

### **Common Intelligence Measures**

When clinicians use assessments not identified here, a detailed explanation must be given for why the selected assessment was used. Brief/abbreviated IQ tests are not acceptable.

Test Name	Name of Overall Index	Age Range (Year: Month)
Wechsler Intelligence Scale for Children, 5th Edition (WISC-V) <sup>1</sup>	Full-Scale IQ	6-16
Wechsler Adult Intelligence Scale, 5th Edition (WAIS-5) <sup>1</sup>	Full Scale IQ	16-90:11
WAIS-IV	Full Scale IQ	16-90:11
Stanford-Binet, 5th Edition	Full-Scale IQ	2-85 and older
Differential Abilities Scale, 2 <sup>nd</sup> Edition <ul style="list-style-type: none"> <li>• Early Years</li> <li>• School Age</li> </ul>	General Conceptual Ability (GCA)	2:6-8:11 (Early Years Form) 5:0-17:11 (School Age Form)
CTONI-2	Full Scale IQ	6:0-89 :11
Leiter-3	Nonverbal IQ/Composite Score	3-75
Kaufman Assessment Battery for Children (KABC)	Mental Processing Index (MPI)	3-18
Woodcock-Johnson IV, full-battery	Standard Score (SS)	2-90

### **Interpretive Guidelines for Standardized Assessments**

The chart below will assist with calculating the standard deviation thresholds for all potential scores typically reported in a standardized adaptive assessment.

Note: If composite/domain scores are all 70 or below, an assumption can be made based on the standardization of the assessment that the individual meets eligibility requirements for an ID/A Waiver or the AAW. If ALL composite/domain scores are NOT

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<sup>1</sup> Testing results generated from prior editions are acceptable. (ex. WISC-IV, WAIS-IV) **updated 12/10/2025**

70 or below, then sub-domains are required to be reviewed consistent with the two tables below.

POTENTIAL REPORTED SCORE	MEAN	1 STANDARD DEVIATION CALCULATION	2 STANDARD DEVIATIONS CALCULATION
Standard Score (1SD=15)	100	≤ 85	≤ 70
Scaled Score (1SD=3)	10	≤ 7	≤ 4
v-Scale (1SD=3)	15	≤ 12	≤ 9
Z score (1SD=1)	0	≤ -1	≤ -2
Stanine Score (1SD=2)	5	≤ 3	≤ 1
T score (1SD=10)	50	≤ 40	≤ 30

The six major areas of life activity are not captured in a singular standardized assessment. The crosswalk below should be used to align the six major areas of life activity with the sub-domain areas of the assessment that was completed.

SIX MAJOR AREAS OF LIFE ACTIVITY	VINELAND	ABAS
<b>SELF-CARE</b>	Personal & Domestic	Self-Care
<b>LEARNING</b>	None	Functional Academics
<b>UNDERSTANDING AND USE OF LANGUAGE</b>	Receptive, Expressive, & Written	Communication
<b>MOBILITY</b>	Gross & Fine Motor	Motor
<b>SELF-DIRECTION</b>	Coping	Self-Direction, Work, & Health and Safety
<b>CAPACITY FOR INDEPENDENT LIVING</b>	Community, Interpersonal, & Play & Leisure	Social, Community Use, Leisure, & Home Living