

## Specific Learning Disabilities: Assessment Planning Requirements

Specific Learning Disability (SLD) is a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. The disability may be exhibited as an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. SLD also includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The current Minnesota Rule for SLD was adopted in September 2008.

	<b>Initial Evaluation</b>	<b>Reevaluation</b>
Intellectual Functioning	IS REQUIRED for SLD initial eligibility determination. The test must be an individually administered, nationally normed test of intellectual ability.	IS NOT required for SLD reevaluation eligibility determination. Address if there are individual student concerns.
Academic Performance	<p><b>Standardized Testing:</b> IS required for SLD initial eligibility determination. The test must be an individually administered, nationally-normed test of achievement.</p> <p><b>Interview:</b> IS required for SLD initial eligibility determination. Systematic interviews with the student's classroom teacher and parent/guardian are required. The interviews must be conducted by a licensed special education teacher.</p> <p><b>Observation:</b> IS required for SLD initial eligibility determination. Two or more documented systematic observations in the classroom or other learning environment are required. At least one observation must be conducted by a licensed special education teacher. Observations should focus on the student's academic performance in the area(s) of concern.</p> <p><b>Record Review:</b> IS required for SLD initial eligibility determination. Gather data regarding the student's current academic skills and performance at school. The data can be collected through a review of records including:</p> <ul style="list-style-type: none"> <li>· Previous standardized testing (e.g., NWEA, MCA, AIMSWeb)</li> <li>· Cumulative file and/or special education file</li> <li>· Attendance, grades, etc.</li> <li>· Previous referrals to special education, retention</li> <li>· Classroom work samples</li> </ul>	<p><b>Standardized Testing:</b> Is NOT required for SLD reevaluation eligibility determination. An individually administered, nationally-normed, standardized achievement test is not required, however; considered re-administering this type of test if individual student concerns indicate a need. If the team does not re-administer a test, a review of previous results MUST be completed. (It is recommended that an updated nationally-normed test of achievement is completed with each re-evaluation).</p> <p><b>Interview:</b> IS NOT required for SLD reevaluation eligibility determination. The team may summarize existing data if available.</p> <p><b>Observation:</b> IS NOT required for SLD reevaluation eligibility determination. The team may summarize existing data if available.</p> <p><b>Record Review:</b> Best practice includes gathering data regarding the student's current academic skills and performance at school. The data can be collected through a review of records including:</p> <ul style="list-style-type: none"> <li>· Previous testing (e.g., NWEA, MCA, AIMSWeb).</li> <li>· Classroom work samples</li> <li>· Current and previous grades, etc.</li> </ul>

	<b>Initial Evaluation</b>	<b>Reevaluation</b>
Communication Skills	NOT required for SLD initial eligibility determination. Address if there are individual student concerns.	NOT required for SLD reevaluation eligibility determination. Address if there are individual student concerns.
Social/Emotional/Behavioral Skills	NOT required for SLD initial eligibility determination. Address if there are individual student concerns.	NOT required for SLD reevaluation eligibility determination. Address if there are individual student concerns.
Functional Skills	NOT required for SLD initial eligibility determination. Address if there are individual student concerns.	NOT required for SLD reevaluation eligibility determination. Address if there are individual student concerns.
Motor Ability	NOT required for SLD initial eligibility determination. Address if there are individual student concerns.	NOT required for SLD reevaluation eligibility determination. Address if there are individual student concerns.
Sensory Status	Review and/or update the student's hearing and vision screening information is best practice. Sensory information is NOT required for SLD initial eligibility determination. Address if there are individual student concerns.	Review and/or update the student's hearing and vision screening information. Sensory information is NOT required for SLD reevaluation eligibility determination. Address if there are individual student concerns.
Health/Physical Status	NOT required for SLD initial eligibility determination. Address if there are individual student concerns.	NOT required for SLD reevaluation eligibility determination. Address if there are individual student concerns.
Transition	Transition planning MUST occur by grade 10. If completing transition planning, use at least 2 sources of data.	Transition planning MUST occur by grade 10. If completing transition planning, use at least 2 sources of data.