Date: _____   **Jordan School District IEP Team**   <u>**Initial/Re-Evaluation**</u>
Specific Learning Disability Lines of Evidence

Student Name: _____   **School:** _____   **Grade Level:** _____

Primary Area of Concern Based on Test Results: _____   **Student Observation in Area of Concern? Yes:** _____

This student is an English Language Learner (EL) and receives ESL services. The ALS Department has been contacted? Yes: _____   **N/A:** _____

Other Factors to Consider: Grades/GPA; Attendance; Suspensions; Behavior; Home School; Determination of Eligibility Considerations, Outside Data, etc.

Classification of students in Special Education is an IEP Team decision. This form is intended to assist the team during the problem-solving process in determining whether or not the student is eligible with the classification of Specific Learning Disability (SLD).

First Line of Evidence:				
General Education Data: (Use only score in Area of Concern)		**Formal Assessment Results**	**Initial Intervention Data**	**Re-evaluation Progress Monitoring Data**
Fountas & Pinnell (F&P)/ Running Records: Date: _____ Student Level: _____ Expected Level: _____ or SRI: Date: _____ Student Lexile: _____ or DIBELS: Date: _____ Score: _____ or District LA Benchmark: Date: _____ Student Score: _____	District Math Benchmark: Date: _____ Student Score: _____ JSD Writing Rubric/ Utah Compose: Date: _____ Student Points: _____ Type: _____	Cognitive Score: Date: _____ Test: _____ SS: _____ Achievement Score: Date: _____ Test: _____ Cluster: _____ SS: _____	**(Must Use Graph)** Goal line: _____ Rate of Progress: ____ Strong Progress ____ Moderate Progress ____ Some Progress ____ Little or No Progress	**(Must Use Graph)** Goal line: _____ Rate of Progress: ____ Strong Progress ____ Moderate Progress ____ Some Progress ____ Little or No Progress
A review of the student's academic records, formal assessment results, and the intervention data collected, indicates that the student is an appropriate candidate for special education services under the classification of Specific Learning Disabilities. ____ yes ____ no				
Second Line of Evidence:				
Utah Estimator: **%**	<u>**Low**</u> **probability of a statistically significant discrepancy: ≤ 92%**		<u>**High**</u> **probability of a statistically significant discrepancy: ≥ 93%**	
Based on the results of the Utah Estimator, there is a _____ <u>high</u> probability/_____ <u>low</u> probability of a significant discrepancy between the student's performance on measures of cognitive and academic functioning.				
3rd Line of Evidence: (Summarize the rationale for determining eligibility using 1st and 2nd Line of Evidence):				