

# Montcalm Area Intermediate School District Procedures for the Determination of Specific Learning Disability

Montcalm Area ISD has established guidelines for determining eligibility for Specific Learning Disability utilizing an underachievement insufficient response to scientific research-based intervention RtI and/or a pattern of strengths and weaknesses (PSW) model. Each district has outlined its decision-making procedure based on the district's policies, status of RtI implementation, staff training, specific areas of concern, length of time the child has attended district programming, and grade level interventions. The specific federal and state rules outlining the determination of a Specific Learning Disability can be found at [§300.307](#) in the Individuals with Disabilities Act (IDEA - 2010) and corresponding Michigan Administrative Rules for Special Education (MARSE – 2015) at [R340.1713](#).

The scientific research-based intervention model guidelines will consider a student who does not achieve adequately for their age and or grade level in the areas of basic reading, reading comprehension, reading fluency, math calculation, math problem solving, oral expression, listening comprehension, and/or written expression.

A pattern of strengths and weaknesses model is based upon the student's inadequate achievement as demonstrated by a pattern of strengths and weaknesses in performance, achievement, or both relative to age, state approved grade-level standards or intellectual development that is determined by the Multidisciplinary Evaluation Team.

Districts may use a combination of both models if RtI methodologies have not yet been developed for all academic areas and at all levels. Greater reliability and validity of decision making may be obtained by using multiple data measures.

In making a determination as to whether a student has or continues to have a Specific Learning Disability, the district will comply with all applicable federal regulations and state rules. These will include regulations addressing comprehensive evaluations, determination of the existence of Specific Learning Disability, observation of academic performance and behavior in the areas of difficulty, specific documentation for SLD eligibility determination, and reevaluation requirements.

The finding of an academic skill deficit will be based on the following decision rules on the "Suggested Guidelines for Determining Strengths and Weaknesses grid" listed below.

## Suggested Guidelines for Determining Strengths and Weaknesses

<b>Assessment Type</b>	<b>Strength</b>	<b>Neither</b>	<b>Weakness</b>
Progress Monitoring	Meeting / exceeding aimline	Inconsistent (above and below aim line over time)	*Falling below aimline on at least 3 consecutive data points collected at regular intervals on most recent assessment
CBM (Benchmark Assessment)	Above Benchmark/At Benchmark	Below Benchmark	Well Below Benchmark
Criterion-Referenced Assessment	Skills at or above grade level: Scaled score of $\geq 8$	Skills below grade level: Scaled score of 7	Skills well below grade level: scaled score of $\leq 6$
State Assessment (MSTEP)	Advanced (4)/Proficient (3)	Partially Proficient (2)	Not Proficient (1)
Norm-Referenced Test	Percentile rank $\geq 25$	Percentile rank of 10-24	Percentile rank $\leq 9$
Curriculum Assessments	Scores $\geq 80\%$	Scores between 71-79%	Scores $\leq 70\%$
Grades or Report Card Standards	A / B or E / M (Exceeds Expectations/Meets Expectations)	C or P (Progressing)	D / E or B (Beginning)
Teacher report	Based upon professional judgment of teacher in comparing student to others in classroom	Based upon professional judgment of teacher in comparing student to others in classroom	Based upon professional judgment of teacher in comparing student to others in classroom
Classroom Observations	Average understanding of academic content compared to other students in classroom	Below average understanding of academic content compared to other students in classroom	Student does not understand the academic content/well below average understanding of academic content compared to other students in classroom

\* Given intensive, research-based intervention at the child's instructional level with data collected at regular intervals, and with changes in intervention and/or strategies (i.e., group size, interventionist, frequency, etc.), the student's data points continue to fall well below the aimline.

<b>Assessment Type</b>	<b>Examples:</b>
Progress monitoring	DIBELS Next, AIMSweb, Easy CBM, EdCheckup
CBM (Benchmark Assessment)	DIBELS Next, AIMSweb, Easy CBM, DRA, STAR, SuccessMaker
Criterion-Referenced Assessments	Brigance CIBS-II, Basic Reading Inventory, Jerry Johns Informal Reading Inventory
Norm-Referenced Test	KTEA-3, WIAT-III, WJ-IV, CTOPP-2, OWLS-II, GORT-5, TOWL-4, TOLD:P-4, TOLD-4; TOLD:I-4, CASL, CELF-5
Curriculum Assessments	District assessments or classroom assessments aligned with content expectations and classroom instruction

# Worksheet for Charting Patterns of Strengths and Weaknesses

**Student Name:** \_\_\_\_\_ **DOB:** \_\_\_\_\_ **Date:** \_\_\_\_\_

	Academic achievement with respect to grade-level expectations				Academic achievement with respect to age/grade-level expectations	Classroom performance with respect to grade-level expectations			
	Progress Monitoring Data	CBM Screening(s)	Criterion-Referenced Assessment(s)	State & District Assessment(s)	Norm-Referenced Test(s)	Curriculum Assessment(s)	Grades	Teacher Report(s)	Classroom Observation(s)
Basic Reading									
Reading Fluency									
Reading Comp									
Math Calc									
Math Problem Solving									
Written Expression									
Oral Expression									
Listening Comp									

A norm-referenced test must be used in conjunction with other assessments when determining a student's strength or weakness percentile. Three (3) areas of strength and four (4) areas of weakness for each area of suspected learning disability must be noted.