

LANGUAGE ELIGIBILITY GUIDE/TEAM SUMMARY

Student: _____ Birthdate: _____ Date: _____

Speech-Language Pathologist: _____ Team Member(s): _____

Medical History Input—Attach report or interview of student’s doctor or other appropriate medical professionals, if applicable.

Hearing Screen Pass Fail
 History of chronic otitis media Yes No
 History of medical issues related to articulation Yes No

*Collected in part during prereferral phase.

		Does NOT Support Eligibility	Supports Eligibility
Input	Teacher(s) <input type="checkbox"/> *Interview <input type="checkbox"/> *Observations/Comments		
	Parent(s) <input type="checkbox"/> *Notification (prereferral) <input type="checkbox"/> *Interview/observations		
	Student <input type="checkbox"/> *Interview and comments		
	*Review of Pertinent Information —Educational achievement & other records such as MLPP, DIBELS, student permanent record (CA-60).		
Consideration of cultural/linguistic differences *Complete the process in the Culturally and Linguistically Diverse section (if needed).			
Consideration of environmental or economic differences *Provide documentation from team reports teacher, and parent reviews (if needed).			
Curriculum-Based Language Assessment Watch the student attempt a curricular task reported to be difficult either with you or in the classroom. Determine whether the student’s language is adequate for successful participation in that curricular task or whether the student lacks the language skills and strategies needed.			
Language Samples/Narrative Tasks/Portfolio Assessment Collect oral and written language samples to further investigate the student’s language function within the curriculum.	Word Level: Phonology, morphology, semantics, reading decoding, spelling, word retrieval, and pragmatics.		
	Sentence Level: Morphology, syntax, semantics, formulation, and pragmatics.		
	Discourse Level: Organization, semantics, syntax, formulation, cohesion, and pragmatics		
*Results of Student’s Response to Intervention Document the results of the early intervening process. Note the level of accommodation or intervention strategies that the student requires to be successful in the curriculum. Could the student be successful if the classroom teacher used these strategies or are special education services needed? Trial Intervention If early intervening was not done prior to the referral, then provide a period of trial intervention in order to assess the level of accommodation or intervention strategies that the student requires to be successful in the curriculum and get information needed to design intervention plan related to he curriculum.			
Test Profile	Test Scores below average by standards set for that test.		
	Variation within language test profile		
Summary of Disability Comments about the presence or absence of disability (attach as needed).		Summary of Adverse Educational Effect Comments about the presence or absence of adverse effects on social, vocational, or academic performance based upon all of the above assessment components (attach as needed)	
Summary of Eligibility in Articulation Comments and decision regarding the student’s eligibility (attach as needed).			