	Why Jeffco asks for cognitive assessments		222
2	JEFFCO PUBLIC SCHOOLS	2/19/19	



The Arc of Jefferson, Clear Creek & Gilpin Counties
 FFFCO

PUBLIC SCHOOLS







*By providing students with effective instruction they will demonstrate higher achievement

*Standards aligned IEP goals and appropriate specially designed instruction will close achievement gaps







	Myth/Truth
Cognitive a planning	assessments facilitate instructional



1		Intellectual Disability
To be elig	ible as a c	hild with an Intellectual Disability, there must be evidence of each of the following criteria: ECEA 2.08(4)(a)
Yes Yes	No No	A full scale score of 2.0 or more standard deviations below the mean on individually administered measures of cognition; and
Yes Yes	No	A comprehensive adaptive skills assessment based on a body of evidence that reflects the child's social, Inguistic and Julan background. The Weel of Independent adaptive behavior is significantly below the culturally impaced expectations of personal and social responsibility.
		Interview of parents; and
		Observations of the child's adaptive behavior that must occur in more than one educational setting. A discrepancy must occur in two or more domains related to adaptive behavior in more than one educational setting.
An Intelle education	ctual Disal 1, as evider	ility, as described above, prevents the child from receiving reasonable educational benefit from general need by the following criterion: 2.08(4)(b)
Yes Yes	No No	A deficiency in academic achievement, either as indicated by scores 2.0 or more standard deviations below the mean in formal measures of language, reading, and math, or a body of evidence on informal measures when it is determined that reliable and void assessment results are not possible due to the chird's functioning level.







Adaptive Skills Criteria

An interview of the parents or caregivers using a formal adaptive behavior assessment rating scale must be completed by an individual who is trained to administer such an instrument.









If adaptive composite score is at least 2 standard deviations below the mean (\leq 70), then a cognitive assessment is requested and completed.







Purpose: To determine whether a student meets eligibility criteria for intellectual disability and to help the IEP team determine if Extended Evidence Outcomes and Alternate Assessments are appropriate for that student.

At what age? A cognitive test can be administered as young as 2 ½ years old, but early childhood is generally a time of such rapid developmental changes/growth. For most students it is around the age of 7 that we see more consistent cognitive test results over time.



- KABC-2
- WNV or CTONI-2



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Example of cognitive profile of a student with Intellectual Disability

PRIMARY SUMMARY (CONTINUED)

				Percentile Rank	95% Confidence Interval	Qualitative Description	SEM
Composite		Sum of Scaled Scores	Composite Score				
Verbal Comprehension	VCI	4	55	0.1	51-66	Extremely Low	4.24
Visual Spatial	VSI	9	69	2	64-79	Extremely Low	4.74
Fluid Reasoning	FRI	5	58	0.3	54-68	Extremely Low	3.97
Working Memory	WMI	9	69	2	64-79	Extremely Low	4.24
Processing Speed	PSI	10	72	3	66-84	Very Low	4.50
Full Scale IQ	FSIQ	19	51	0.1	47-59	Extremely Low	3.00













Significant Cognitive Disability

The words "typically associated with IQ below 55" allow for some district/school flexibility; it is not intended to be an absolute requirement. For students with IQ measured in the 55-70 range, additional factors related to the severity and impact of the disability must be taken into account when considering the selection of alternate academic achievement standards and assessment."











ii. Represent two-step word problems using equations with a letter standing for the unknown quantity. (CCSS: 3.OA.8)

iii. Assess the reasonableness of answers using mental computation and **JEFFCO** estimation strategies including rounding. (CCSS: 3.OA.8) PUBLIC SCHOOLS









High School: 2. Formulate, represent, and use algorithms with rational numbers flexibly, accurately, and efficiently

Extended Evidence Outcomes

- With appropriate supports, students can: Apply and extend previous understandings of operations with fractions
- to add, subtract, multiply, and divide rational numbers. Identify which is larger between 1/2, 1/3 and 1/4 of a whole using II.
- manipulatives/tools. III. Calculate addition and subtraction problems involving amounts of
- money under ten dollars (dollars and cents) (PFL)
- IV. Solve multiplication and division problems with single digit multipliers and divisors.



5th Grade Standard

Reading, Writing Communicating: 1. Literary texts are understood and interpreted using a range of strategies

idence Outcomes udents can:

- Students care:
 a. Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while
 reading, previewing sections of texts and activating prior knowledge
 b. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences
 from the text. (CQSS: RL5.2.1)
 ii. Determine a threm of a story ordinary or how the generation is a point prior in a point prior in a point of the text, including how characters in a
 story or drama respond to challenges or how the generation is point of they, story and prior is a point of the story ordinary ordinary ordinary points of they, story or drama, arguing an specific details in the text (e.g., how characters interact). (CCSS: RL.5.2)





most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. DLM assessments offer these students a way to show what they know and can do in mathematics, English language arts, and science.



