INSTRUCTIONS FOR USING THE REGRESSION TO THE MEAN
PREDICTED ACHIEVEMENT MODEL

To determine whether or not a student has a severe discrepancy between his/her ability and achievement:

1.   Administer an age-appropriate norm-referenced intelligence test.

2.   Administer an age-appropriate norm-referenced achievement test to determine student's obtained achievement score(s) using one of the following three methods:

   a. The complete test to include a total score of all composites and subtests. For example, you may use the Comprehensive Achievement Composite (CAC) score from the Kaufman Test of Educational Achievement Second Edition (KTEA-II), the Total Composite score from the Wechsler Individual Achievement Test Third Edition (WIAT-III), or the Total Achievement score of the Woodcock-Johnson III NU (WJ III NU), etc., or
   b. Two composites in the area of suspected disability using two different achievement tests. For example, if a student is referred for problems in reading, you may use the Reading Composite from the WIAT-III and the Reading Composite score KTEA-II, etc. Both composites must measure the same skill.
   c. Two subtests in the area of suspected disability using two different achievement tests. For example, if a student is referred for problems in reading comprehension, you may administer the Reading Comprehension subtest from the KTEA-II, Reading Comprehension subtest from the WIAT-III, the Passage Comprehension subtest from the Woodcock Reading Mastery Test Revised NU (WRMT-R) and/or the Passage Comprehension subtest from the WJ III NU, etc. Both subtests must measure the same skill.

3.   Determine whether IQ and achievement standard scores are all based on a common metric, i.e., mean of 100, standard deviation of 15. If not, convert all standard scores to the same metric using Table SLD-2 Conversion Chart for test Instruments with Standard Deviation of 15 and 16, or Table SLD-3, Conversion Chart.

4.   Determine the Predicted Achievement Score using Table SLD-1-, Determining Predicted Achievement for Intelligence and Achievement Tests with Standard Deviations of 15.

5.   Determine the difference between the student's Predicted Achievement Score(s) and the Obtained Achievement Score(s) using one of the following two methods:

a. If using a total score, the difference must be 16 points or more between the Predicted and Obtained Achievement Scores for a severe discrepancy.
b. If using subtest or composite scores, the difference must be 16 points or more between the Predicted and Obtained Achievement Scores for <u>both</u> subtests for a severe discrepancy. Do not mix subtest scores with composite scores.