**Comprehensive Evaluation Requirements for Specific Learning Disabilities**

**Checklist for Comprehensive Evaluation**

*Student and Family Background*

* Grade level of student
* Date of enrollment and grade level at enrollment
* Schools attended/grade levels
* History of special education/Section 504/READ Plan/EL Plan

*Educational History/Summary*

* School Attendance
* Disciplinary Records
* Teacher reports (strengths as well as concerns)
* Work samples
* Educational Data, including grades, credits
* **Documentation of tiered interventions (MTSS/RTI) and the student’s response to those interventions**
  + Diagnostic assessment results
  + Detailed and specific goals
  + Interventions
  + Length of interventions
  + Progress monitoring
  + Increase time and intensity as needed
  + Modified interventions – as needed
  + Gap size and rate of improvement (CBM measures)
  + Pre and post-data
* Local/District Assessments with Scores (bottom 10th percentile)
* State Assessment Scores (bottom 1/3rd)
* At least one observation of the student’s academic performance in the area(s) of concern to include relevant behavior and the relationship of that behavior to the student’s academic functioning.
* Progress toward previous goals

*Psychosocial/Cultural History*

* Family background
* Environmental background
* Social background
* Cultural background
* Behavior/social skills
* Parent/student interview

*If Multilingual*

* Home Language Survey
* ACCESS scores
* WIDA Scores
* Review of comparison to like peers
* Review of EL supports

*Health Assessment*

* Developmental history
* Vision and hearing screenings conducted within the year - provide date and results
* Medical Findings
* Medications
* Outside medical/clinical reports provided by parents

*Specialized assessments, informal assessments and/or information*

* Cognition
* Communication
* Motor
* Social/Emotional Skills

*Formal assessments only need to be administered in areas of concern, but all areas should be addressed.*

*Standardized assessments – in area(s) of concern*

* Oral expression
* Listening comprehension
* Written expression
* Basic reading skills
* Reading fluency skills
* Reading comprehension
* Mathematical calculation
* Mathematics problem solving

*Parent/student input*

*Vocational Assessment if the student is over 15 or in the 9th grade*

**Common Formal Standardized Academic Assessments for Specific Learning Disability**

*These are common formal assessments that might be administered to provide the team with the scores and information needed to assist in the eligibility determination of a student with SLD. This is not meant to be an exhaustive list.*

* *Note: Standardized assessments are generally re-normed every ten years. Please be sure you are using the most recent assessments and protocols.*

***Select at least one assessment in the area(s) of concern***

**Oral Expression and/or Listening Comprehension**

* Clinical Evaluation of Language Fundamentals -4
* Peabody Picture Vocabulary Test – 4
* Test for Auditory Comprehension of Language -3
* Test of Language Development – 4

**Basic Reading Skills**

*Letter Sound Skills*

* Woodcock-Johnson Test of Achievement IV Reading Battery
* Test of Reading Efficiency – 2 (TOWRE-2)
* Kaufman Test of Educational Achievement – 3 (KTEA-3) Decoding Fluency Subtest
* Test of Early Reading Ability – 4 (TERA-4)

*Phonological Skills*

* Woodcock-Johnson Test of Achievement IV Reading Battery
* Kaufman Test of Educational Achievement 3 (Reading Assessments
* Comprehensive Test of Phonological Processing – 2 (CTOPP-2)
* Phonological Awareness Test – 2

*Instant Word Recognition*

* Woodcock-Johnson Tests of Achievement IV Reading Battery
* Kaufman Test of Educational Achievement 3 Reading Assessments
* Test of Silent Word Reading Fluency – 2

*Vocabulary*

* Peabody Picture Vocabulary Test (PPVT)
* Test of Word Knowledge (TOWK)

*Reading Fluency*

* Woodcock-Johnson Tests of Achievement IV Reading Battery
* Kaufman Test of Educational Achievement 3 Reading Assessments
* Test of Word Reading Fluency 2 (TOWRE-2)
* Test of Silent Word Reading Fluency 2 (TOSWRF-2)

**Reading Comprehension**

* Woodcock-Johnson Tests of Achievement IV Reading Battery
* Kaufman Test of Educational Achievement 3 Reading Assessments
* Diagnostic Assessment of Reading 2 (DAR-2)
* Qualitative Reading Inventory IV (QRI-IV)
* Developmental Reading Assessment 2 (DRA-2)

**Math Calculation and/or Mathematical Problem Solving**

* Woodcock-Johnson Tests of Achievement IV Mathematical Section
* KeyMath 3
* Test of Early Mathematical Abilities 3 (TEMA-3)
* Test of Mathematical Abilities 3 (TOMA-3)
* Wechsler Individual Achievement Test III (WIAT-III) Mathematical Section

**Written Expression**

* Woodcock-Johnson Tests of Achievement IV Written Language Section
* Process Assessment of the Learner2 (PAL-II)
* Test of Written Language 3 (TOWL-3)

**Basic Writing Skills**

*Handwriting*

* Minnesota Handwriting Assessment

*Spelling*

* Woodcock-Johnson Test of Achievement IV Spelling
* Process Assessment of the Learner 2 (PAL II) Diagnostic for Reading and Writing
* Spelling Performance Evaluation for Language and Literacy 2 (SPELL-2)
* Wechsler Individual Achievement Test IV (Wait-4) Spelling and Written Expression
* Woodcock-Johnson Test of Achievement IV Spelling
* Wide Range Achievement Test 3 (WRAT-3)

**Achievement**

* Woodcock-Johnson Test of Achievement IV Full Battery
* Kaufman Test of Educational Achievement 3 Full Battery
* Wechsler Individual Achievement Test IV (WIAT-IV)