

ELIGIBILITY REPORT/SPECIFIC LEARNING DISABILITY

Student: _____ School: _____ Grade: _____

A. Information Processing

Note behaviors describing how the student learns or processes information (visual, auditory, kinesthetic, motoric) in the suspected area(s) of learning disabilities (from observation, interventions and evaluation data).

1. Describe any difficulties the student has in acquiring knowledge.
2. Describe any difficulties the student has in organizing, storing or retrieving knowledge (long-term memory/short-term memory).
3. Describe any difficulties the student has expressing or demonstrating knowledge of information learned (speaking, writing, performing tasks, and generating products).

B. Standard Score Ability-Achievement Discrepancy

AREAS	ABILITY STANDARD SCORE	ACHIEVEMENT STANDARD SCORE	DISCREPANCY POINTS	NOTES
Oral Expression				
Listening Comprehension				
Basic Reading				
Reading Comprehension				
Mathematics Calculation				
Mathematics Reasoning				
Written Expression				

C. Alternative to Ability-Achievement Discrepancy

The team must complete this section in the suspected learning disabilities area(s) when using evaluation data other than the ability-achievement discrepancy.

Explain why the standard scores did not accurately describe the student's ability-achievement discrepancy.

Describe how additional evaluation data were collected (e.g., curriculum-based tests, criterion-referenced tests, work samples compared to average learners, interviews, informal inventories, focused observations and or historical data (additional information may be attached).

Describe how the data from the additional evaluation(s) are used to document a substantial ability-achievement discrepancy.

