

Specific Learning Disability Eligibility Rubric

ID#: _____

Academic Area: _____

Student Name: _____

DOB: _____

Date of ARC: _____

Impact on Learning	None	Mild	Moderate	Severe
Processing component: IQ index score analysis <i>(Overall IQ score must be above 70 to consider for SLD)</i>	Evenly developed index scores; no significant strengths/weaknesses <input type="checkbox"/>		Scatter of index scores; one or more significant strengths/weaknesses <input type="checkbox"/>	
	WISC-IV: Composite Score Differences – Sig. Diff. Y/N KABC-II: Score Summary Table – Personal Strength/Weakness SB-5: IQ/Factor Index Score Differences – Is the Difference Statistically Significant? P>.05 DAS-II: Difference between Cluster Standard Scores – Sig. Diff. Y/N WJ-III Cog: Variations – Significant at +/- 1.50 SD			
Achievement: standardized test score	80 or above <input type="checkbox"/>	75-79 <input type="checkbox"/>	70-74 <input type="checkbox"/>	69 or below <input type="checkbox"/>
Classroom/Curriculum Based Assessment (compare to grade level expectations/norms)	25 th %ile or above; 0-2 levels behind (DRA/Rigby/F&P/RR) <input type="checkbox"/>	20 th – 24 th %ile; 3-4 levels behind (DRA/Rigby/F&P/RR) <input type="checkbox"/>	10 th - 19 th %ile; 5-6 levels behind (DRA/Rigby/F&P/RR) <input type="checkbox"/>	Below 10 th %ile; 7+ levels behind (DRA/Rigby/F&P/RR) <input type="checkbox"/>
RTI progress monitoring data (performance level); How LOW	At or above grade level benchmark (25 th %ile) <input type="checkbox"/>	Approaching grade level benchmark (20 th - 24 th %ile) <input type="checkbox"/>	Below grade level benchmark (10 th – 19 th %ile) <input type="checkbox"/>	Well below grade level benchmark (<10 th %ile) <input type="checkbox"/>
RTI progress monitoring data (rate of progress); How SLOW	Strong progress (at or above aim line) <input type="checkbox"/>	Moderate progress (approximating aim line) <input type="checkbox"/>	Some progress (but diverging from aim line) <input type="checkbox"/>	Little to no progress (flat or downward slope compared to aim line) <input type="checkbox"/>
Intervention Tier required to attain rate of progress above	Tier 1 <input type="checkbox"/>	Tier 2 <input type="checkbox"/>	Tier 3 <input type="checkbox"/>	

At least 4 of 6 check marks appear in the “Moderate” or “Severe” columns: **Yes** **No**

At least 2 of 6 check marks appear in the “Severe” column: **Yes** **No**

ARC has ruled out exclusionary factors as substantially impacting the student’s educational performance: **Yes** **No**

ARC has determined that the student has a Specific Learning Disability in this area: **Yes** **No**