



Procedures for determining a specific learning disability via a pattern of strengths and weakness

MOISD Cut Scores for Determining Patterns of Strengths and Weaknesses

Assessment Type	Strength	Weakness
Progress monitoring	Meeting/exceeding aimline	Falling below aimline for at least 4 consecutive weeks on most recent tests.
CBM (Benchmark) screening	At benchmark or above grade level median score using local norms	At at-risk level or at or below the 9 th percentile using local norms
Criterion-referenced assessment	Scores of 70% or more correct	Scores less than or equal to 69% correct
State or District Assessments	≥16 th percentile	≤ 9 th percentile
Norm-referenced tests (Achievement)	≥16 th percentile rank or SS ≥85	≤ 9 th percentile rank or SS ≤80
Grades	A/B/C or meets/exceeds expectations	D/E or does not meet expectations
Curriculum assessments	Scores of 70% or more correct	Scores less than or equal to 69% correct
Teacher report	Based on professional judgment of teach in comparing student to others in classroom	Based on professional judgment of teach in comparing student to others in classroom
Observations-Academic	Student demonstrates average understanding of academic content in comparison to other students in classroom	Student demonstrates that s/he does not understand academic content

* Norm referenced achievement tests with SS of 81-84=Neutral

(Adapted from West Shore ESD and Kent ISD)



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Cognitive assessments will be routinely administered as part of a comprehensive initial evaluation to guide recommendations and determinations.

Strengths and Weaknesses Chart

Academic Achievement Skill Area	Norm-ref. tests	Progress monitoring, CBM Screening or criterion-referenced assessment	State/District Tests	Curriculum assessment	Grades	Teacher Report	Classroom Observation	Overall Area Summary
Basic Reading	S W N	S W	S W	S W	S W	S W	S W	S W
Reading Fluency	S W N	S W	S W	S W	S W	S W	S W	S W
Reading Comp	S W N	S W	S W	S W	S W	S W	S W	S W
Math Calculation	S W N	S W	S W	S W	S W	S W	S W	S W
Math Problem Solving	S W N	S W	S W	S W	S W	S W	S W	S W
Written Expression	S W N	S W	S W	S W	S W	S W	S W	S W
Oral Expression	S W N	S W	S W	S W	S W	S W	S W	S W
Listening Comp	S W N	S W	S W	S W	S W	S W	S W	S W

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***Pattern of Strength (at least 3 "S" in a given Academic Achievement Skill Area)**

****Pattern of Weakness (at least 4 "W" in a given Academic Achievement Skill Area) Must include at least 1 individually administered Standardized Academic Achievement Assessment.**

*****At least 1 overall Area must be considered a strength in order to determine a complete pattern of strengths and weaknesses.**