

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.

Standard scores of >90 represent a strength.

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

Cognitive Cluster	Achievement Area	Student Scores
<input type="checkbox"/> COMP-KNOWLEDGE (Gc) SS= _____	<input type="checkbox"/> Written Expression <input type="checkbox"/> Basic Reading <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Math Calculation <input type="checkbox"/> Math Reasoning	SS/RPI= _____ SS/RPI= _____ SS/RPI= _____ SS/RPI= _____
<input type="checkbox"/> L-T RETRIEVAL (Glr) SS= _____	<input type="checkbox"/> Written Expression <input type="checkbox"/> Basic Reading <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Math Calculation <input type="checkbox"/> Math Reasoning <input type="checkbox"/> Reading Fluency	SS/RPI= _____ SS/RPI= _____ SS/RPI= _____ SS/RPI= _____ SS/RPI= _____
<input type="checkbox"/> VISUAL PROCESSING (Gv) SS= _____	<input type="checkbox"/> Math Reasoning	SS/RPI= _____ SS/RPI= _____
<input type="checkbox"/> FLUID REASONING (Gf) SS= _____	<input type="checkbox"/> Written Expression <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Math Calculation <input type="checkbox"/> Math Reasoning	SS/RPI= _____ SS/RPI= _____ SS/RPI= _____ SS/RPI= _____
<input type="checkbox"/> PROCESSING SPEED (Cognitive Processing Speed) (Gs) SS= _____	<input type="checkbox"/> Written Expression <input type="checkbox"/> Basic Reading <input type="checkbox"/> Math Calculation <input type="checkbox"/> Math Reasoning <input type="checkbox"/> Reading Fluency	SS/RPI= _____ SS/RPI= _____ SS/RPI= _____ SS/RPI= _____ SS/RPI= _____
<input type="checkbox"/> WORKING MEMORY (GWM) SS= _____	<input type="checkbox"/> Written Expression <input type="checkbox"/> Basic Reading <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Math Calculation <input type="checkbox"/> Math Reasoning <input type="checkbox"/> Reading Fluency	SS/RPI= _____ SS/RPI= _____ SS/RPI= _____
<input type="checkbox"/> AUDITORY PROCESSING (Ga) SS= _____	<input type="checkbox"/> Written Expression <input type="checkbox"/> Basic Reading <input type="checkbox"/> Reading Comprehension	SS/RPI= _____ SS/RPI= _____ SS/RPI= _____ SS/RPI= _____

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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 evaluation 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 \geq than SS 90 or $>$ RPI 70/90 Cog \geq than SS 90 in related cognitive process	Ach \leq than SS 85 or \leq RPI 70/90 Cog \leq 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 Attended 1 or 2 schools Hard worker, motivated, tries his/her best, enjoys school A's/B's on report card Typical, Average, On-track, solid, independent	Inconsistent attendance Frequent school movement-Interrupted instruction Poor work habits, needs frequent redirection, 1:1 instruction, reminders, re-teaching NYM, D,F on report card for upper grades 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 Typical rate of progress Learns with general curriculum strategies	Starting point lower than peers Slow rate of progress 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