

Special Education Problem Solving Rubric 3rd Line of Evidence Examples

A review of (name of student's) academic records, formal assessment results, and the intervention data collected, indicates that (name of student) **would be** an appropriate candidate for special education services under the classification of Specific Learning Disabilities. Additionally, based on the results of the Utah Estimator there is a **high probability** of a statistically significant discrepancy between (name of student's) performance on measures of cognitive and academic functioning. Therefore, the Eligibility Team believes that (name of student) **is** an appropriate candidate to receive special education services at this time.

A review of (name of student's) academic records, formal assessment results, and the intervention data collected, indicates that (name of student) **would not be** an appropriate candidate for special education services under the classification of Specific Learning Disabilities. Additionally, based on the results of the Utah Estimator there is a **low probability** of a statistically significant discrepancy between (name of student's) performance on measures of cognitive and academic functioning. Therefore, the Eligibility Team believes that (name of student) **is not** an appropriate candidate to receive special education services at this time. It is recommended that (name of student) continue to receive targeted intervention(s) within the general education setting, and (his/her) progress will continue to be monitored.

A review of (name of student's) academic records, formal assessment results, and the intervention data collected, indicates that (name of student) **would be** an appropriate candidate for special education services under the classification of Specific Learning Disabilities. Additionally, the results of the Utah Estimator indicate that there is a **low probability** of a statistically significant discrepancy between (name of student's) performance on measures of cognitive and academic functioning. Based on the data collected and the results of the targeted intervention(s) provided to (name of student), more academic progress would be expected. Therefore, the Eligibility Team believes that (name of student) **is** an appropriate candidate to receive special education services under the classification of Specific Learning Disabilities at this time.

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A review of (name of student's) academic records, formal assessment results, and the intervention data collected, indicates that (name of student) **has made**

appropriate progress over time. The results of the Utah Estimator indicate that there is a **high probability** of a statistically significant discrepancy between (name of student's) performance on measures of cognitive and academic functioning. However, the fact that (name of student) has made progress when given the support of these intervention(s), the Eligibility Team believes that (name of student) **is not** an appropriate candidate to receive special education services under the classification of Specific Learning Disabilities at this time. It is recommended that (name of student) continue to receive targeted intervention(s) within the general education setting, and (his/her) progress will continue to be monitored.

Student with low/below average cognitive range:

A review of (name of student's) academic records, formal assessment results, and the intervention data collected, indicates that (name of student) **would not be** an appropriate candidate for special education services under the classification of Specific Learning Disabilities. Additionally, the results of the Utah Estimator indicate that there is a **low probability** of a statistically significant discrepancy between (name of student's) performance on measures of cognitive and academic functioning. Formal testing results indicate that (name of student's) cognitive abilities are commensurate with (his/her) academic performance and achievement scores. Therefore, the Eligibility Team believes that (name of student) **is not** an appropriate candidate to receive special education services under the classification of Specific Learning Disabilities at this time. It is recommended that (name of student) continue to receive targeted intervention(s) within the general education setting, and (his/her) progress will continue to be monitored.