### Tool B: Adaptive Functioning Rubric

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** Fill in the names, dates, and results of each evaluation done. The completed rubric must be included in the student’s special education record and provided to the family along with the IEP.

|  |  |  |  |
| --- | --- | --- | --- |
| Type of Evaluation | Name of Evaluation | Date | Results |
| Adaptive Behavior Skills Assessment\* |  |  | Teacher Report:Parent Report: |
| Speech Evaluation |  |  | Receptive Score:Expressive Score: |
| AAC Evaluation |  |  |  |
| OTHER |  |  |  |

*\*Behavior skills assessments should reflect the skills and knowledge expected for a typical peer and be appropriate for the student’s physical capabilities and communication skills.*

|  |  |  |  |
| --- | --- | --- | --- |
| Average Adaptive Ability |  |  | Most Significant Disability |
| 1 | **2** | **3** | **4** |
| Adaptive Behavior Scale |
| *Comments:* |
| Overall adaptive behavior score in average range or above (standard score 85 or above). | Adaptive behavior 1 to 2 standard deviations below mean (standard score between 84 and 71). | Adaptive behavior 2 to 2.5 standard deviations below mean (standard score between 70 and 64). | Adaptive behavior 2.5 standard deviations or more below mean (standard score of 63 or lower). |
| Conceptual *(Do not consider communication mode but rather how proficient and independent the student is in using their communication system).* |
| *Comments:* |
| Has appropriate age and grade level expressive and receptive communication skills. | Has expressive and receptive communication skills that requires minimal prompting or assistance. | Beginning communicator. Minimal expressive and receptive communication skills. Communication is limited to wants, needs, and preferences. | Has limited to no reliable communication system.  |
| Social and Interpersonal Skills |
| *Comments:* |
| No instruction is needed on age and grade appropriate interpersonal skills. | Instructional needs addressed through general education interventions for age and grade appropriate interpersonal skills. | Systematic, direct instruction in age and grade appropriate interpersonal skills. | Intensive, systematic, and direct instruction in age and grade appropriate interpersonal skills. |
| Daily Living Skills - Instruction |
| *Comments:* |
| No instruction needed on age and grade appropriate daily living skills. | Minimal instruction needed for student to learn age and grade appropriate daily living skills. | Requires frequent, individualized instruction, and supports across **multiple settings** to learn age and grade appropriate daily living skills. | Requires intensive, frequent, and individualized instruction and supports in **multiple settings** to learn and apply age and grade appropriate daily living skills. |
| Daily Living Skills – Application Across Multiple Settings |
| *Comments:* |
| Student is independently able to generalize age and grade appropriate daily living skills. | Student requires minimal supports to successfully generalize age and grade appropriate daily living skills. | The student’s ability to successfully generalize age and grade appropriate daily living skills is inconsistent and they routinely need support. | The student is unable to successfully generalize age and grade appropriate daily living skills without intensive support. |
| Community Living Skills |  |  |  |
| *Comments:* |  |  |  |
| No instruction needed on age and grade appropriate community living skills. | Minimal instruction needed for student to learn age and grade appropriate community living skills. | Requires frequent, individualized instruction, and supports across multiple settings to learn age and grade appropriate community living skills. | Requires intensive, frequent, and individualized instruction and supports in multiple settings to learn and apply age and grade appropriate community living skills. |