



Review of IQ Score Discrepancy of 15 Points or More Between Test Administrations

Student's Name: _____

ID: _____ Date of Review: _____

Review Committee Members

- 1. (Chairperson/designee) _____
- 2. (Evaluating school psychologist) _____
- 3. (Additional school psychologist) _____

Testing Results

Date of testing: _____ Tests: _____ Scores: _____

Date of testing: _____ Tests: _____ Scores: _____

Action/Discussion

- 1. Possible reasons for discrepant scores (e.g., emotional issues, LD student with marked change in academic functioning, change in physical health or medication status, social factors, rapport problems with student and/or parent):

- 2. Other (e.g., phone call to additional consultants and/or private psychologist):

Recommendation(s)

- Accept current testing without modification
- Accept current testing with additional data required (specify): _____

- Request additional IQ testing (determine if modification in administration is needed): _____

- Request assistance from Department of Psychological Services

Follow-up Recommendation (after additional action)

- Accept the testing results (specify which results): _____

- Request assistance from Department of Psychological Services

Signatures of Committee Members



Division of Psychological Services

Procedures for Addressing Discrepancies in IQ Scores Between Test Administrations

*Discrepancy:

If the difference of the Full Scale/Composite/Broad Cognitive scores between administrations of individual intelligence tests is 15 points or more, this shall be considered a significant discrepancy requiring a review of the testing.

*Review Committee:

The review committee should be convened in the ACCESS Center and/or program where the student is assigned. A review committee from the ACCESS Center/program of at least three schools psychologists shall review any discrepancy in IQ scores of 15 points or more. One of the school psychologists should be the ACCESS Center Chairperson of Psychological Services or his/her designee. One of the school psychologists should be the ACCESS Center school psychologist who completed the testing **if at all possible**.

*Responsibilities of the Committee:

The review committee's task is to review the latest testing to determine validity and/or to explain the discrepancy in scores.

In the process of reviewing the testing the committee **may**:

- call the public or private psychologist or school psychologist who did the testing.
- ask for another IQ test to be administered.
- discuss recommendation for follow-up testing (i.e., should an additional IQ test be administered by the same school psychologist or would another examiner be preferable for any reason, etc.).
- determine if results are valid to use for placement consideration.

*Recommendations:

The review committee is to determine if the latest results are acceptable or if additional testing must be completed. The **IQ Discrepancy Review Form** should be completed to report the committee's recommendations. One member of the review committee (preferably the school psychologist who completed the testing) is to attend the Staffing Conference to discuss recommendations.

If the review committee cannot come to a consensus regarding recommendations, it may request assistance from the Division of Psychological Services through the ACCESS Center Advocacy Director.