

KABC-II Cognitive Assessment Crosswalk Resource

Kaufman Assessment Battery for Children - Second Edition

Purpose: This comprehensive resource helps ARC Chairs, teachers interventionists, and educational teams understand what KABC-II cognitive assessment results may indicate about a student's learning profile, classroom functioning, adverse educational impact, academic needs, executive functioning, and instructional supports. It is designed as a practical bridge between cognitive assessment results and classroom decision-making.

Comprehensive KABC-II Cognitive Crosswalk

Index	Subtests	Skills Assessed	Classroom Look-Fors	Potential Adverse Educational Impact	Academic Impact	Executive Functioning / Behavioral Indicators	Instructional Supports & Accommodations
Sequential / Gsm	• Word Order • Number Recall • Hand Movements (optional)	• Auditory working memory • Visual working memory • Attention to detail • Sequential processing • Memory for directions	• Forgets directions • Loses place during tasks • Difficulty following multi-step directions • Needs frequent repetition • Difficulty retaining information • Slow task completion	• Difficulty completing work independently • Reduced efficiency and accuracy • Difficulty retaining newly learned skills • Slower skill acquisition	• Reading comprehension recall • Difficulty remembering math procedures • Writing organization weaknesses • Difficulty with rote memorization and automaticity	• Off-task behavior • Frustration during lengthy tasks • Difficulty sustaining attention • Task avoidance	• Chunk directions into smaller steps • Visual schedules/checklists • Graphic organizers • Repetition and rehearsal • Guided notes • Frequent comprehension checks • Extended processing time
Simultaneous / Gv	• Triangles • Rover • Block Counting • Conceptual Thinking • Face Recognition (optional) • Gestalt Closure (optional)	• Visual-spatial reasoning • Spatial planning • Visualization • Visual memory • Closure speed • Part-to-whole relationships	• Difficulty organizing visual information • Difficulty interpreting charts/graphs • Poor spatial organization • Difficulty copying from board • Trouble completing puzzles/patterns	• Errors in visually complex tasks • Difficulty completing independent assignments • Reduced accuracy in geometry or spatial tasks • Weak visual organization impacts productivity	• Difficulty with math spatial concepts • Problems organizing written work • Difficulty interpreting diagrams/maps • Weaknesses with visual details in reading	• Avoidance of visually demanding tasks • Reduced persistence • Distractibility in visually busy settings	• Graphic organizers • Reduced visual clutter • Color coding/highlighting • Visual models and exemplars • Step-by-step visual demonstrations • Grid paper and templates • Verbal mediation strategies
Planning / Gf	• Pattern Reasoning • Story Completion	• Fluid reasoning • Problem solving • Quantitative reasoning • Pattern recognition • Sequencing • Analogical reasoning	• Difficulty solving unfamiliar problems • Difficulty identifying patterns • Difficulty sorting/classifying • Trouble generating strategies • Difficulty transferring learned skills	• Limited progress with new concepts • Difficulty generalizing skills • Reduced independence in problem-solving	• Difficulty with math reasoning • Weak inferencing and higher-order reading comprehension • Difficulty organizing written responses	• Low persistence • Frustration when tasks change • Dependence on adult support	• Explicit modeling • Scaffolded instruction • Think-alouds • Manipulatives • Strategy instruction • Guided practice • Graphic organizers
Learning / Glr	• Atlantis • Rebus • Atlantis Delayed (optional) • Rebus Delayed (optional)	• Long-term storage and retrieval • Associative memory • Retention of new learning • Retrieval fluency	• Forgets previously taught information • Inconsistent recall • Difficulty applying previously learned concepts • Requires reteaching	• Difficulty retaining academic skills over time • Regression after breaks • Slow mastery of new content	• Weak recall of reading content • Difficulty memorizing math facts • Difficulty recalling writing conventions and vocabulary	• Inconsistent performance • Anxiety related to recall demands • Dependence on prompts	• Repetitive review • Spiral review • Multi-sensory instruction • Retrieval practice • Mnemonics • Frequent opportunities for application • Visual supports
Knowledge / Gc (CHC model only)	• Riddles • Expressive Vocabulary • Verbal Knowledge	• Vocabulary knowledge • Concept formation • Language development • General knowledge • Retrieval of factual information	• Weak background knowledge • Difficulty understanding academic language • Difficulty expressing ideas • Limited participation in discussion	• Difficulty accessing grade-level curriculum • Difficulty understanding teacher language and directions • Weak classroom participation	• Reading comprehension difficulties • Weak written expression • Difficulty learning content-area vocabulary	• Low confidence • Reduced verbal participation • Withdrawal during discussion	• Explicit vocabulary instruction • Pre-teaching concepts • Visual supports • Repeated exposure to academic language • Sentence frames • Oral rehearsal opportunities

How to Use This Crosswalk in ARC Discussions

- Start with the student's strengths and identify how those strengths can support instruction.
- Connect each area of weakness to classroom evidence, not only to a test score.
- Look for consistency across data sources: cognitive results, achievement results, grades, intervention progress, teacher input, observations, and parent information.
- Describe educational impact in functional terms, such as independence, accuracy, rate, participation, access to instruction, and progress toward standards.
- Select supports that reduce the impact of the weakness while still allowing the student to access rigorous instruction.

Examples of Adverse Educational Impact Statements

- **Knowledge/Gc weakness:** Student has difficulty understanding grade-level vocabulary and explaining ideas, which impacts reading comprehension, classroom discussion, and written expression.
- **Simultaneous/Gv weakness:** Student struggles to organize visual information, align math work, and interpret diagrams, which reduces accuracy and independence in visual-spatial tasks.
- **Planning/Gf weakness:** Student has difficulty solving unfamiliar problems and applying strategies to novel tasks, which affects math reasoning and higher-level comprehension.
- **Sequential/Gsm weakness:** Student cannot consistently hold and recall sequential information long enough to follow multi-step directions or complete multi-step academic tasks independently.
- **Learning/Glr weakness:** Student demonstrates difficulty retaining previously learned skills and requires repeated reteaching to maintain academic progress over time.

Questions for ARC Teams During Evaluation Review

- What cognitive strengths are evident, and how can instruction build on them?
- Which weaknesses are supported by multiple data sources?
- How do the identified weaknesses affect access, participation, progress, independence, accuracy, or rate?
- What classroom evidence demonstrates adverse educational impact?
- How does the student perform compared to peers with similar instruction and opportunity?
- Which accommodations are needed for access, and which specially designed instruction is needed for skill development?
- Are the student's difficulties better explained by lack of instruction, attendance, language/cultural factors, behavior, sensory concerns, or other variables?

Best Practices for Teachers and ARC Chairs

- Use the KABC-II to understand how a student processes information, not simply to describe a score profile.
- Avoid making eligibility decisions from isolated index scores; integrate the full evaluation record.
- Document strengths with the same care as weaknesses.
- Translate cognitive findings into classroom language that teachers and families can understand.
- Use findings to guide instruction, accommodations, intervention planning, and specially designed instruction.
- Revisit supports periodically to determine whether they are improving student access and progress.
- Interpret patterns cautiously and within the context of confidence intervals, normative variability, cultural/language factors, and the student's educational history.

Professional Disclaimer

The information contained within this document is intended as a professional guidance tool for educational teams. Interpretation of KABC-II results must occur within the context of a comprehensive evaluation using multiple sources of data. This resource should not be used as the sole determinant for eligibility, educational programming, or disability identification. Professional judgment, classroom performance, observations, intervention data, academic achievement data, and parent input remain essential components of educational decision-making.

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