

**Gunnison Watershed**

**School District**

**Specific Learning Disability**

**Identification Manual**

**A Decision-Making Guide for Teams to Determine Eligibility**

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The purpose of this guide is to support teams in determining whether a student meets the criteria for having a Specific Learning Disability (SLD). The basis of this document comes from the Colorado Department of Education SLD Guidelines <http://www.cde.state.co.us/cdesped/SD-SLD.asp> from 2008. First and foremost, it is required that a problem‐solving process be implemented prior to or as a part of the evaluation for a Specific Learning Disability. The federal guidelines indicate that teams must determine that “the child does not make sufficient progress to meet age or state‐approved grade‐level standards in one or more of the areas… when using a process based on the child’s response to scientific, research‐based intervention.” Teams must identify when a student has an “academic skill deficit” and demonstrates “insufficient progress” to determine a Specific Learning Disability and be eligible for special education in one of the following eight areas; Oral Expression, Listening Comprehension, Written Expression, Basic Reading, Reading Fluency, Reading Comprehension, Math Calculation, and/or Math Problem Solving. A few guidelines should be understood when utilizing this guide:

1. Assessment includes direct measures of learning that inform instruction or intervention and should be collected over time. Furthermore, teams may not utilize the same assessment tool to identify “academic skill deficit” and “insufficient progress”. For example if a child is struggling in reading, the team may not use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for both areas (benchmark and diagnostic).
2. If a team has concerns in multiple academic areas, “academic skill deficit” must be identified in all areas of concern to write goals for the Individualized Education Plan (IEP); however, “insufficient progress” only needs to be identified in the area that is being identified as the area of disability. For example, if a team has utilized the problem‐solving process in reading and begins to suspect a disability, the team can decide to include other academic areas in the comprehensive evaluation to determine “academic skill deficit” for the purposes of writing IEP goals. However, if the team intends on identifying several areas as disabled under SLD then “academic skills deficit” and “insufficient progress” must be identified in each area through the use of progress monitoring data.
3. The team must also determine if any exclusionary factors are a primary factor causing the student’s academic skill deficit and insufficient progress.

The most important expectation of identifying a specific learning disability is that a school‐wide problem-solving process is in place and utilized to support students who have an identified need. Schools should only use this guide after a comprehensive problem-solving process has been followed to support targeted and intensive interventions. The expectations for the problem-solving process and a three tier intervention model are outlined in the CDE RtI Manual (<http://www.cde.state.co.us/rti/LearnAboutRtI.htm>) and the RtI Action Network website (<http://www.rtinetwork.org>).

**SLD Academic Skill Deficit Worksheet – Step 1**

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| --- |
| To qualify a student as eligible for Special Education services with a SLD label, the student must meet the following criteria: |
| “The student does not achieve adequately for the student’s age or does not meet State-approved grade-level standards in one or more of the areas identified below, when provided with experiences and instruction for their age or State approved grade-level standards AND the student does not make sufficient progress to meet age or State-approved grade-level standards in the area(s) identified when using a process based on the student’s response to scientific, research-based intervention.” |

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| --- |
| Part 1 – Progress Monitoring Data |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Subject Area | Progress Monitoring Tool | Student’s gap or score | Typical student’s score or %ile | Was expected progress attained? | Is this student receiving significant support? |
|  |  |  |  | Yes No |  |
|  |  |  |  | Yes No |  |
|  |  |  |  | Yes No |  |
|  |  |  |  | Yes No |  |

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| --- |
| Part II – Based on the student’s similar population (ethnicity, military impact, SES, etc) how does this student compare? |

|  |  |
| --- | --- |
| Identify the like population for comparison: | |
| Similar to like population? | Significantly different from like population? How? |

|  |
| --- |
| Part III – Based on the student’s progress monitoring data, circle the student’s suspected deficits: |

|  |  |  |
| --- | --- | --- |
| Oral Expression | Basic Reading | Math Calculation |
| Listening Comprehension | Reading Comprehension | Math Problem Solving |
| Written Expression | Reading Fluency |  |

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| --- |
| Part IV – What diagnostic assessments were given during the RtI process or need to be given to determine if an academic deficit exists? |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment | Targeted Skill | Student’s Score | Target Score | Is there a deficit? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Academic Skill Deficit Markers**

Using norm referenced, formal assessment a multidisciplinary team should rely on the following measures to

determine a student’s academic skill deficit. Certified and trained professionals should administer the assessments that are relevant to their discipline in individual assessment plans. Listed below are the measure options that include appropriate ages for each assessment and an identified skill deficit marker range.

**Oral Expression:**

|  |  |  |
| --- | --- | --- |
| **Test** | **Age Range** | **Deficit Marker** |
| CELF-4 | Ages 6.0-21.0 | 10%ile or below |
| OWLS | Ages 5.0-21.0 | 10%ile or below |
| PPVT-4 | Ages 2.0-90.0 | 10%ile or below |
| TELD-3 | Ages 2.0-7.11 | 10%ile or below |
| TOLD-4 | Ages 4.0-8.0 or Ages 8.0-17.11 | 10%ile or below |

**Listening Comprehension:**

|  |  |  |
| --- | --- | --- |
| **Test** | **Age Range** | **Deficit Marker** |
| CELF-4 | Ages 6.0-21.0 | 10%ile or below |
| PLS-4 | Ages Birth – 6.0 | 10%ile or below |
| TELD-3 | Ages 2.0-7.11 | 10%ile or below |
| TOLD-4 | Ages 4.0-8.0 or Ages 8.0-17.11 | 10%ile or below |
| TOWK | Ages 5.0 – 17.0 | 10%ile or below |
| WJ-III (Listening Comp: Tests 4 & 15) | Ages 2.0-90.0 | 10%ile or below |

**Written Expression:**

|  |  |  |
| --- | --- | --- |
| **Test** | **Age Range** | **Deficit Marker** |
| OWLS | Ages 5.0-21.0 | 10%ile or below |
| TOWE | Ages 6.6-14.11 | 10%ile or below |
| WJ-III (Written Language: Tests 7, 8, & 11) | Ages 2.0-90.0 | 10%ile or below |

**Math Calculation:**

|  |  |  |
| --- | --- | --- |
| **Test** | **Age Range** | **Deficit Marker** |
| AIMS-Web (calculation) | Grades 1-8 | 3 data pts at 10%ile or below |
| AIMS-Web (early numeracy) | Grades K-1 | 3 data pts at 10%ile or below |
| CMAT (basic calculations) | Ages 7.0-18.0 | 10%ile or below |
| MBSP-2 (computation) | Grades 1-6 | 3 data pts at 10%ile or below |
| Envisions | Grades K-6 | 3 tests of 50% accuracy w/ item analysis |
| TEMA-3 | Ages 3.0-8.11 | 10%ile or below |
| WJ-III (Math Comp: Tests 5 & 6) | Ages 2.0-90.0 | 10%ile or below |

**Basic Reading:**

|  |  |  |
| --- | --- | --- |
| **Test** | **Age Range** | **Deficit Marker** |
| CTOPP | Ages 5.0-24.11 | 10%ile or below |
| DIBELS (LNF, ISF, PSF, NWF) | Grades K-5 | 3 data pts 10%ile or below |
| GDRT-2 | Ages 6.0-13.11 | 10%ile or below |
| DAR-2 | Ages 5.0-Adult | 10%ile or below |
| DRA-2 | Grades K-8 | 10%ile or below |
| TERA-3 | Ages 3.6-8.6 | 10%ile or below |
| WJ-III (Basic Reading Skills: Tests 1 & 13) | Ages 2.0-90.0 | 10%ile or below |

**Reading Fluency:**

|  |  |  |
| --- | --- | --- |
| **Test** | **Age Range** | **Deficit Marker** |
| AIMS Web (ORF) | Grades 1-8 | 3 data pts 10%ile or below |
| DIBELS (ORF) | Grades K-5 | 3 data pts 10%ile or below |
| GDRT-2 | Ages 6.0-13.11 | 10%ile or below |
| DAR-2 | Ages 5.0-Adult | 10%ile or below |
| DRA-2 | Grades K-8 | 10%ile or below |

**Reading Comprehension:**

|  |  |  |
| --- | --- | --- |
| **Test** | **Age Range** | **Deficit Marker** |
| AIMS-Web (maze) | Grades 1-8 | 3 data pts 10%ile or below |
| GDRT-2 | Ages 6.0-13.11 | 10%ile or below |
| DAR-2 | Ages 5.0-Adult | 10%ile or below |
| DRA-2 | Grades K-8 | 10%ile or below |
| WJ-III (Reading Comp: Tests 9 & 17) | Ages 2.0-90.0 | 10%ile or below |

**Math Problem Solving:**

|  |  |  |
| --- | --- | --- |
| **Test** | **Age Range** | **Deficit Marker** |
| AIMS-Web (concepts & applications) | Grades 1-8 | 3 data pts 10%ile or below |
| CMAT (math reasoning) | Ages 7.0-18.0 | 10%ile or below |
| MBSP-2 (concepts & applications) | Grades 1-6 | 3 data pts at 10%ile or below |
| Envisions | Grades K-6 | 3 tests of 50% accuracy w/ item analysis |
| WJ-III (Math Reasoning: Tests 10 & 18) | Ages 2.0-90.0 | 10%ile or below |

**\*WJ-II may only be used for certain domains above or if global academic deficits are suspected.**

**Insufficient Progress Checklist – Step 2**

|  |  |  |
| --- | --- | --- |
| Please answer all questions and then proceed to the next section. | YES | NO |
| Were research-based interventions implemented? |  |  |
| Was the intervention selected based on the skill deficit identified? |  |  |
| Were interventions monitored for fidelity of implementation? |  |  |
| Was the intervention (resources used) implemented above and beyond what is provided typical to peers? |  |  |
| Was a progress monitoring tool linked to the deficit used to monitor the intervention? |  |  |
| After breaks in the school year, did the student exhibit significant regression of skills? |  |  |
| Did the student take a significant amount of time to regain those skills lost? (greater than the length of time out of school, ie 3 months) |  |  |

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| --- |
| Interventions Attempted |

|  |  |  |  |
| --- | --- | --- | --- |
| **What was the length of the intervention period? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **How many different interventions were attempted? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  (Please include all interventions attempted. It is recommended that teams identify intended intervention time for the intervention as well as the intended focus of the intervention. For example, a standard protocol intervention that is intended to last for 36 weeks and address multiple skills should not be the only intervention attempted to determine SLD. Teams should consider standard protocols as well as individual interventions before determining insufficient progress.) | | | |
| **Skill Deficit** | **Interventions Implemented** | **Duration** | **Data/Results (attach graphs, work samples, etc.)** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

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| --- |
| Progress Monitoring Tools |

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| --- |
| What tool(s) were utilized for progress monitoring? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Is the student’s rate of improvement the same as peers receiving the same or similar intervention? Y/N Is the student’s rate of improvement the same as compared to typical peers? Y/N |

|  |  |
| --- | --- |
| Gap Analysis | Data |

|  |  |
| --- | --- |
| What was the initial gap? |  |
| What is the current gap (at review time, after interventions?) |  |
| Is the gap still significant after implementing interventions (2.0 or greater?) |  |
| Will the gap continue to close without significant interventions in place? |  |

**GAP ANALYSIS WORKSHEET**

**INFORMATION NEEDED**

1. What is the skill deficit area?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What progress monitoring tool will measure the skill deficit identified?

3. What is the current benchmark expectation for the progress monitoring tool (taken from the CBM norm tables?

**ESTABLISH THE GAP**

1. Divide the current benchmark expectation by current performance of the student

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_\_\_ gap

2. Divide the current benchmark expectation by the average performance of the student’s grade level peer group \_\_\_\_\_\_\_\_\_ /\_\_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_ gap

3. After considering the peer group’s performance, is the student’s gap significant? **\***

**\*** Is the gap significant in relation to the gap of typical peers? For example, if 60% of students have a gap of 2.0 for a specific skill deficit, 2.0 would not be a significant gap for that group. Gap significance should be identified as being in the bottom 10% of a peer group. Gaps that are consistent across a peer group should be supported with universal intervention.

4. How do you know? The team must compare the student’s gap to the gap of other students in his/her grade level peer group and students of similar aggregate groups.

**SLD Exclusionary Factors Worksheet - Step 3**

As a team, determine the presence or absence of the exclusionary factors listed below. For each factor determined to be present for the student, the team must decide whether that factor is a PRIMARY factor for the student's inability to progress with the general education curriculum. If one or more factors are determined to be the primary cause, the student cannot be found eligible for special education services. Circle applicable answer to each question.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. The Presence of Other Disabilities as Defined by Law |  | | | |
| Does the student meet criteria for any other special education disability category to include: Significantly Limited Intellectual Capacity, Significant Identifiable Emotional Disability, Physical Disability, Autism, Speech/Language Impairment? | NO | YES | Primary Factor |
|  |  | | | |
| 2. Lack of Instruction in essential components of reading and math |  | | | |
| Does information obtained during the Response to Intervention process or regarding prior educational environments indicate that the student's inability to make progress academically is a result of a lack of research‐based instruction in reading or math? | NO | YES | Primary Factor |
|  |  | | | |
| 3. Limited English Proficiency |  | | | |
| Is there a language other than English spoken by this student? | NO | YES | Primary Factor |
| Is there a language other than English spoken in this student's home? | NO | YES | Primary Factor |
| Are there any specific dialect or cultural influences that would affect the student's ability to speak or understand English? | NO | YES | Primary Factor |
|  |  | | | |
| 4. Environmental, Cultural, or Economic Disadvantage |  | | | |
| Does information obtained during the Response to Intervention process or regarding the student's prior experiences indicate that a lack of opportunity to learn is due toenvironmental, cultural, or economic disadvantage? | NO | YES | Primary Factor |
|  |  | | | |
| 5. Atypical Educational and Personal History |  |  |  |
| Is there knowledge of any situations within the student's life that would contribute to a drop in academic performance? | NO | YES | Primary Factor |
| Has irregular school attendance impacted the student’s ability to access research-based instruction on a consistent basis in order to make academic gains? | NO | YES | Primary Factor |
| Has attendance at multiple schools impacted the student’s ability to access research-based instruction on a consistent basis in order to make academic gains? | NO | YES | Primary Factor |
| *If 'Yes' is indicated on either item above, please attach educational history and attendance history* |

**SLD ASSESSMENT GLOSSARY**

***Oral Expression***

**1. *Clinical Evaluation of Language Fundamentals, Fourth Edition (CELF‐4):*** *CELF‐4* is for ages 6 – 12. CELF‐4 provides the bridge that helps you understand a child’s need for classroom language modifications, enhancements, or curriculum modifications. It includes composite scores for Core Language, Receptive Language, Expressive Language, Language Structure, Language Content, Language Memory, and Working Memory Indexes.

**2.**  ***Oral and Writing Language Scale (OWLS):*** *OWLS* is for ages 5 – 21 and gives you a broad‐based record of growth. It offers an assessment of written language skills in children and young adults. Three important skill areas are assessed:

* + - Use of conventions (handwriting, spelling, punctuation)
    - Use of syntactical forms (modifiers, phrases, sentence structures)
    - Ability to communicate meaningfully (relevance, cohesiveness, organization)

**3. *Picture Peabody Vocabulary Test, Fourth Edition (PPVT‐4)***: *PPVT‐4* is for ages 2 ‐90. The PPVT‐III is an untimed, individual intelligence test. The test measures an individual's receptive (hearing) vocabulary for Standard American English and provides a quick estimate of their verbal ability or scholastic aptitude.

**4. *Test of Early Language Development, Third Edition (TELD‐3):*** *TELD‐3* isforages2– 7 and fills the need for a well‐constructed, standardized instrument, based on current theory that can be used to assess spoken language skills at early ages. TELD‐3 now has two subtests, Receptive Language and Expressive Language, and yields an overall Spoken Language score. The test is quick and easy to administer and includes all necessary manipulatives.

**5. *Test of Language Development, Fourth Edition (TOLD‐4):*** *TOLD‐4* has two levels: primary, ages 4 – 8, and intermediate, ages 8 – 17. It consists of six subtests that measure different components of spoken language: Sentence Combining, Picture Vocabulary, Word Ordering, Relational Vocabulary, Morphological Comprehension, Multiple Meanings.

***Listening Comprehension***

1. ***Clinical Evaluation of Language Fundamentals, Fourth Edition (CELF‐4):*** *CELF‐4* is for ages 6 – 21. Composite scores include Core Language, Receptive Language, Expressive Language, Language Structure, Language Content, Language Memory, and Working Memory Indexes. New subtests include Expressive Vocabulary, Word Definitions, Number Repetition, Phonological Awareness, Pragmatics Profile, and the Observational Rating Scale.
2. ***Preschool Language Scale, Fourth Edition (PLS ‐4*):** *PLS* is for ages 0–6. It is an individually administered test for identifying children who have a language disorder or delay and features updated norms and expanded language coverage. PLS‐4 targets receptive and expressive language skills in the areas of attention, play, gesture, vocal development, social communication, vocabulary, concepts, language structure, integrative language skills, and phonological awareness.
3. ***Test of Early Language Development, Third Edition (TELD‐3*):** *TELD‐3* is for ages 2–7. It fills the need for a well‐constructed, standardized instrument, based on current theory that can be used to assess spoken language skills at early ages. TELD‐3 now has two subtests, Receptive Language and Expressive Language, and yields an overall Spoken Language score. The test is quick and easy to administer and includes all necessary manipulatives.
4. ***Test of Language Development, Fourth Edition (TOLD‐4):*** *TOLD‐4* has two levels: primary, ages 4 – 8, and intermediate, ages 8 – 17. It provides six subtests that measure different components of spoken language: Sentence Combining, Picture Vocabulary, Word Ordering, Relational Vocabulary, Morphological Comprehension, Multiple Meanings.
5. ***Test of Word Knowledge (TOWK):*** TOWK is for ages 5 to 17 and identifies students who lack (or excel in) the semantic skills and repertories that are the foundation of mature language use in thinking, learning, and communication. TOWK evaluates knowledge of figurative language, multiple meanings, conjunctions and transition words, and receptive and expressive vocabulary.
6. ***Woodcock-Johnson Tests of Achievement, Third Edition (WJ-III):*** *WJ-III* is for ages 2.0 to 90.0. The *WJ III NU Tests of Achievement* has two parallel forms (A and B) that are divided into two batteries—Standard and Extended. The Standard Battery includes tests 1 through 12 that provide a broad set of scores. The 10 tests in the Extended Battery provide more in-depth diagnostic information on specific academic strengths and weaknesses. Examiners can administer the Standard Battery either alone or with the Extended Battery. The Listening Comprehension cluster score is derived from Test 4 (Understanding Directions) and Test 15 (Oral Comprehension).

***Written Expression***

**1. *Oral and Written Language Scales (OWLS):*** *OWLS* is for ages 5 – 12 and offers an assessment of written language skills in children and young adults. Its wide age gives you a broad‐based record of growth. Three important skill areas assessed are:

* Use of conventions (handwriting, spelling, punctuation)
* Use of syntactical forms (modifiers, phrases, sentence structures)
* Ability to communicate meaningfully (relevance, cohesiveness, organization)

**2. *Test of Written Expression (TOWE):*** *TOWE* is for ages 6½ ‐14. It can be administered to individuals or groups of students. It uses two assessment methods to evaluate a student's writing skills. The first method involves administering a series of 76 items that assesses different skills associated with writing. The second method requires students to read or hear a prepared story starter and use it as a stimulus for writing an essay (i.e., the beginning of the story is provided, and the writer continues the story to its conclusion). The TOWE provides a source of writing samples that can be used independently in a norm‐referenced assessment of writing or as a component of a student's portfolio of written products.

**3. *Woodcock-Johnson Tests of Achievement, Third Edition (WJ-III):*** *WJ-III* is for ages 2.0 to 90.0. The *WJ III NU Tests of Achievement* has two parallel forms (A and B) that are divided into two batteries—Standard and Extended. The Standard Battery includes tests 1 through 12 that provide a broad set of scores. The 10 tests in the Extended Battery provide more in-depth diagnostic information on specific academic strengths and weaknesses. Examiners can administer the Standard Battery either alone or with the Extended Battery. The Written Expression cluster score is derived from Test 8 (Writing Fluency) and Test 11 (Writing Samples).

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***Basic Reading***

**1. *Comprehensive Test of Phonological Processing (CTOPP):*** *CTOPP* is for grades K – 12 and was developed to aid in the identification of individuals who may profit from instructional activities to enhance their phonological skills. The CTOPP has four principal uses:

* to identify individuals who are significantly below their peers in important phonological abilities
* to determine strengths and weaknesses among developed phonological processes
* to document an individual’s progress in phonological processing as a consequence of special intervention programs, and
* to serve as a measurement device in research studies investigating phonological processing

1. ***Gray Diagnostic Reading Test, Second Edition (GDRT-2):*** The GDRT-2 is a norm-referenced, reliable, and valid assessment of oral reading ability. Individually administered, the GDRT-2 is appropriate for individuals aged 6-0 to 13-11. It can be used to assess students who have difficulty reading continuous print or who require an evaluation of specific abilities and weaknesses. Two parallel forms are provided, allowing you to monitor a student's reading progress over time. The GDRT-2 has four core subtests, each of which measures an important reading skill: Letter/Word Identification, Phonetic Analysis, Reading Vocabulary, and Meaningful Reading. In addition, there are three supplemental subtests that measure skills considered important in diagnosing or teaching developmental readers or children with dyslexia. The three supplemental subtests are: Listening Vocabulary, Rapid Naming, and Phonological Awareness. Three Composites are provided: Decoding Composite, Comprehension Composite, and General Reading Composite

|  |  |
| --- | --- |
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eaching developmental readers or children with dyslexia. The three supplemental subtests are:

|  |  |
| --- | --- |
| * Listening Vocabulary * Rapid Naming * Phonological Awareness |  |

To enhance the clinical and diagnostic usefulness of the GDRT-2, scaled scores for the core subtests can be combined to form three composites:

|  |
| --- |
| * Decoding Composite * Comprehension Composite * General Reading Composite |

**2. *Dynamic Indicators of Basic Early Literacy Skills (DIBELS):*** *DIBELS* is for grades K – 6. They are a set of procedures and measures for assessing the acquisition of early literacy skills. They are designed to be short (one minute) fluency measures used to monitor the development of early literacy and early reading skills. Specifically Letter Naming Fluency, Initial Sound Fluency, Phoneme Segmentation Fluency and Nonsense Word Fluency are measures that can be utilized for assessing Basic Reading Skills. DIBELS were designed for use in identifying children having trouble in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.

**4. *Test of Early Reading Ability‐Third Edition (TERA‐3)*:** *TERA‐3* is for ages 3–8. It is a direct measure of the reading ability of young children. Rather than assessing children's "readiness" for reading, the TERA‐3 assesses their mastery of early developing reading skills. Standard scores are provided for each subtest. An overall Reading Quotient is computed using all three‐subtest scores. The examiner administers three subtests:

* Alphabet: measuring knowledge of the alphabet and its uses
* Conventions : measuring knowledge of the conventions of print
* Meaning: measuring the construction of meaning from print

**5. *Diagnostic Assessments of Reading, Second Edition (DAR-2):*** The DAR-2 assesses students’ relative strengths and weaknesses in key areas of student learning in reading. The *DAR* can be used with students ages 5 to adult. The DAR is a criterion referenced assessment that assesses all five components: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.

**6. *Developmental Reading Assessment, Second Edition (DRA-2):*** *DRA-2* is for grades K-8 and assesses accuracy, fluency, and comprehension. Teachers can combine assessment results with leveled libraries for providing targeted and intensive interventions as well as to monitor student growth over time.

**7. *Woodcock-Johnson Tests of Achievement, Third Edition (WJ-III):*** *WJ-III* is for ages 2.0 to 90.0. The *WJ III NU Tests of Achievement* has two parallel forms (A and B) that are divided into two batteries—Standard and Extended. The Standard Battery includes tests 1 through 12 that provide a broad set of scores. The 10 tests in the Extended Battery provide more in-depth diagnostic information on specific academic strengths and weaknesses. Examiners can administer the Standard Battery either alone or with the Extended Battery. The Basic Reading Skills cluster score is derived from Test 1(Letter-Word Identification) and Test 13 (Word Attack).

***Reading Fluency***

***1. AIMSweb:*** *AIMSweb* is for grades K – 8. It is a progress monitoring system based on direct, frequent, and continuous student assessment. The results are reported to students, parents, teachers, and administrators via a web‐based data management and reporting system to determine response to intervention. Reading Fluency requires a student to read a passage in one minute and the students words read correctly are documented.

***2. Dynamic Indicators of Basic Early Literacy Skills (DIBELS):*** *DIBELS* is for grades K – 6. They are a set of procedures and measures for assessing the acquisition of early literacy skills. They are designed to be short (one minute) fluency measures used to monitor the development of early literacy and early reading skills. DIBELS are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy, and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed for use in identifying children having trouble in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.

***3. Gray Diagnostic Reading Test, Second Edition (GDRT-2):*** The GDRT-2 is a norm-referenced, reliable, and valid assessment of oral reading ability. Individually administered, the GDRT-2 is appropriate for individuals aged 6-0 to 13-11. It can be used to assess students who have difficulty reading continuous print or who require an evaluation of specific abilities and weaknesses. Two parallel forms are provided, allowing you to monitor a student's reading progress over time. The GDRT-2 has four core subtests, each of which measures an important reading skill: Letter/Word Identification, Phonetic Analysis, Reading Vocabulary, and Meaningful Reading. In addition, there are three supplemental subtests that measure skills considered important in diagnosing or teaching developmental readers or children with dyslexia. The three supplemental subtests are: Listening Vocabulary, Rapid Naming, and Phonological Awareness. Three Composites are provided: Decoding Composite, Comprehension Composite, and General Reading Composite

1. ***Diagnostic Assessments of Reading, Second Edition (DAR-2):*** The DAR-2 assesses students’ relative strengths and weaknesses in key areas of student learning in reading. The *DAR* can be used with students ages 5 to adult. The DAR is a criterion referenced assessment that assesses all five components: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.
2. ***Developmental Reading Assessment, Second Edition (DRA-2):*** *DRA-2* is for grades K-8 and assesses accuracy, fluency, and comprehension. Teachers can combine assessment results with leveled libraries for providing targeted and intensive interventions as well as to monitor student growth over time.

***Reading Comprehension***

**1. *AIMSweb:*** *AIMSweb* is for grades K – 8. It is a progress monitoring system based on direct, frequent, and continuous student assessment. The results are reported to students, parents, teachers, and administrators via a web‐based data management and reporting system to determine response to intervention. Reading Maze consists of a passage that is read and students have to select the appropriate word from a series of choices within the passage.

* 1. ***Test of Reading Comprehension, Fourth Edition (TORC‐4):*** *TORC‐4* isforages7–17. It tests silent reading comprehension that can be used to (a) identify children and adolescents who score significantly below their peers and (b) document student progress in remedial programs. The test has five subtests, all of which measure word identification and contextual meaning: Relational, Sentence Completion**,** Paragraph Construction, Text Comprehension**,** Contextual Fluency.
  2. ***Gray Diagnostic Reading Test, Second Edition (GDRT-2):*** The GDRT-2 is a norm-referenced, reliable, and valid assessment of oral reading ability. Individually administered, the GDRT-2 is appropriate for individuals aged 6-0 to 13-11. It can be used to assess students who have difficulty reading continuous print or who require an evaluation of specific abilities and weaknesses. Two parallel forms are provided, allowing you to monitor a student's reading progress over time. The GDRT-2 has four core subtests, each of which measures an important reading skill: Letter/Word Identification, Phonetic Analysis, Reading Vocabulary, and Meaningful Reading. In addition, there are three supplemental subtests that measure skills considered important in diagnosing or teaching developmental readers or children with dyslexia. The three supplemental subtests are: Listening Vocabulary, Rapid Naming, and Phonological Awareness. Three Composites are provided: Decoding Composite, Comprehension Composite, and General Reading Composite
  3. ***Diagnostic Assessments of Reading, Second Edition (DAR-2):*** The DAR-2 assesses students’ relative strengths and weaknesses in key areas of student learning in reading. The *DAR* can be used with students ages 5 to adult. The DAR is a criterion referenced assessment that assesses all five components: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.
  4. ***Developmental Reading Assessment, Second Edition (DRA-2):*** *DRA-2* is for grades K-8 and assesses accuracy, fluency, and comprehension. Teachers can combine assessment results with leveled libraries for providing targeted and intensive interventions as well as to monitor student growth over time.
  5. ***Woodcock-Johnson Tests of Achievement, Third Edition (WJ-III):*** *WJ-III* is for ages 2.0 to 90.0. The *WJ III NU Tests of Achievement* has two parallel forms (A and B) that are divided into two batteries—Standard and Extended. The Standard Battery includes tests 1 through 12 that provide a broad set of scores. The 10 tests in the Extended Battery provide more in-depth diagnostic information on specific academic strengths and weaknesses. Examiners can administer the Standard Battery either alone or with the Extended Battery. The Written Expression cluster score is derived from Test 8 (Writing Fluency) and Test 11 (Writing Samples).

 ***Math Calculation***

1. ***AIMSweb:*** AIMSweb is for grades K – 8. It is a progress monitoring system based on direct, frequent, and continuous student assessment. The results are reported to students, parents, teachers, and administrators via a web‐based data management and reporting system to determine response to intervention. Test of Early Numeracy (K-1st) provides a measure of oral counting, number identification, quantity discrimination, and missing numbers. Math Computation (Grades 1‐8) Math Curriculum‐Based Measurement and Multiple‐Skill Math Fact Probes‐math facts probe for various types of math computation problems. The correct digits in the answer are scored.
2. ***Comprehensive Math Abilities Test (CMAT):*** *CMAT* is for ages 7 – 18. It identifies students having difficulty as well as those who are exceeding expectations. Based on actual materials used to teach math in schools, and incorporating state and local guidelines, the CMAT is a major advance in the assessment of mathematics. It is psychometrically‐sound and content‐oriented. By allowing the use of 2‐12 subtests, CMAT offers unsurpassed flexibility. Its six core subtests are**:** Addition; Subtraction; Multiplication; Division; Problem Solving; Charts; Tables and Graphs.
3. **Monitoring Basic Skills Progress, Second Edition (MBSP)**: MBSP are a researched-based standardized set of measurement and evaluation procedures. They provide a method to focus intensively on the math progress of individual students who have identified learning problems and to evaluate formatively and improve those student’s programs. MBSP Computation tests administered to Grades 1 through 6; contains a set of 30 reproducible tests for each grade level; each test contains 25 basic problems.
4. ***EnVisionMATH:*** *EnVisionMATH* is a problem-based interactive math curriculum which contains curriculum based assessments to monitor student growth and performance within the curriculum. Assessments are conducted frequently in alignment with grade level standards and benchmarks.
5. ***Test of Early Math Abilities, Third Edition (TEMA‐3):*** *TEMA‐3* is for ages 3–8. It measures the mathematics performance of children. It is also helpful with older children who have learning problems in mathematics. It can be used as a norm‐referenced measure or as a diagnostic instrument to determine specific strengths and weaknesses. The TEMA‐3 is a way to measure progress in math, evaluate programs, screen for readiness, discover the bases for poor school performance in math, identify gifted students, and guide instruction and remediation. The test measures concepts and skills in the following domains: numbering skills, number‐comparison facility, and numeral literacy, mastery of number facts, calculation skills, and understanding of concepts.
6. ***Woodcock-Johnson Tests of Achievement, Third Edition (WJ-III):*** *WJ-III* is for ages 2.0 to 90.0. The *WJ III NU Tests of Achievement* has two parallel forms (A and B) that are divided into two batteries, Standard and Extended. The Standard Battery includes tests 1 through 12 that provide a broad set of scores. Examiners can administer the Standard Battery either alone or with the Extended Battery. The Math Calculation Skills cluster score is derived from Test 5 (Calculation) and Test 6 (Math Fluency).

***Math Problem Solving***

**1. *AIMSweb:*** *AIMSweb* is for grades K – 8. It is a progress monitoring system based on direct, frequent, and continuous student assessment. The results are reported to students, parents, teachers, and administrators via a web‐based data management and reporting system to determine response to intervention. Mathematics Concepts and Applications (Grades 2‐8) Assess general mathematics problem‐solving skills

**2. *Comprehensive Math Abilities Test (CMAT):*** *CMAT* is for ages 7 – 18. It identifies students having difficulty as well as those who are exceeding expectations. Based on actual materials used to teach math in schools, and incorporating state and local guidelines, the CMAT is a major advance in the assessment of mathematics. It is psychometrically‐sound and content‐oriented. By allowing the use of 2‐12 subtests, CMAT offers unsurpassed flexibility. Its six core subtests are**:** Addition; Subtraction; Multiplication; Division; Problem Solving; Charts; Tables and Graphs.

**3.** **Monitoring Basic Skills Progress, Second Edition (MBSP)**: MBSP are a researched-based standardized set of measurement and evaluation procedures. They provide a method to focus intensively on the math progress of individual students who have identified learning problems and to evaluate formatively and improve those student’s programs. MBSP Concepts and Applications are administered to Grades 2 through 6; contains a set of 18-25 reproducible tests for each grade level; level of difficulty gradually increases with each grade level.

1. ***EnVisionMATH:*** *EnVisionMATH* is a problem-based interactive math curriculum which contains curriculum based assessments to monitor student growth and performance within the curriculum. Assessments are conducted frequently in alignment with grade level standards and benchmarks.
2. ***Test of Early Math Abilities, Third Edition (TEMA‐3):*** *TEMA‐3* is for ages 3–8. It measures the mathematics performance of children. It is also helpful with older children who have learning problems in mathematics. It can be used as a norm‐referenced measure or as a diagnostic instrument to determine specific strengths and weaknesses. The TEMA‐3 is a way to measure progress in math, evaluate programs, screen for readiness, discover the bases for poor school performance in math, and identify gifted students, and guide instruction and remediation. The test measures both informal and formal concepts and skills in the following domains: numbering skills, number‐comparison facility, and numeral literacy, mastery of number facts, calculation skills, and understanding of concepts.
3. ***Woodcock-Johnson Tests of Achievement, Third Edition (WJ-III):*** *WJ-III* is for ages 2.0 to 90.0. The *WJ III NU Tests of Achievement* has two parallel forms (A and B) that are divided into two batteries—Standard and Extended. The Standard Battery includes tests 1 through 12 that provide a broad set of scores. The 10 tests in the Extended Battery provide more in-depth diagnostic information on specific academic strengths and weaknesses. Examiners can administer the Standard Battery either alone or with the Extended Battery. The Math Reasoning Skills cluster is derived from Test 10 (Applied Problems) and Test 18 (Quantitative Concepts).

**CASE EXAMPLE**

**EVALUATION REPORT**

Sample Evaluation Report for Specific Learning Disability (SLD) Identification

The following example provides sample language that could be used by practitioners to compile RtI data in support of SLD identification. This example supports the presence of a disability in reading and academic need in math, but can be further adapted to include the areas of writing, language comprehension, and oral expression.

When completing an SLD evaluation report, provide evidence that addresses each of the following:

* A description of interventions attempted and results of progress monitoring
* Summary of the student’s initial and current Gap (as compared to peer performance) in the area(s) previously addressed through the RtI process
* Evidence of a significant skill deficit (using targeted, norm‐referenced assessments) in *all* areas of suspected need and in areas where IEP goals will be written
* Observations from the student’s teacher or results of direct observation regarding the student’s performance in the general education setting
* Educationally relevant medical findings
* Statement addressing the resources necessary to support the student’s participation and progress in the general education curriculum beyond those available in the general education setting
* Documentation that parents/guardians were included and informed regarding all aspects of the RtI and evaluation process

***Sample Evaluation Report:***

Amy is a student in 3rd grade at Jordahl Elementary, and has attended school at Jordahl since she and her family moved in August. Prior to attending Jordahl, Amy attended several other schools. Amy began receiving academic intervention through the Response to Intervention (RtI) process in November of 2009 to address parent and school concerns that Amy was struggling to meet grade level reading expectations. Amy’s classroom teacher reports that she has made many friends within her class, and enjoys listening to stories within the classroom setting. However, she has also observed that Amy requires extra time to complete her work, has a difficult time understanding directions, and avoids answering questions in class. The teacher also reports that Amy requires a large amount of teacher support to understand daily instruction in both reading and math, such as asking continual questions during whole group instruction and not completing assignments without adult support during independent work time. At home Amy’s parents report that she is eager to play with peers on weekends but is often reluctant to talk about academics, and avoids completing homework unless she has assistance. They also report that Amy has struggled with reading in several of her previous schools, but they often moved before Amy was able to secure additional assistance. As part of the RtI process, Jordahl called Amy’s previous schools and obtained information that she was provided research‐based reading programs while enrolled, however continued to struggle to meet grade‐level expectations.

During the targeted RtI intervention phase, Amy was pulled in a small group to receive fluency practice using Read Naturally. This intervention was provided in addition to the core third grade curriculum. At baseline, Amy was reading 30 words per minute (Gap =2.67) using third grade DIBELS progress monitoring. When benchmarking after the initial intervention, Amy’s oral reading fluency improved to 39 words per minute (Gap = 2.56); however, the gap was still significant.

Because the gap was still significant, Amy was given the Gray Oral Reading Test‐Fourth Edition (GORT‐4) to determine specific errors impacting fluency. Results placed her in the 6th national percentile rank compared to same‐aged peers. Error analysis indicated that Amy consistently demonstrated difficulty decoding vowel combinations and digraphs.

Amy’s teacher also recognized that she was struggling to master unit material in math. Over the course of the year Amy’s scores on unit math tests began declining and were frequently falling significantly below the class average. As a result, Amy was instructed in a small group with her math teacher after whole‐group math instruction to review math skills.

To develop an intensive intervention, information gained from diagnostic testing was used. Amy began to attend an additional small group that provided intensive instruction and review of decoding vowel combinations and digraphs in isolation and in text. When benchmarking during the intensive intervention, Amy was reading 51 words per minute (Gap = 2.25), which continued to be significant.

Progress monitoring data and gap analysis conducted in the area of reading fluency indicates that Amy has shown insufficient progress in response to intensive interventions as compared to other students in her third grade class. Amy also demonstrates a significant skill deficit in the area of reading fluency as demonstrated by her score on the GORT‐4. During the course of the year, Amy continued to have difficulty improving her unit math scores despite additional help from her classroom teacher. Therefore, she was administered the Key Math‐3 Assessment and results placed her in the 2nd percentile nationally, also demonstrating a significant skill deficit. Furthermore, the Scantron Performance Series assessment in reading and math indicate that she is performing at the 3rd national percentile rank and has made limited gains between the fall and spring reading and math Scantron Performance assessment. In order for Amy to make progress in the area of reading fluency the team, including her parents, agree that she will continue to require long‐term, intensive intervention and specially‐designed instruction. Amy would also benefit from additional support and progress monitoring in the area of math.

