Diagnostic Testing Criteria for Evaluating Professional Disability Services Office

1. **Testing or medical evaluation:** Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is in a student's best interest to provide recent and relevant documentation. The date of diagnosis and recent updates should be noted in the report.

2. **Professionals conducting evaluations and rendering the diagnosis must be licensed** to make a diagnosis such as psychologists, neuro-psychologists, psychiatrists, and/or a medical doctor in practice in the field related to the diagnosis.

3. **Diagnostic reports** should include the name, title, professional credential (e.g., license number/state) and contact information of the professional. This person cannot be a family member.

4. **A description of current accommodations** used at the secondary or postsecondary level should be included in the report.

**LEARNING DISABILITIES ONLY:**

The following Learning Disabilities documentation may be needed to qualify for particular academic services:

1. **Intelligence testing:** Average broad cognitive functioning must be demonstrated with subscale/subtest scores listed. One of the following instruments is acceptable:
   - *Wechsler Adult Intelligence Scale - Revised* (WAIS-R)
   - *Wechsler Adult Intelligence Scale - Third Edition* (WAIS-III)
   - *Woodcock Johnson Psycho-educational Battery - Revised* (WJ-R)

2. **Specific cognitive processing strengths, weaknesses and deficits.** Please provide documentation of deficit area(s) so that appropriate and reasonable accommodations can be determined for these areas: visual spatial abilities, memory, fine motor/dexterity, verbal/nonverbal reasoning, and attention/perception of auditory and visual skills.

3. **Oral language skills assessment.** Please discuss whether the student’s learning disability impacts oral language and/or if a separate speech disorder is present.

4. **Social-emotional assessment.** Please discuss whether a primary emotional basis exists for learning difficulties. Formal assessment instruments and/or clinical interviews are appropriate. Since college is typically quite stressful for any student, it is helpful to know personality characteristics, psychological welfare, self-esteem and the student’s ability to respond to stress.

5. **Significant specific achievement deficits relative to potential** – Please document assessment of the following areas:
   - **Written language:** indicate the student's ability to express him/herself in an organized written format.
   - **Reading:** indicate the student’s ability to comprehend longer, complicated passages that are more typical of college level texts.
   - **Mathematics** (applied, word problems, and calculations): indicate whether the student was successful with word problems and whether reversals of numbers occurs.
   - **Oral expression:** indicate the student’s ability to convey spoken information in a detailed and organized manner.
   - **Listening Comprehension:** indicate the student’s ability to comprehend complex verbal information.

6. **Recommendations for Accommodations.** Please include specific recommendations for present accommodations and why each accommodation is recommended, based on particular test results or clinical observations. Please identify any recommendations which have been in use during this past school year.