Cognitive Processing Factors Related to Achievement Matrix

For a learning disability to be present, the identification of a cognitive weakness or weaknesses that are related to academic weaknesses must be present, as well as at least one area of cognitive strength.

Achievement Area

Student Scores

Standard scores of >90 represent a strength.
Standard scores of <85 and/or RPI scores of <70/90 represent a weakness.

Cognitive Cluster

Basic Reading SS/RPI=			
Basic Reading SS/RPI=	☐ COMP-KNOWLEDGE (Gc)	☐ Written Expression	SS/RPI=
SS=		☐ Basic Reading	SS/RPI=
□ Math Calculation SS/RPI= □ Math Reasoning SS/RPI= SS= □ Written Expression SS/RPI= □ Reading Comprehension SS/RPI= □ Math Calculation SS/RPI= □ Math Reasoning SS/RPI= □ Reading Fluency SS/RPI= □ VISUAL PROCESSING □ Math Reasoning SS/RPI= (Gv) SS/RPI= SS= □ Written Expression SS/RPI= □ Reading Comprehension SS/RPI= □ SS= □ Math Calculation SS/RPI= □ Math Reasoning SS/RPI= □ PROCESSING SPEED □ Written Expression SS/RPI= □ Cognitive Processing Speed) □ Basic Reading SS/RPI= □ Math Calculation SS/RPI= □ Math Calculation SS/RPI= □ Math Calculation SS/RPI= □ Math Calculation SS/RPI= □ Math Reasoning SS/RPI=	SS=	□ Reading Comprehension	SS/RPI=
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^{*}Revised 01/20/2015

Factors to Consider in a Comprehensive Evaluation for Identifying a Specific Learning Disability using a Pattern of Strengths and Weaknesses Model

- Like any other disability determination under IDEA, decisions can't be based on any single criterion meaning a single test, assessment, observation, or report.
- An <u>evaluation</u> of a student suspected of having SLD must include a variety of assessment tools and strategies.
- Evaluation must include input from student's parents and an observation of the student's academic performance and behavior in the general education classroom.

Area	Strengths	Weaknesses
Standardized Tests	Ach ≥ than SS 90 or > RPI 70/90	Ach ≤ than SS 85 or ≤ RPI 70/90
	Cog ≥ than SS 90 in related cognitive process	Cog ≤ than SS 85 in one or more related cognitive process and student not a flat profile/below mean of student
Review of Existing Information	Consistent attendance	Inconsistent attendance
	Attended 1 or 2 schools	Frequent school movement-Interrupted instruction
	Hard worker, motivated, tries his/her best, enjoys school	Poor work habits, needs frequent redirection, 1:1 instruction, reminders, reteaching
	A's/B's on report card	NYM, D,F on report card for upper grades
·	Typical, Average, On-track, solid, independent	Atypical, slow, many repetitions, history of concerns in academics
Grade Level Matrix	Meeting the OR grade level standard in a specific area	> than a year below the OR grade level standard in the area of concern
State Scores	Meets / Exceeds state assessments	Does not meet on state assessments
Progress Monitoring Data	In the range of peers	Starting point lower than peers
	Typical rate of progress	Slow rate of progress
	Learns with general curriculum strategies	Need for multiple interventions
Classroom Performance	Follows directions, completes assigned work, uses same materials as others, rate of progress shifts with instruction and responds to changes	Needs repeated/individualized directions, does not complete work accurately, takes long time to get started, with increased intervention still has limited growth, needs high level of teacher support