### Tool A: Intellectual Functioning Tool

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 |
| Individual Cognitive Ability Evaluation |  |  | Full scale IQ:  Visual/Spatial:  Fluid Reasoning:  Working Memory: |
| Speech Evaluation |  |  | Receptive Score:  Expressive Score: |
| AAC Evaluation |  |  |  |
| OTHER |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Average Cognitive Ability |  |  | Most Significant Cognitive Disability |
| 1 | **2** | **3** | **4** |
| Verbal Intelligence/Cognition (related to language skills) | | | |
| *Comments:* | | | |
| Verbal intelligence in average range or above (85 or above). | Verbal Intelligence 1 to 2 standard deviations below the mean (between 84 and 76). | Verbal Intelligence 2 to 2.5 standard deviations below the mean (between 75 and 64). | Verbal Intelligence 2.5 standard deviations or more below the mean (63 or lower). |
| Nonverbal Intelligence/Cognition (related to nonverbal reasoning, visual/spatial, nonverbal memory) | | | |
| *Comments:* | | | |
| Non-verbal intelligence in average range or above (85 or above). | Non-verbal Intelligence 1 to 2 standard deviations below the mean (84-76). | Non-verbal Intelligence 2 to 2.5 standard deviations below the mean (75 – 64). | Non-verbal Intelligence 2.5 standard deviations below the mean (63 or lower). |
| Thinking/Reasoning/Problem-Solving | | | |
| *Comments:* | | | |
| Reasoning and problem-solving skills at age-level or within average range on an assessment. | Minimal assistance (e.g., general education interventions/supports) needed to carry out reasoning and problem-solving tasks. | Requires moderate assistance, interventions, and supports to support learning and completing cognitive tasks involving thinking, reasoning, and problem solving. | Requires intensive and consistent assistance, interventions, and supports to support learning and completing cognitive tasks involving thinking, reasoning, and problem solving. |
| Executive Function/Attention/Memory | | | |
| *Comments:* | | | |
| Cognitive planning and working memory at age-level or within average range on an assessment. | Minimal assistance (e.g., general education interventions/supports) needed to support cognitive planning and working memory. | Requires moderate modifications and levels of scaffolding to support cognitive planning and working memory. | Requires intensive modifications and substantial levels of scaffolding to support cognitive planning and working memory. |
| Learning | | | |
| *Comments:* | | | |
| Learning RI Core Standards as part of the general education curriculum with minimal to no support provided. | Learning RI Core Standards as part of the general education curriculum with maximum support provided and making progress. | Learning RI Core Standards as part of the general education curriculum with maximum levels of support and no progress.  OR  Learning Essential Elements and mastering the Target linkage level with moderate to maximum levels of support. | Learning Essential Elements and making progress through linkage levels with maximum levels of support.  OR  Learning Essential Elements and not making progress through linkage levels even with maximum levels of support. |