



## Evaluation Summary and Eligibility Report

Student's Legal Name Training Zeke Date of Meeting \_\_\_\_\_  
Last First Middle

### Team Discussion Notes

A review of parent information, background information, test results, observations, and current classroom information indicated that Zeke's evaluation results support a decision for continued eligibility as a student with a Specific Learning Disability as summarized below:

To be eligible for special education and related services as a learning disabled student, a student must: (1) Exhibit 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 a imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations and adversely affects educational performance. (2) Show achievement that is not commensurate with his age and ability level in at least one academic area. The assessment team must also determine that the student's needs are such that they cannot be met through the regular education program alone.

Zeke shows deficits in working memory and processing speed as demonstrated on the WISC-IV. His achievement in reading and written language are not commensurate with his cognitive problem-solving skills as measured through the WISC-IV. The eligibility team has ruled out sensory disabilities (hearing or vision); environmental, cultural, or economic disadvantage; bilingualism; and poor attendance as possible causes. Zeke had numerous unsuccessful educational interventions prior to his referral for special education in fifth grade and was making very slow progress. Since initiating special education services three years ago, the team has seen more than three years progress in reading and writing. However, he is still below grade level in these areas and he continues to need special instruction to make educational progress and modifications and accommodations to succeed in his general education classes.

Given the significance of Zeke's needs, it was decided that continued special education is warranted in order to support him in appropriately accessing and progressing through the educational curriculum. The team agreed that Zeke continues to be eligible for special education under the category Specific Learning Disability.

The team then discussed Zeke's educational needs in preparation for developing an Individual Education Program.