

**Learning Disability Evaluation Report**

Maine Unified Special Education Regulations (MUSER) VII.2.L

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| Date of meeting: |  | SAU: |  |
| Child’s Name: |  | School: |  |
| Date of birth: |  | Grade: |  |
| Parent/guardian name: |  | Parent/guardian address: |  |
| Parent/guardian telephone: |  |  |
| Parent/guardian name: |  | Parent/guardian address: |  |
| Parent/guardian telephone: |  |  |

**Specific Learning Disability definition** (MUSER VII.2.L):

The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction dyslexia, and developmental aphasia. Specific learning disabilities does not include learning problems that are primarily the result of visual, hearing or motor disabilities, or Intellectual Disability, or emotional disturbance or environmental, cultural or economic disadvantage.

**Notice:** In making a determination whether or not a child has a specific learning disability, the IEP team must consider more than a single measure.

**Instructions:** Answer all questions 1 through 11 and 12 if appropriate.

**Part A: Foundational Considerations**

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| **YES** | **NO** |
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1. Does a convergence of evidence from multiple valid and reliable sources demonstrate that the student is achieving adequately for the student’s age, including meeting State-approved grade level standards in all of the areas below?

If not, indicate the areas in which the student is not achieving adequately.

(MUSER VII.2.L(2)(c)(i)(I))

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| Oral expression | 🞏 | Reading fluency skills | 🞏 |
| Listening comprehension | 🞏 | Reading comprehension | 🞏 |
| Written expression | 🞏 | Mathematic calculation | 🞏 |
| Basic reading skill | 🞏 | Mathematics problem-solving | 🞏 |
| Verify: |

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| *For students from diverse cultural and/or linguistic backgrounds that place them outside the cohort on which standardized achievement tests were normed, consider only age or grade equivalent scores, not standardized scores. For such students, determinations in this section should be made using a multi-tiered problem-solving approach such as analysis of work samples and other performance data*. (MUSER VII.2.L(2)(a)(iv)). |

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| 1. If the student is not achieving adequately in all areas, is the underachievement due to the lack of appropriate instruction in reading or math? (MUSER VII.2.L(2)(c)(ii))
 | **YES** | **NO** |
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| **In making this determination, the Team must:** |
| 1. Consider whether the student, prior to or as part of the referral process, was provided appropriate instruction in regular education settings, delivered by qualified personnel (MUSER VII.2.L(2)(c)(ii)(I)); **and**
 |
| 1. For culturally and linguistically diverse students and students from diverse educational backgrounds, consider the extent to which the student has been exposed to culturally and linguistically appropriate instruction that is consistent with the knowledge and skills embedded in the measures used to assess performance and achievement.
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1. If the student is not achieving adequately in all areas, is the student’s lack of achievement primarily the result of:

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| --- | --- | --- |
|  | **YES** | **NO** |
| 1. Visual, hearing or motor disability?

 (MUSER VII.2.L(2)(e)(i)(VI)) | 🞏 | 🞏 |
| Verification: |
|  | **YES** | **NO** |
| 1. Intellectual disability?

(MUSER VII.2.L(2)(e)(i)(VI)) | 🞏 | 🞏 |
| Verification: |
|  | **YES** | **NO** |
| 1. Emotional disturbance?

(MUSER VII.2.L(2)(e)(i)(VI)) | 🞏 | 🞏 |
| Verification: |
|  | **YES** | **NO** |
| 1. Environmental, cultural or economic disadvantage and/or limited English proficiency?

(MUSER VII.2.L(2)(e)(i)(VI)) | 🞏 | 🞏 |
| Verification: |

**Part B: Additional Considerations**

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| In accordance with 34CFR§300.304(b)(1)and(b)(2), the Team must **not** use a single measure or assessment as the sole criterion for determining whether a child is a child with a disability. |

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| 1. Is there evidence of a disorder in one or more of the basic psychological processes that correlates to the student’s lack of achievement, as demonstrated by either (MUSER VII.2.L(2)(a)(ii)):
 |  |
|  | a. A score 1.5 standard deviations below the mean in at least one area of psychological processing; or |
|  |  | b. A score 1 standard deviation below the mean in two or more areas. | **YES** | **NO** | **N/A** |
|  | 🞏 | 🞏 | 🞏 |

*Some students present with cultural, linguistic or physical characteristics that place them outside the cohort on which standardized measures are normed. If you have determined that there are no standardized assessments available that are normed for the student’s presenting characteristics or that can be administered using standardized procedures, check “N/A” and provide an explanation in the Verification box as to why those assessments are not valid for the student.*

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| Verify scores: (such as working memory, long-term memory, short-term memory, auditory processing, visual spatial reasoning, phonological processing, retrieval, processing speed): |

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| 1. For students in grades 4-12, has the student obtained a composite standardized score no lower than 1.5 standard deviations below the mean on at least one index or scale of general cognitive ability. (MUSER VII.2.L(2)(a)(iii))?
 | **YES** | **NO** | **N/A** |
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| Verification: |
| 1. Has the student failed to make sufficient progress to meet age or state-approved grade level standards in one or more of the areas identified in question 1 when using a process based on the student’s response to scientific, research-based intervention, including documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, the results of which were provided to the child’s parents? (General Education Intervention) (MUSER VII.2.L(2)(c)(i)(II))
 | **YES** | **NO** | **N/A** |
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| Verification: |

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| 1. Does the student exhibit 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 IEP Team to be relevant to the identification of a specific learning disability, using appropriate assessments? (MUSERVII.2.L(2)(c)(i)(II)
 | **YES** | **NO** |
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| Verification: |
| *For culturally and/or linguistically diverse students, consider the patterns of strengths and weaknesses that are consistent with that population, e.g., many English learners struggle with literacy skills but perform better in less language-based skills such as math calculation.* |
| 1. Relevant behavior noted during the observation(s) and its relationship to academic functioning (MUSER VII.2.L(2)(d)):
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| Notes: |

*The student must be observed in the learning environment (including the regular classroom setting) to document the student’s academic performance and behavior in the areas of difficulty.* (MUSER VII.2.L(2)(d)(i))

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| 1. Educationally relevant medical findings (MUSER VII.2.L(2)(e)(i)(IV)):
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| Notes: |
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| 1. Are evaluations utilized valid and reliable assessments and performed by qualified individuals? (MUSER V.2.C(1)(c) & (d))
 | **YES** | **NO** |
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**Part C: Conclusions**

**Profile for a Specific learning disability:**

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| **Question Number** | **Yes** | **No** |
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| 1. **\*\***
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| *\* Either 6 and/or 7 must be YES**\*\*May not be applicable to English Learners* |

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|  | **YES** | **NO** |
| 1. Does a specific learning disability exist?

 (MUSER VII.2.L(2)(e)(i)(I)  | 🞏 | 🞏 |
| Summarize the basis for the statement: |
| I**f the answer to question 11 is “yes,” proceed to question 12. If the answer is “no,” the student does not qualify as a student with a specific learning disability under MUSER.** |
| 1. If there is a learning disability, does the student require special education and related services because of that disability (MUSER V.2.F(2))
 | **YES** | **NO** |
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| Verification: |

**If the answer to question 12 is “yes,” the student qualifies as a student with a specific learning disability under MUSER. Team members should certify their agreement or disagreement by signing below:**

I certify that this report reflects my conclusions (MUSER VII.2.L(2)(e)(ii))

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| **Printed Name** | **Signature** | **Title** |
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This report **does not** reflect my conclusion (MUSER VII.2.L(2)(e)(ii)):

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| **Printed Name** | **Signature** | **Title** |
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***Dissenting members shall submit a separate statement*** (MUSER VII.2.L(2)(e)(ii)).