



The purpose of this presentation is to review the changes that have been made to the Learning Disability Evaluation Report Form. A broader discussion of the proper use of this form will be the subject of a webinar to be offered during the coming school year.



**Learning Disability Evaluation Report**  
Maine Unified Special Education Regulations (MUSER) VII 2.L

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

**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.



Page one has not been changed with the exception of the “Notice” at the bottom of the page [read]. As you will see, the form now requires that all questions be answered before arriving at the conclusion as to whether the student is eligible for special education under the category Specific Learning Disability.”

# Part A: 1

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

## Part A: Foundational Considerations

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?

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

If not, indicate the areas in which the student is not achieving adequately. (MUSER VII.2.L(2)(c)(i)(D))

Oral expression <input type="checkbox"/>	Reading fluency skills <input type="checkbox"/>
Listening comprehension <input type="checkbox"/>	Reading comprehension <input type="checkbox"/>
Written expression <input type="checkbox"/>	Mathematic calculation <input type="checkbox"/>
Basic reading skill <input type="checkbox"/>	Mathematics problem-solving <input type="checkbox"/>
Verify:	

*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)).*



First, notice the instruction that all questions 1 through 11, and 12 if appropriate, must be answered. The form has now been divided into three sections: Part A is “Foundational Considerations,” Part B is “Additional Considerations,” and Part C is “Conclusions.”

Question 1 of Part A asks whether the student is achieving adequately for the student’s age in eight different skill areas. Notice that the answer is to be based on “a convergence of evidence from multiple valid and reliable sources.” This would typically include group-normed, standardized academic achievement testing, but if using such assessments when evaluating students from diverse cultural and/or linguistic backgrounds, only age- or grade-equivalent scores should be considered as part of a multi-tiered problem-solving approach. Such an approach would also include analysis of work samples and other performance data.

Where the answer to question 1 is “No,” the areas in which adequate achievement is not evident are to be checked.

Use the Verification box to record the scores upon which this determination was based.

## Part A: 2

2. 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
<input type="checkbox"/>	<input type="checkbox"/>

Verification:

**In making this determination, the Team must:**

- 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)(i)), **and**
- 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.



If you checked “No” to question 1, question 2 now asks whether such underachievement is due to the lack of appropriate instruction. Note the considerations applicable to question 2, particularly with regard to culturally and linguistically diverse students [read 2(b)]. After checking “Yes” or “No,” provide a brief description in the Verification box of the basis for that answer.

If you checked “Yes” to question 1, do not check “Yes” or “No” to question 2, but indicate in the Verification box that the student is achieving adequately in all areas.

## Part A: 3

3. If the student is not achieving adequately in all areas, is the student's lack of achievement primarily the result of:

a. Visual, hearing or motor disability?  
(MUSER VII.2.L(2)(e)(i)(VI))

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

Verification:

b. Intellectual disability?  
(MUSER VII.2.L(2)(e)(i)(VI))

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

Verification:

c. Emotional disturbance?  
(MUSER VII.2.L(2)(e)(i)(VI))

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

Verification:

d. Environmental, cultural or economic disadvantage and/or limited English proficiency?  
(MUSER VII.2.L(2)(e)(i)(VI))

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

Verification:



Again assuming that question 1 was answered “No,” question 3 asks whether the underachievement was primarily the result of other disabilities, or of environmental, cultural or economic disadvantage or limited English proficiency. You must check either “Yes” or “No” for each one of the factors, and provide in the Verification the basis for the decision on which box was checked. For example, you might write in box a) “The student does not have a visual, hearing or motor disability” and check “No;” or in box b) “The student received a score of 102 on a measure of overall intellectual functioning on the WISC IV,” also checking “No.”

For the student from an environmentally, culturally, and/or linguistically diverse background, you must explain in the Verification for box d) why you decided that the student’s lack of achievement was or was not the result of that linguistic, environmental, cultural or other barrier.

If the answer to question 1 was “Yes,” do not check “Yes” or “No” to question 3, but indicate in the Verification boxes that the student is achieving adequately in all areas.

## Part B: 4

4. 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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*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.*

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



Part B, "Additional Considerations," consists of questions 4 through 10. It begins with another reminder that, by law, an IEP Team must not use a single measure as the sole criterion for determining whether a student is a child with a disability. Question 4 asks not just whether there is evidence of a disorder in one or more basic psychological processes based upon scores on standardized measures of such processes, but asks whether such evidence of a disorder correlates to the student's lack of achievement. For example, a student's scores suggesting an auditory processing disorder would not correlate well if that student's underachievement was in the area of math calculation. The scores supporting a "Yes" or "No" for this question should be recorded in the Verification box.

Note that there is a "N/A" box which may be used for students whose cultural, linguistic or physical characteristics place them outside the cohort on which standardized measures were normed. When that box is checked, provide an explanation in the Verification box as to why those measures are not valid for the student.

## Part B: 5

	YES	NO	N/A
5. 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))?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verification:			



Question 5 asks about the student’s score on an index or scale of general cognitive ability. Assessments providing such scores are considered to be valid only for students in grades 4 or above. Record relevant scores in the Verification box.

Evidence of the student’s cognitive ability may be considered in conjunction with the previous question about the student’s scores on measures of psychological processes. As with that previous question, there is a “N/A” box which may be used for students whose cultural, linguistic or physical characteristics place them outside the cohort on which standardized measures of general cognitive ability were normed. When that box is checked, provide an explanation in the Verification box as to why those measures are not valid for the student.

## Part B: 6

6. 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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Verification:



Question 6 asks whether the student failed to make sufficient progress to meet age or grade-level standards when provided with general education intervention. Answer “Yes” or “No” and provide data from the general education intervention in the Verification box. If the student did not receive general education intervention, check “N/A” and indicate that in the Verification box.

## Part B: 7

7. 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
<input type="checkbox"/>	<input type="checkbox"/>

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.*



Question 7 asks whether the student exhibits a pattern of strengths and weaknesses in performance, achievement or both, determined by the Team to be relevant to the identification of a specific learning disability. This may be of particular significance for culturally and/or linguistically diverse students. For such students, however, consider also the patterns of strengths and weaknesses that are consistent with the student's population. Note the example provided.

Answer "Yes" or "No" and provide the data supporting that answer in the Verification box.

## Part B: 8 and 9

8. Relevant behavior noted during the observation(s) and its relationship to academic functioning (MUSER VII.2.L(2)(d)):

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))*

9. Educationally relevant medical findings (MUSER VII.2.L(2)(e)(i)(IV)):

Notes:



As part of the evaluation process for SLD, all students must be observed in the learning environment, including the regular classroom setting. For question 8, record relevant notes of that observation. For question 9, record any educationally relevant medical findings for the student.

## Part B: 10

10. Are evaluations utilized valid and reliable assessments and performed by qualified individuals? (MUSER V.2.C(1)(c) & (d))	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>
Verification:		



Question 10 asks whether the assessments considered by the Team were valid and reliable, and administered by qualified individuals. A “Yes” answer will mean that determinations may be based on those assessments without qualification. If your answer is “No,” provide an explanation in the Verification box. If, for example, due to the student’s cultural, linguistic or physical characteristics, standardized assessments were utilized but not all scores were given full weight, answer “No” and provide a full explanation of the characteristics that rendered the assessment(s) not fully reliable and the extent to which results of those assessments were utilized. If, based on those same considerations, standardized assessments were not utilized, do not answer “Yes” or “No” to question 10, but provide an explanation in the Verification box as to why they were not utilized.

## Part C: 11

**Part C: Conclusions**

**Profile for a Specific learning disability:**

Question Number	Yes	No
1.		
2.		
3.		
4.		
5.		
6. *		
7. *		
8.		
9.		
10. **		

\* Either 6 and/or 7 must be YES  
\*\* May not be applicable to English Learners

11. Does a specific learning disability exist?  
(MUSER VII.2.L(2)(e)(1))

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

Summarize the basis for the statement:

If 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.



Part C is labelled "Conclusions," and question 11 asks the Team to determine whether a specific learning disability exists. To assist with this determination, a chart is provided depicting a typical profile of a student with a specific learning disability. Looking at the chart, you will see that the profile includes "No" answers to questions 1 through 3, "Yes" answers to questions 4 through 7 (although a "Yes" to either 6 or 7 is sufficient), and a "Yes" answer to question 10. Questions 8 and 9 are not "Yes" or "No" questions, but provide additional data to be considered by the Team in making its determination.

After answering question 11 with a "Yes" or "No," the Team summarizes the basis for the determination in the box provided. If the answer is "Yes," the Team will proceed to answer question 12; if the answer is "No," the student does not qualify as a student with a specific learning disability.

## Part C: 12

12. 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
	<input type="checkbox"/>	<input type="checkbox"/>
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:		



The Team having answered question 11 "Yes," indicating the existence of a specific learning disability, question 12 now asks whether the student requires special education and related services due to the student's learning disability. If you find that the student requires special education services, that is, the student's learning disability cannot be adequately addressed through interventions and/or accommodations in the student's regular education program, check "Yes." Summarize the basis for your answer, whether "Yes" or "No," in the Verification section.

As indicated, a "Yes" answer to question 12 qualifies the student as a student with a specific learning disability under MUSER.

