

Missouri Office of Special Education Compliance Standards & Indicators

1500-ELIGIBILITY CRITERIA: Language Impairment

Legal Requirement	Indicator	Documentation
<p>1500.10 Description of lack of response to intervention and adverse educational impact.</p> <p>34 C.F.R. §300.8; 34 C.F.R. §300.306; SP (III)</p>	<p>The evaluation report describes lack of response to evidence-based interventions designed to support academic progress in the general education curriculum and the adverse affect on educational performance caused by the language impairment.</p>	<p>Evaluation report</p>
<p>1500.20 Documentation of language functioning significantly below age expectations.</p> <p>34 C.F.R. §300.8; 34 C.F.R. §300.306; SP (III)</p>	<p>1500.20.a. The evaluation report documents the results of two or more composite standard scores, composed of receptive and expressive language function in a single standard score, that determine the child’s language functioning is significantly below age expectations using the following criteria:</p> <p>1500.20.a(1) Significantly below age expectations is defined as 1.75 or more standard deviations below the mean for students who are kindergarten age eligible and older. One composite score must meet the 1.75 or more standard deviation criterion. Teams of qualified professionals within a public agency may accept a second composite score allowing for the standard error of measurement when the criterion is met on the other composite score.</p> <p>1500.20.a(2) Children ages 3 through 5 years, not kindergarten eligible, shall use Young Child with a Developmental Delay criteria.</p> <p style="text-align: center;">OR</p> <p>1500.20.b. The evaluation report documents the team’s conclusion that the student’s language functioning is significantly below age expectations in accordance with written procedures adopted by the public agency for utilization of reasonable variances that enable a student to meet the standard score criterion in highly unique situations such as English Learners.</p> <p>NOTE: When one composite score does meet the 1.75 standard deviation and a public agency has determined it may accept the standard error of measurement for the other assessment to meet the eligibility criteria above, the manual for that language assessment must be carefully reviewed to determine the standard error of measurement to be used. Some assessments have multiple options for the standard error of measurement associated with different confidence intervals. The</p>	<p>Evaluation report</p>

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	evaluation report must document the standard error of measurement (and associated confidence interval selected if more than one is provided) for any language assessment used to meet the above criteria.	
<p>1500.30 Language evaluations:</p> <p>34 C.F.R. §300.8; 34 C.F.R. §300.306; SP(III)</p>	<p>The evaluation report includes documentation that the student consistently displays inappropriate or inadequate language that impairs communication in the educational environment as documented by structured qualitative procedures such as the following:</p> <p>1500.30.a. Language sampling</p> <p>1500.30.b Classroom observations</p> <p>1500.30.c Curriculum based assessments</p> <p>1500.30.d Teacher and parent checklists/interviews</p> <p>1500.30.e Other clinical tasks</p>	Evaluation report
<p>1500.40 Adverse educational impact: Dialectal differences and second language influence:</p> <p>34 C.F.R. §300.8; 34 C.F.R. §300.306; SP(III)</p>	<p>1500.40.a. The evaluation report documents the team’s conclusion that the child’s language impairment is not the result of dialectal differences or second language influences.</p>	Evaluation report