SLD Evaluation and Eligibility in Centennial BOCES

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SPECIFIC LEARNING DISABILITY (SLD)

2.08(8)(a) Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that my manifest itself in the imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculation, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include learning problems that are primarily the result of: visual impairment, including blindness; hearing impairment, including deafness; orthopedic impairment; intellectual disability; serious emotional disability; cultural factors; environmental or economic disadvantage; or limited English proficiency.

2.08(8)(b) A child may be determined to have a Specific Learning Disability that prevents the child from receiving reasonable educational benefit from general education if **a body of evidence demonstrates** the following criteria are met:

2.08(8)(b)(i) The child does not achieve adequately for the child's age or to meet state-approved grade-level standards and **exhibits significant academic skill deficit(s)** in one or more of the following areas when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards:

2.08 (6)(b)(ii)(A)(I) Oral expression;
2.08 (6)(b)(ii)(A)(II) Listening comprehension;
2.08 (6)(b)(ii)(A)(III) Written expression;
2.08 (6)(b)(ii)(A)(IV) Basic reading skill;
2.08 (6)(b)(ii)(A)(V) Reading fluency skills;
2.08 (6)(b)(ii)(A)(VI) Reading comprehension;
2.08 (6)(b)(ii)(A)(VII) Mathematical calculation;
2.08 (6)(b)(ii)(A)(VIII) Mathematics problem solving

2.08(8)(b)(i) The child **does not make sufficient progress** to meet age or state-approved grade-level standards in one or more of the areas identified above when using a process based on the child's response to scientific, research-based intervention.

BODY OF EVIDENCE

SLD identification should be based on a convergence of data gathered throughout the RtI/problem-solving process as well as any further assessment data gathered as part of the evaluation for special education. Specifically, Colorado rules require "*a body of evidence demonstrating: academic skill deficit(s); and insufficient progress in response to scientific, research-based intervention*" to determine that these two key criteria for SLD have been met. A single measure is not a body of evidence to determine a learning disability.

SIGNIFICANT ACADEMIC DEFICITS

Benchmark Assessments (at grade level)
Screening assessments are quick and efficient measures of overall ability and critical skills known to be strong indicators that predict student performance. Administered to all students as an initial baseline, these assessments help to identify students who do not meet or who exceed grade level expectations. Results can be used as a starting point for instruction or to indicate a need for further evaluation.

Progress Monitoring Assessments (at grade level to conduct a gap analysis)
Progress monitoring assessments are also brief, but are given periodically to determine whether students are making adequate progress. Progress monitoring assessment data should be collected, evaluated, and used on an ongoing basis for the following purposes:
> • To provide information on the effectiveness of instruction and to modify the intervention if necessary,
> • To identify the need for additional information,
> • To analyze and interpret gaps between benchmarks and student achievement.

Diagnostic/Prescriptive Assessments
While relatively lengthy, diagnostic assessments provide an in-depth, reliable assessment of targeted skills. Their major purpose is to provide information for planning more effective instruction and interventions. Diagnostic/prescriptive assessments should be given when there is a clear expectation that they will offer new or more reliable information about a child's academic or behavioral difficulties that can be used to help plan more powerful instruction or interventions. The diagnostic instruments:
- Focus on the area of a specific, suspected disability
- Typically are individually administered and norm-referenced

If schools are implementing screening, progress monitoring, and outcome assessments in a reliable and valid way, the need for additional testing, using formal diagnostic instruments should be reduced..

CRITERIA IN DETERMINING AN ACADEMIC DEFICIT

In identifying the existence of SLD, a determination must be made that a student <u>continues to have a significant academic skill deficit even after obtaining evidence of effective instruction in the general education classroom and the provision of targeted and/or intensive intervention</u>. Below are some parameters for deciding the significance of a deficit.

- Curriculum-Based Measurement (CBM) results that include at least 6 data points that are at or below the 12th percentile at the student's grade level may be considered significant.

- Criterion Reference Measures (CRMs) compare a student's performance to the goals of the curriculum. These may be provided

within program materials or set by teachers. A significant deficit would be indicated by results that are at or below 50% of the grade level expectancy. Thus, grade level criteria must be determined for CRMs. (For example, if the expectation is that a student answer grade level comprehension questions with 80% accuracy and a student's accuracy through repeated trials is at 40% or less, then a significant deficit might be indicated.)

- When a measure is utilized that provides a percentile rank, such as individually administered norm referenced test, a score at or below the 12th percentile may be considered to represent a significant deficit.

- State Assessment data (TCAP/CSAP) scores must be considered (grades three and above) for continuity across the state. Significant deficits could be identified primarily through consistent low growth and unsatisfactory scores on a consistent basis.

Again, the finding of an academic skill deficit should not be based on any one measure.

INSUFFICIENT PROGRESS

Progress Monitoring Assessments (at instructional level to determine rate of progress)

Progress monitoring assessments are also brief, but are given periodically to determine whether students are making adequate progress. Progress monitoring assessment data should be collected, evaluated, and used on an ongoing basis for the following purposes:
- To determine rate of a student's progress,
- To provide information on the effectiveness of instruction and to modify the intervention if necessary,
- To identify the need for additional information,

At least six (6) data points must be collected over a predetermined set of time to determine if the student is making sufficient progress. The team should extrapolate the growth line to 12 months. If the progress is sufficient to catch up in 12 months or less, keep the current intervention or intensify as needed to improve progress. If the progress is insufficient to catch up to the student's grade level within 12 months, the student may be considered for special education eligibility.

Classroom Assessments

Classroom Assessments can be used to monitor the student's progression in the general education curriculum while specific interventions are being implemented. All samples should show consistent low performance over time--at least three examples in the same domain.

CRITERIA IN DETERMINING INSUFFICIENT PROGRESS

Problem-solving teams monitor student progress toward norms/benchmarks. Insufficient progress can be determined by identifying expected rates of progress and by utilizing a gap analysis (see Appendix) that is aligned with the grade level national

norms for the student. When implementing a gap analysis, three types of norms/benchmarks may be used: research based norms, local norms, or criterion-referenced benchmarks.

- Research-based norms: Research is available that identifies average rates of student progress in basic academic skills over time. Research-based norms can be a helpful starting point for estimating expected student rates of growth. Examples of this type of norm can be found on Aimsweb for reading, math, spelling, and written language.
- Local norms: Some districts may have developed local norms, which allow teams to use the grade-level norms for the district in determining the goal the student is working toward. Evaluation teams will be able to calculate a rate of weekly improvement the student must attain to close the gap with their peers and the expected target.
- Criterion-referenced benchmarks: Benchmarks that are set as a standard of mastery against which a student's performance on an academic task or behavior can be compared. The evaluation team sets weekly rates of student improvement necessary to achieve the benchmark in a reasonable time period. The time period would be determined based on the significance of the gap to begin with. [Disadvantage: The setting of benchmarks can be somewhat arbitrary. Advantage: They can be applied flexibly to a very wide range of student academic skills and behaviors for which formal peer norms are unavailable.]
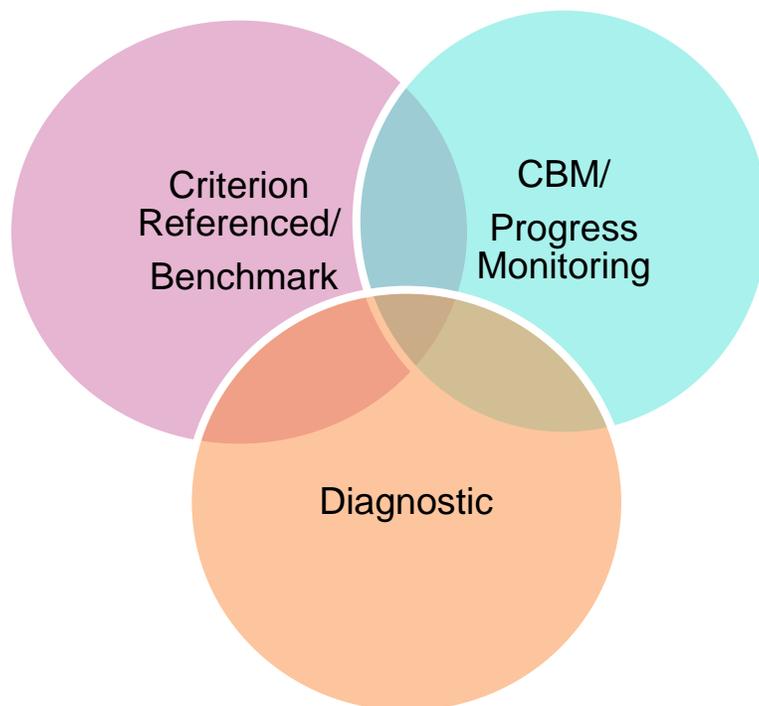
RESEARCH-BASED INTERVENTIONS

It is essential that a *Response to Intervention/Problem-Solving* process be implemented prior to or as part of the evaluation for SLD. Explicitly, the multidisciplinary team must determine that "the child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas … when using a <u>process based on the child's response to scientific, research-based intervention.</u>" A multidisciplinary team should be assured by the provision of well-delivered (with fidelity--integrity and sufficiency), research-based intervention that their findings of SLD are not due to a lack of appropriate instruction (a determination that must be made for any disability).

An intervention must match the identified student need, provide for adequate support to ensure integrity of implementation and sufficiency, and has the most likelihood of success.

A good intervention :

- directly relates to the area of deficit;
- maximizes duration, frequency, and intensity;
- ensures implementation integrity and sufficiency
- measures and monitors effectiveness of instructional efforts

If an intervention is not producing the desired results, a first step is to evaluate whether the intervention is being implemented as designed and for an appropriate amount of time. If not, adjustments should be made to ensure intervention integrity and sufficiency.

The special education team will need to consider the instruction that the child has been receiving, the qualifications/training of the person delivering the instruction, and the child's access to that instruction. Since the determination of SLD requires documentation that a student demonstrates an insufficient response to research-based interventions, there should be evidence that appropriate instruction in the area(s) of concern has been provided. Fidelity of instruction/intervention implementation must be ensured. The team will also want to determine whether a student's access to core instruction, as well as to interventions provided through an RtI process, is impacted by poor attendance, frequent moves between schools, etc.

EVALUATION

The Federal Regulations and Colorado Rules require a "full and individual evaluation" that must be conducted before the initial provision of special education and related services. It must consist of procedures to determine if the child is a child with a disability and to determine the educational needs of the child.

As indicated by the phrase "if appropriate" in the following statement from the Regulations [(§300.304)(c)(4)], evaluation is now more <u>focused</u>: "The child is assessed in all areas related to the suspected disability, including, **if appropriate**, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities."

Even though the evaluation is more <u>focused</u>, the law also states that it must be <u>sufficiently comprehensive</u> to identify all of the child's special education and related services needs, whether or not commonly linked to the primary disability category in

which the child has been classified. It is not uncommon for a child to exhibit co-occurring disabilities for which all needs must be identified and addressed.

In the past, the required "comprehensive evaluation" was interpreted by most to mean a common battery of assessments for all students suspected as having a specific learning disability (previously Perceptive/Communicative Disability). Because of the criterion that required the existence of a discrepancy between a student's ability (IQ) and their achievement, virtually all students being considered were administered an IQ test and standardized, individual achievement tests across all academic areas, regardless of the specific area(s) of concern. Now the data gathered during the problem-solving process, related directly to the student's performance in the learning context, should reduce the need for formal assessments.

However, the Federal Regulations make it clear that, in conducting the evaluation, school personnel must use a variety of assessment tools and strategies to gather relevant information about the child, including information provided by the parent that may assist in determining (1) whether the child has a disability, and (2) the content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum.

The team may not use any single measure or assessment as the sole criterion for making a disability determination and for determining an appropriate educational program. Even though a child's response to scientific, research-based intervention is crucial to SLD determination and educational planning, other types of information/assessment data should be collected throughout the RtI/Problem-Solving process.

The following is a list of some of the evaluation tools that might be included in a full and individual evaluation:
• Interviews;
• *Observation of the child in specific, relevant settings;
• Error analysis of work samples
• Curriculum-Based Measurements (CBMs)
• Progress monitoring data
• Results from state & local assessments
• Functional Behavioral Assessments
• Behavior Rating Scales
• Vocational assessments;
• Developmental, academic, behavioral and functional life skills checklists
• *Standardized (norm-referenced) assessment
* These two types of assessment tools are required at some point for SLD determination.

As for all disabilities, evaluation procedures (including assessments) must be valid, reliable and selected so as to not be discriminatory on a racial or cultural basis. Assessments are to be administered in accordance to prescribed instructions by trained and knowledgeable personnel.

Students shall be evaluated in their primary language or other mode of communication.

In summary, evaluation procedures shall continue to protect the interests of the child. With the implementation of a *Response to Intervention* approach, reduced reliance on formal, standardized assessments is presumed. **The determination of SLD is based on a convergence of data collected prior to and/or following the referral for special education evaluation.**

EVALUATION PLANNING

Once a decision has been made to refer a student for special education evaluation, the multi-disciplinary evaluation team must meet and review the student's current performance to determine what additional data is needed to determine eligibility (*See Appendix for Body of Evidence Worksheet*). Consideration of relevant factors could include:

- State Assessment (CSAP, TCAP)
- District Assessment (NWEA, Scantron, Galileo, etc.)
- Progress Monitoring (DIBELS, STAR, AIMSweb)
- Classroom Assessment (unit Assessments, work samples)
- Record Review

AND, on the basis of that review and input from the child's parents, identify what additional data, if any, are needed to determine whether the child is a child with a disability, as well as the educational needs of the child. (See §300.305 of the Federal Regulations.) It is important to note that IDEA 2004 and the Federal Regulations have made it clear that screening to determine appropriate instruction/intervention, essential to an effective RtI process, may be conducted for any child prior to a referral for special education without informed parental consent.

> *Screening for instructional purposes is not evaluation. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services." - §300.302, Federal Regulations*

CLASSROOM OBSERVATIONS

The student must be observed by a team member of the multi-disciplinary evaluation team in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. The observation is to document relevant behaviors noted during the observation of the student and relationship of that behavior to the student's academic functioning. The observation needs to identify the implications of the behaviors observed.

Observation report needs to include:

- Observation date
- Instructional activity occurring
- Specific student behaviors observed
- Summary of implications

Best Practice of Observations could include:

- Comparison with another peer
- Need at least 2 (or more) 10 minute observations
- Considers cultural influences and English language proficiency
- Time-sampling (Duration or Interval Recording)
- Frequency or Event Recording
- Provide functional information

STANDARDIZED ASSESSMENTS

Below are some assessments evaluation teams may consider to administer. Assessment kits are available for check-out. Contact your school psychologist

Basic Reading	Reading Fluency	Reading Comprehension
-WCJ-III - Test of Word Reading Efficiency (TOWRE) - Comprehensive Test of Phonological Processing (CTOPP) -Test of Early Reading Assessment (TERA) -Woodcock Reading Mastery Test (WRMT)	-WCJ-III - Gray Oral Reading Test (GORT 4) - Test of Word Reading Efficiency (TOWRE) - Comprehensive Test of Phonological Processing (CTOPP) -Test of Early Reading Assessment (TERA) -Woodcock Reading Mastery Test (WRMT) -Test of Silent Contextual Reading Fluency (TOSCRF) -Test of Silent Word Reading Fluency (TOSWRF)	- WCJ-III - Test of Reading Comprehension (TORC 4) - Gray Oral Reading Test (GORT 4) -Woodcock Reading Mastery Test (WRMT) -Test of Silent Contextual Reading Fluency (TOSCRF)
Mathematical Calculation	**Mathematical Problem Solving**	**Written Expression**
-WCJ-III -KeyMath III -Test of Mathematics Assessment (TOMA) -Test of Early Mathematics Assessment (TEMA)	-WCJ-III -KeyMath III -Test of Mathematics Assessment (TOMA) -Test of Early Mathematics Assessment (TEMA)	- WCJ-III -Test of Written Language (TOWL) -Test of Early Written Language (TEWL)
Oral Expression	**Listening Comprehension**	
- Oral and Written Language Scale (OWLS) -Clinical Evaluation of Language Fundamentals (CELF-4) -Comprehensive Assessment of Spoken Language (CASL) -Test of Language Development (TOLD-4) -Peabody Picture Vocabulary Test (PPVT-4)	-Clinical Evaluation of Language Fundamentals (CELF-4) -Comprehensive Assessment of Spoken Language (CASL) -Test of Language Development (TOLD-4) -The Preschool Language Scale (PLS-4)	

EXCLUSIONARY FACTORS

The eligibility team is required to take into consideration the effects of what are commonly referred to as "exclusionary" factors. However, it must be clear that a student, for whom one of these factors applies, could also be appropriately identified as having a Specific Learning Disability. The issue is one of "primary cause" for the learning difficulties. With the changes to SLD Criteria, serious consideration of these factors has become even more important than in the past.

The ECEA Rules, in aligning with the Federal Regulations, require that the multidisciplinary team determine that its findings (that address the criteria for SLD) are not PRIMARILY the result of – "visual, hearing, or motor disabilities; significant limited intellectual capacity (SLIC); significant identifiable emotional disability (SIED); cultural factors; environmental or economic disadvantage; or limited English proficiency."

CONSIDERATION FOR EXCLUSIONARY FACTORS

Consideration	Not Present	Present	Primary Factor
Does the student meet criteria for any other special education disability category?			
Does information obtained during the RTI process or regarding prior educational environments indicate that the student's inability to make progress academically a result of a lack of research-based instruction in reading or math?			
Is the student a second language learner?			
Does the student's prior experiences indicate that a lack of opportunity to learn due to environmental, cultural, or economic disadvantage?			

FREQUENTLY ASKED QUESTIONS

WHEN SHOULD THERE BE A REFERRAL MADE FOR AN EVALUATION?

The length of time for an intervention is not cut and dry. There are a variety of factors that will impact whether there has been sufficient time for an intervention. Factors include:

- Age of the student
- Skill involved
- Severity of deficit
- Students response to the intervention

You will have to make professional judgments based on the review of the student performance date to determine the amount of the time the student needs to be in intervention

WHO INITIATES A REFERRAL AND WHEN SHOULD A REFERRAL BE MADE?

- RtI problem-solving team
    - Student demonstrates a significant deficit in an academic area that is below the 12th percentile on district administered assessments
    - Compared to other students who came in the same position have made greater gains
- Parent
    - Can request at any time and the AU may…
        - Agree with the parent and develop an evaluation plan and evaluate
        - Disagree and issue a PWN addressing why it is determined an evaluation is not evaluated. A parent can pursue due process hearing
    - May initiate the RtI process and the evaluation process simultaneously
        - Research-based interventions in the area(s) of concern are initiated
        - Begin progress monitoring

WHAT IF A STUDENT IS NOT FOUND TO BE ELIGIBLE FOR SPECIAL EDUCATION?

- Partner with families to address concerns related to academic weaknesses
- Consider changes or supplements to classroom instruction
- Determine if student is in need of (continued) targeted/intensive intervention in the area of concern

ROLE OF INTELLIGENCE TESTING

With the increased reliance on direct measures of learning in the determination of SLD and the elimination of the IQ/Achievement discrepancy criterion, the need for general intelligence testing is diminished. In addition, the substantial overlap between skills measured through intelligence testing and academic skills, as well as the fact that achievement often affects students' performance on components of IQ tests, the administration of IQ tests may be of limited value in informing instruction.

ROLE OF COGNITIVE PROCESSING ASSESSMENT

Past practices have included descriptions of cognitive processing weaknesses in SLD assessments. The "patterns of cognitive abilities" were often based on a student's performance on subtests of intelligence measures, memory tests, and language evaluations. However, drawing conclusions about the presence of a disability based on these results has not been substantiated by research. Even though cognitive processing deficits are still an inherent part of the definition of SLD, the Preamble to the Federal Regulations states that "there is no current evidence that such assessments are necessary or sufficient for identifying SLD….In many cases, assessments of cognitive processes

simply add to the testing burden and do not contribute to interventions….Although processing deficits have been linked to some specific learning disabilities (e.g., phonological processing and reading), direct links with other processes have not been established. Currently, available methods for measuring many processing difficulties are inadequate. Therefore, systematically measuring processing difficulties and their link to treatment is not yet feasible. Processing deficits should be eliminated from the criteria for classification." (Federal Register, p.46651)

> *The Department <Federal> does not believe that an assessment of psychological or cognitive processing should be required in determining whether a child has an SLD. There is no current evidence that such assessments are necessary or sufficient for identifying SLD. Further, in many cases, these assessments have not been used to make appropriate intervention decisions. (Federal Register, p. 46651)*

SAMPLE REPORT

REASON FOR REFERRAL

Student Last is a 3rd grade student who was referred for a special education eligibility determination because of concerns regarding performance in basic reading skills, reading fluency, and reading comprehension. A full and individualized assessment was performed as part of an initial evaluation to determine the presence of a learning disability.

ASSESSMENT PROCEDURES
Records Review
Interview
Classroom Observation
Academic Performance-
    Star Reading;
    Scantron Reading;
    Dynamic Indicators of Basic Early Literacy Skills (DIBELS); AIMSweb
    Woodcock-Johnson III Tests of Achievement

RECORDS REVIEW
Academic data from Student's 2nd grade school year indicated that she had difficulties closing the gap within the areas of basic reading skills, reading fluency, and reading comprehension. Based on the Star Reading progress monitoring, her reading skills were at the 10th percentile and below on at least 6 different data points throughout the school year. Student's end of year Scantron Reading result was at the 6th percentile. Results from the Accelerated Reader Quizzes showed that Student did not make adequate growth on her oral reading fluency. She remained on the level G reading level for most of the year and was able to read approximately 36 words correct per minute with 88% accuracy. By

the end of 2nd grade, students are expected to be able to read at a level M. The literacy intervention data from Student's 2nd grade school year reported that Student received Double Dose Flooding in a small group setting, 5 days a week for 30 minutes. She was also in a Read Naturally intervention in a small group setting, 5 days a week for 15 minutes a day.

INTERVIEW
Mrs. Miller, Student's general education teacher, reported that Student is a sweetheart, she wants to please the teacher, puts forth good effort, and she has a positive attitude. Within the area of reading, Student has significant difficulties with basic reading skills, reading fluency, and reading comprehension. Mrs. Miller has noticed that a majority of the time Student is trying to catch up with the rest of her peers because of her reading difficulties. Student requires teacher support multiple times throughout the day.

CLASSROOM OBSERVATION
Student was observed on 10/29/12 during an independent reading assignment during the 90 minute literacy block facilitated by the general education teacher. While the teacher provided the class directions on the reading assignment, Student yawned and stretched on occasion, she looked forward at the teacher, and she raised her hand to participate. At one point the teacher called on Student to check her understanding and Student was unable to provide the correct response; however, when Student was called on a second time she provided the correct response—50% correct response rate. During the independent assignment, Student worked at a slower rate compared to her peers, she erased her answers several times, and she appeared off task at times. When the teacher asked her to read a sentence, Student had difficulties decoding and the teacher had to provide assistance. The student required more assistance from the teacher, more time to complete tasks, and more redirections than any other student in the classroom.

ACADEMIC PERFORMANCE
Star Reading Progress Monitoring Data- This nationally normed reading assessment is used to progress monitor students. Any score below the 12th percentile would be considered significantly below average. Student scored in the 4th percentile on two assessments. This data is consistent with her 2nd grade year results.
11/01/2012-4th percentile
08/30/2012- 4th percentile

Scantron Reading Benchmark Data-
This reading assessment is used to benchmark students in the fall, winter, and spring. Any score below the 12th percentile would be considered significantly below average. Student scored at the 12th percentile on the fall assessment of this school year. Student's end of 2nd grade year Scantron Reading result was at the 6th percentile.
09/06/2012-12th percentile

Woodcock-Johnson III Tests of Achievement (WJ-III)-
The WJ-III test is a standardized test that was administered in order to obtain more information regarding Student's reading abilities. The Letter-Word

Identification test measured Student's decoding skills. On this subtest she performed within the average range (standard score of 91, 27th percentile). She had difficulties reading words such as "point, piece, built" which would be at the 2.3 grade equivalency. The Passage Comprehension test measured Student's ability to understand what she read. On the Passage Comprehension test she performed within the average range (standard score of 91, 26th percentile). The Reading Fluency test measured Student's abilities to quickly read simple sentences within 3 minutes. This test is not given at a particular reading grade level and does not provide words read correct result it solely looks at how many simple sentences she can read within 3 minutes. On this test she performed within the low average range (standard score of 82, this is at the 12th percentile).

READING FLUENCY
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Data-
The DIBELS Fall benchmark data measures how many words read correct per minute Student can read at grade level. The Fall data indicated that Student read 17 words correct per minute. The student should be reading 59 WPM at the 3rd grade level. This demonstrates a gap of 3.47.

AIMSweb Data-
This nationally normed reading assessment is used to progress monitor students within the area of reading fluency. It measures how many words read correct per minute Student can read at grade level. The goal for Student is that she will be able to read 98 words read correct from the 3rd grade reading level by the end of the school year. Any score below the 12th percentile would be considered significantly below average. Student scored below the 10th percentile on four assessments. The national norm for Fall in the 3rd grade is 59 words read correct.
10/29/2012- 29 words read correct; below 10th percentile
10/17/2012- 37 words read correct; below 10th percentile
10/05/2012- 25 words read correct; below 10th percentile
09/28/2012- 24 words read correct; below 10th percentile
09/21/2012- 23 words read correct; below 10th percentile
08/30/2012- 19 words read correct; below 10th percentile

INSTRUCTION AND INTERVENTION
Student is currently receiving the Wilson Reading Program as an intervention. She is in a group with 5 other students, 5 times per week for 45 minutes. The intervention focuses on decoding, reading fluency and comprehension. She began the intervention on September 28, 2012. Her progress is being monitored through AIMSweb and her scores consistently remained below the 10th percentile. Student is not making sufficient progress to meet age or state-approved grade level standards in the area of reading fluency when using a process based on the student's response to scientific, research-based intervention.

Last year, Student received Double Dose Flooding in a small group setting, 5 days a week for 30 minutes. She was also in a Read Naturally intervention in a small group setting, 5 days a week for 15 minutes a day. The Star Reading data from 2nd grade indicated that her reading skills were at the 10th percentile and below on at least 6 different data points throughout the school year. Any score

below the 12th percentile would be considered significantly below average. Student's end of 2nd grade year Scantron Reading result was at the 6th percentile. Results from the Accelerated Reader Quizzes showed that Student did not make adequate growth on her reading fluency.

SUMMARY

The Star Reading data for this current school year indicated that Student scored in the 4th percentile on two assessments. Similar results are also observed on the Scantron Reading benchmark data. Student scored at the 12th percentile on the Fall assessment of this school year The DIBELS Fall benchmark data measures how many words read correct per minute Student can read at grade level. The Fall data indicated that Student read 24 words correct per minute. Similar results are also observed on the AIMSweb progress monitoring data. Student scored below the 10th percentile on six assessments. She was able to read an average of 28 words read correct from the 3rd grade reading level. The national norm for Fall in the 3rd grade is 59 words read correct. The goal for Student is that she will be able to read 98 words read correct from the 3rd grade reading level by the end of the school year.

Due to the low average reading data, a standardized assessment called the Woodcock-Johnson III Tests of Achievement was administered on 11/05/2012. In terms of Student's basic reading skills, she performed at the 27th percentile based on the Letter-Word Identification test. In terms of reading fluency, she performed at the 12th percentile on the Reading Fluency test. In looking at her reading comprehension skills, she performed within the 26th percentile on the Passage Comprehension test, which is within the average.

Student demonstrates an academic deficit in the area of reading fluency and is not making sufficient progress to meet age or state-approved grade level standards in the areas of reading fluency when using a process based on the student's response to scientific, research-based intervention.

Respectfully Submitted,

T H, Resource Teacher

A M, Ed. S. School Psychologist

ACADEMIC ASSESSMENT TOOLS AVAILABLE THROUGH CENTENNIAL BOCES

CTOPP: Comprehensive Test of Phonological Processing

Ages: 5:0-6 years (First Version -7 core subtests and 1 supplemental)

Ages: 7-24:11 years (Second Version - 6 core subtests and 6 supplemental)

Time: 30 minutes to administer core subtests (both versions)

Measures: Phonological processing

Tools Needed: Stop watch, CD player

Basal and Ceilings: YES

Administration Difficulty: Easy, however several subtests and some that may be unfamiliar to the student

GORT-4: Gray Oral Reading Tests (oral reading accuracy, fluency and comprehension)

Forms A and B, 14 separate stories with 5 multiple choice questions each

Ages: 6:0 – 18:11

Time: 15-45 minutes to administer can be done in 1or 2 sessions

Measures: Reading comprehension, Reading fluency (rate and accuracy)

Tools Needed: Stop watch

Basal and Ceilings: Yes

Administration Difficulty: Easy

TOSWRF: Test of Silent Word Reading Fluency (recognize printed words accurately and efficiently)

Forms A and B

Ages: 6:6 to 17:11

Time: Administer one form or both, about 10 minutes per form

Measures: Word identification skills (decoding and fluency), word recognition in 3 minutes (speed)

Tools Needed: Stop watch

Basal and Ceilings: Yes

Administration Difficulty: Easy

Scores Given: Age and grade equivalents, standard and percentiles

TOSCRF: Test of Silent Contextual Reading Fluency

5 components and 4 equivalent forms (A, B, C and D)

Ages: 7:0 to 18:11

Time: Approximately 10 minutes per form

Measures: Silent contextual reading fluency, decoding, word identification, comprehension

Tools Needed: Stop watch

Basal and Ceilings: No

Administration Difficulty: Easy

Scores Given: Standard and percentile

TOWRE: Test of Word Reading Efficiency (Pronounce printed words accurately and fluently)

    2 subtests and 2 alternate forms each

    Ages: 6:0 to 24:11

    Time: 5 to 10 minutes

    Measures: Word reading (phonemic awareness/sight words)

    Tools Needed: Stop watch

    Basal and Ceilings: No

    Administration Difficulty: Easy

    Scores Given: Age equivalents

TORC-4: Test of Reading Comprehension

    5 subtests

    Ages: 7:0 to 17:11

    Time: Approximately 45 minutes

    Measures: reading fluency, vocabulary, sentence completion, paragraph construction, text comprehension, and contextual fluency

    Tools Needed: Stop watch

    Basal and Ceilings: Yes

    Administration Difficulty: Complicated

WRMT-III: Woodcock Reading Mastery Tests

    Forms A and B, and supplemental for oral reading fluency

    Ages: 4:6 to 79:11 and grade based k-12

    Time: 15 to 45 minutes

    Measures: Reading comprehension, Reading fluency, Contextual reading, phonological processing

    Tools Needed: Stop watch, CD player

    Basal and Ceilings: Yes

    Administration Difficulty: Moderate

TERA-3: Test of Early Reading Ability

    Ages: 3:6 to 8:6 and can be used with older students to identify skill deficits

    Time: 15 to 45 minutes

    Measures: Early Reading

    Tools Needed: None

    Basal and Ceilings: Yes

    Administration Difficulty: Easy

    Scores Given: Age and grade equivalents, percentile rank

TEWL-2: Test of Early Written Language

    Ages: 4:0 to 10:11, can be read to the child

    Time: 5O minutes or less

    Measures: basic language

    Tools Needed: None

Basal and Ceilings: Yes

Administration Difficulty: Easy

Scores Given: Age equivalent

TOWL – 4: Test of Written Language

7 subtests, forms A and B

Ages: 9:0 to 17:11

Time: Approximately 45 minutes

Measures: Writing conventions, spelling, sentence structure

Tools Needed: Stop watch, additional writing paper

Basal and Ceilings: Yes

Administration Difficulty: Easy, although takes time to give and score

Scores Given: Age and grade equivalents

Key Math-3 DA – Essential Math Concepts and Skills (Diagnostic Assessment)

Forms A and B, 10 subtests

Ages: 4:6 to 21

Time: 30-40 minutes for lower elementary, 75-90 minutes older examinee

Measures: Math

Tools Needed: 2 Pencils, calculator

Basal and Ceilings: Yes

Administration Difficulty: Complicated

TOMA-2: Test of Mathematical Abilities – 2nd Ed. (Vocabulary, computation, general
information, story problems and Attitude toward math)

4 core subtests and one additional subtest

Ages: 8:0 to 18:11

Time: 1 to 2 hours

Measures: Math vocabulary, computation, general information, story problems,
and attitude

Tools Needed: None

Basal and Ceilings: Yes

Administration Difficulty: Easy

Scores Given: Standard Scores, percentiles, descriptive rating, age and grade
equivalents

TEMA-3: Tests of Early Mathematical Ability-3rd Ed.

Ages: 3:0 to 8:11 and can be used with older students to identify skill deficits

Time: 45 to 60 minutes

Measures: Early mathematics, mathematic thinking

Tools Needed: None

Basal and Ceilings: Yes

Administration Difficulty: Easy

Scores Given: Age and Grade Equivalents

Educationally Relevant Medical or Social History (include current vision and hearing results):

_____

_____

_____

T-CAP/CSAP Data for past 3 grade levels

	___ Grade	___Grade	___Grade
Reading Proficiency	hi/lo	hi/lo	hi/lo
Score			
Math Proficiency	hi/lo	hi/lo	hi/lo
Score			
Writing Proficiency	hi/lo	hi/lo	hi/lo
Score			

District Benchmark Data in percentile

	Fall (date:_____)	Winter (date:_____)	Spring (date:_____)
Reading			
Math			
Language			

ACCESS or W-APT

	NEP LEP FEP?	This Year	Last Year
Reading			
Writing			
Speaking			
Listening			
Oral			
Comprehension			
Overall			

DIBELS Benchmark Data

	Fall (date:_____)	Winter (date:_____)	Spring (date:_____)
Oral Reading Fluency	Current/Goal	Current/Goal	Current/Goal
Phoneme Segmentation Fluency	Current/Goal	Current/Goal	Current/Goal
Nonsense Word Fluency	Current/Goal	Current/Goal	Current/Goal
Retell Fluency	Current/Goal	Current/Goal	Current/Goal
Initial Sound Fluency	Current/Goal	Current/Goal	Current/Goal

Letter Sound Fluency	Current/Goal	Current/Goal	Current/Goal

Aimsweb Strategic and Progress Monitoring Data (Enter in as many data points as collecting during the following testing windows).

	Fall (date:_____)	Winter (date:_____)	Spring (date:_____)
Math-CBM	Current/Goal	Current/Goal	Current/Goal
Math Concepts and Applications	Current/Goal	Current/Goal	Current/Goal
Reading-CBM	Current/Goal	Current/Goal	Current/Goal
MAZE	Current/Goal	Current/Goal	Current/Goal
Writing CBM	Current/Goal	Current/Goal	Current/Goal
Spelling CBM		Current/Goal	Current/Goal
Letter Naming CBM	Current/Goal	Current/Goal	Current/Goal
Letter Sound CBM	Current/Goal	Current/Goal	Current/Goal
Phoneme Segmentation	Current/Goal	Current/Goal	Current/Goal

CBM			
Nonsense Word Fluency CBM	Current/Goal	Current/Goal	Current/Goal
Oral Counting CBM	Current/Goal	Current/Goal	Current/Goal
Missing Number CBM	Current/Goal	Current/Goal	Current/Goal
Number Identification CBM	Current/Goal	Current/Goal	Current/Goal
Quantity Discrimination CBM	Current/Goal	Current/Goal	Current/Goal

DRA2 Data

Independent Level		Where should they be at this time?	
Instructional Level		Where should they be at the end of the year?	
Frustrational Level		Date last updated?	

Classroom Assessment Data

District Reading Unit test	Correct/Total	Notes:
District Math Unit test	Correct/Total	Notes:
Spelling Test Scores	Correct/Total	Notes:

District Writing Samples

FALL					WINTER					SPRING				
Exp	Narr		SCR	Ext	Exp	Narr		SCR	Ext	Exp	Narr		SCR	Ext
O-	C-	S-	G-	T-	O-	C-	S-	G-	T-	O-	C-	S-	G-	T-
Exp	Narr		SCR	Ext	Exp	Narr		SCR	Ext	Exp	Narr		SCR	Ext
O-	C-	S-	G-	T-	O-	C-	S-	G-	T-	O-	C-	S-	G-	T-

Behavioral Data

☐ Attach SWIS data if available.	Number	Date(s)	Describe Incident or Concerns
Office Referrals/minors			
In School Suspension			
Out of school Suspension			
Expulsion			

Attendance Data

	1st quarter	2nd quarter	3rd quarter	4th quarter
Absences				
Tardies				

Other Assessment Data (for students over 14 years old include transition assessment)

Assessment	Results of Assessment

Intervention Data

Current Intervention (circle one) **READING   WRITING MATH**

Program:_____	Teacher:_____	Ratio ___:___	Response + or -
Intensity: ____days/wk	_____min/day	Start Date:___	

Progress Monitoring Data (may attach)
Circle one: weekly, biweekly,   monthly,benchmark only

Date:_____	Data Point_____	Date:_____	Data Point_____
Date:_____	Data Point_____	Date:_____	Data Point_____
Date:_____	Data Point_____	Date:_____	Data Point_____

Current Intervention (circle one) **READING   WRITING MATH**

Program:_____	Teacher:_____	Ratio ___:___	Response + or -
Intensity: ____days/wk	_____min/day	Start Date:___	

Progress Monitoring Data (may attach)
Circle one: weekly, biweekly,   monthly,benchmark only

Date:_____	Data Point_____	Date:_____	Data Point_____
Date:_____	Data Point_____	Date:_____	Data Point_____
Date:_____	Data Point_____	Date:_____	Data Point_____

Previous Intervention (circle one) **READING   WRITINGMATH**

Program:_____	Teacher:_____	Ratio ___:___	Response + or -
Intensity: ____days/wk	_____min/day	Start Date:___	

Progress Monitoring Data (may attach)
Circle one: weekly, biweekly,   monthly,benchmark only

Date:_____	Data Point_____	Date:_____	Data Point_____
Date:_____	Data Point_____	Date:_____	Data Point_____
Date:_____	Data Point_____	Date:_____	Data Point_____

Previous Intervention (circle one) **READING   WRITINGMATH**

Program:_____	Teacher:_____	Ratio ___:___	Response + or -
Intensity: ____days/wk	_____min/day	Start Date:___	

Progress Monitoring Data (may attach)

Circle one: weekly, biweekly,   monthly,benchmark only

Date:_____	Data Point_____	Date:_____	Data Point_____
Date:_____	Data Point_____	Date:_____	Data Point_____
Date:_____	Data Point_____	Date:_____	Data Point_____

Comprehensive Evaluation Action Plan

Task/Assessment	Person Responsible	Resources Needed	Date for Completion

GAP ANALYSIS WORKSHEET

Student Name: _____
GRADE: _____ **Date:** _____
Teacher: _____

Why we use GAP ANALYSIS:
- Helps determine if or how a student is responding to a particular intervention
- Helps determine how intense an intervention should be

HOW TO CALCULATE THE GAP (REMEMBER that the Gap is ALWAYS calculated at CURRENT GRADE level)

Step 1
- The Gap is determined by dividing the CURRENT benchmark by CURRENT performance
- Then we determine if the Gap is significant (guideline: anything above 2.0 if significant in elementary school)

Step 2 (what kind of progress is needed to close the gap??
- This step is determined by subtracting the CURRENT performance from the END OF YEAR benchmark
- Divide this number by the amount of weeks left in the year
- Is this a reasonable goal for this student?

OR
- Determine reasonable amount to be made u per week for this student
- Figure out how many weeks it will take for the student to accomplish this goal

STEP 1: Determine GAP
Assessment used:_____

_____ / _____ = _____   CURRENT GAP:_____
Current   /Current   =   CURRENT GAP   Is it Significant?_____ Y_____ N
Benchmark   performance   (Significant=more than 2)

STEP 2: GAP ANALYSIS

_____ - _____ = _____   _____ / _____ = _____ *
End of Year   /Current   = Needed to catch up   Needed to catch up   / weeks left in year   how many/much per week
Benchmark   performance

                                                                        _____ / _____ = _____
                                                                        Needed to catch up   / how many/much per week   number of weeks
                                                                                                                          to meet goal

*Team to determine: Is closing this gap REALISTIC FOR THIS STUDENT? Comments? Plan?:

_____

_____

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