

COMPLIANCE VERIFICATION FORM

Specific Learning Disability

11-2 AAC Criteria

Student's Name _____ Reviewer _____ Date _____

	Specific Learning Disability Evaluation Requirements	EVAL		ELIG RPT		N/A	COMMENTS
		YES	NO	YES	NO		
	1. Vision Screening P _____ F _____ Follow-up _____						
	Hearing Screening P _____ F _____ Follow-up _____						
	2. Documentation of Specific Learning Disability: (a) Severe Discrepancy Option. 1. Individual Intelligence Test.						
	2. Individual Achievement Test(s) (i) Total Test Score (Total Achievement, Total Math, Total Reading, Total Written Expression) or						
	(ii) Two composite scores in the same area of suspected disability on two different achievement tests, or						
	Two Subtest Scores in the same area of suspected disability or two different achievement tests and/or skill deficit). Score must be 16 or greater.						
	or						
	(b) Response to Intervention Option. 1. Instructional Strategies used and student-centered data collected.						
	2. Documentation that the child's parents were notified: (i) Amount and nature of student performance data that would be collected and the general education services that would be provided.						
	(ii) Strategies for increasing the child's rate of learning.						
	(iii) Parent's right to request an evaluation.						
	or						
	(c) Patterns of Strengths and Weaknesses. Documentation of a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.						
	3. Documentation that the existence of specific learning disability is not the result of a visual, hearing, or motor disability; intellectual disability; emotional disability; cultural factors; environmental or economic disadvantage or limited English proficiency. Such documentation must include but is not limited to:						
	(a) Adaptive Behavior Scale (to rule out Intellectual Disability as the primary cause).						
	(b) Behavior Rating Scale (to rule out Emotional Disability as the primary cause).						
	(c) Environmental Cultural Economic Concerns checklist.						
	(d) Other.						
	4. Data that demonstrates that the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.						
	5. Observation: Routine Classroom Instruction/and monitoring of the child's performance prior to referral,						
	or						
	Academic Performance in the regular classroom after referral. In the case of a child of less than school age or out of school, a member of the group determining eligibility must observe the child in an environment appropriate for a child of that age.						
	6. Work samples in the area of difficulty.						