

Eligibility Determination Conference: Participant Planner

Use this page to make notes about important information to highlight and share.
Identify at least one individual action item for each section.

Supporting All Students

Key Information	Action Items
MTSS	
Unique Considerations	
School Based Teams	

Referral for Evaluation and Determining Needed Data

Key Information	Action Items
Referral	
Existing Data	
Determining Needed Data	

Evaluation Practices

Key Information	Action Items
Evaluation Regulations	
Assessment/ Interpretation	
Unique Considerations	

Eligibility Determination

Key Information	Action Items
Regulations	
Documentation	
Decision Making	

ACADEMIC SYSTEMS

TIER 3 Intensive, Individual Interventions

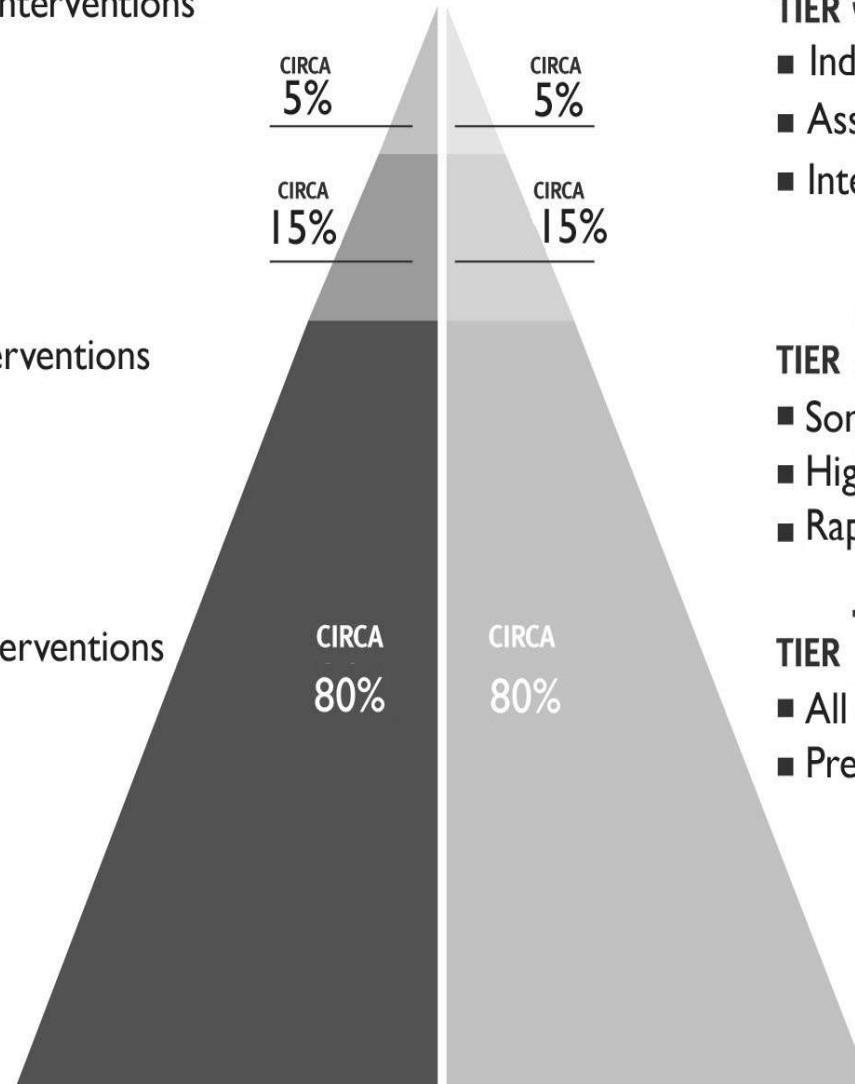
- Individual students
- Assessment-based
- High intensity
- Of longer duration

TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions

- All students
- Preventive, proactive



Students

BEHAVIORAL SYSTEMS

TIER 3 Intensive, Individual Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions

- All settings, all students
- Preventive, proactive

REQUEST FOR ASSISTANCE STUDENT SUPPORT TEAM

Student _____ DOB _____ Student ID# _____

School _____ Grade _____

READING:

- Above grade level
- On grade level
- Below grade level

Reading Benchmark score _____
Latest SOL Score _____

MATH:

- Above grade level
- On grade level
- Below grade level

Math Benchmark score _____
Latest SOL score _____

WRITING:

- Above grade level
- On grade level
- Below grade level

Writing Benchmark score _____
Latest SOL score _____

Assessment scores attached:

- DRA CogAT
- PALS ACCESS
- iReady Grades
- SOL Other: _____

Check if applicable:

<input type="checkbox"/>	Attendance concerns	<input type="checkbox"/>	Retention: grade _____
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AREAS OF CONCERN

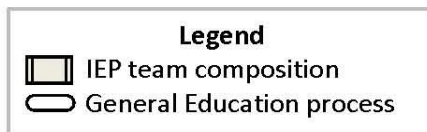
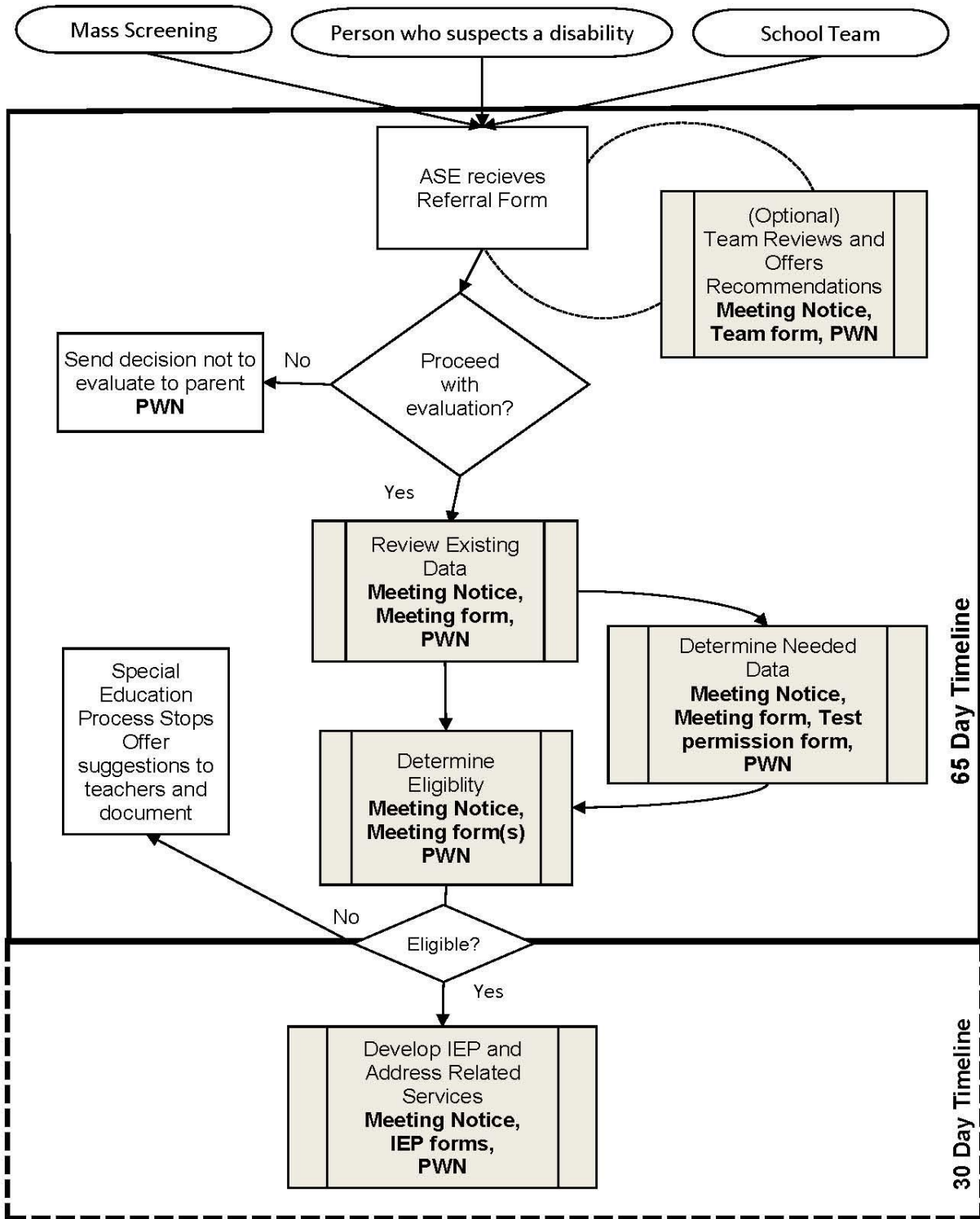
<p>WORK & STUDY SKILLS:</p> <p>Ability to follow directions S <input type="checkbox"/> U <input type="checkbox"/></p> <p>Ability to work independently S <input type="checkbox"/> U <input type="checkbox"/></p> <p>Ability to handle distractions and interruptions S <input type="checkbox"/> U <input type="checkbox"/></p> <p>Ability to complete tasks within time allotted S <input type="checkbox"/> U <input type="checkbox"/></p> <p>Ability to transition between activities/tasks S <input type="checkbox"/> U <input type="checkbox"/></p> <p>Description of Weakness:</p>	<p>COMPONENTS OF MATH INSTRUCTION:</p> <p>_____ Number and Number Sense _____ Measurement</p> <p>_____ Computation and Estimation _____ Geometry</p> <p>_____ Probability and Statistics</p> <p>_____ Patterns, Functions, and Algebra</p> <p>Description of Weakness:</p>
<p>SOCIAL / BEHAVIORAL:</p> <p>Relationships with teacher(s) S <input type="checkbox"/> U <input type="checkbox"/></p> <p>Reaction to teacher/adult correction S <input type="checkbox"/> U <input type="checkbox"/></p> <p>Compliance with rules and regulations S <input type="checkbox"/> U <input type="checkbox"/></p> <p>Reaction to failure experiences S <input type="checkbox"/> U <input type="checkbox"/></p> <p><input type="checkbox"/> Physically aggressive toward peers</p> <p><input type="checkbox"/> Disrupts learning activities of peers</p> <p><input type="checkbox"/> Withdraws from interaction with peers</p> <p>Description of Weakness:</p>	<p>COMPONENTS OF READING INSTRUCTION:</p> <p>_____ Phonemic Awareness _____ Phonics</p> <p>_____ Fluency _____ Vocabulary</p> <p>_____ Comprehension</p> <p>Description of Weakness:</p>
<p>HEALTH:</p> <p>Date of last physical exam <u>Summer 2013</u></p> <p>Normal: Yes <input type="checkbox"/> No <input type="checkbox"/> If physical exam notes a disability, describe:</p> <p>_____</p> <p>Medication taken: _____</p> <p>Wears glasses? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Wears hearing aids? Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>COMPONENTS OF WRITING INSTRUCTION:</p> <p>_____ Composing _____ Written Expression</p> <p>_____ Usage/Mechanics</p> <p>Description of Weakness:</p>
<p>SPEECH/LANGUAGE SKILLS:</p> <p>Speech is easily understood by peers and adults S <input type="checkbox"/> U <input type="checkbox"/></p> <p>Voice is clear; loudness appropriate to situation S <input type="checkbox"/> U <input type="checkbox"/></p> <p>Speech flow and rate are smooth and even S <input type="checkbox"/> U <input type="checkbox"/></p> <p>Verbally interacts socially with peers and adults S <input type="checkbox"/> U <input type="checkbox"/></p> <p>Uses language to ask questions, give information, or explain S <input type="checkbox"/> U <input type="checkbox"/></p> <p>Vocabulary usage is consistent with age and experiences S <input type="checkbox"/> U <input type="checkbox"/></p>	<p>Attach Classroom Intervention Plan (SST-1) <input type="checkbox"/></p> <p><i>Include intervention strategies used and effectiveness</i></p> <p>Attach work samples in area(s) of concern <input type="checkbox"/></p>

If you suspect that this student has a disability, please check here and complete the SE-1 Referral form

Signature of Classroom Teacher/Referring Source

Date

Referral, Evaluation and Eligibility Process



The Normal Curve and Its Relationship to Various Derived Scores

Many types of scores may be provided when a student is evaluated using standardized assessments. Standard scores and percentiles describe how a student performed compared to a “norm group”. **Standard scores** have a mean or average score of 100. A **percentile rank** indicates the percentage of the “norm group” that scored below a score. **Percentile rank** is different from percent correct.

Percent of scores under each portion of the normal curve

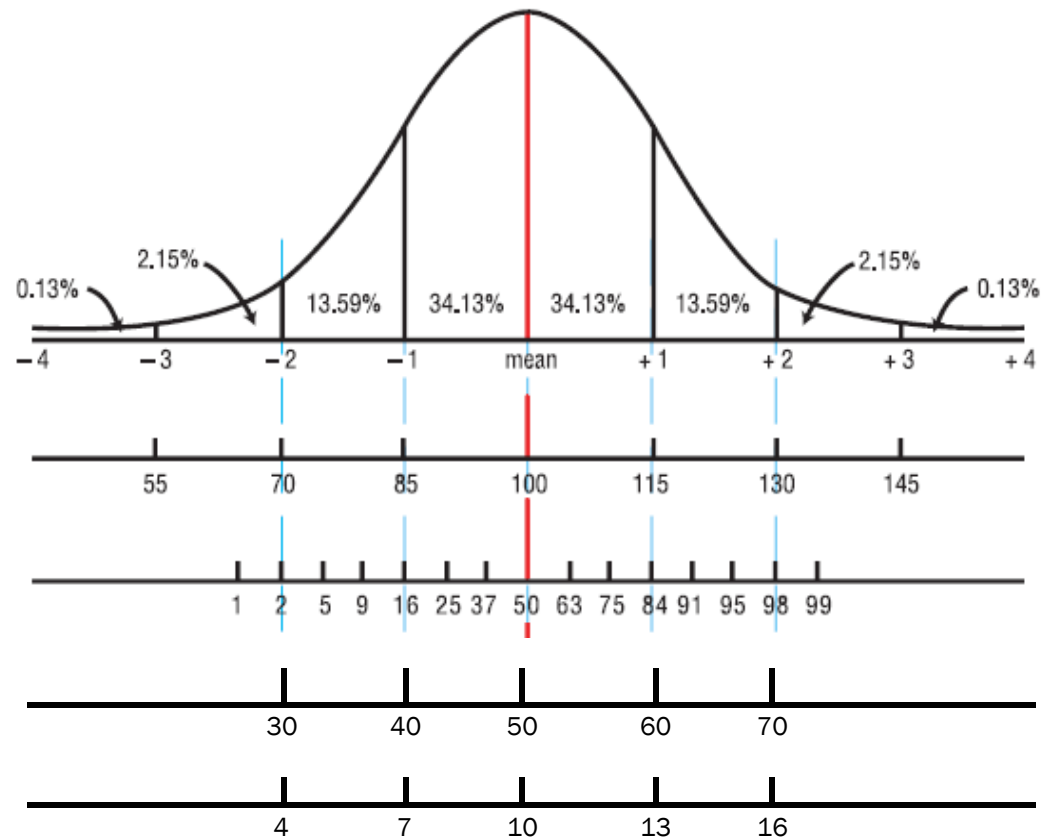
Standard Deviation

Standard Score (Mean 100, standard deviation 15)

Percentile rank

T score

Scaled Score



Case Study: Eligibility

These are selected assessment results from a student's comprehensive evaluation. Jared is a second grade student at Springfield Elementary. He was referred for an evaluation due to poor academic performance in the area of reading and writing.

Reynolds Intellectual Assessment Scale (RIAS)

Index	Standard Score	Description
Composite Intelligence Index	71	Below Average
Verbal Intelligence Index (VIX)	67	Well Below Average
Nonverbal Intelligence Index (NIX)	74	Below Average
Composite Memory Index (CMX)	82	Below Average

Woodcock Johnson Tests of Achievement, Third Edition, Normative Update (WJ-III ACH)

Cluster/Subtest	Standard Score	%ile rank	Description
Broad Reading	66	1	Well Below Average
Brief Math	77	6	Below Average
Brief Writing	67	1	Well Below Average

Adaptive Behavior Assessment System - Second Edition (ABAS-II) Teacher Form

Composite	Standard Score	Description
GAC	73	Below Average
Conceptual	67	Well Below Average
Social	71	Below Average
Practical	87	Average

Team discussion:

1. What questions does your team have about these scores?

2. What additional information would your team need to consider to make an informed eligibility decision?