Standards for the SLD Evaluation

Standard 1: The SLD Evaluation embraces an interdisciplinary lens for evaluation and intervention process.	
1.1	The SLD evaluation and intervention teams always include the student's teachers, intervention providers, psychologists and diagnosticians.
1.2	The SLD evaluation and intervention teams will include related service providers including school health providers, speech and language pathologists, occupational therapists, physical therapists, school counselors and mental health providers, when data collected, formally and informally, indicates a possible need.
1.3	The individual being evaluated, and their family are valued and respected team members whose input is sought and thoughtfully integrated with other data.
1.4	The evaluation process includes a mechanism for communication and collaboration among team members to share insights and recommendations, which will result in improved educational outcomes.
Standard 2: The SLD Evaluation is part of a dynamic and connected continuum of evaluation and instruction that is bidirectional and iterative in nature.	
2.1	Informal assessment data, including error pattern analysis and progress monitoring data collected by classroom teachers should be the starting point of the evaluation process to guide ongoing instruction.
2.2	School-based interventionists use the data collected by the student's teacher to develop targeted interventions.
2.3	Data documenting the student's response to targeted intervention is used to determine the need for further evaluation.
2.4	Progress monitoring data informs the selection of assessment tools and strategies by psychologists, diagnosticians, SLPs and other evaluators.

2.5	Data from the comprehensive evaluation, including performance captured through standardized scores and qualitative data about student performance, gathered through practices such as testing the limits, error analysis, and behavioral observations during testing is collected and reported in a manner that serves to refine and enhance diagnosis and intervention.
Standard 3: The SLD Evaluation is informed by content-specific (Literacy-Numeracy) research and research-supported practice.	

3.1	Evaluations look at all relevant content domains.
	    3.1a For Literacy, these domains include concepts of print; oral language; phonemic awareness; phonics; orthography; automatic word recognition; fluency; vocabulary; text comprehension; and written expression.
	    3.1b For Mathematics, these domains include number and operations; algebraic thinking and reasoning; geometry; measurement; data, statistics, and probability

3.2	High-quality evaluations are consistent with understanding of the theoretical concepts associated with the research of that content area.
	    3.2a Science of Literacy/Reading concepts including: Scarborough's Rope; the Simple View of Reading; National Reading Panel's recommendations; Ehri's stages of word reading development; Sedita's Writing Rope; and the Four-Part Processing Model.
	    3.2b Mathematics concepts include: Procedural fluency being developed from conceptual understanding; three aspects of mathematics fluency (Accuracy, Efficiency, Strategy/Flexibility), central role of Mathematical Practices and Processes

3.3	Recommended interventions in Literacy and Mathematics target the area of struggle and acknowledge the interconnected nature of all domains and content areas.
Standard 4: The SLD Evaluation, in all phases, is informed by the cultural and linguistic background of the child and the context of instruction at school.	
4.1	Evaluators gather detailed information about the home language and literacy from the family and caregivers.
4.2	The child's proficiency in their home language(s) and the language of instruction is determined and considered in the evaluation process.
4.3	Whenever possible and appropriate to the linguistic and instructional context, assessments are administered in both the language of strongest proficiency as well as the language of instruction.
4.4	When assessments, whether cognitive or content-specific, are administered in a language other than the individual's native or home language, results must be analyzed in consideration of the cultural and linguistic loading of assessment tasks. 4.4a In regards to literacy, this may include understanding how print and book concepts vary across languages and cultures, how oral and written language and

	vocabulary acquisition occurs, articulation and dialectal differences in phonological and phonemic awareness, and how languages have different grammatical structures. 4.4b In regards to mathematics, this may include understanding language nuances (e.g. syntax, grammar, morphology, and academic vocabulary) of mathematics, the differences in algorithms across countries and regions of the world, the extent to which word problems are set in contexts that are authentic, relevant, and familiar to the child, and, in the case of timed tests, the extent to which translation extends the time a culturally and linguistically diverse child needs to complete the assessments.
4.5	All SLD evaluations of individuals who are culturally and linguistically diverse must be informed by the necessary information (such as a review of invariance testing results that examine group differences in performance for a particular instrument) to determine that the academic difficulties experienced are not solely the result of cultural and language differences.
Standard 5: The SLD Evaluation embraces the strengths of individuals as well as areas of difficulty.	
5.1	The comprehensive SLD evaluation is holistic and focuses on the multiple domains that affect learning and performance in school: cognitive & language abilities, academic skills, attention and executive functioning, social and emotional functioning, health status, motor skills, and strengths.
5.2	The holistic evaluation includes formal and informal assessment and data from multiple sources and informants.
5.3	The holistic evaluation considers the health status of the individual and determines that the academic difficulties experienced are not the result of vision and/or hearing difficulties or other health-related or neurodevelopmental disorders.
5.4	Student strengths are evaluated formally and informally and with an emphasis on character strengths and motivation in addition to academic and cognitive strengths.
Standard 6: The SLD Evaluation is supported through comprehensive professional development for stakeholders that recognizes their unique contributions within an interdisciplinary collaboration.	
6.1	Professionals involved in the evaluation of individuals with SLD stay current in their respective fields and participate in ongoing professional development.
6.2	Professionals involved in the evaluation of individuals with SLD keep current with research and best practice in evaluation and intervention for SLD.
Standard 7: The SLD Evaluation process provides comprehensive information that supports the development of effective instruction/intervention and accommodations for individuals, regardless of whether they meet identification criteria for SLD.	
7.1	The goal of the SLD evaluation is to create a holistic understanding of the individual as a learner.

7.2	When administering and interpreting assessments, performance captured through standardized and non-standardized data, gathered through practices such as error pattern analysis, behavioral observations during testing, and when relevant, testing of the limits and other testing accommodations must be considered.
7.3	In addition to diagnosis and eligibility determination, the evaluation provides specific recommendations for instruction and intervention.
7.4	Instructional and intervention recommendations are specific to the cognitive, academic, social-emotional, attentional and executive function strengths and needs of the individual.
Standard 8: The SLD evaluation team considers the consequential validity of the evaluation- which is the extent to which the process leads to improved outcomes for students with SLD.	
8.1	The evaluation provides a clear path to improved educational outcomes for the individual in multiple domains.
8.2	The evaluation details actionable steps to improve academic and social-emotional functioning.