Date: _____

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**

General Education Data		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):