

**School District Name**

**Multidisciplinary Evaluation Report (MER) for Students  
Suspected of Having a Specific Learning Disability**  
*(Form intended for internal use only – data must be entered in CT-SEDS)*

(Initial Evaluation)

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_  
School: \_\_\_\_\_ Date of Report: \_\_\_\_\_

The following information must be reviewed by the Planning and Placement Team and documented in the appropriate spaces.

**Section I. Required Evaluation Components**

**A. Parent or Adult Student Input**

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**B. Instructional Strategies and Interventions Used, and Student-Centered Data Collected (Documents included)**

It is best practice to attach completed Mathematics, Reading, and/or Written Expression Worksheets, as appropriate, to capture all instructional strategies and interventions used, and student-centered data collected, including data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction.

Document	Date Generated

**C. Educationally Relevant Medical Findings, if any**

N/A

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**D. Classroom Observation**

*(A high-quality classroom observation in the student's learning environment (including the general education classroom setting) to document the student's academic performance and behavior in the area(s) of difficulty; the observation shall include any relevant behavior observed and the relationship of that behavior to the student's academic functioning, as well as the student's level and type of engagement.)*

Area of Difficulty	Academic Setting(s)

Student Name:  
DOB:

Date(s) of Observation	Start Time	End Time

Observer(s)

Behavior observed and the relationship to academic functioning:

**E. Comprehensive Evaluation Information**

(A Comprehensive Evaluation is an individualized process (i.e., it should not rely on the same set of prescribed assessments for all students). Additionally, a Comprehensive Evaluation should be designed to include a variety of assessment tools and strategies (i.e., curriculum-based, standardized, criterion-referenced), may not use any single measure or assessment as the sole criterion for making eligibility decisions, and must use instruments that are technically sound for making these decisions.)

Assessment	Test/Evaluation Procedure	Evaluator Title

**Section II: Eligibility Criteria**

Respond to each criterion used to determine eligibility for students suspected of having a specific learning disability.

(A student cannot be determined eligible for special education as a student with a Specific Learning Disability (SLD), unless all of the eligibility criteria (A-E) have been met.)

Criteria	Criteria Met
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<p><b>A.</b> The student <b>makes inadequate achievement</b> for the student’s age or for meeting State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student’s age or state-approved grade level standards.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
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(If YES, indicate in which academic skill area(s) the student is not achieving adequately:)

- |  |  |   |   |
|--|--|---|---|
| <input type="checkbox"/> mathematics calculation | <input type="checkbox"/> mathematics problem solving | <input type="checkbox"/> oral expression        | <input type="checkbox"/> written expression   |
| <input type="checkbox"/> listening comprehension | <input type="checkbox"/> reading comprehension       | <input type="checkbox"/> reading fluency skills | <input type="checkbox"/> basic reading skills |

<p><b>B.</b> The student <b>makes insufficient progress in the area(s) identified above</b> to meet age or State-approved grade-level standards, even with scientific, research-based interventions.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Or

The student **exhibits a pattern of strengths and weaknesses** in performance, achievement, or both, **in the area(s) identified above**, relative to age or state-approved grade-level standards that is determined by the PPT to be relevant to the identification of a specific learning disability, using appropriate assessments.

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Student Name:
DOB:

C. (The PPT must first decide if it has considered both C. 1. and C. 2. as part of the comprehensive evaluation process conducted to determine the student's eligibility, and to ensure that the student's underachievement in the area(s) identified in "A," are not due to lack of appropriate instruction in reading, math, and/or writing.)

The PPT has considered:

C1. Data that demonstrate that prior to, or as part of the referral process, the student has been provided appropriate instruction, delivered by qualified personnel, in regular education setting. [ ] Yes [ ] No

C2. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction has been analyzed and attached, and was provided to parents. [ ] Yes [ ] No

(If yes, when/how the above data-based documentation has been provided to parents:)

[Empty text box for providing details on data-based documentation]

C3. Student's parents were notified about the state policies regarding the amount and nature of student performance data collected, general education services provided to the student, strategies for increasing the student's rate of learning, and parent's right to request an evaluation. [ ] Yes [ ] No

(If yes, when/how the above information has been provided to parents:)

[Empty text box for providing details on information provided to parents]

C. The student has been provided appropriate instruction (i.e., explicit and systematic instruction in the essential components of reading, math, and writing), delivered by qualified personnel. [ ] Yes [ ] No

D. (In order to decide 'D', the PPT must first decide whether the student's learning difficulties, in the area(s) identified in "A," are primarily the result of one or more of the following IDEA exclusionary factors (D. 1.). If all answers to D. 1. (1-6) are "NO", then the student meets exclusionary factors for SLD (D. = YES). Otherwise, the student does not meet exclusionary factors for SLD (D. = NO) and cannot be found eligible for Special Education as a student with a SLD.)

D1. IDEA Exclusionary Factors:

- 1. Student's difficulties are primarily the result of a visual, hearing, or motor disability. [ ] Yes [ ] No
2. Student's difficulties are primarily the result of an intellectual disability. [ ] Yes [ ] No
3. Student's difficulties are primarily due to an emotional disturbance. [ ] Yes [ ] No
4. Student's difficulties are primarily due to cultural factors. [ ] Yes [ ] No
5. Student's difficulties are primarily due to environmental or economic disadvantage. [ ] Yes [ ] No
6. Student's difficulties are primarily due to limited English proficiency. [ ] Yes [ ] No

D. The student meets exclusionary factors. [ ] Yes [ ] No

E. The evaluation is sufficiently comprehensive to appropriately identify all of the student's special education and related services, whether or not commonly linked to the disability category. [ ] Yes [ ] No

F. The PPT has reviewed Section I. Required Evaluation Components and Section II. Eligibility Criteria and has determined, in accordance with IDEA § 300.306(c)(1), that the student has a Specific Learning Disability (SLD) in the area identified below, and requires special education and/or related services. [ ] Yes [ ] No

Academic skill area(s) the student is not achieving adequately:

- [ ] mathematics calculation [ ] mathematics problem solving [ ] oral expression [ ] written expression
[ ] listening comprehension [ ] reading comprehension [ ] reading fluency skills [ ] basic reading skills

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Student Name:  
DOB:

(To be completed if the PPT has determined that the student has a SLD in reading comprehension, reading fluency skills, and/or basic reading skills.)

Specification of Type of Reading Disability:  mixed reading difficulties (MRD)  
 specific reading comprehension difficulties (SRCD)  
 specific word-recognition difficulties (SWRD)

(To be completed if the PPT has determined that the student has a SWRD.)

The PPT has determined that the student has Specific Learning Disability/Dyslexia.  Yes  No

G. The IQ/discrepancy (ability/achievement) model was not used to determine eligibility.

H. A disorder in one of the basic psychological processes in understanding or using spoken or written language was not required as part of the eligibility decision.

**Section III: Specific Learning Disability Eligibility Determination**

The Planning and Placement Team has reviewed the information presented and has made the determination that the student has a specific learning disability and requires special education and/or related services:  Yes  No

Each team member must certify in writing, by signing below whether this report reflects the member's conclusion. If this report does not reflect a team member's conclusion, the member's statement presenting the member's conclusions is included below.

Title	Name	Agree (Yes/No)	If no, reasons and conclusions
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
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