

Date: _____

Jordan School District IEP Team
Secondary Academic Services Lines of Evidence

Initial
Re-Evaluation

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).

REQUIRED First Line of Evidence:

General Education Data: (Use only score in Area of Concern) Comparison to General Education Peers		Formal Assessment Results	Initial Intervention Data	Re-evaluation Progress Monitoring Data
LA Benchmark: Date: _____ Student Score: _____ Expected Score: _____ And or SRI: Date: _____ Student Lexile: _____ Expected Level: _____ Other Assessments and/or Running Records: Measure (Name): _____ Date: _____ Student Level: _____ Expected Level: _____	Math Benchmark: Date: _____ Student Score: _____ Expected Score: _____ Other Assessment: Date: _____ Student Level: _____ Expected Level: _____ Writing Benchmark: Date: _____ Student Score: _____ Expected Score: _____ Other Assessment and/or Utah Compose: Measure (Name); _____ Date: _____ Student Level: _____ Expected Level: _____	Cognitive Score: Date: _____ Test: _____ SS: _____ Achievement Score: Date: _____ Test: _____ Cluster: _____ SS: _____	(Must Attach Graph) Goal line: _____ Rate of Progress: Strong Progress Moderate Progress Some Progress Little or No Progress	(Must Attach 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

REQUIRED Second Line of Evidence (Must Attach Discrepancy Report):

Utah Estimator: _____ % **Is not a statistically significant discrepancy: ≤ 92%** **Is a statistically significant discrepancy: ≥ 93%**

Based on the results of the Utah Estimator, there IS IS NOT a significant discrepancy between the student's performance on measures of cognitive and academic functioning.

REQUIRED 3rd Line of Evidence: (Summarize the rationale for determining eligibility using 1st and 2nd Line of Evidence):

Empty box for summarizing the rationale for determining eligibility using the 1st and 2nd lines of evidence.

