Special Education
. . . a service, not a place.

Identification of Students with Specific Learning Disabilities

State of Washington
Severe Discrepancy Tables
WAC 392-172-130

Dr. Terry Bergeson
State Superintendent of
Public Instruction

October 2004

Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

For more information about the contents
of this document, please contact:
Special Education Operations
E-mail: speced@ospi.wednet.edu
Phone: 360.725.6075

Please refer to the document number below for quicker service:
04-0052

This document is available online at:
Ttp://www.k12.wa.us

IDENTIFICATION OF STUDENTS WITH SPECIFIC LEARNING DISABILITIES

STATE OF WASHINGTON
SEVERE DISCREPANCY TABLES
WAC 392-172-130

Dr. Terry Bergeson
State Superintendent of Public Instruction

Dr. Mary Alice Heuschel
Deputy Superintendent
Learning and Teaching

Bob Harmon
Assistant Superintendent
Special Programs

Dr. Douglas H. Gill
Director
Special Education Operations

Revised October 2004

ACKNOWLEDGMENTS

The development and subsequent revisions of the state severe discrepancy tables have been a collaborative effort over many years between the Office of Superintendent of Public Instruction (OSPI) and the Washington State Association of School Psychologists (WSASP) Assessment Review Committee.

OSPI Special Education would like to acknowledge the assistance and expertise of the WSASP Assessment Review Committee in this necessary practice for implementing regulations pertaining to specific learning disabilities.

A special thank you is extended to Michael Jacobsen and Keith Mars.

Douglas H. Gill, Ed.D.
Director, Special Education Operations

STATE OF WASHINGTON
SEVERE DISCREPANCY TABLES
WAC 392-172-130

The State of Washington special education regulations address the eligibility determination for specific learning disabilities and require the development of regression tables for calculating a severe discrepancy between intellectual ability and academic achievement. OSPI Special Education, with the assistance of the Washington State Association of School Psychologists (WSASP) Assessment Review Committee, has updated the severe discrepancy tables to incorporate newly introduced measures. Instructions and other explanatory information have also been revised. *This publication supersedes all previous severe discrepancy tables*.

Standards for Discrepancy Tables

The Superintendent of Public Instruction must develop and publish tables for the purpose of determining a severe discrepancy between intellectual ability and academic achievement. (WAC 392-172-130) These tables are developed on the basis of a regressed standard score discrepancy method which takes into consideration the following variables:

1. The reliability coefficient of the intellectual ability test.

2. The reliability coefficient of the academic achievement test.

3. An appropriate correlation between the intellectual ability and the academic achievement tests.

The regressed standard score discrepancy method must be applied at a criterion level of 1.55.

Cautions in Establishing a Severe Discrepancy

Five cautions must be considered in establishing a severe discrepancy:

1. **Full Scale Intellectual Ability Score.** The severe discrepancy tables were developed using correlation coefficients between the Full Scale, or Composite, intellectual ability and academic achievement test scores. Only Full Scale or overall Composite scores may be used for calculating the severe discrepancy tables. The subtests required to obtain a Full Scale or Composite score are listed on pages 5-12**.** Requirements for obtaining valid scores for each test are also listed in the test manuals. Use of a short form or an abbreviated cognitive measure is not sufficient to develop a Full Scale intelligence quotient. If the evaluation group determines that the Full Scale score or overall Composite score does not accurately reflect the student's intellectual ability, then a data-based professional judgment must be made regarding the existence of a severe discrepancy using the procedures described under WAC 392-172-132(2)(c). When the evaluation group relies on professional judgment to determine a student's intellectual ability, deference is given to the appropriate qualified professional member

of the evaluation group whose role includes the assessment of intellectual ability. The rationale for this judgment must be documented in the evaluation report.

2. **Minimum Intellectual Ability Level.** To be identified under the specific learning disability category, a student must have a Full Scale or overall Composite intellectual ability score above a score which could establish eligibility for special education under the eligibility category, Mental Retardation. The intellectual ability or Composite intellectual ability score for mental retardation is defined as two or more standard deviations below the mean. This score is more specifically described in the Washington State Association of School Psychologists Professional Practice Guidelines for Mental Retardation. Students with reliably measured scores below this minimum level do not meet state severe discrepancy requirements. If the obtained Full Scale or Composite score is not considered to be a valid estimate of the student's intellectual ability, the appropriate qualified professional members of the evaluation group must make a professional judgment regarding the student's intellectual ability and the existence of a severe discrepancy.

3. **Test Reliability and Validity.** The third caution relates to the reliability and validity of the measures of academic achievement and intellectual ability for students in certain groups. Specifically, caution must be used in assessing students from minority groups and early primary grades, since some measures may not reliably or accurately establish the actual achievement or intellectual ability of these students. In these cases, the appropriate qualified professional members of the evaluation group must consider the student under the professional judgment procedures described at WAC 392-172-132(2)(c).

4. **Students Below Grade 1.** The diagnostic tests and discrepancy tables presented here are designed to identify students with specific learning disabilities in Grades 1 and above. The application of the severe discrepancy tables is inappropriate for students who are not yet in first grade. In these cases, the appropriate qualified professional members of the evaluation group must use the professional judgment procedures described in WAC 392-172-132(2)(c).

5. **Qualifications.** All measures identified for use in determining a severe discrepancy are to be administered, scored, and interpreted in accordance with certification provisions, professional practice and ethical standards. Each professional member of the evaluation group must be licensed, registered, credentialed, and certificated according to his or her professional standards in accordance with state statutes and WAC 392-172-108(3).

In all professional judgment cases described above, the evaluation group must document in writing the evidence used to determine that a particular test is not valid for a student, and the basis upon which the members decided that a severe discrepancy exists.

Severe Discrepancy Table Tests and Acronyms

The following tests and acronyms are used with the discrepancy tables:

CAS	Cognitive Assessment System
CTONI	Comprehensive Test of Non-Verbal Intelligence
DAS	Differential Ability Scales
KAIT	Kaufman Adolescent and Adult Intelligence Test
KABC II	Kaufman Assessment Battery for Children, 2nd edition
K-TEA/NU	Kaufman Test of Educational Achievement/Normative Update
K-TEA II	Kaufman Test of Educational Achievement 2nd edition
KM-R/NU	Key Math-Revised/Normative Update
LEITER-R	Leiter-Revised
OWLS	Oral and Written Language Scales
PIAT-R/NU	Peabody Individual Achievement Test-Revised/Normative Update
S-BIV	Stanford-Binet IV
S-B5	Stanford-Binet Intelligence Scales, Fifth Edition
UNIT	Universal Nonverbal Intelligence Test
WAIS-R	Wechsler Adult Intelligence Scale - Revised
WAIS III	Wechsler Adult Intelligence Scale-III
WIAT	Wechsler Individual Achievement Test
WIAT-II	Wechsler Individual Achievement Test-II
WISC-III	Wechsler Intelligence Scale for Children – III
WISC-IV	Wechsler Intelligence Scale for Children-Fourth Edition
WJ-R	Woodcock-Johnson Psycho-Educational Battery – Revised
WJ-III	Woodcock-Johnson Tests of Cognitive Abilities- III
	Woodcock-Johnson Tests of Achievement- III
WRMT-R/NU	Woodcock Reading Mastery Test – Revised/Normative Update

Directions for Using the Severe Discrepancy Tables

1. **Determine the intellectual ability score.** Obtain the student's age-based, Full Scale or overall Composite intellectual ability score. All subtests listed under each cognitive instrument on pages 9-15, must be administered to determine Full Scale or Composite intellectual ability score in accordance with the test manual. Use the actual age of the student at the time of assessment, and be certain to use age-based norms. Use the non-verbal intellectual instruments only with identified non-verbal students and/or students with second language considerations.

2. **Determine the age-based achievement score.** The student's age at the time of the testing is used in calculating the student's standard score(s) in achievement. Be certain to use age-based norms when calculating scores in subtest areas. The criterion discrepancy scores included in the severe discrepancy tables were calculated using specific types of test and subtest scores. Only these scores may be used with the severe discrepancy tables.

3. **Determine the criterion discrepancy score.** Determine the criterion discrepancy (cut-off) score using the Severe Discrepancy Criterion Scores chart. Locate the student's Full Scale or overall Composite intellectual ability score on the left column and the appropriate criterion score on the row.

4. **Determine if a severe discrepancy exists.** Compare the student's achievement score to the criterion score. If the achievement score is equal to or smaller than the criterion score, a severe discrepancy is indicated.

APPROVED TESTS AND SUBTESTS REQUIRED FOR USE WITH SEVERE DISCREPANCY TABLES

A. Intellectual Ability Tests

For each cognitive measure the core subtests required for calculation of the Index, General Conceptual Ability or Full-Scale IQ scores are identified below. Short form or abbreviated forms are not to be used with the LD tables.

***CAS* (Full Scale Score)**
Core Subtests Ages 5-17:11

Planning
Matching Numbers
Planned Codes
Planned Connections

Attention
Expressive Attention
Number Detection
Receptive Attention

Simultaneous
Nonverbal Matrices
Verbal-Spatial Relations
Figure Memory

Successive
Word Series
Sentence Repetition
Speech Rate
Sentence Questions

***DAS* (General Conceptual Ability)**
Core Subtests Ages 6-17:11

Verbal Cluster
Word Definitions
Similarities

Spatial
Recall of Designs
Pattern Construction

Nonverbal Reasoning
Matrices
Sequential and Quantitative Reasoning

K-ABC-II (There are two indexes available: **Fluid-Crystallized Index** and **Mental Processing Index**. The manual recommends the Fluid-Crystallized Index for most situations.)

Fluid-Crystallized Index

Core Subtests Ages 4-6

Sequential Processing
Number Recall
Word Order

Simultaneous Processing
Conceptual Thinking
Face Recognition
Pattern Reasoning
Rover
Triangles

Learning Ability
Atlantis
Rebus

Knowledge
Expressive Vocabulary
Riddles

Core Subtests Ages 7-18

Sequential Processing
Number Recall
Word Order

Simultaneous Processing
Block Counting
Rover
Triangles

Learning Ability
Atlantis
Rebus

Planning Ability
Pattern Reasoning
Story Completion

Knowledge
Riddles
Verbal Knowledge

Mental Processing Index

Core Subtests Ages 4-6

Sequential Processing
Number Recall
Word Order

Simultaneous Processing
Conceptual Thinking
Face Recognition
Pattern Reasoning
Rover
Triangles

Learning Ability
Atlantis
Rebus

Core Subtests Ages 7-18

Sequential Processing
Number Recall
Word Order

Simultaneous Processing
Block Counting
Rover
Triangles

Learning Ability
Atlantis
Rebus

Planning Ability
Pattern Reasoning
Story Completion

***KAIT* (Composite IQ)**
Core Subtests Ages 11-Adult

Crystallized Scale
Auditory Comprehension
Double Meanings
Definitions

Fluid Scale
Rebus Learning
Mystery Codes
Logical Steps

***S-B IV* (Test Composite Score)**
Core Subtests Ages 2.5-Adult

Verbal Reasoning Composite
Vocabulary
Comprehension
Absurdities
Verbal Relations

Quantitative Composite
Quantitative
Number Series
Equation Building

Abstract-Visual Composite
Pattern Analysis
Copying
Matrices
Paper Folding

Short Term Memory Composite
Bead Memory
Memory for Digits
Memory for Objects

***S-B 5* (Full Scale Score)**
Core Subtests Ages 2.5-Adult

Routing
Non-verbal- Matrices*
Verbal- Vocabulary

Fluid Reasoning
Non-Verbal- Object Series/Matrices*
Verbal- Early Reasoning
Verbal Absurdities
Verbal Analogies

Knowledge
Non-Verbal- Procedural Knowledge
Picture Absurdities
Verbal- Vocabulary*

Quantitative Reasoning
Non-Verbal- Quantitative Reasoning
Verbal- Quantitative Reasoning

Visual-Spatial Processing
Non-Verbal- Form Board
Form Patterns
Verbal- Position and Direction

Working Memory
Non-Verbal- Delayed Response
Block Span
Verbal- Memory for Sentences
Last Word

***WAIS-R (*Full Scale Score)**
Core Subtests Age: 16-Adult

Verbal IQ Subtests	**Performance IQ Subtests**
Information	Picture Arrangement
Comprehension	Picture Completion
Arithmetic	Block Design
Digit Span	Object Assembly
Similarities	Digit Symbol
Vocabulary	

***WAIS III (*Full Scale Score)**
Core Subtests Age: 16-Adult

Verbal IQ Subtests	**Performance IQ Subtests**
Information	Digit Symbol-Coding
Comprehension	Picture Completion
Arithmetic	Block Design
Similarities	Picture Arrangement
Digit Span	Matrix Reasoning
Vocabulary	

***WISC III (*Full Scale Score)**
Core Subtests Age: 6:0-16:11

Verbal IQ Subtests	**Performance IQ Subtests**
Information	Picture Completion
Similarities	Coding
Arithmetic	Picture Arrangement
Vocabulary	Block Design
Comprehension	Object Assembly

***WISC IV* (Full Scale Score)**
Core Subtests Age: 6:0-16:11

Verbal Comprehension Index	**Working Memory**
Similarities	Digit Span
Vocabulary	Letter-Number Sequencing
Comprehension	
Perceptual Reasoning Index	**Processing Speed Index**
Block Design	Coding
Picture Concepts	Symbol Search
Matrix Reasoning	

***WJ R* (Broad Cognitive Index)**
Core Subtests Ages 2-Adult

Memory For Names
Memory For Sentences
Visual Matching
Incomplete Words
Visual Closure
Picture Vocabulary
Analysis-Synthesis

***WJ III (*General Intellectual Ability Score)**
Core Subtests Ages 2-Adult

Standard Battery

Verbal Ability
Verbal Comprehension

Thinking Ability
Visual-Auditory Relations
Spatial Relations
Sound Blending
Concept Formation

Cognitive Efficiency
Visual Matching
Numbers Reversed

Supplemental
Incomplete Words
Auditory Working Memory
Visual-Auditory Learning-Delayed

B. Non-Verbal Intellectual Ability Tests

***DAS (*Special Nonverbal Composite)**
Core Subtests Ages: 6-17:11

Recall of Designs
Pattern Construction
Matrices
Sequential and Quantitative Reasoning

***C-TONI* (Nonverbal IQ Composite)**
Core Subtests Ages 6-Adult

Picture Analogies
Geometric Categories
Geometric Analogies
Pictorial Sequences
Pictorial Categories
Geometric Sequences

***K-ABC II* (Nonverbal Index)**

Core Subtests Age 6

Hand Movements
Conceptual Thinking
Pattern Reasoning
Story Completion
Triangles

Core Subtests Ages 7-18

Hand Movements
Block Counting
Triangles
Pattern Reasoning
Story Completion

***LEITER-R* (Full IQ)**
Core Subtests Ages 2-20

Visualization and Reasoning Battery
Classification
Repeated Patterns
Matching
Figure-Ground
Form Completion
Sequential Order
Design Analogies
Picture Context
Paper Folding
Figure Rotation

***UNIT (*Full Scale IQ)**
Core Composites Age 6-17:11

Memory-Core Subtests
Symbolic Memory
Spatial Memory
Object Memory

Reasoning-Core Subtests
Cube Design
Analogic Reasoning
Mazes

Symbolic-Core Subtests
Symbolic Memory
Analogic Reasoning
Object Memory

Non-symbolic-Core Subtest
Cube Design
Spatial Memory
Mazes

C. Academic Achievement Tests

DAS	Word Reading
K-TEA/NU	Reading Decoding Reading Comprehension Mathematics Computation Mathematics Application
K-TEA II	Basic Reading (Subtest 2 Letter & Word Recognition) Reading Comprehension (Subtest 6 Reading Comprehension) Math Reasoning (Subtest 3 Math Concepts & Applications) Math Calculations (Subtest 5 Math Computation) Written Expression (Subtest 7 Written Expression) Oral Expression (Subtest 10 Oral Expression) Listening Comprehension (Subtest 9 Listening Comprehension)
KM-R/NU	Operations Area Applications Area
OWLS	Written Expression Oral Expression Listening Comprehension
PIAT-R/NU	Reading Recognition Reading Comprehension Mathematics Written Expression (Level II only)
WIAT	Basic Reading Reading Comprehension Numerical Operations Mathematics Reasoning Listening Comprehension Written Expression (not scored below Grade 3)
WIAT-II	Basic Reading (Word Reading) Reading Comprehension Numerical Operations Mathematics Reasoning Written Expression
WJ-R	Basic Reading Skill (Letter-Word Identification and Word Attack) Reading Comprehension (Passage Comprehension and Reading Vocabulary) Mathematics Calculation Mathematics Applied Problems Broad Written Language (Dictation and Writing Samples**)**

WJ-III	Basic Reading Skills (Letter-Word Identification and Word Attack) Reading Comprehension (Passage Comprehension and Reading Vocabulary) Oral Expression (Story Recall and Picture Vocabulary) Listening Comprehension (Understanding Directions and Oral Comprehension) Math Calculation Skills (Calculations and Math Fluency) Math Reasoning (Applied Problems and Quantitative Concepts) Written Expression (Writing Samples and Writing Fluency)
WRMT-R/NU	Basic Reading Skills Reading Comprehension

CRITERION DISCREPANCY SCORES TABLE
AGE 6 TO 21 YEARS
(GRADES 1 AND ABOVE)

IQ	Criterion Score	IQ	Criterion Score
69	62	97	80
70	62	98	81
71	63	99	82
72	64	100	82
73	65	101	83
74	65	102	84
75	66	103	84
76	67	104	85
77	67	105	86
78	68	106	86
79	69	107	87
80	69	108	88
81	70	109	88
82	71	110	89
83	71	111	89
84	72	112	90
85	73	113	91
86	73	114	91
87	74	115	92
88	75	116	93
89	75	117	93
90	76	118	94
91	76	119	95
92	77	120	95
93	78	121	96
94	78	122	97
95	79	123	97
96	80	124	98
		125	99

References

Bracken, B. A. & McCallum, R. S. (1998). *Universal Nonverbal Intelligence Test.* Itasca, IL: Riverside Publishing.

Carrow-Woolfolk, E. (1995). *Oral and Written Language Scales.* Circle Pines, MN: AGS Publishing.

Connolly, A. J. (1997). *Manual for Keymath-Revised.* Circle Pines, MN: AGS Publishing.

Elliott, C.D. (1990). *DAS administration and scoring manual.* San Antonio: The Psychological Corporation.

Hammil, D.D., Pearson, N.A., & Wiederholt, J.L. (1997). *Comprehension Test of Nonverbal Intelligence.* Austin, TX: Pro-Ed.

Kaufman, A. S. & Kaufman, N. L. (2004). *Kaufman Assessment Battery for Children: Second Edition*. Circle Pines: AGS Publishing.

Kaufman, A. S. & Kaufman, N. L. (2004). *Kaufman Test of Educational Achievement: Second Edition.* Circle Pines: AGS Publishing.

Kaufman, A. S. & Kaufman, N. L. (1993). *Kaufman Adolescent and Adult Intelligence Test*. Circle Pines: AGS Publishing.

Markwardt, F.C., 1997). *Peabody Individual Achievement Test-Revised.* Circle Pines, MN: AGS Publishing.

Naglieri, J.A. & Das, J.P. (1997). *Cognitive Assessment System.* Itasca, IL: Riverside Publishing.

Roid, G. H. & Miller, L. J. (1997). *Leiter International Performance Scale-Revised.* Wood Dale, Il :Stoelting

Roid, G. H., (2003) *Stanford-Binet Intelligence Scales: Fifth Edition.* Itasca, IL: Riverside Publishing.

Sattler, J. M. (2001). *Assessment of children: clinical applications* (4th ed.) San Diego: Jerome M. Sattler, Publisher.

The Psychological Corporation, (1992) *Wechsler Individual Achievement Test.* San Antonio: The Psychological Corporation.

The Psychological Corporation, (2001) *Wechsler Individual Achievement Test-Second Edition.* San Antonio: The Psychological Corporation.

Thorndike, R.L., Hagen, E. P., & Sattler, J.M. (1986). Guide for administering and scoring the Stanford-Binet Intelligence Scale: Fourth Edition. Chicago: Riverside.

Wechsler, D. (1981). *Wechsler Adult Intelligence Scale-Revised*. San Antonio: The Psychological Corporation.

Wechsler, D. (1997). *Wechsler Adult Intelligence Scale-Third Edition*. San Antonio: The Psychological Corporation.

Wechsler, D. (1991). *Wechsler Intelligence Scale for Children -Third Edition*. San Antonio: The Psychological Corporation.

Wechsler, D. (2004). *Wechsler Intelligence Scale for Children –Fourth Edition*. San Antonio: The Psychological Corporation.

Woodcock, R. W., McGrew, K.S., & Mather, N., (2000). *Woodcock-Johnson III Tests of Cognitive Abilities.* Itasca, IL: Riverside Publishing.

Woodcock, R. W. (1998). *Woodcock Reading Mastery Tests-Revised.* Circle Pines MN: American Guidance Service.