

Ability Score	Correlation										
	.32	.37	.42	.47	.52	.57	.62	.67	.72	.77	.82
Achievement Standard Scores											
75	67	66	66	65	65	64	64	64	64	64	64
76	67	67	67	66	66	65	65	65	64	65	65
77	68	67	67	66	66	65	65	65	65	66	66
78	68	67	67	66	66	66	66	66	66	66	66
79	68	68	67	67	67	66	66	66	67	67	68
80	69	69	68	68	67	67	67	67	67	68	69
81	69	69	68	68	68	68	68	68	68	69	69
82	69	69	69	68	68	68	68	68	69	69	70
83	70	69	69	69	69	69	69	69	70	70	71
84	70	70	69	69	69	69	69	70	70	71	72
85	70	70	70	70	70	70	70	70	71	72	73
86	71	70	70	70	70	70	71	71	72	72	73
87	71	70	71	71	71	71	71	72	72	73	74
88	71	70	71	71	71	72	72	72	73	74	75
89	72	72	72	72	72	72	73	73	74	75	76
90	72	72	72	72	72	73	73	74	75	76	77
91	72	72	72	73	73	73	74	74	75	76	78
92	73	73	73	73	73	74	74	75	76	77	78
93	73	73	73	74	74	74	75	76	77	78	89
94	73	73	74	74	74	75	76	76	77	79	80
95	74	74	74	74	75	76	76	77	78	79	81
96	74	74	74	75	75	76	77	78	79	80	82
97	74	75	75	75	76	77	78	79	80	81	83
98	74	75	75	76	77	77	78	79	80	82	83
99	75	75	76	76	77	78	79	80	81	82	84
100	75	76	76	77	78	78	79	81	82	83	85
101	75	76	77	77	78	79	80	81	83	84	86
102	76	76	77	78	79	80	81	82	83	85	87
103	76	77	77	78	79	80	81	83	84	86	87
104	76	77	78	79	80	81	82	83	85	86	88
105	77	77	78	79	80	81	83	84	85	87	89
106	77	78	79	80	81	82	83	85	86	88	90
107	77	78	79	80	81	82	84	85	87	89	91
108	78	79	80	81	82	83	84	86	88	89	92
109	78	79	80	81	82	84	85	87	88	90	92
110	78	79	80	82	83	84	86	87	89	91	93
111	79	80	81	82	83	85	86	88	90	92	94
112	79	80	81	82	83	85	86	88	90	92	94
113	79	80	82	83	84	86	87	89	91	93	96
114	80	81	82	83	85	86	88	90	92	94	96
115	80	81	82	84	85	87	89	91	93	95	97
116	80	82	83	84	86	88	89	91	93	96	98
117	81	82	83	85	86	88	90	92	94	96	99
118	81	82	84	85	87	89	91	93	95	97	100

Ability Score	Correlation										
	.32	.37	.42	.47	.52	.57	.62	.67	.72	.77	.82
Achievement Standard Scores											
119	81	83	84	86	87	89	91	93	95	98	101
120	82	83	85	86	88	90	92	94	96	99	101
121	82	83	85	87	88	90	92	95	97	99	102
122	82	84	85	87	89	91	93	95	98	100	103
123	82	84	86	88	90	92	94	96	98	101	104
124	83	84	86	88	90	92	94	97	99	102	105
125	83	85	87	89	91	93	95	97	100	103	105
126	83	85	87	89	91	93	96	98	101	103	106
127	84	86	88	90	92	94	96	99	101	104	107
128	84	86	88	90	92	94	97	99	102	105	108
129	84	86	88	90	93	95	97	100	103	106	109

**Note:** Both the ability and achievement scores are based on a mean standard score of 100 with a standard deviation of  $\pm 15$ . In constructing this table, standard scores were rounded to the nearest whole number.

### Scores of Less Than 75

The Minnesota Regression Table may not be used with standard scores on measures of general intellectual ability of less than 75 for two reasons. First, there is a general concern in the field that the correlation between tests and the reliability of individual tests is low at a level greater than two standard deviations from the mean, making the statistical comparison difficult.

Second, the effects of cognitive impairment on achievement must be discussed and ruled out as the primary reason for a student's underachievement (see Exclusionary Factors in Chapter 7). The IEP team must discuss general academic expectations for a student with low ability. Ruling out the effects of a cognitive impairment on achievement is difficult. IEP teams may not extend the Minnesota Regression Table to include lower scores. The scores on the Minnesota Regression Table are computed using a regression formula (see Appendix C). Scores of 75 or lower require an override.

### Specific Guidance in Applying the Discrepancy Formula

In instances where a student was referred, but standardized achievement data indicate within grade-level or ability level expectations, a determination of SLD eligibility will not likely be substantiated. The team may wish to problem-solve why performance on assessments is higher than classroom functioning.

Students with exceptionally high abilities may very well exhibit intra-individual discrepancies. A discrepancy between achievement and aptitude must be put in the context of grade-level expectations. If the student is performing within what is expected of his/her age or state approved grade-level standards, a determination of SLD may not be appropriate. There is no legal obligation to provide specialized services for a student performing within grade-level.

If the discrepancy is not in the area of referral concern, the team should ask why it was not identified during the problem identification phase of comprehensive evaluation.