

Specific Learning Disability (SLD) Implementation Guidance- Information Sheet

Inadequate Classroom Achievement

PI 11.36 (6)(c)(1)

Definition of Inadequate Classroom Achievement

Inadequate Classroom Achievement is one of three criteria used to determine Specific Learning Disability (SLD) in Wisconsin. In accordance with the SLD rule, a student demonstrates Inadequate Classroom Achievement when, upon initial SLD evaluation, the student (1) does not achieve adequately for his or her age, or (2) does not meet state-approved grade-level standards in one or more of eight potential achievement areas when provided with learning experiences and instruction appropriate for the child's age: basic reading, reading comprehension, reading fluency, math calculation, math problem solving, written expression, oral expression, and listening comprehension.

Evidence required to meet Inadequate Classroom Achievement criterion

Specifically, a student's achievement is inadequate when the student's score **after** intensive intervention on one or more achievement test, is 1.25 standard deviations (or more) below the mean in one or more achievement areas.

Currently, there are tools available to address whether the student achieves adequately for his or her age in one or more of the eight areas. At the current time, there are no assessment tools available to measure whether a student meets state-approved grade-level standards in one or more areas.

Considering the Inadequate Classroom Achievement Criterion

Assess Using a Valid and Reliable Achievement test

The achievement test used must be individually administered, norm referenced, valid, reliable, and diagnostic of impairment in one or more of the eight potential areas of SLD. Information about a test's technical adequacy is typically available in the test manual. Only scores from tests that meet these requirements may be used to when considering the Inadequate Classroom Achievement criterion.

Analyze the Standard Score

Composite scores should be used unless the test produces a single score. The IEP team determines if the score is 1.25 standard deviations (SD) below the mean (M). Most achievement tests have a M=100 and SD=15. It is important to verify this information, as some tests have a M=10 and SD =3.

On a test with M=100, SD=15, the 1.25 SD cut score for Inadequate Classroom Achievement is 81.25 or below. On a test (M=10, SD=3), the cut score must be 6.25 or below to demonstrate Inadequate Classroom Achievement.

If the student's standard score approaches the 1.25 cut score, the IEP team may consider scores within 1 standard error of measurement (SEM) to meet this criterion, **provided** the IEP team determines the student has met all other SLD impairment criteria (Insufficient Progress, and Exclusionary Factors are not the primary reason for the findings of Inadequate Classroom Achievement or insufficient progress). The SEM for each subtest or composite score may be found in the test manual. The SEM table by age (rather than by grade) should be used.

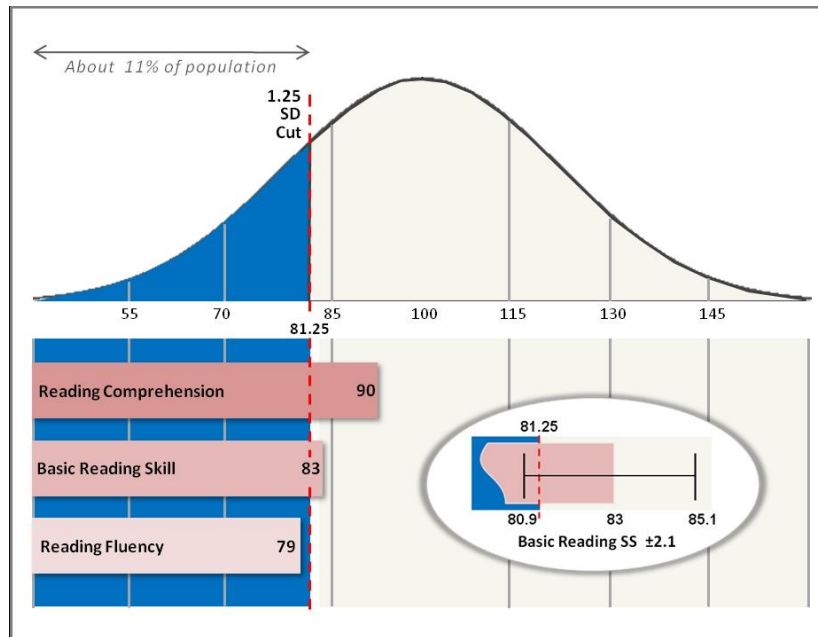
Exceptions to Using a Standard Score

If a valid and reliable standard score cannot be obtained due to a student's test behavior, language proficiency, another interfering impairment, or the absence of a valid and reliable test for the child's age, the IEP may not use the 1.25 SD cut score to determine Inadequate Classroom Achievement. In such cases, the team documents why a standardized achievement test could not be used, and whether the student demonstrates Inadequate Classroom Achievement using other empirical evidence. Additional data about the student's achievement might include curriculum-based measures (CBMs), classroom assessments, student work products, state or district administered tests, and other formal and informal indicators of achievement.

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Example: Selected Standard Scores for the XYZ Test of Achievement (M=100, SD=15)

Composites	Standard Score (SS)	Percentile Rank	SEM for student's age
Reading Comprehension	90	25 th %ile	NA
Basic Reading Skills	83	13 th %ile	2.1
Reading Fluency	79	8 th %ile	NA



IEP Team Discussion Points

- Was testing completed after intensive intervention? If yes, then scores may be used for analyzing Inadequate Classroom Achievement criterion.
- Which, if any, of the standard scores for areas of concern under consideration represent Inadequate Classroom Achievement?
- Is the student's score close to the 1.25 SD cut score and has the IEP team determined the student has met all other criteria (Insufficient Progress, Exclusionary Factors are not the primary reason for low achievement)?
 - If yes, the IEP team may chose to consider scores within 1 SEM of the 1.25 SD cut score as meeting the Inadequate Classroom Achievement criterion. In the example above, this could apply to the area of Basic Reading Skills (the student's score of 83 is at or below 1 SEM of 81.25 (81.25 ± 2.1)).
- Have Exclusionary Factors been considered?
 - Has the IEP team considered evidence to determine whether lack of appropriate instruction is primary in causing Inadequate Classroom Achievement in one or more areas of concern? In the above example, the IEP team must consider if there has been adequate instruction in reading fluency (and possibly basic reading skill), and in the essential components of reading.
 - Has the IEP team considered evidence to determine whether limited English proficiency, other impairments, or economic, environmental or cultural factors are primary in causing the Inadequate Classroom Achievement? For example, if there are norms for the student's group (e.g. primary language, ethnicity, socioeconomic status), has the IEP team considered how the student's performance compares to these norms? This will require significant additional discussion.
- Are the derived achievement test scores consistent with the student's classroom performance in the areas under consideration as measure by informal classroom assessments, work products, etc.?