

Specific Learning Disability
MULTIDISCIPLINARY EVALUATION TEAM (MET) SUMMARY

Ionia County Intermediate School District

Student Name John Smith MET Report Date 5-20-09
Birthdate 11-16-01 Grade 1 School Building Apple Elementary
School District Apple Parent/Guardian Steve & Jackie Smith

PURPOSE

This form will be used by the Multidisciplinary Evaluation Team (MET) to recommend: (Choose One)



Initial eligibility for special education



Change of eligibility for special education

EVALUATION MODEL UTILIZED



Response to Intervention (RtI)



Pattern of Strengths and Weaknesses (PSW)

EVALUATION FINDINGS AND DOCUMENTATION

The following information and documentation is required to determine eligibility for special education as a student with a Specific Learning Disability:

Required Information

Evaluator/Date

1. Diagnostic Report(s) including RtI information (if none, write "None")

OR

1. Diagnostic Report(s) including PSW worksheet (if none, write "None")

2. Classroom observation (Include relevant behavior noted and relationship to academic achievement)

3. Educational alternatives used in the classroom and the results

4. Educationally relevant medical information (If none, write "None")

5. Information from parents/guardian

None
Suzie Psychologist / 5-20-09
Suzie Psychologist / 5-20-09
Suzie Psychologist / 5-20-09
None
Suzie Psychologist / 5-20-09

Attach all referenced documents and Review of Existing Evaluation Data (REED) form to this page

DIAGNOSTIC ASSURANCE STATEMENTS

The Multidisciplinary Evaluation Team must consider the following assurance statements before making a recommendation regarding this student's eligibility:

- This student demonstrates both insufficient progress and a lack of achievement relative to age or state approved grade level standards.
- This student's lack of achievement and progress is not primarily the result of a visual, hearing, or motor disability; cognitive or emotional impairment; limited English proficiency; cultural factors; economic or environmental disadvantage; or lack of appropriate instruction.
- This student has been provided with appropriate instruction by qualified personnel and there is data-based documentation of repeated assessments of achievement at reasonable intervals, which were provided to parents.
- This student requires special education programs/services.

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

With enough detail to determine a starting point for instruction, describe this student's present level of academic achievement and functional performance and educational needs, including a description of how the disability affects his/her progress in the general curriculum (or participation in appropriate activities for preschool students.)

See p. 6 of attached report

ELIGIBILITY RECOMMENDATION

Based upon the above data, it is our opinion that the above student is following areas:

☐ Ineligible

☒ Eligible as having a **Specific Learning Disability** in the

☒ Basic Reading Skills

☐ Reading Fluency

☐ Mathematics Calculation

☐ Oral Expression

☐ Reading Comprehension

☐ Written Expression

☐ Mathematics Problem Solving

☐ Listening Comprehension

Team Members:

MET Chairperson/Title Suzie Psychologist

Other/Title _____

General Ed. Teacher Tammy Black

Other/Title _____

Minority Report attached (if needed): Signature/Title _____

PSW Example

Ionia County Intermediate School District
2191 Harwood Road
Ionia, MI 48846
616-527-4900

Multidisciplinary Evaluation Team Report-Confidential

Student: John Smith	Date of Evaluation: 5/9/09, 5/16/09, & 5/17/09
Date of Birth: 11-16-01	District/School: Apple Elementary
Grade: 1st	Age: 7 years 4 months
Examiner: Suzie Psychologist	

Reason for Evaluation

This evaluation was initiated at parent request. John's parents suspect that he may have a learning disability in reading. Information from this comprehensive evaluation will be used to determine eligibility, and if John is eligible, the information will be used to develop an appropriate Individualized Education Program (IEP).

Evaluation Methods

CA 60 file review	Informal assessments
Teacher interview	Parent interview
Classroom observation	Review of previous interventions
Review of DIBELS data	Wechsler Intelligence Scale for Children-IV (WISC-IV)
Kaufman Test of Educational Achievement-II (KTEA-II)	
Young Children's Achievement Test (YCAT)	

Evaluation Components

In assessing whether John has a learning disability and is in need of special education, the evaluation process will address the following major components:

- Achievement relative to age or state approved grade level standards
- Progress to meet age or grade level standards
- Other disabilities and factors
- Appropriateness of instruction
- Present Level of Academic Achievement and Functional Performance

Achievement Relative to Age or State Approved Grade Level Standards

WISC-IV

The WISC-IV was administered to assess John's general ability skills. This test provides normative information about how a student compares with other students of the same age. Standard scores falling between 90-110 are considered average.

	Standard Score	Percentile
Verbal Comprehension	98	45
Perceptual Reasoning	98	45
Working Memory	98	45

PSW Example

Processing Speed	98	45
Full Scale	98	45

Standard scores in the range of 90-110 are considered average.

John's full-scale standard score fell within the range of 92-105. John would be expected to score in this range nine out of ten times. This score is considered to fall in the average range. John would likely score better than 45 out of 100 students his age on this assessment. John's standard scores on the Verbal Comprehension, Processing Speed, Perceptual Reasoning, and Working Memory all fell within the average range. Overall, John performed very similarly to other students his age on this assessment.

KTEA-II

The KTEA-II was administered to assess John's skills in the area of reading, mathematics, and writing. The purpose of this assessment is to compare the performance of one student to the performance of other students of the same age. Average scores on this assessment fall between 90 and 110.

	Standard Score	Percentile Rank
Letter and Word Recognition	82	12
Reading Comprehension	74	4
Nonsense Word Decoding	87	19
Math Concepts and Applications	94	34
Math Computation	94	34
Written Expression	94	34
Spelling	82	12

Standard scores in the range of 90-110 are considered average.

	Standard Score	Percentile Rank
Reading	76	5
Math	94	34
Written Language	84	14

Standard scores in the range of 90-110 are considered average.

John's reading composite score fell in the low range. He would likely score better than only five out of 100 other students his age. John demonstrated the ability to identify letter names and a small number of sight words. He demonstrated limited nonsense word decoding skills, continuing to need skills decoding CVC words, blends, and other common word patterns. John's reading comprehension score fell in the low range. His comprehension was limited significantly by his ability to identify the words in the sentences or passages that he read.

John's written expression composite score fell in the below average range. John is able to write dictated letters and copy words correctly. He is able to add punctuation to sentences. He is also able to construct a simple sentence. John's spelling significantly impacts his ability to convey a message to a reader. His spelling may not be phonetic enough for a reader to identify his words.

In mathematics, John's scores fell in the average range. John appeared to understand the concepts of addition and subtraction. John also demonstrated understanding of ordinal numbers, graphs, and computing story problems.

YCAT

The YCAT was administered to assess John's skills in the area of reading, mathematics, and writing. The purpose of this assessment is to compare the performance of one student to the performance of other students of the same age. Average scores on this assessment fall between 90 and 110.

	Standard Score	Percentile Rank
General Information	99	48
Reading	80	9
Mathematics	99	48
Writing	90	26
Spoken Language	103	58

Standard scores in the range of 90-110 are considered average.

John's scores on the general information, writing, mathematics, and spoken language portions of this assessment fell in the average range. He performed similarly to other students his age.

On the reading portion of this assessment, John's scores fell in the low average range. He was able to identify letters, match words, and identify some words. He was not able to answer comprehension questions about passages that he heard or read.

Informal Assessments

John was evaluated for his recognition of 1st grade Dolch sight words. In May of 2009, John demonstrated automatic recognition of 76% of these words. The class average at this time is 95%.

Several instructional assessments were completed to assess John's reading skills. First grade reading materials were used for these assessments. John demonstrated his understanding of a passage that was read to him by answering questions about it. When asked to tell about the passage, he provided information about a single event. He needed forced choice questions to provide specific information about the characters names and other details. John was only able to identify a small number of sight words from the text. He continues to need to build his sight word vocabulary. John demonstrated few strategies to identify words that he did not know by sight. He is able to identify the first sound when looking at words, but continues to need phonics and decoding strategies. When presented with sentences containing all but two sight words, John sounded somewhat hesitant. He used his finger to point to each of the words and read in a word by word manner. With practice using the same words arranged differently John began to sound more fluent. He stopped using his finger and the quality of his reading improved. Once a new word was added to a sentence, he went back to using his finger and reading word by word.

Teacher Interview

John's 1st grade teacher, Mrs. Black, reports that John has clear strengths in the areas of mathematics and language skills. His expanded receptive vocabulary allows him to comprehend text read orally at a much higher rate than he can read. She also observes that John has low sight word vocabulary in comparison to same grade peers. This causes problems with fluency and results in John becoming easily frustrated with reading and avoidant of oral reading in a large group situation. Mrs. Black also reports that John has been unable to take the STAR assessment due to his low reading ability. His 1st grade peers have been able to successfully participate in the STAR assessment. Mrs. Black did not report concerns in the areas of language, mathematics, writing, or daily living skills.

Progress to Meet Age or Grade Level Standards

Review of Previous Interventions

Title I – Kindergarten & 1st grade
Reading Recovery – 9/08-1/09

Progress Monitoring Data

In January and May 2009, the DIBELS oral reading fluency assessment was administered to all first graders as a universal screening measure. On the first grade reading passages, John was able to read at a rate of 7 words correct per minute in January and 11 words correct per minute (wcpm) in May. Most students in the spring of first grade are able to read a grade level passage at a rate of 40 wcpm by the end of the school year. From January to May, John acquired 4 additional wcpm. The class average in that same time span was 15 wcpm. When compared to peers using local grade level norms, John's end of year score placed him in the first percentile.

Four times throughout the school year John was assessed on recognition of the 1st grade Dolch sight words. It is expected that students will have 95% accuracy on this list by the end of 1st grade. In November of 2008, John's accuracy rate was 57%. In January of 2009 his accuracy was 65%. In March of 2009 his accuracy rate was 70% and in May it was 76%. While John made progress throughout the year, his rate of progress was not sufficient to meet grade level standards.

Other Disabilities and Factors

Classroom Observation

John was observed in his first grade general education classroom during both mathematics and reading instruction. In mathematics, John was a clear leader in the classroom. He was an active participant in instruction and was even able to assist some other students once his work was completed.

In reading, John participated in the classroom activities, but had difficulty completing them accurately. He was quiet and engaged, but seemed to lack confidence in his performance. He demonstrated grade appropriate skills with retelling. When John read aloud he exhibited difficulty blending sounds into words and identifying commonly used words.

PSW Example

During this observation it was also noted that he exhibited age appropriate skills in the areas of attention, cognition, motor, social/emotional, and self help.

CA60 Review

John is a first grade student attending Apple Elementary School. He began his school career in the Young 5s program. He met most of the program objectives; however, he could only identify 7 letters, had difficulty recognizing his name, and struggled with concepts of print. In kindergarten, John received additional support to master letter and sound identification, and sound segmentation. His skills in the following areas were rated as below grade level on his report card: recognizes sounds, recognizes rhyming words, and reads familiar words.

John has had good school attendance, missing less than 4 days in each school year. He has had no disciplinary referrals. Health records indicate he has passed his most recent school hearing and vision screenings. Student enrollment data indicate that John, and his parents, speak English as their native language.

Parent Interview

John's mother, Mrs. Smith, was interviewed to obtain information on John's developmental history. John was born at 39 weeks gestation and was a healthy newborn. He met all developmental milestones in a timely manner. John has experienced typical childhood illnesses and injuries but does not have a history of hospitalizations or chronic illness. He currently takes medication to treat seasonal allergies.

Appropriateness of Instruction

John has demonstrated consistent school attendance and has received appropriate, research-based classroom instruction in the general education setting. Additional, research-based interventions have been provided for John throughout his education career. Student progress data has also been collected and analyzed and is referenced earlier in this report.

Eligibility Recommendation

Based on information documented on the REED form and information gathered as part of this evaluation it is evident that John:

- Demonstrates a lack of achievement relative to age or state approved grade level standards
- Demonstrates insufficient progress to meet age or grade level standards
- Does not have other disabilities/factors as a primary cause of his reading difficulties
- Has been provided with systematic, appropriate, research-based instruction
- Has a need for special education programs and/or services

Based on the above considerations, it is the recommendation of the examiner that John meets eligibility requirements for a Specific Learning Disability in the area of Basic Reading Skill according to the Pattern of Strengths and Weaknesses model. John has demonstrated clear strengths in the areas of Mathematics (norm-referenced tests, teacher report, observations) and Functional/Intellectual (norm-referenced tests and observations). He has demonstrated a clear weakness in the area of Basic Reading (progress monitoring, norm-referenced tests, teacher reports, observations). See attached chart which illustrates this pattern of strengths and weaknesses. Final determination of eligibility will be made by the IEP Team.

Present Level of Academic Achievement and Functional Performance

John is a 1st grade student that has struggled with early literacy skills since the beginning of his academic career. He has participated in interventions, such as Title I and Reading Recovery. Results from the WISC-IV indicate that John has average cognitive ability. Information from grade level universal screenings indicate that John is currently reading 11 wcpm on DIBELS passages while the grade expectation at this point in the school year is 40 wcpm. He acquired 4 additional wcpm from January to May, while the class average was a gain of 15 wcpm. Sight word recognition was assessed quarterly by his teacher. In November he had a sight word accuracy rate of 57%. By the end of the year his accuracy rate was 76%. While he showed progress, his rate of progress was not adequate to meet grade level expectations. On the KTEA-II where average standard scores range from 90-109, John achieved a standard score of 82 on Letter & Word Recognition, 74 on Reading Comprehension, and 87 on Nonsense Word Decoding. His overall Reading Composite was a standard score of 76, indicating that he is functioning higher than 5% of his same age peers for overall reading ability. This data indicates that instruction in the general education classroom, even with specific research-based interventions, has not been sufficient for John to acquire grade appropriate reading skills. Therefore, special education programs and/or services are necessary.

Recommendations

Place any appropriate recommendations here.

Suzie Psychologist, School Psychologist

Worksheet for Charting Patterns of Strengths and Weaknesses

Area(s) of Strength or Weakness	Academic achievement with respect to grade-level expectations		Academic achievement with respect to age-level expectations	Classroom performance with respect to grade-level expectations				Age appropriate functional/intellectual skills
	Progress monitoring, CBM screening or criterion-referenced assessments	State or District wide assessments (i.e. MEAP)	Norm-referenced achievement tests	Curriculum assessments	Grades	Teacher reports	Classroom observation	IQ Assessment/ Adaptive Behavior Assessment
Basic Reading	S N (W)	S (N) W	S N (W)	S N (W)	S N (W)	S N (W)	S N (W)	(S) N W
Reading Fluency	S N (W)	S (N) W	S (N) W	S (N) W	S (N) W	S N (W)	S (N) W	
Reading Comp.	S (N) W	S (N) W	S N (W)	S (N) W	S (N) W	S (N) W	S (N) W	
Math Calculation	S (N) W	S (N) W	(S) N W	S (N) W	(S) N W	(S) N W	(S) N W	
Math Reasoning	S (N) W	S (N) W	(S) N W	S (N) W	(S) N W	(S) N W	(S) N W	
Written Expression	S (N) W	S (N) W	S (N) W	S (N) W	S (N) W	S (N) W	S (N) W	
Oral Expression	S (N) W	S (N) W	S (N) W	S (N) W	S (N) W	S (N) W	S (N) W	
Listening Comp.	S (N) W	S (N) W	S (N) W	S (N) W	S (N) W	(S) N W	S (N) W	

S = Strength
N = Neither Strength/Weakness
W = Weakness

The area(s) of Strength is: Mathematics Calculation, Math Reasoning, Functional/Intellectual
(Must include at least 3 circled S's for each area OR functional/intellectual)

The area(s) of Weakness is: Basic Reading
(Must include at least 4 circled W's in any one area – 1 of which must be an individually administered academic achievement measure)

Suggested Guidelines for Determining Strengths and Weaknesses

Assessment Type	Strength	Weakness
Progress monitoring	Meeting/exceeding aimline	Falling below aimline for at least 4 consecutive weeks
CBM (Benchmark) screening	At "benchmark" level or above grade level median score if using local norms	At "at-risk" level or below 10 th percentile if using local norms
Criterion-referenced assessment	Skills at or above grade level	Skills well below grade level
MEAP	Level 1 or Level 2	Level 3 or Level 4
Norm-referenced tests (Achievement, IQ)	Percentile rank ≥ 30	Percentile rank ≤ 9
Curriculum assessments	Score $\geq 80\%$	Score $\leq 70\%$
Grades	A/B or "meets/exceeds" expectations	D/E or "does not meet" expectations
Teacher report	Based upon professional judgement of teacher in comparing student to others in classroom	Based upon professional judgement of teacher in comparing students to others in classroom
Observations – Academic	Student demonstrates average understanding of academic content in comparison to other students in classroom	Student demonstrates that he/she does not understand the academic content
Observations/Interviews/ Scales – Functional	Student demonstrates typical functional skills in comparison to other students the same age or in the same grade. Percentile rank on scale ≥ 30	Most of the student's functional skills appear to be well below average in comparison to other students the same age or in the same grade. Percentile rank on scale ≤ 9 .