



### MET ELIGIBILITY RECOMMENDATION – Specific Learning Disability (SLD) Rule 340.1713

Student Information		
UIC Code: _____	Date: _____	Grade: _____
Student Name: _____		Birthdate: ____/____/____
Last	First	Middle
Resident Dist.: _____	Attending School: _____	Oper. Dist: _____

This eligibility recommendation is a(n):   \_\_\_  Initial Determination   \_\_\_  Re-Determination

"Specific learning disability" means a disorder in 1 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.

**Attach reports to substantiate the following**

Yes	No	Eligibility Requirement
_____	_____	<p>The child does not achieve adequately for the child’s age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child’s age or State-approved grade level standards:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Oral expression.</li> <li><input type="checkbox"/> Listening comprehension.</li> <li><input type="checkbox"/> Written expression.</li> <li><input type="checkbox"/> Basic reading skills.</li> <li><input type="checkbox"/> Reading fluency skills.</li> <li><input type="checkbox"/> Reading comprehension.</li> <li><input type="checkbox"/> Mathematics calculation.</li> <li><input type="checkbox"/> Mathematics problem solving.</li> </ul>
_____	_____	<ul style="list-style-type: none"> <li><input type="checkbox"/> The child does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified above when using a process based on the child’s response to scientific, research-based intervention; if the child has participated in a process that assesses the child’s response to scientific, research-based intervention— <ul style="list-style-type: none"> <li>○ The instructional strategies used and the student-centered data collected; <b>and</b></li> <li>○ The documentation that the child’s parents were notified about— <ul style="list-style-type: none"> <li>▪ The State’s policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided;</li> <li>▪ Strategies for increasing the child’s rate of learning; <b>and</b></li> <li>▪ The parents’ right to request an evaluation.</li> </ul> </li> </ul> </li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The child exhibits 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 group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with §§ 300.304 and 300.305</li> </ul>

Yes  _____	No  _____	<p>The group determines that its findings are not primarily the result of—</p> <ul style="list-style-type: none"> <li>• A visual, hearing, or motor disability</li> <li>• Cognitive impairment</li> <li>• Emotional impairment</li> <li>• Environmental, cultural, or economic disadvantage</li> <li>• Limited English proficiency (per IDEA)</li> <li>• Autism spectrum disorder</li> </ul>
_____	_____	<p>To ensure underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must <b>consider</b>, as part of the evaluation described in §§ 300.304 through 300.306—</p> <ul style="list-style-type: none"> <li>• Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; <b>and</b></li> <li>• Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child’s parents.</li> </ul>
_____	_____	<p>The public agency must ensure that the child is observed in the child’s learning environment (including the regular classroom setting) to document the child’s academic performance and behavior in the areas of difficulty.</p> <p>The group described in § 300.306(a)(1), in determining whether a child has a specific learning disability, must decide to—</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use information from an observation in routine classroom instruction and monitoring of the child’s performance that was done before the child was referred for an evaluation; <b>or</b></li> <li><input type="checkbox"/> Have at least one member of the group described in § 300.306(a)(1) conduct an observation of the child’s academic performance in the regular classroom after the child has been referred for an evaluation and parental consent, consistent with § 300.300(a), is obtained.</li> </ul> <p>In the case of a child of less than school age or out of school, a group member must observe the child in an environment appropriate for a child of that age.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child’s academic functioning.</li> </ul>
_____	_____	<p>The educationally relevant medical findings, if any.</p>
_____	_____	<p>A determination of learning disability shall be based upon a full and individual evaluation by a multidisciplinary evaluation team, which shall include at least <b>both</b> of the following:</p> <ul style="list-style-type: none"> <li>(a) The student's general education teacher or, if the student does not have a general education teacher, a general education teacher qualified to teach a student of his or her age or, for a child of less than school age, an individual qualified by the state educational agency to teach a child of his or her age.</li> <li>(b) At least 1 person qualified to conduct individual diagnostic examinations of children and who can interpret the instructional implications of evaluation results, such as a school psychologist, an authorized provider of speech and language under R 340.1745(d), or a teacher consultant.</li> </ul>

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Date: \_\_\_\_\_

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<b>Assurance Statements</b>
<p>Tests used in the assessment process were administered in accordance with evaluation procedures outlined in IDEA 300.304 including, but not limited to, the following: assessments were administered by trained personnel using standardized instructions; validated for the specific purpose for which they are used; designed to assess specific areas of educational need, and not merely to provide a single general intelligence quotient; reflective of a person’s aptitude, achievement or whatever other factors the test purports to measure, rather than reflecting the person’s impairments, unless this is what the test is intended to measure; selected and administered so as not to be socially, racially or culturally discriminatory and in the student’s native language where necessary.</p>
<p>In accordance with IDEA 300.306 eligibility is not primarily due to a lack of instruction in reading, math or limited English proficiency. Procedures for determining eligibility and educational need. (I) In interpreting evaluation data for the purpose of determining if a child is a child with a disability under § 300.8, and the educational needs of the child, each public agency must—(I) Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child’s physical condition, social or cultural background, and adaptive behavior; and (ii) Ensure that information obtained from all of these sources is documented and carefully considered.</p>

Yes	No	Eligibility Recommendation
___	___	All previous eligibility criteria have been met
___	___	The impairment necessitates special education or related services, or both

**Therefore, we recommend to the IEP team, who will determine eligibility, that**

\_\_\_ based on the data above, the MET team recommends to the IEP team that this student **does meet** eligibility criteria as a student with a **Specific Learning Disability Rule 340.1713**

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skill
- Reading fluency skills
- Reading comprehension
- Mathematics calculation
- Mathematics problem solving

\_\_\_ based on the data above, the MET team recommends to the IEP team that this student **does not meet** eligibility criteria as a student with a **Specific Learning Disability Rule 340.1713**

Each group member must certify in writing whether the report reflects the member’s conclusion. If it does not reflect the member’s conclusion, the group member must submit a separate statement presenting the member’s conclusions.

Name	Title	Signature	Agree	Disagree
	General education teacher			
	Qualified diagnostic examiner			