

Specific Learning Disability Eligibility Checklist

COMPONENT 1: Historical Review and Educational Assessment (Documented on [SLD 1](#))

- Historical Review**
 - All requirements of the Historical Review have been met.
 - Some, but not all requirements of the Historical Review have been met. See [SLD TA 3](#) for assistance in gathering the additional information. Concurrently address all other eligibility requirements.
 - Information is not available to answer the requirements of the Historical Review. Therefore, the student cannot be found eligible with a SLD until the school has sufficient information to determine that the student has been given appropriate opportunities to learn in the general education environment. See [SLD TA 4](#).
- Participation Skills**
 - The Team must be able to provide an assessment of the student's attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults.
- Performance History**
 - The Team must review supporting evidence within the area of concern that indicates the student has: consistently performed within the range of performance of same-age peers; or consistently performed better than same-age peers; or consistently performed less well than same-age peers; or demonstrated inconsistent performance throughout his/her educational history.
- Medical Information**
 - The Team must provide educationally relevant medical findings, if any. This information will most likely be provided by the parent.

COMPONENT 2: Area of Concern and Evaluation Method (Documented on [SLD 2](#))

- Area of Concern**
 - The Team must establish that the student is not able to demonstrate the necessary processing skills to achieve adequately for his/her age or to meet ELA or Math Curriculum Framework standards when provided with appropriate learning experiences and instruction in one or more of the following areas: Oral Expression, Written Expression, Basic Reading Skills, Reading Comprehension, Reading Fluency Skills, Listening Comprehension, Mathematics Problem Solving, Mathematics Calculation.
- Evaluation Method**
 - A. Response to Scientific, Research-Based Intervention:** Determine that the student is not making effective educational progress for his/her age or to meet ELA or Math Curriculum Framework standards when using a process based on the student's response to scientific, research-based
 - and/or
 - B. IQ/Achievement Discrepancy Model:** Using appropriate assessments, determine that the student exhibits a pattern of strengths and weaknesses in performance, achievement or both, relative to age, or ELA or Math Curriculum Framework standards, or intellectual development.

COMPONENT 3: Exclusionary Factors (Documented on [SLD 3](#))

- Exclusionary Factors**
 - The team must ensure that the student's lack of progress is not primarily the result of cultural factors, environmental or economic disadvantage, limited English proficiency, a visual, hearing, or motor disability, mental retardation, or an emotional disturbance.

COMPONENT 4: Observation (Documented on [SLD 4](#))

- Observation**
 - The student must be observed in his/her natural learning environment to document academic performance and behavior in the area(s) of difficulty.