

SLD Eligibility Determination: A Full and Individual Evaluation Key Takeaways

Exclusionary Factors

- “...does not include learning problems that are **primarily** the result of ...”
 - Visual impairment, or blindness
 - Hearing impairment, or deafness
 - Orthopedic impairment
 - Intellectual disability
 - Serious emotional disability
 - Cultural factors
 - Environment or economic disadvantage
 - Limited English proficiency
- These issues may coexist with SLD

Significant Academic Skill Deficit

- Curriculum Based Measures (CBM) results that show below grade level performance based on state/national norms
- Criterion Referenced measures (CRM) that show results be grade level expectancy
- Norm-referenced, diagnostic assessments

Insufficient Progress

- Progress monitoring: student performance is examined frequently, over time, to evaluate response to instruction and intervention
 - Research based practice that is used regularly
 - Same tool used over time
 - Increments must be consistent
 - Increased frequency with increased intensity of intervention
 - Explicit, structured, and systematized