

PURPOSE: The evaluation report documents whether the student is eligible or continues to be eligible for special education and provides information to the IEP team to assist them in the development of the IEP. Additional evaluation procedures are required for identifying whether a student has a specific learning disability. If the evaluation group believes the student may have a specific learning disability based on the student's response to scientific, research-based interventions, this supplementary report should be completed and attached to the evaluation report.

SUPPLEMENTARY REPORT FOR SPECIFIC LEARNING DISABILITIES BASED ON STUDENT'S RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTIONS

Student name: _____ Student ID: _____
Birthdate: _____ Grade: _____ Age: _____ Race/Ethnicity: _____
Date of report: _____ Primary language of student: _____
School district: _____ School building: _____

☐ **Initial Evaluation**

☐ **Reevaluation**

Achievement and Progress

Describe data that demonstrate the following two areas. This description may also include documentation of a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, grade level standards, or intellectual development.

Lack of Adequate Achievement *(describe data that demonstrate that the student does not achieve adequately and does not make sufficient progress for the student's age or to meet the state's grade level standards in one or more of the eight qualifying areas):*

Appropriate Instruction *(describe data that demonstrate that the student's inadequate achievement is not due to a lack of appropriate instruction in reading and math, including data that demonstrate that the student was provided appropriate instruction in general education settings delivered by qualified personnel and data-based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of the student's progress during instruction):*

Describe Two or More Intensive Scientific, Research-based Intervention(s) Used *(describe or attach a description of two or more intensive interventions that are matched to the student's need, including the intensity (i.e., time per session), frequency (i.e., number of sessions per week), and duration (i.e., length of interventions, at least 8-12 weeks)):*

Deficit Area	Intervention (matched to need)	Intensity	Frequency	Duration

Description of Instructional Strategies *(description of instructional strategies used and the student-centered data collected in accordance with the procedures the district uses if the student has participated in a process that assesses the student's response to scientific, research-based interventions):*

Progress Monitoring *(describe, or attach, the results from progress monitoring, including comparisons of rate of improvement (ROI); graphs with aimlines, trendlines, intervention lines; and decision rules (if applicable)):*

Assessment Tool/Measure/Skill	Date Administered	Norm/Peer Performance ROI	Student's Performance ROI	Discrepancy from Peers' ROI

Describe the student's response, or lack of response, to the scientific, research-based interventions listed above:

The student's parents were notified about *(attach documentation as appropriate)*:

<ul style="list-style-type: none"> state and school district policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided, 	<input type="checkbox"/> Yes <input type="checkbox"/> No	Please explain:
<ul style="list-style-type: none"> strategies for increasing the student's rate of learning <i>(attach as appropriate)</i>, and 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> their right to request an evaluation <i>(attach as appropriate)</i>. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Observation (describe (or attach) the results from an observation of the student during routine classroom instruction, or in a learning environment appropriate for that student. Include a description of relevant behavior and the relationship of that behavior to the student's academic functioning):

Other Considerations:

Is the determinant factor for special education eligibility primarily the result of:

- a visual, hearing, or motor disability? ☐ Yes ☐ No
- a health impairment? ☐ Yes ☐ No
- a cognitive impairment? ☐ Yes ☐ No
- an emotional disturbance? ☐ Yes ☐ No
- limited English proficiency? ☐ Yes ☐ No

If yes, the student cannot have a primary eligibility of specific learning disability.

If yes, the student is not eligible for special education.

Describe any relevant medical findings that could impact the student's education:

Describe the effects on performance, if any, from environmental, cultural, or economic disadvantages (if not already addressed in the Evaluation Report):

Eligibility Determination:

The student does not make sufficient progress to meet age or state grade level standards when using a process based on the student's response to scientific research-based interventions. ☐ Yes ☐ No

If yes, describe recommendations for special education and related services in the Eligibility Determination section of the evaluation report.

The determination of eligibility has been made in accordance with WAC 392-172A-03040. ☐ Yes ☐ No



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