



DISABILITY DOCUMENTATION

Aggies Elevated requires specific documentation to determine if a student is eligible for the program. The documents can be obtained from a special education teacher, special education case manager (high school or school district), and/or the school psychologist. Assessment scores can also be obtained from independent psychologists and other healthcare or human service professionals.

Please upload/submit the following documents/information:

- Assessment Scores (found in Triannual Evaluation, Psychoeducational Evaluation, etc.)**
 Often included within the IEP, but scores and explanation may be a separate document. Scores should represent the applicant’s current functioning as an adult — *must have been completed within the past **THREE** years.* *See table below for specific scores that are often reported. Required scores are in red.
- Most recent IEP (or Final IEP if student has graduated)**
 - Special education classification (*i.e., Intellectual Disability, Autism, Specific Learning Disability, etc.*)
 - Academic goals and progress
 - Social, emotional, behavioral goals and progress
 - *Accommodations and modifications used in class and for assessment*
- Transition Plan & Transition Assessments**
 Often included in the IEP but sometimes is a separate document.
- Special Education Summary of Performance**
 Often included in the IEP but sometimes is a separate document.

ASSESSMENTS TO LOOK FOR

Assessment Area	What It Measures	Common Assessments Used	Notes
Cognitive	Thinking and problem-solving skills, IQ	Wechsler Adult Intelligence Scales (WAIS), Wechsler Intelligence Scale for Children (WISC), Woodcock-Johnson Test of Cognitive Abilities (WJ – COG IV)	*Required We cannot consider applications without cognitive test scores, including an IQ
Academic	Reading, writing, and math levels	Woodcock-Johnson (WJ), Kaufman (KTEA), Wide Range Achievement Test (WRAT)	*Required We cannot consider applications without academic scores
Adaptive Functioning	Daily living, self-care, and independence skills	Vineland Adaptive Behavior Scales, Adaptive Behavior Assessment System (ABAS)	*Required We cannot consider applications without adaptive functioning scores
Behavior/Emotional	Emotions and behaviors that affect learning	Behavior Assessment System for Children (BASC), Conners, Vineland - Maladaptive Scales, BRIEF 2	*Required , if mentioned in IEP or other relevant documentation
Disability-Specific	Areas relevant to specific disabilities	Autism, ADHD, speech/Language, vision, hearing, physical disability, etc.	*Required , if mentioned in IEP or other relevant documentation