



Documentation Guidelines for Students with Learning Disabilities

Professional Qualifications of the Evaluator:

Professionals conducting assessments and rendering diagnoses of specific learning disabilities and making recommendations for appropriate accommodations must be qualified to do so. Comprehensive training and relevant experience with an adolescent/adult LD population is essential. The name, title and professional credentials of the evaluator, including information about license or certification as well as the area of specialization, should be clearly stated in the documentation. The following professionals would generally be considered qualified to evaluate and assess specific learning disabilities provided that they have additional training and experience in evaluating adolescent/adults learning disabilities: clinical or educational psychologists; school psychologists; neuropsychologists; learning disabilities specialists; medical doctors with training and experience in evaluating adolescent/adult learning disabilities; and other masters or doctoral level of education professionals with training and experience in the assessment of learning challenges in adolescents/adults.

Because the provision of reasonable accommodations and services is based upon the assessment of the current impact of the specific learning disability on academic performance, it is in the individual's best interest to provide recent and appropriate documentation. In most cases, this means that a diagnostic evaluation has been completed within the past three years. Flexibility in accepting documentation, which exceeds a three year period, may be appropriate under certain conditions if the previous assessment is applicable to the current academic setting. If the documentation is inadequate in scope or content, or does not address the individual's current level of functioning and need for accommodations, reevaluation may be necessary.

Documentation must include:

Documentation of a specific learning disability should be comprehensive and should address each of the following domains using the recommended tests:

1. Aptitude/Cognitive Ability: (one of the following)
 - The *Woodcock-Johnson Psychoeducational Battery of Cognitive Ability – Revised*
 - The *Wechsler Adult Intelligence Scale – Revised (WAIS-R)*
 - A complete neuropsychological battery

2. Achievement:

- Test results from individualized achievement measures that describe strengths or difficulties with both basic and higher level skills in reading, mathematics, written expression, and, if relevant, foreign language acquisition. (One of the following)
 - The *Woodcock-Johnson Psychoeducational Battery – Revised: Tests of Achievement*
 - The *Wechsler Individual Achievement Test (WIAT)*
 - Specific achievement tests
 - The *Nelson-Denny Reading Skills Test*
 - The *Stanford Diagnostic Mathematics Test*
 - The *Test of Written Language – 3 (TOWL-3)*
 - The *Woodcock Reading Mastery Tests – Revised*
- The evaluator should describe the impact the diagnosed learning disability has on a specific major life activity as well as the degree of significance of this impact on the individual. The diagnostic report must include specific recommendations and/or accommodations.

3. Information Processing:

- Specific areas of information processing (e.g., short- and long-term memory; sequential memory; auditory and visual perception/processing; processing speed; executive functioning; motor ability) should be assessed.
- An acceptable instrument includes information from subtests on the *WAIS-R* or the *Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability*

4. Other Assessment Measures:

- Other formal assessment measures may be integrated with the above instruments to help support a differential diagnosis or to disentangle the learning disability from co-existing neurological and/or psychiatric disorders.

The following information is useful (but not required) in planning for educational accommodations:

- An essay on your understanding of your learning disability, your academic strengths and weaknesses and how you have learned to cope with your learning disability.
- A letter from an educational support service provider who has recently worked with you and who can address the educational accommodations or supports that you might need in college.

Please send documentation forms to:

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