Cognitive Processing)**

- ☐ **Cognitive Processing** - Cognitive test results (WJIII Cognitive): _____
- ☐ **SISD Norm-Referenced Assessment Data Report:** _____

Exclusionary Factors 1: The student has been provided with **adequate instruction** and lack of achievement is not due to lack of instruction in the essential components of reading/math.

- ☐ **Attendance History:** (Background Information)
- ☐ **Parent Interview/Developmental History/Report Form:** (Background Information)
- ☐ **Universal Screening Classroom Profiles:** (Section 1)
- ☐ **SAT/Intervention Team Plans/Logs, all previous SAT Plans:** (Section 1)
- ☐ **Documentation of the prescriptive interventions including progress monitoring:** (Section 1)

Exclusionary Factors 2: The student's deficit is not the result of **Limited English Proficiency**.

- ☐ **CA60 file:** (Background Information)
- ☐ **Home Language Survey:** _____
(Enrollment packet)
- ☐ **ELPA Sores:** (Background Information)
- ☐ **Parent Interview/Developmental History Report:** (Background Information)

Exclusionary Factors 3: The deficit is not due to a **cognitive impairment**.

- ☐ **Cognitive Processing** - Cognitive test results (WJIII Cognitive): (Section 4)
(This is the recommended evaluation)
- ☐ **Norm-referenced achievement test results:** (WJIII Achievement): (Section 2)
- ☐ **Parent Interview/Developmental History/Report Form:** (Section 1)
- ☐ **Teacher Observation Record and Report Form:** (Section 3)

Exclusionary Factors 4: The deficit is not due to **emotional impairment**.

- ☐ **CA60 file and CA60 Search:** (Background Information)
- ☐ **Previous Evaluations for 504, SE:** (Background Information)
- ☐ **Previous and/or current Functional Behavior Assessments and Behavior Support Plans:** (Background Information)
- ☐ **Parent Interview/Developmental History/Report Form:** (Section 1)
- ☐ **Medical Information:** (Background Information)
- ☐ **Teacher Observation Record and Report Form:** (Section 3)
- ☐ **Classroom Observation Record:** (Section 3)
(In the area of suspected disability)
- ☐ **Student Discipline Data:** (Background Information)

Exclusionary Factors 5: The deficit is not due to **vision, hearing or motor impairments**.

- ☐ **CA60 file and CA60 Search:** (Background Information)
- ☐ **Previous Evaluations for 504, SE:** (Background Information)
- ☐ **Parent Interview/Developmental History/Report Form:** (Background Information)
- ☐ **Medical Information:** (Background Information)

Exclusionary Factors 6: The deficit is not due to **environmental, cultural or economic disadvantage**.

- ☐ **CA60 file and CA60 Search:** (Background Information)
- ☐ **Previous and/or current Functional Behavior Assessments and Behavior Support Plans:** (Background Information)
- ☐ **Parent Interview/Developmental History/Report Form:** (Section 1)
- ☐ **Medical Information:** (Background Information)
- ☐ **Teacher Observation Record and Report Form:** (Section 3)
- ☐ **Classroom Observation Record:** (Section 3)
(In the area of suspected disability)

Exclusionary Factors 7: The deficit is not due to **motivational factors**.

- ☐ **CA60 file and CA60 Search:** (Background Information)
- ☐ **Previous and/or current Functional Behavior Assessments and Behavior Support Plans:** (Background Information)
- ☐ **Parent Interview/Developmental History/Report Form:** (Section 1)
- ☐ **Class/assignment progress reports:** (Background Information)
- ☐ **Report card grades:** (Background Information)
- ☐ **Norm-referenced achievement test results:** (WJIII Achievement): (Section 2)
- ☐ **Medical Information:** (Background Information)
- ☐ **Teacher Observation Record and Report Form:** (Section 3)
- ☐ **Classroom Observation Record:** (Section 3)
(In the area of suspected disability)

Exclusionary Factors 8: The deficit is not due to **situational trauma**.

- ☐ **CA60 file and CA60 Search:** (Background Information)
- ☐ **Previous and/or current Functional Behavior Assessments and Behavior Support Plans:** (Background Information)
- ☐ **Parent Interview/Developmental History/Report Form:** (Section 1)
- ☐ **Class/assignment progress reports:** (Background Information)
- ☐ **Report card grades:** (Background Information)
- ☐ **Norm-referenced achievement test results:** (WJIII Achievement): (Section 2)
- ☐ **Medical Information:** (Background Information)
- ☐ **Teacher Observation Record and Report Form:** (Section 3)
- ☐ **Classroom Observation Record:** (Section 3)
(In the area of suspected disability)

Exclusionary Factor 9: The deficit is not due to **attendance/absenteeism**.

- ☐ **CA60 file and CA60 Search:** (Background Information)
- ☐ **Previous Evaluations for 504, SE:** (Background Information)
- ☐ **Previous and/or current Functional Behavior Assessments and Behavior Support Plans:** (Background Information)
- ☐ **Parent Interview/Developmental History/Report Form:** (Section 1)
- ☐ **Medical Information:** (Background Information)