



**ELIGIBILITY CHECKLIST
SPECIFIC LEARNING DISABILITY—
REEVALUATION**

ELG-SLD-002 (Rev. 07-09)

This form is provided for local use only.

INSTRUCTIONS: This form is provided to assist school district individualized education program (IEP) teams in determining if a student appropriately can be determined to have an impairment under Chapter 115, Wis. Stats., and the eligibility criteria established in PI 11.36, Wis. Admin. Code. The IEP team should complete this form to document determination of eligibility for special education services and keep on file with the student record.

Student Name	Date of Eligibility Determination
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*If the student no longer exhibits any classroom achievement delay, discrepancy or information processing deficit linked to the achievement delay and discrepancy, or if any of the exclusions apply, the student no longer meets SLD criteria. **If the student no longer needs special education to address needs resulting from an impairment, then the student is no longer a child with a disability under CH 115 and IDEA.

DOCUMENTATION OF CONTINUING IMPAIRMENT

a. Review of Classroom Achievement Data

A severe delay in classroom achievement must be documented upon initial identification. Upon reevaluation, it is expected that students with SLD still have some degree of achievement delay in one or more areas. Existing classroom achievement data should be reviewed. The IEP team determines if additional assessment is needed. Classroom achievement data is an important source of information from which the team determines whether the student continues to have the impairment of SLD and whether there is a continuing need for special education.

The student continues to exhibit classroom achievement delay compared to same age and ability peers.

Yes No*

If yes, the delay is in one or more of the following areas:

- Oral Expression Listening Comprehension Basic Reading Skill
- Reading Comprehension Written Expression
- Mathematical Calculation Mathematical Reasoning
- Reading Fluency Skills

Data used to make determination:

b. Discrepancy Between Ability and Achievement

Some discrepancy should still exist. Significant discrepancy cut-off criteria are applied only upon initial identification. Administration of standardized tests is not required for reevaluation unless an IEP team participant believes such testing is needed to determine eligibility or identify the student's needs. If the IEP team has sufficient documentation to determine that a student no longer exhibits any discrepancy between ability and achievement upon reevaluation, the team must consider if the student continues to be a child with SLD.*

Discrepancy continues to exist

Yes No*

Comments (include areas if discrepancy continues to exist):

c. Information Processing

The student continues to display an information processing deficit linked to achievement delays and discrepancy

Yes No*

If yes, the deficit is in one or more of the following areas:

- Acquisition Storage Organization
- Manipulation Retrieval Expression

How is the information processing deficit linked to the student's continued needs resulting from SLD?

d. Exclusions

Any continued classroom achievement delay(s) and discrepancy between intellectual ability and achievement are primarily due to:

- Environmental, cultural, or economic factors
- Limited English proficiency
- Insufficient instruction in reading or mathematics
- Other disability

Comments:

Yes No* Does the student continue to have the impairment of specific learning disability (SLD)?

CONSIDERATION OF EXIT CRITERIA AND CONTINUING NEED FOR SPECIAL EDUCATION *Complete if student continues to have impairment.***

The student does not meet general education expectations due to needs resulting from SLD *Consider whether special education is needed. Document on model form ER-1, Evaluation Report, or explain below.*

The student performs to generally accepted performance expectations in the general education curriculum without specially designed instruction *(no longer needs special education).*

Reason for determination including data used:

Yes No The student continues to need special education to address needs resulting from the impairment.

Other Comments: (If exit from special education is being considered, what accommodations, if any, might the student be likely to need in general education?)