**ID Eligibility Documentation Checklist: A Discussion Guide for Teams**

**Purpose:** Discussion guide for eligibility determination teams to use when analyzing evaluation data to determine if a student meets eligibility criteria for Intellectual Disability. Please use this guide in conjunction with the regulatory Intellectual Disability eligibility criteria noted within the 1000’s section of Missouri Standards and Indicators manual.

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| **Evidence and Documentation Checklist** | **Yes** | **No** |
| 1. **Intellectual Functioning:**
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| * 1. Is there evidence that the child’s performance on an individually administered comprehensive standardized measure of intelligence is 2.0 standard deviations (SD) or more below the mean?
		1. Is the full-scale score reported?
		2. Are subtest or index scores reported?
		3. If the measure of general intellectual functioning used does not report a full-scale score is there evidence that the overall standard score reported is equal to or below 2.0 SD below the mean?
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| * 1. Is there evidence documented in the evaluation report that interpretation and analysis of the child’s cognitive score results considered factors that may affect test performance including:
		1. Limited English Proficiency
		2. Cultural background and difference
		3. Mode of communication
		4. Motor abilities
		5. Sensory abilities
		6. Medical conditions
		7. Lack of instruction
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| * 1. If there are statistically significant variances in between index or subtest scores, is there documentation in the evaluation report to explain how these variances impacted the obtained full-scale score?
		1. If there are statistically significant variances between verbal and performance measures did the team consider the impact of the child’s language skills on the full-scale IQ score?
		2. If the child’s language skills are significantly impaired, did the team consider a non-verbal measure of intelligence?
		3. Is there evidence the team analyzed all of the scores (subtest, index, full scale, developmental age score etc.) obtained to determine if the obtained score of overall general intellectual functioning of the child is a valid representation of the child’s overall general intellectual functioning?
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| * 1. Is there evidence that the test was conducted under standard assessment protocols?
		1. If the test was given remotely using teleassessment did the team analyze how this might impact their obtained score?
		2. Did the child exhibit any behaviors during the testing session that could have impacted the validity of the obtained score?
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| 1. **Adaptive Behavior (Standardized Assessment and Observation):**
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| * 1. Does the Evaluation documentation include results from two or more familiar adults using measures of adaptive behavior completed on behalf of the child?
		1. Is there evidence the composite scores from (2) adaptive behavior measures are both 2.0 SD or more below the mean for the measures?

OR* + 1. Does the evaluation report describe that the composite score for at least one adaptive behavior measure is 2.0 or more SD below the mean and one composite score is 2.0 or more SD below the mean for the another adaptive behavior measure when the Standard of Error of Measurement (SEM) for the adaptive behavior measure is used, and
		2. Does the evaluation report describe the SEM of the measure and the adaptive behavior composite score obtained for the measure?
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| * 1. Is there evidence that interpretation and analysis of the child’s adaptive behavior results considered factors that may affect test performance including:
		1. Limited English Proficiency
		2. Cultural background and difference
		3. Mode of communication
		4. Motor abilities
		5. Sensory abilities
		6. Medical condition
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| * 1. Is there documentation of formal observation(s) of the child’s adaptive behavior skills in a variety of educational settings that compares the child with same-age peers?
		1. Is there evidence that observational data gathered through formal observation confirms the existence of specific adaptive behavior weaknesses reported in the adaptive behavior measures?
		2. Is this evidence documented in a formal observation(s) included in the evaluation report?
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| 1. **Intellectual and Adaptive Behavior Deficits Adversely Impact Academic Functioning:**
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| * 1. Is there evidence that academic achievement scores are commensurate with the child’s obtained scores in the area of general intellectual ability and adaptive behavior? Documentation of the following exists in the evaluation report:
		1. When included as part of a comprehensive evaluation, formal measures of academic achievement indicate standard scores near 2.0 or more SD below the mean (achievement scores in the subaverage range, not average or above)
		2. Informal and formal measures of academic achievement indicate student’s academic achievement learning profile is relatively even (flat line learning profile rather than a defined pattern of strengths and weaknesses)
		3. Informal and formal measures indicate student is functioning significantly below same age peers despite receiving appropriate instruction.
		4. Informal and formal measures indicate that student is functioning significantly below same age peers despite receiving interventions.
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| * 1. Is there evidence that due to the student’s significant limitations in the area of general intellectual functioning **and** adaptive behaviors the student’s functioning across multiple contexts and settings is adversely impacted?
		1. Specific areas of impact are listed it the evaluation report
		2. Areas of impact noted in the evaluation report are linked to limitations in general intellectual functioning and adaptive behavior
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| 1. **Need for Specially Designed Instruction:**
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| * 1. Does the child need specially designed instruction due to significant limitations in general cognitive ability and adaptive behavior?
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| 1. **Is this a student eligible as a student with intellectual disability?**
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| * 1. Is there evidence that the team considered all eligibility categories for which the team suspected a disability?
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| * 1. Is there evidence the team ruled out exclusionary factors
		1. Lack of appropriate instruction in reading, including the essential components of comprehensive literacy instruction (phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension)
		2. Lack of appropriate instruction in math
		3. Limited English proficiency
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