

## Instructions: SLD Assessment Documentation Form

The *SLD Assessment Documentation Form* is used to document all aspects of an RTI<sup>2</sup> evaluation to ensure quality evaluations that comply with state guidelines. **The *SLD Assessment Documentation Form* is required for all SLD evaluations and may replace the traditional written psychoeducational report if SLD is the only area of suspected disability.** If a traditional psycho-educational report is written (i.e., other areas of disability are suspected), the *SLD Assessment Documentation Form* must also be completed; however, information from the written report may be copied into the *SLD Assessment Documentation Form* to ensure all components of the evaluation are complete.

**Step One:** Complete headings.

- Student name and date of birth
- District Information and logo

**Step Two:** Indicate whether the evaluation is an initial or re-evaluation.

Choose "initial" in the following instances:

- any evaluation of a child who has never received special education services;
- any evaluation conducted for special education services subsequent to a non-eligibility determination;
- any evaluation conducted for special education services subsequent to a revocation of parental consent for special education services.

Choose "comprehensive re-evaluation" in the following instances:

- Any comprehensive re-evaluation for a student currently identified with a disability when the team suspects the presence of a specific learning disability (primary or secondary)
- Any comprehensive evaluation conducted on an out of state transfer student when the team suspects the presence of a specific learning disability (primary or secondary)

**Step Three:** Complete demographic and background information.

- Reason for referral: documentation of the problem to include classroom-based assessments/universal screening results, classroom performance, and other assessment results. All areas of concern should be addressed.
- Background information: provide all relevant background information, including attendance records, previous assessments, developmental history, etc.
- Parent input: include any pertinent familial information, student/family medical history, etc.
- Teacher input: include indirect observation, work samples, documentation of differentiated instruction, etc.

**Step Four:** Complete information regarding Tier I – Core Instruction, which includes the following information: provider of core instruction; amount of time daily ; any differentiation, modifications and/or accommodations needed; statement regarding fidelity of core instruction.

**Step Five:** Complete information regarding Tier II/III/Special education intervention.

**\*\*Complete only the section(s) that apply.** For sections that do not apply, click on the heading and then click on the triangle that appears. This will collapse that section so that it is not included in the final report. For example, special education interventions will not apply to initial evaluations; therefore, that section should be collapsed so that it is not included in the final document.\*\*

Information for each applicable section should include the following: description of data based decision making; intervention(s) provided; intervention provider; changes to intervention(s); progress monitoring graph; interpretation of progress monitoring data; student's rate of improvement; statement of fidelity of intervention(s).

**Step Six:** Complete Special Education Evaluation Procedures

- Systematic classroom observations: narrative of each observation conducted.
- Area of deficit: note the area of deficit that the student has been found to need the most intense intervention. This is the area in which the student has been receiving intervention and has been progress monitored. Include an interpretation of the standardized achievement test in the area of suspected disability as well as any other supportive data that has been collected.
- Decision rules: note which decision rule applies to the student. Provide an interpretation of the student's rate of improvement and gap analysis.
- Exclusionary factors: note whether each factor has been sufficiently ruled out as the primary cause of the student's difficulties. Provide an explanation of how each one was assessed.

**Step Seven:** Include any additional assessments that were a part of the SLD evaluation. If any other disabilities were considered, a traditional psycho-educational evaluation report must also be written.

**Step Eight:** Indicate the diagnostic impression to include the specific area of SLD and the adverse impact on the student's performance in or access to the general education curriculum.

**Step Nine:** Include any recommendations related to the evaluation's findings.

**Step Ten:** Obtain signatures from all participating assessment team members.