

Guidance for IEP Teams: Unobtainable Verbal Score

Purpose and Scope

This form provides a way for IEP Teams to document the reason(s) why a verbal score cannot be obtained for a student being considered for participation in the alternate assessments. A verbal score may be unobtainable for a variety of documented reasons, including but not limited to:

- The student is nonverbal or has severely limited expressive language to the degree that verbal test administration is not possible or would yield invalid results.
- The student uses an augmentative and alternative communication (AAC) system that precludes standard verbal administration.
- The student does not speak English and no appropriately normed instrument in their home language is available.
- A documented sensory or motor impairment (e.g., significant hearing loss, dysarthria) prevents valid verbal responses.

IMPORTANT: The absence of a verbal score does not automatically qualify or disqualify a student for the alternate assessment. IEP teams must still gather and evaluate all other required evidence as described in the full Guidance for IEP Teams document. A verbal score cannot be estimated, assumed, or extrapolated from other data.

Per Rhode Island guidance (Appendix B, FAQ on Cognitive Evaluations): When a verbal score cannot be obtained, the IEP team must document the specific reason and use an evaluation appropriate for the student, such as the CTONI or WNV, etc., before continuing with the eligibility process.

Informal observations, checklists, and parent interviews **may not** substitute for norm-referenced evaluation data in the cognitive sections of Tools A and B.

Documentation for Students with Unobtainable Verbal Score

Complete this section before proceeding with completing Tool A of the eligibility process. Depending on the reason the student is nonverbal, there may be multiple attempts and multiple evaluation tools that were used to get a cognitive score. It is important to document all attempts at obtaining a cognitive score as this is further documentation that the student is nonverbal.

Once this form is complete, then the IEP team can continue with the eligibility process, as outlined in the *IEP Guidance* document, by checking off *verbal score is unobtainable* on Tool A: Intellectual Functioning Rubric.

As with all eligibility forms, a copy of this form must be provided to the parents along with the other eligibility documents and the IEP.

Student Name: _____ Date of Birth: _____

State-Assigned Student ID (SASID): 1000-_____ IEP Meeting Date: _____

Completed By (Name/Role): _____

Student's Primary Disability: _____

Home Language: _____

AAC Device, if using: _____

SECTION 1: REASON VERBAL SCORE IS UNOBTAINABLE

Reason Verbal Score is Unobtainable (check all that apply):

- ☐ Student is nonverbal; does not use spoken language as a primary communication mode.
- ☐ Student uses an AAC device or system that does not permit standard verbal test administration.
- ☐ Student has a documented hearing impairment that prevents valid verbal responses.
- ☐ Student has a documented speech/motor impairment (e.g., dysarthria, apraxia) preventing verbal responses.
- ☐ Student does not communicate in English and no appropriately normed instrument in the home language exists.
- ☐ Evaluator made repeated attempts and verbal responses were inconsistent or absent despite optimal conditions. Explain below:

Intelligence Tests That Allow for AAC Devices During Administration*

TONI-4 (Test of Nonverbal Intelligence) ✎ **CTONI-2** (Comprehensive Test of Nonverbal Intelligence, Second Edition) ✎ **PTONI**** (Preschool Test of Nonverbal) ✎ **Leiter-3** (Leiter International Performance Scale) ✎ **WNV** (Wechsler Nonverbal Scale of Ability) ✎ **MSEL** (Mullen Scales of Early Learning)

**The evaluations listed are not inclusive. **This test may be appropriate for students up through age 11.*

SECTION 2: ATTEMPTED EVALUATIONS

When a verbal score cannot be obtained, the IEP team must document the specific reason and use an evaluation appropriate for the student, such as the CTONI or WNV, etc., before continuing with the eligibility process.

Directions: If you attempted a cognitive evaluation that included a verbal section, and were unable to obtain a verbal score, record those attempts here. ***You are not required to try to obtain a verbal score. However, if you did, record the results here.***

Provide the type, name, date, results of each evaluation attempted.

Attempt 1:

Name of Evaluator	Title	Location of Evaluation	Date
Evaluation Name		Results (by subtest)	

Attempt 2:

Name of Evaluator	Title	Location of Evaluation	Date
Evaluation Name		Results (by subtest)	

Attempt 3:

Name of Evaluator	Title	Location of Evaluation	Date
Evaluation Name		Results (by subtest)	