

Summary of Discrepancy Information

Consultation Date: 05/11/2009

Data Entered by: Dick Baer

Student Name: Al Bradski

School: Sparks Elementary

Date of Birth: 08/10/1999

Grade: 5

Aptitude/IQ Test: Wechsler Intelligence Scale for Children: Fourth Edition (WISC-IV, 2003)

Scale: Full Scale Composite Score (FSIQ)

Score: 100

Date of Examination: 05/20/2009 **Age at Testing:** 9 : 9

Examiner: Leola

Achievement Area: Reading Fluency Skills

Achievement Test: Kaufman Test of Educational Achievement: Second Edition (KTEA-II, 2004)

Scale: Reading Fluency Composite Standard Score - Form A

Score: 70 (SEM = 3.000)

93% Cutoff Score: 81

Lowest Possible Standard Score: 47

Date of Examination: 05/20/2009 **Age at Testing:** 9 : 9

Examiner: Leola

It is important to remember that the confidence listed below refers ONLY to DISCREPANCY. State and federal law REQUIRES multidisciplinary assessment teams to consider other data before determining eligibility for LD placement. Those additional data are listed in the current edition of State Board of Education Special Education Rules.

Based on the test data entered, the school team can be **99 percent confident** the difference between the student's expected and obtained achievement scores represents a severe discrepancy.

In order to qualify a student, the school team should be at least 93 percent confident there is a severe discrepancy between the student's expected achievement score and the obtained achievement score. Therefore, this student meets the severe discrepancy criterion for specific learning disabilities eligibility.

The discrepancy formula contained in the Estimator program assumes the user is comparing one aptitude (IQ) test score with one achievement test score and that there is prior reason to believe the student is having difficulty in the achievement area. The program does not adjust for the increased probability of finding a severe discrepancy by chance when multiple comparisons are made. Users making multiple comparisons, for parent consultation or other purposes, are cautioned to consider these issues when interpreting reports generated by the Estimator program.