

# SPECIFIC LEARNING DISABILITY FILE REVIEW CHECKLIST

Revised 2021

Name of Student (Last, First): \_\_\_\_\_

**IMPORTANT: If "no" in any area, mark "no" on the General Supervision File Review Checklist item #5**

(Section 1C) **Academic Grade-Level Area(s) of Concern**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Oral Expression         | <input type="checkbox"/> Basic Reading Skills   | <input type="checkbox"/> Mathematics Calculation     |
| <input type="checkbox"/> Listening Comprehension | <input type="checkbox"/> Reading Comprehension  | <input type="checkbox"/> Mathematics Problem-Solving |
| <input type="checkbox"/> Written Expression      | <input type="checkbox"/> Reading Fluency Skills |  |

Section 1: Evidence of Insufficient Progress			
Item 1	Yes	No	N/A
Data that establishes the <b>core curriculum is effective for most students for each area of concern.</b>			
Compliant	Non-Compliant		
All components of the table are completed for <b>each</b> area of concern	Data is not included for <b>each</b> area of concern OR Data does not match the areas of concern marked on the eligibility report		
SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 7, p. 52-56			
Item 2	Yes	No	N/A
<b>Access to core curriculum</b> in reading and math.			
Compliant	Non-Compliant		
"No" is indicated for both areas: Instruction in reading and instruction in math OR Either area is marked "yes" AND Explanation related to the student's lack of instruction in the corresponding area is documented	Either item (instruction in reading or instruction in math) is not marked "yes" or "no" OR If marked "yes", an explanation is not included		
SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 7, p. 52-56			

Item 3		Yes	No	N/A
For each area of concern, the team has included <b>standardized, norm-referenced progress monitoring data</b> with interpretive information that includes an aimline, trendline, decision points, student's rate of improvement, and national or local norms for grade-level peers.				
Compliant	Non-Compliant			
<p>For each area of concern,* a description of the data with interpretive information that includes:</p> <ul style="list-style-type: none"> <li>• Aimline</li> <li>• Trendline</li> <li>• Decision points</li> <li>• Student's rate of improvement</li> <li>• National or local norms for grade-level peers</li> </ul> <p>*For reevaluation, progress monitoring data is required only when considering new areas of concern.</p>	<p>Information is missing for one or more areas of concern.</p> <p style="text-align: center;">OR</p> <p>Description, graph, or combination of both does not include one or more of the following for one or more areas of concern:</p> <ul style="list-style-type: none"> <li>• Aimline</li> <li>• Trendline</li> <li>• Decision points</li> <li>• Student's rate of improvement</li> <li>• National or local norms for grade-level peers</li> </ul>			
SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 7, p. 52-56				
Item 4		Yes	No	N/A
<b>Observation</b> of academic performance/behavior in each area of concern.				
Compliant	Non-Compliant			
<p>Observation takes place in general education setting, aligns with the identified area of concern AND includes each of the following:</p> <ul style="list-style-type: none"> <li>• Name of observer</li> <li>• Title of observer</li> <li>• Location</li> <li>• Subject area</li> <li>• Date</li> <li>• Duration</li> </ul>	<p>One or more components are missing from the observation documentation.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• An overall description of the student in the classroom setting, not specific to a date/time</li> <li>• Observation is completed in the special education setting</li> <li>• The general education teacher is the observer</li> <li>• The identified area of concern is not observed</li> </ul>			
SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 7, p. 52-56				
Section 2: Evidence of Low Achievement in One or More of the Suspected Areas				
Item 5		Yes	No	N/A
Evidence indicates <b>performance that is significantly below the mean</b> on a cluster, composite, or two (2) or more subtest scores in the specific				

academic area(s) of concern on a norm-referenced, standardized, achievement assessment.			
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Compliant	Non-Compliant
<p>For each area of concern scores indicating performance is significantly below the mean are listed as:</p> <ul style="list-style-type: none"> <li>• Cluster</li> <li>• Composite</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Two or more subtests</li> </ul> <p>in each, specific identified area of concern.</p>	<p>Scores are not indicated, are not represented as cluster, composite or two or more subtests, or do not represent the specific, identified areas of concern.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Broad scores are reported</li> <li>• One or more subtest scores is missing for an area of concern</li> <li>• Incorrect cluster/subtest scores reported for an area of concern</li> <li>• Area is left blank</li> </ul>

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 7, p. 52-56

### Section 3: Evidence of a Pattern of Strengths and Weaknesses in Psychological Processing Skills

Item 6	Yes	No	N/A
Evidence of a <b>pattern of strengths and weaknesses</b> in psychological processing skills that impact learning.			

Compliant	Non-Compliant
<p>A description about how the student’s performance on intellectual/cognitive assessments demonstrate:</p> <ul style="list-style-type: none"> <li>• A <b>pattern of strengths and weaknesses</b></li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>• <b>Why</b> and <b>how</b> the student’s learning difficulties relate to the identified pattern of processing strengths and weaknesses</li> </ul>	<p>Non-compliant examples include:</p> <ul style="list-style-type: none"> <li>• Statement does not describe why and how the student’s pattern of processing strengths and weaknesses relate to the academic area(s) of concern</li> <li>• Only areas of strength are documented</li> <li>• Only areas of weakness documented</li> </ul>

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 7, p. 52-56

### Section 6: Other Considerations

Item 7	Yes	No	N/A
The team has indicated if the student’s learning difficulty is impacted by any of the <b>exclusionary factors</b> .			

Compliant	Non-Compliant
For <b>each</b> exclusionary factor checked, the team has provided a summary of whether it is a primary or contributing factor.	One or more exclusionary factors are checked but there is no summary regarding the team’s consideration of whether it is a primary or contributing factor.

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