| **Student Name** | **DOB** | **SSID** |
| --- | --- | --- |
|  |  |  |
| **School District** | **School** | **Grade** |
|  |  |  |

**Comprehensive Evaluation**

If a student is suspected of having a speech or language impairment, a comprehensive evaluation must be conducted for early childhood special education or school age special education services, including the following (attach evaluation report that describes and explains the results of the evaluation conducted):

1. The team has reviewed existing information, including information from the parent(s), previous testing, medical data, the student’s cumulative records, and previous individualized education programs or individualized family service plans. Evaluation documentation includes relevant information from these sources used in the eligibility determination:

| **Date Reviewed** |
| --- |
|  |

2. A speech and language assessment.

| **Speech-Language Pathologist** | **Assessment** | **Date Conducted** | **Date Reviewed** |
| --- | --- | --- | --- |
|  |  |  |  |

3. For a student suspected of having a voice disorder, documentation of a medical examination by an Otolaryngologist describing relevant medical issues.

| **Otolaryngologist** | **Date Conducted** | **Date Reviewed** |
| --- | --- | --- |
|  |  |  |

4. An evaluation of or screening of hearing acuity and, if needed, a measure of middle ear functioning.

| **Examiner** | **Assessment** | **Date Conducted** | **Date Reviewed** |
| --- | --- | --- | --- |
|  |  |  |  |

5. An evaluation of the student’s oral mechanism, if needed.

| **Examiner** | **Assessment** | **Date Conducted** | **Date Reviewed** |
| --- | --- | --- | --- |
|  |  |  |  |

6. For syntax, morphology, semantics, or pragmatics, comprehensive standardized tests or other evaluation data, a language sample or other data:

| **Speech-Language Pathologist** | **Assessment** | **Date Conducted** | **Date Reviewed** |
| --- | --- | --- | --- |
|  |  |  |  |

7. For a student suspected of having a voice disorder, a voice assessment scale.

| **Speech-Language Pathologist** | **Assessment** | **Date Conducted** | **Date Reviewed** |
| --- | --- | --- | --- |
|  |  |  |  |

8. For a student suspected of having a fluency disorder, an observation in at least two settings:

| **Observer/Title** | **Date Conducted** | **Report Date** | **Date Reviewed** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |

9. [OPTIONAL] For other than a voice disorder, if medical information is needed, documentation of a medical examination.

| **Physician, Naturopathic Physician, Physician Assistant, or Nurse Practitioner** | **Date Conducted** | **Date Reviewed** |
| --- | --- | --- |
|  |  |  |

10. Any additional assessments that may determine the impact of the suspected disability on the student’s developmental progress for a student age 3 to 5 or the student’s educational performance for a student age 5 to 21.

| **Examiner** | **Assessment** | **Date Conducted** | **Date Reviewed** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |

11. Any additional evaluations or assessments necessary to identify the student's developmental or educational needs.

| **Examiner** | **Assessment** | **Date Conducted** | **Date Reviewed** |
| --- | --- | --- | --- |
|  |  |  |  |

**Eligibility Criteria**

To be eligible with a speech or language impairment for early childhood or school age special education services, the student must demonstrate the following minimum criteria: an impairment of speech articulation, voice, fluency, or the impairment or deviant development of language comprehension and/or expression, or the impairment of the use of a spoken or other symbol system that adversely affects educational performance. The language impairment may be manifested by one or more of the following components of language: morphology, syntax, semantics, phonology, and pragmatics.

| For a voice disorder: |  |  |
| --- | --- | --- |
| The student demonstrates chronic vocal characteristics that deviate in at least one of the areas of pitch, quality, intensity or resonance; and | Yes | No |
| The student's voice disorder impairs communication or intelligibility; and | Yes | No |
| The student's voice disorder is rated as moderate to severe on a voice assessment scale. | Yes | No |

| For a fluency disorder |  |  |
| --- | --- | --- |
| The student demonstrates an interruption in the rhythm or rate of speech that is characterized by hesitations, repetitions, or prolongations of sounds, syllables, words or phrases; and | Yes | No |
| The student has a fluency disorder that interferes with communication and calls attention to itself across two or more settings; and | Yes | No |
| The student demonstrates moderate to severe vocal dysfluencies or the student evidences associated secondary behaviors, such as struggling or avoidance as measured by a standardized measure. | Yes | No |

For a phonological or articulation disorder:

| The student's phonology or articulation is rated significantly discrepant as measured by a standardized test; and | Yes | No |
| --- | --- | --- |
| The disorder is substantiated by a language sample or other evaluation(s). | Yes | No |

| For a syntax, morphology, pragmatic or semantic disorder: |  |  |
| --- | --- | --- |
| The student's language in the area of syntax, morphology, semantics or pragmatics is significantly discrepant as measured by standardized test(s) or other evaluation data; and | Yes | No |
| The disorder is substantiated by a language sample or other evaluation(s); and | Yes | No |
| The disorder is not the result of another disability. | Yes | No |

| **Eligibility Determinations**  The team has determined that: | | |
| --- | --- | --- |
| The disability has an adverse impact on the child’s developmental progress when the child is age 3-5 or has an adverse impact on the child’s educational performance when the child is age 5-21. | Yes | No |
| The student has a speech or language impairment as defined in this rule; | Yes | No |
| By reason thereof, the student requires early childhood special education (OAR 581-015-2795) or school age special education (OAR 581-015-2120) services. | Yes | No |
| The team has considered the student’s special education eligibility, and determined that the eligibility is due to: | | |
| a lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, phonics, vocabulary development; reading fluency/oral reading skills; and reading comprehension strategies); | Yes | No |
| a lack of appropriate instruction in math; | Yes | No |
| limited English proficiency. | Yes | No |

The team agrees that this student:

* Does qualify for Early Childhood Special Education services with an eligibility of Speech or Language Impairment.
* Does not qualify for Early Childhood Special Education services with an eligibility of Speech or Language Impairment.
* This section does not apply to this student.

The team determined that this student:

* Does qualify for special education services with an eligibility of Speech or Language Impairment.
* Does not qualify for special education services with an eligibility of Speech or Language Impairment.
* This section does not apply to this student.

| **Signature** | **Title** | **Agree** | **Disagree** |
| --- | --- | --- | --- |
|  |  |  |  |
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A copy of the evaluation report and the eligibility statement has been provided to the parent(s).

This form is used to:

Document whether the student meets the eligibility criteria for Speech or Language Impairment and the basis for that determination in accordance with OAR 581-015-2135 and 34 CFR §300.8.

Meet the following requirements, regarding the need to establish eligibility for special education and related services:

OAR 581-015-2100 (Responsibility for Evaluation and Eligibility Determination);

OAR 581-015-2105 (Evaluation and Reevaluation Requirements);

OAR 581-015-2110 (General Evaluation and Reevaluation Procedures);

OAR 581-015-2115 (Evaluation Planning);

OAR 581-015-2120 (Determination of Eligibility);

OAR 581-015-2125 (Interpretation of Evaluation Data);

Document the date of the eligibility determination.

Provide a place for the team to sign the statement and indicate whether or not each member agrees or disagrees with the eligibility determination; and

Document that the parent was given a copy of evaluation report(s) and eligibility statement.

Directions:

Enter the date the form was completed by the team (meeting date).

Enter the student’s name.

Enter the student’s date of birth.

Enter the student’s SSID.

Enter School District and School information.

Enter student’s grade level at the time of meeting.

List the required evaluation elements. Indicate the name of the test(s) used, the examiner who conducted the test(s) and the testing date(s). If data is being reviewed only (e.g., for reevaluation), indicate the review date. Attach documentation of each evaluation.

The team must determine the following:

For a voice disorder: The student demonstrates chronic vocal characteristics that deviate in at least one of the areas of pitch, quality, intensity or resonance; and the student's voice disorder impairs communication or intelligibility; and the student's voice disorder is rated as moderate to severe on a voice assessment scale.

For a fluency disorder: The student demonstrates an interruption in the rhythm or rate of speech that is characterized by hesitations, repetitions, or prolongations of sounds, syllables, words or phrases; and the student has a fluency disorder that interferes with communication and calls attention to itself across two or more settings; and the student demonstrates moderate to severe vocal dysfluencies or the student evidences associated secondary behaviors, such as struggling or avoidance as measured by a standardized measure.

For a phonological or articulation disorder: The student's phonology or articulation is rated significantly discrepant as measured by a standardized test; and the disorder is substantiated by a language sample or other evaluation(s).

For syntax, morphology, pragmatic or semantic disorder: the student's language in the area of syntax, morphology, semantics or pragmatics is significantly discrepant as measured by standardized test(s) or other evaluation data; and the disorder is substantiated by a language sample or other evaluation(s); and the disorder is not the result of another disability.

The team must also determine the following:

The student’s disability has an adverse impact on the student’s educational performance when the student is age 5-21, or has an adverse impact on the child’s developmental progress when the child is age 3-5.

The student has a speech or language impairment as defined in this rule;

The student requires early childhood special education (OAR 581-015-2795) or school age special education (OAR 581-015-2120) services.

The team must document that they considered the student’s special education eligibility, and determined that the eligibility:

Is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, phonics, vocabulary development; reading fluency/oral reading skills; and reading comprehension strategies);

Is not due to due a lack of appropriate instruction in math; or

Is not due to limited English proficiency.

Indicate if the student does or does not qualify for Early Childhood Special Education or School Age Special Education services with a Speech or Language Impairment eligibility.

Have each team member (including the parent/guardian) sign the form, indicating their title and whether they agree or disagree with the eligibility determination.

Place a copy of this form with all attachments into the student’s file.

Give a copy of the evaluation report and eligibility statement to the parent/guardian(s).

Note: If the team is using existing data, indicate the assessment information used, and the date the team determines this information to be currently valid. Attach documentation of each evaluation.