**Evaluation Report Specific Learning Disability (SLD) Supplement**

This SLD supplement shall be completed for a student suspected of having a specific learning disability (SLD).

**Student:**

**Date:**

1. **Classroom Observation**

   A member of the IEP team, other than the child’s general education teacher, shall observe the student’s academic performance in a learning environment in which the concerns raised may be observed to document academic performance and behaviors in the areas of difficulty. If the child is younger than school age, the observation shall be conducted in an age appropriate environment.

   **Date:**

   **Observed by:** _________________________________ (Signature and Title)

   Observations relevant to the student’s academic performance:

2. **Medical Findings**

   Are there medical findings relevant to the child’s academic performance?  
   - [ ] Yes  
   - [ ] No  
   If Yes, describe.

3. **Pattern of Strengths and Weaknesses**

   Pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards, or intellectual development are evident in one or more of the following areas:  
   - [ ] Yes  
   - [ ] No  
   If Yes, check only the area(s) of strengths and weaknesses that apply.

   **Strength**  **Weakness**
   - Oral Expression
   - Listening Comprehension
   - Written Expression
   - Basic Reading Skills
   - Reading Fluency Skills
   - Reading Comprehension
   - Mathematics Calculation
   - Mathematics Problem Solving

4. **Exclusionary Factors**

   Is the pattern of strengths and weaknesses primarily a result of any of the following?  
   - [ ] Yes  
   - [ ] No  
   If Yes, check area(s) below.

   - A visual, hearing, or motor disability  
   - Emotional Disability  
   - Intellectual Disability  
   - Lack of appropriate instruction in reading  
   - Cultural factors  
   - Environmental, cultural, or economic disadvantage  
   - Lack of appropriate instruction in math  
   - Limited English proficiency

5. **Psychological Processes**

   There is 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 do mathematical calculations.  
   - [ ] Yes  
   - [ ] No

6. **Determination of Disability**

   The IEP team shall determine that a child has a Specific Learning Disability if the child does not achieve adequately for the child’s age or meet State-approved grade level standards when provided with learning experiences appropriate for the child’s age and ability levels in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving.

   Based on assessment reports and the above documentation, does the student have a Specific Learning Disability which requires special education?  
   - [ ] Yes  
   - [ ] No

7. **Signature and Titles of the IEP Team**
Signatures below certify that this report reflects the IEP team members' conclusions. A member who does not concur must attach a signed, written statement presenting his or her conclusions including reasons for disagreement and supporting information.

| Chairperson: ______________________________ | School Psychologist: ______________________________ |
| Special Educator: __________________________ | Other: ______________________________ |
| General Educator: __________________________ | Other: ______________________________ |

SE 2 SLD (1999)  ☐ Attach to complete set of assessment reports  ☐ Parent