Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Exit Slip June 20

1. **With the implementation of RtI in schools, identify the role(s) for the following school personnel in meeting the needs of ALL?**
   1. **Administrator-**
   2. **General educator-**
   3. **Special educator-**
   4. **Related service providers-**
   5. **Parent-**
2. **Body of Evidence: Multiple Sources: Given examples of each**

|  |  |
| --- | --- |
| Diagnostic Screeners |  |
| Targeted Assessments |  |
| Outcome Measures |  |
| End of Unit Assessments |  |
| Curriculum-based Measures (CBMs) |  |
| Mastery-based Measures |  |
| Benchmarks |  |

1. **Under IDEA (2004) , what are the two major eligibility criteria that must be met in order to determine that a student has a Specific Learning Disability?**
2. **Why is it essential to build a body of evidence using a multitude of sources for SLD identification? Include meeting the evaluation needs of culturally diversed learners in your response. (3-4 reasons)**

|  |  |  |  |
| --- | --- | --- | --- |
| 0-2 points | 3 points | 4 points | 5 points |
| Little or no completion of the portions of the exit slip; lacks understanding of the basic principles of response to intervention (RtI) and specific learning disability (SLD) identification. | Completes some of the portions of the exit slip; partial understanding of the basic principles of response to intervention (RtI) and specific learning disability (SLD) identification. | Completes most of the portions of the exit slip; mostly understands the basic principles of response to intervention (RtI) and specific learning disability (SLD) identification. | Completed all portions of the exit slip; indication of an understanding of the basic principles of response to intervention (RtI) and specific learning disability (SLD) identification. |