

Activity 2: Developing an Evaluation Plan

Directions: Read the description below and complete the RIOT chart with information we already have and then add any additional information needed to determine eligibility for special education and related services, and educational planning. You may use either RIOT chart.

A sixth grade student, new to the school district, is evidencing strong performance in all subject areas except math. Teacher observation, classroom assessments and district fall benchmark math testing all indicate that the student’s math performance is significantly discrepant from her peers. Her math teacher has met with her every day before school for 3 weeks to support her with classroom assignments. However, her grades still show that she is having difficulty. The math teacher, along with a building based problem-solving team, engage in a structured problem-solving process. A review of her prior school records (report card and state assessments) show that she has struggled in math since third grade. A daily intervention was provided that focused on basic computation and problem solving strategies. Her progress was monitored weekly using math curriculum-based measures and other math formative assessments that are part of the district’s math curriculum. The team met formally after 6 weeks to evaluate her progress and found she was making minimal progress. The team recommended a referral to special education.

	R Review	I Interview	O Observe	T Test
I Instruction				
C Curriculum				
E Environment				
L Learner				

RIDE- Specific Learning Disability Criteria and Guidance Overview
2010

The Evaluation Team decided that a special education evaluation was needed. As a result, they developed an evaluation plan. They looked at the existing data and determined a way to answer any remaining questions that they have in order to determining eligibility **and** plan instruction.

	Existing Data	Still Needed Additional Data
R (review)		
I (interview)		
O (observe)		
T (test)		