1. Definition

- continuing significant disability in intellectual functioning and achievement that adversely affects the student’s ability to progress in the general school program, but adaptive behavior in home or community is not significantly impaired and is at or near a level appropriate to the student’s chronological age (CA)
  - Yes
  - No

- significantly impaired intellectual functioning is two or more standard deviations below the mean
  - Yes
  - No

- difficulties in the following areas cannot be the primary reason for significantly impaired scores on measures of intellectual functioning
  - limited English proficiency
    - Yes
    - No
  - cultural background and differences
    - Yes
    - No
  - medical conditions that impact school performance
    - Yes
    - No
  - socioeconomic status
    - Yes
    - No
  - communication, sensory, or motor abilities
    - Yes
    - No

- Other disability categories shall be used if they are more descriptive of student strengths and needs. The team must determine that underachievement is not primarily the result of Visual, Motor, or Hearing Disability, Intellectual Disability, Speech or Language Impairment, or a Specific Learning Disability.
  - Yes
  - No

2. Evaluation Procedures

- intelligence evaluation with an individual, standardized test of cognition or intellectual ability with consideration to
  - intelligence test instrument(s) selected that are sensitive to cultural, linguistic or sensory factors
    - Yes
    - No
  - test interpretation that takes into account SEM and 68th percentile confidence level
    - Yes
    - No

- achievement evaluation with an individual, standardized achievement and deficient scores at or below the fourth percentile in two (2) or more of the following areas:
  - basic reading skills
    - Yes
    - No
  - reading fluency skills
    - Yes
    - No
  - reading comprehension
    - Yes
    - No
  - mathematics calculation
    - Yes
    - No
  - mathematics problem solving
    - Yes
    - No
  - written expression
    - Yes
    - No

- evaluation of home or school adaptive behavior with an individual, standardized instrument and scores determined to be appropriate
  - Yes
  - No

- adaptive behavior scores are above the level required for meeting the Intellectual Disability eligibility standards
  - Yes
  - No

- documentation (observation and/or assessment) of how Functional Delay adversely impacts educational performance
  - Yes
  - No
<table>
<thead>
<tr>
<th>Signature of Assessment Team Member</th>
<th>Role</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Functional Delay Assessment Documentation