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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
IDENTIFICATION OF STUDENTS WITH SPECIFIC LEARNING DISABILITIES

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

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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.

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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
- **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.
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

- **Abstract-Visual Composite**  
  - Pattern Analysis  
  - Copying  
  - Matrices  
  - Paper Folding

- **Quantitative Composite**  
  - Quantitative  
  - Number Series  
  - Equation Building

- **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
- Information
- Comprehension
- Arithmetic
- Digit Span
- Similarities
- Vocabulary

Performance IQ Subtests
- Picture Arrangement
- Picture Completion
- Block Design
- Object Assembly
- Digit Symbol

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

Verbal IQ Subtests
- Information
- Comprehension
- Arithmetic
- Similarities
- Digit Span
- Vocabulary

Performance IQ Subtests
- Digit Symbol-Coding
- Picture Completion
- Block Design
- Picture Arrangement
- Matrix Reasoning

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

Verbal IQ Subtests
- Information
- Similarities
- Arithmetic
- Vocabulary
- Comprehension

Performance IQ Subtests
- Picture Completion
- Coding
- Picture Arrangement
- Block Design
- Object Assembly

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

Verbal Comprehension Index
- Similarities
- Vocabulary
- Comprehension

Working Memory
- Digit Span
- Letter-Number Sequencing

Perceptual Reasoning Index
- Block Design
- Picture Concepts
- Matrix Reasoning

Processing Speed Index
- Coding
- Symbol Search
**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

**Symbolic-Core Subtests**
- Symbolic Memory
- Analogic Reasoning
- Object Memory

**Reasoning-Core Subtests**
- Cube Design
- Analogic Reasoning
- Mazes

**Non-symbolic-Core Subtest**
- Cube Design
- Spatial Memory
- Mazes
### C. Academic Achievement Tests

<table>
<thead>
<tr>
<th>Test</th>
<th>Subtests/Components</th>
</tr>
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<tbody>
<tr>
<td><strong>DAS</strong></td>
<td>Word Reading</td>
</tr>
<tr>
<td><strong>K-TEA/NU</strong></td>
<td>Reading Decoding, Reading Comprehension, Mathematics Computation, Mathematics Application</td>
</tr>
<tr>
<td><strong>K-TEA II</strong></td>
<td>Basic Reading (Subtest 2 Letter &amp; Word Recognition), Reading Comprehension (Subtest 6 Reading Comprehension), Math Reasoning (Subtest 3 Math Concepts &amp; 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)</td>
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<tr>
<td><strong>KM-R/NU</strong></td>
<td>Operations Area, Applications Area</td>
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<tr>
<td><strong>OWLS</strong></td>
<td>Written Expression, Oral Expression, Listening Comprehension</td>
</tr>
<tr>
<td><strong>PIAT-R/NU</strong></td>
<td>Reading Recognition, Reading Comprehension, Mathematics, Written Expression (Level II only)</td>
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<tr>
<td><strong>WIAT</strong></td>
<td>Basic Reading, Reading Comprehension, Numerical Operations, Mathematics Reasoning, Listening Comprehension, Written Expression (not scored below Grade 3)</td>
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<tr>
<td><strong>WIAT-II</strong></td>
<td>Basic Reading (Word Reading), Reading Comprehension, Numerical Operations, Mathematics Reasoning, Written Expression</td>
</tr>
<tr>
<td><strong>WJ-R</strong></td>
<td>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)</td>
</tr>
<tr>
<td>Test</td>
<td>Subtests</td>
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<tr>
<td><strong>WJ-III</strong></td>
<td>Basic Reading Skills (Letter-Word Identification and Word Attack)</td>
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<td>Reading Comprehension (Passage Comprehension and Reading Vocabulary)</td>
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<td>Oral Expression (Story Recall and Picture Vocabulary)</td>
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<td>Listening Comprehension (Understanding Directions and Oral Comprehension)</td>
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<td>Math Calculation Skills (Calculations and Math Fluency)</td>
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<td>Math Reasoning (Applied Problems and Quantitative Concepts)</td>
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<td>Written Expression (Writing Samples and Writing Fluency)</td>
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<tr>
<td><strong>WRMT-R/NU</strong></td>
<td>Basic Reading Skills</td>
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<td>Reading Comprehension</td>
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</table>
CRITERION DISCREPANCY SCORES TABLE
AGE 6 TO 21 YEARS
(GRADES 1 AND ABOVE)

<table>
<thead>
<tr>
<th>IQ</th>
<th>Criterion Score</th>
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