



## 1% Descriptors Document

### Criterion #1: Does the student have a significant cognitive delay?

**Descriptor:** Review of student records indicates that the student does have a disability that significantly impacts intellectual functioning and adaptive behavior.

Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.

The following should **NOT** be considered in the eligibility determination process:

1. A specific disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic achievement and other services received
6. Educational environment or instructional setting
7. Percent of time receiving special education services
8. EL status
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of test scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/augmentative communication to participate in assessment process)

### Criterion #2: Does the student have an active IEP and receive services under IDEA?

**Descriptor:** *Child with a disability* means a child evaluated in accordance with 34 CFR § 300.304 through 34 CFR § 300.311 as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, and other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.





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### **Criterion #3: Do the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments, or modifications, to the general curriculum?**

**Descriptor:** Goals and instructions listed in the IEP for this student are linked to the enrolled grade-level state standards and address knowledge and skills that are appropriate and challenging for this student. Goals are written to allow for suitable instructional time prior to test administration.

Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.

The existence of short-term objectives in all goal areas.

### **Criterion #4: Does the student require direct and extensive instruction to acquire, maintain, generalize, and transfer new skills?**

**Descriptor:** The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and- age-appropriate curriculum.

The student requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature.

The student requires substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across academic content.

