## 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.

## 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**](http://www.doe.mass.edu/sped/iep/sld/SLD-TA3.pdf) 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**](http://www.doe.mass.edu/sped/iep/sld/SLD-TA4.pdf)**.**

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.

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.

**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 intervention.

This could be established through a research-based, Response to Intervention (RTI) model or a multi-tiered instruction process.

**See SLD 1a**

## Area of Concern

## Evaluation Method

# COMPONENT 4: Observation (Documented on [SLD 4](http://www.doe.mass.edu/sped/iep/sld/))

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

**See OBS 1-4**

## Observation

**COMPONENT 3: Exclusionary Factors** (Documented on [SLD 3](http://www.doe.mass.edu/sped/iep/sld/SLD3.pdf))

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.

## Exclusionary Factors

Specific Learning Disability Eligibility Checklist

# COMPONENT 1: Historical Review and Educational Assessment (Documented on [SLD 1](http://www.doe.mass.edu/sped/iep/sld/SLD1.pdf))

# COMPONENT 2: Area of Concern and Evaluation Method (Documented on [SLD 2](http://www.doe.mass.edu/sped/iep/sld/SLD2.pdf))

SLD TA 2