# Student Information Sheet -DLM

Please complete the following document for each student in your district who is anticipated to participate in the DLM alternate assessment this school year.  Review comprehensive evaluations that include IQ/cognitive scores and adaptive behavior. All of the district’s Individual Student Information documents should be submitted to KSDE together.

|  |  |  |  |
| --- | --- | --- | --- |
| District: |  | School: |  |

|  |  |
| --- | --- |
| Name of person completing form: |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Position: |  | Date: |  |

|  |  |  |  |
| --- | --- | --- | --- |
| State student ID number: |  | Student Initials: |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Student’s current grade: |  | School Year: |  |

|  |  |
| --- | --- |
| Date the IEP team determined the student met the criteria for participation in the DLM: |  |

|  |  |
| --- | --- |
| Primary exceptionality listed on IEP: |  |

Primary exceptionality includes intellectual/cognitive impairment as a characteristic. 

## Intellectual (Cognitive) Functioning

Instrument(s) used to determine intellectual functioning:

|  |  |
| --- | --- |
| Date of most recent evaluation that included intellectual (cognitive) testing: |  |

**Data obtained from the instrument(s):**

Include full scale and subdomain scores (e.g. Verbal, Non-Verbal, Working Memory, Processing Speed, Fluid Reasoning...).

If there is no IQ or cognitive testing available, provide examples of the student’s present levels of academic skills (reading, math, writing).

Does the student’s IQ meet the criteria of typically 2 ½ or more standard deviations below the mean?



## Adaptive Behavior (Daily Living/Functional Skills)

Instrument(s) used to determine adaptive behavior deficits:

|  |  |
| --- | --- |
| Date of most recent evaluation that included an adaptive behavior rating scale: |  |

Data obtained from the adaptive behavior instrument(s)- include composite and subdomains

If no standardized adaptive behavior assessment testing has been done, provide examples of the student’s present levels as they relate to daily living skills, communication, and community living skills.

Does the student’s adaptive behavior fall 2 ½ or more standard deviations below the mean? 

Does the student’s IEP address adaptive behavior deficits? 

What adaptive behavior deficits are being addressed on IEP?

Is the student likely to develop the skills to live independently and function safely in daily life after high school? 

Is the student on the waiting list for services with the local CDDO? 

|  |  |  |
| --- | --- | --- |
| For more information, contact:  Cary Rogers Special Education and Title Services Team  (785) 296-0916  [crogers@ksde.org](mailto:crogers@ksde.org) | Kansans Can logo | Kansas State Department of Education  900 S.W. Jackson Street, Suite 102  Topeka, Kansas 66612-1212  (785) 296-3201  [www.ksde.org](http://www.ksde.org/) |

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.