

## PERFORMANCE RELATIVE TO INTELLECTUAL DEVELOPMENT

Below is a list of assessments that can be used to assess performance relative to intellectual development. Scores from standardized rating scales are considered strong measures. Scores from non-standardized measures, observations, or task analysis are considered moderate measures. Teams must use professional judgment to determine if there is a corresponding deficit in the “performance relative to intellectual development” domain.

- Confirmed psychological processing indicators on the hypothesis statement
- Classroom and test observations
- Non- standardized semi-structured interviews and observations (e.g. Executive Function Student Observation Form, Executive Function Structured Interview, Thinking Skills Inventory, Ziggurat Checklists)
- Standardized behavior rating scales.

### Standardized Behavior Rating Scales

**Composite Scores** are in **bold type**. Subtest scores are in regular type. Scores are used to determine corroboration of cognitive test results.

BRS: Basic Reading Skills

MC: Math Calculation

WE: Written Expression

RF: Reading Fluency

MPS: Math Problem Solving

RC: Reading Comprehension

Process	Working Memory	Attention and Executive Functions
Areas	<b>BRS, RF, RC</b>	<b>BRS, RF, RC</b>
	<b>MC, MPS</b>	<b>MC, MPS</b>
	<b>WE</b>	<b>WE</b>
BASC-2		BASC-2 Attention Problems
BRIEF	BRIEF Working Memory	<b>BRIEF Metacognition Scale</b>
CEFI	CEFI Working Memory	<b>CEFI Full Scale</b> Attention
Conners-3	Conners-3 Learning/ Executive	Conners 3-T Inattention