Minnesota Regression Table

Correlation between Ability and Achievement Tests (r_{xy})

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

Minnesota Regression Table

Generally, in determining a severe discrepancy consistent with state criteria, the Minnesota Regression Table is used. Previous practice has been to assume a .62 correlation and use only that column to determine discrepancy. A better and more accurate practice is to identify and use the appropriate correlation for the specific ability test and the achievement test used in the assessment.

Step 1: Find the correlation between the ability and achievement tests administered to the student. Such information will usually be available at different age levels in the technical manuals provided by the test publishers. It is helpful to consult with someone who is well versed in the technical aspects of tests, such as a school psychologist to locate the information. If a specific correlation is not available, use the .62 correlation column.

Step 2: In the left hand column, locate the student's ability score and then find the correlation column closest to the correlation for the tests you are comparing. If you are using the *Stanford Binet*, please use the conversion chart found in Appendix C. Conversion is necessary because the *Stanford Binet* has a standard deviation of ±16, not ±15 for which the Minnesota Regression Table is designed.

Step 3: If the student's achievement score (standard score) is equal to or less than the score reported in the correlation column, then the student's discrepancy is considered severe and meets this part of the SLD eligibility criteria.

Caution: This is just one of three criteria for SLD eligibility. The team must also verify and document the presence of the other two criteria elements (severe underachievement and information processing condition).

Step 4: The team must verify this discrepancy through other measures such as observation, performance-based measures, etc.