Guidance for Determining if a student has the most significant cognitive disability. Model Form: Individualized Education Program: Linking Present Level, Needs, Goals and Services Form (I-4)

Does the student function at least two and a half to three standard deviations below the mean in both adaptive behavior and cognitive functioning?

- **Yes**: Then, the student will participate in the general education standards and curriculum for all subject areas. In addition, the student will take the general assessment.

- **No**: Does the student perform substantially below grade level expectations on the academic content standards for the grade in which they are enrolled, even with the use of adaptations and accommodations?

  - **No**: Complete IEP Model Form I-4: Linking Present Levels, Needs, Goals and Services Form and answer question: Will the student be involved in the general education curriculum/standards? Check the box stating the student is a student with the most significant cognitive disabilities participating in alternate academic achievement standards.

  - **Yes**: Then, the student will participate in the curriculum aligned to alternate academic achievement standards for all subject areas and take an alternate assessment.

Does the student who requires extensive, direct individualized instruction and substantial supports to achieve measurable gains, across all content areas and settings?

- **Yes**: Then, the student will participate in the curriculum aligned to alternate academic achievement standards for all subject areas and take an alternate assessment.

- **No**: Complete IEP Model Form I-4: Linking Present Levels, Needs, Goals and Services Form and answer question: Will the student be involved in the general education curriculum/standards? Check the box stating the student participates full-time in general education curriculum aligned with the general education standards that apply to all students.