**A. If using a scientific, research-based intervention as an eligibility determination procedure, complete this section.**

A.1. Based on assessment data*, 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 intervention in one or more of the following areas:

- [ ] Oral Expression
- [ ] Basic Reading Skills
- [ ] Reading Fluency Skills
- [ ] Mathematics Problem Solving
- [ ] Written Expression
- [ ] Reading Comprehension
- [ ] Listening Comprehension
- [ ] Mathematics Calculation

*Assessment data includes classroom performance information as well as data related to visual and auditory processing of information.

A.2. Has the scientific, research-based intervention method that was implemented provided sufficient information so that a responsive, data-driven IEP can be developed for the student?

- [ ] Yes, sufficient evidence exists regarding how the student learns and what is impeding learning so that a responsive, data-driven IEP can be developed.
- [ ] No (If no, attach additional diagnostic assessments that will determine how the student learns and what is impeding learning, that will assist in the writing of a responsive, data-driven IEP and designing specialized instruction based on the student’s needs.)

A.3. Attach documentation of the instructional strategies used and the student-centered data collected that shows evidence that
- [ ] the student has been instructed using research-based instructional strategies;
- [ ] repeated, student-centered assessment data has been collected at reasonable intervals; and
- [ ] the student’s parents have been notified regarding the amount and nature of assessment data that is collected based on the student’s instruction and academic progress, strategies implemented to increase the student’s learning, and the parent’s right to request and evaluation.

Completed by _________________________________ Date _____

**B. If using the IQ/achievement discrepancy model as an eligibility determination procedure, complete this section.**

B.1. Based on a finding of a severe discrepancy between IQ and achievement, 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, in the areas of

- [ ] Oral Expression
- [ ] Basic Reading Skills
- [ ] Reading Fluency Skills
- [ ] Mathematics Problem Solving
- [ ] Written Expression
- [ ] Reading Comprehension
- [ ] Listening Comprehension
- [ ] Mathematics Calculation

B.2. Technically sound instruments have been used that assess cognitive and behavioral factors as well as physical or developmental factors.

- [ ] Yes
- [ ] No

B.3. More than one measure or assessment has been implemented.

- [ ] Yes
- [ ] No

B.4. Attach the IQ/achievement assessment report that supports statements B.1-3.

Completed by _________________________________ Date _____