

Supplementary Report for Specific Learning Disabilities Using Severe Discrepancy

Student name Jason Patterson Student # 49 DOB 2/6/2002
Serving school Alder Elementary IEP Mgr. _____ Grade 1 Age 6 y 9 m
Home school _____ Prepared by : John Newhoff
Eligibility Category _____ Ethnicity _____ Language _____
Current Eval _____ Next Eval _____ Initial Evaluation Re-Evaluation

PURPOSE: The evaluation report documents whether the student is eligible or continues to be eligible for special ed 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 using the severe discrepancy methodology, this supplementary report should be completed and attached to the evaluation report.

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, Washington's Grade Level Expectations, 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):*

Documentation of Severe Discrepancy (Summarize the comparison of the student's intellectual ability to his/her achievement, as documented on page 2 of the evaluation report, including whether the student met the severe discrepancy in one or more of the eight qualifying areas (oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, math calculation, and/or math problem solving):

| Full scale intellectual ability score: | | Criterion discrepancy score: |
|--|----------------|--|
| Area/Subtest | Standard Score | Met Criteriion? |
| | | <input type="radio"/> Yes <input type="radio"/> No |
| | | <input type="radio"/> Yes <input type="radio"/> No |
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| | | <input type="radio"/> Yes <input type="radio"/> No |
| | | <input type="radio"/> Yes <input type="radio"/> No |
| | | <input type="radio"/> Yes <input type="radio"/> No |

Professional Judgment (If the eval group believes that the evaluation results do not accurately represent the student's intellectual ability, the group may apply professional judgment. If applying professional judgment, provide an explanation as to why the student has a severe discrepancy, including a description of the basis for the decision. Include data used to make the determination through the use of professional judgment, including data obtained from formal assessments, review of existing data, assessments of student progress, observation of the student, and information gathered from other evaluation processes. Note: evaluation groups must use professional judgment when documenting a severe discrepancy in the area of reading fluency skills since no standardized, norm-referenced measure exists to measure the three components of reading fluency skills - accuracy, rate, and prosody.):

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. The observation should be conducted in an environment in which the suspected disability would be manifested. Include a description of relevant behavior and the relationship of that behavior to the student's academic functioning):

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| Other Considerations: | |
| Is the determinant factor for special education eligibility primarily the result of: | |
| <input type="checkbox"/> a visual, hearing, or motor disability? <input type="radio"/> Yes <input type="radio"/> No | <i>If yes, the student cannot have a primary eligibility of specific learning disability</i> |
| <input type="checkbox"/> a health impairment? <input type="radio"/> Yes <input type="radio"/> No | |
| <input type="checkbox"/> a cognitive impairment? <input type="radio"/> Yes <input type="radio"/> No | |
| <input type="checkbox"/> an emotional disturbance? <input type="radio"/> Yes <input type="radio"/> No | |
| <input type="checkbox"/> Limited English proficiency? <input type="radio"/> Yes <input type="radio"/> No | <i>If yes, the student is not eligible for special education.</i> |
| 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 on page 3 of the Evaluation Report): | |

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| Eligibility Determination: |
| There is a severe discrepancy between achievement and ability that cannot be corrected without special education and related services. <input type="radio"/> Yes <input type="radio"/> No |
| <i>If yes, describe recommendations for special education and related services in the Evaluation Report.</i> |
| The determination of eligibility has been made in accordance with WAC 392-172A-03040. <input type="radio"/> Yes <input type="radio"/> No |