

**Additional Documentation Required When Child Is Evaluated
for Specific Learning Disabilities (ER-2)**

300.309(b), 300.310, 300.311; and 300.306(c)

For students being evaluated for a specific learning disability, include a statement for each area below:

- A. Information demonstrating that the student was provided appropriate instruction in regular education.

- B. Information demonstrating that the student received repeated assessments of achievement reflecting student progress.

- C. Information demonstrating that the student's parents were provided information on the above assessments of achievement of their child.

- D. Relevant behavior noted during observation of the student in his or her learning environment (including the regular classroom) and the relationship of that behavior to the student's academic functioning (if using observational data of the student's academic performance and behavior done prior to the referral for the evaluation, see ER-1).

- E. Educationally relevant medical findings:
 None

- F. The student's achievement relative to his or her age, or to meeting state-approved grade level standards in one or more of the following: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics, calculation, and mathematics problem solving.

- G. The student's progress relative to meeting age or state-approved grade level standards in areas listed in F. above when using: a process based on the student's response to scientific, research-based intervention - OR - the student's strengths and weaknesses in performance, achievement or both relative to age, state-approved grade level standards or intellectual development.

- H. The effects of a visual, hearing or physical (motor) disability; cognitive disability, emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the student's achievement level.

ER-2 [1]

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