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**Identification of  
Students with  
Specific Learning  
Disabilities**

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

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# **IDENTIFICATION OF STUDENTS WITH SPECIFIC LEARNING DISABILITIES**

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

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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.

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

State of Washington learning disability regulations 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

According to WAC 392-172-130, the Superintendent of Public Instruction must develop and publish tables for the purpose of determining a severe discrepancy between intellectual ability and academic achievement pursuant to WAC 392-172-132. These tables must be developed on the basis of a regressed standard score discrepancy method which shall consider 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 to enter the severe discrepancy tables. 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). In the case of judgment pertaining to intellectual ability, deference is given to the appropriate qualified professional member of the evaluation group whose role includes the assessment of intellectual ability.

2. **Minimum Intellectual Ability Level.** To be considered for identification as learning disabled, a student must have a Full Scale or overall Composite intellectual ability score above a score which would establish eligibility under the category for mentally retarded. The intellectual ability or Composite intellectual ability score 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 learning disability requirements. In situations in which 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 existence of a severe discrepancy as provided under WAC 392-172-132(2)(c).
3. **Test Reliability.** The third caution relates to the reliability of the measures of academic achievement and intellectual ability. 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 groups. 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 application of tests, procedures, and severe discrepancy tables are designed for students 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 consider the student under 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 and 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 written narrative, supportive evidence, including the procedures, data, and other supportive evidence used to determine that a severe discrepancy exists. If the use of specific tests or test procedures is prohibited or not valid for a particular student, the evaluation group must also document 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:

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

## Tables for Additional Tests

Additional tests may be reviewed for possible inclusion in the severe discrepancy tables provided the following conditions are met:

1. Tests must meet minimum technical adequacy standards outlined in WAC 392-172-128(6) and 392-172-132; that is, tests must:
  - (a) Be reliable, as indicated by a reliability coefficient of .85 or above.
  - (b) Be normed on a representative national sample.
  - (c) Be selected and administered in accordance with the evaluation procedures in WAC 392-172-108.
  - (d) Provide scores that can be converted into a standard score with a mean of 100 and a standard deviation of 15.
2. Appropriate validity coefficients between the test being proposed for consideration and previously tabled intellectual ability or academic achievement tests must be available.

## 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. 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.
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.

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.

## TESTS AND TYPES OF SCORES FOR USE WITH SEVERE DISCREPANCY TABLES

### Intellectual Ability Test

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<i>CAS</i>	Full Scale Score
<i>DAS</i>	General Conceptual Ability
<i>KAIT</i>	Composite IQ
<i>S-B IV</i>	Test Composite Score
<i>S-B 5</i>	Full Scale Score
<i>WAIS III</i>	Full Scale Score
<i>WISC III</i>	Full Scale Score
<i>WISC IV</i>	Full Scale Score
<i>WJ R</i>	Broad Cognitive Index
<i>WJ III</i>	General Intellectual Ability Score

### Non-Verbal Intellectual Ability Test

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<i>DAS</i>	Special Nonverbal Composite
<i>C-TONI</i>	Nonverbal IQ Composite
<i>LEITER-R</i>	Full IQ
<i>UNIT</i>	Full Scale IQ

## Academic Achievement Tests

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<i>DAS</i>	Word Reading
<i>K-TEA/NU</i>	Reading Decoding Reading Comprehension Mathematics Computation Mathematics Application
<i>KM-R/NU</i>	Operations Area Applications Area
<i>OWLS</i>	Written Expression Oral Expression Listening Comprehension
<i>PIAT-R/NU</i>	Reading Recognition Reading Comprehension Mathematics Written Expression (Level II only)
<i>WIAT</i>	Basic Reading Reading Comprehension Numerical Operations Mathematics Reasoning Listening Comprehension Written Expression (not scored below Grade 3)
<i>WIAT-II</i>	Basic Reading (Word Reading) Reading Comprehension Numerical Operations Mathematics Reasoning Written Expression
<i>WJ-R</i>	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)**

<b>IQ</b>	<b>Criterion Score</b>	<b>IQ</b>	<b>Criterion Score</b>
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