



Documentation Guidelines
for Students with
Learning Disabilities



Department of Learning Services
Mount St. Mary's University
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Learning Disabilities

Students who seek accommodations from Mount St. Mary's University on the basis of diagnosed specific learning disability are required to submit documentation to verify Eligibility. The following guidelines are provided in the interest of assuring that evaluation reports are appropriate to document eligibility. The Director is available to consult with diagnosticians regarding any of these guidelines.

1. **Testing must be comprehensive.** It is not acceptable to administer only one test for the purpose of diagnosis. Minimally, domains to be addressed must include, but are not limited to, the following instruments. This is not intended to be an exhaustive list or to restrict assessment in other pertinent and helpful areas such as vocational interests and aptitudes.

A. Evaluation of student Aptitude:

- WAIS-IV with subtest scores is the preferred instrument
- The Woodcock-Johnson Psycho-Educational Battery-Revised: Test of Cognitive Ability
- The Stanford-Binet Intelligence Scale: Fourth Edition

B. Evaluation of student Achievement: Acceptable instruments include:

- The Woodcock-Johnson Psycho-Educational Battery-Revised: Tests of Achievement
- TASK
- Scholastic Ability Test for Adults
- Specific achievement tests such as the:
 - ◊ TOWL-2
 - ◊ Woodcock Reading Mastery Tests-Revised, or
 - ◊ The Stanford Diagnostic Mathematics Test.

**The Wide Range Achievement Test-Revised is NOT a comprehensive measure of achievement, and therefore is not suitable.*



C. Evaluation of student's Information Processing: The following areas of information processing should be assessed:

- short and long term memory
- sequential memory
- auditory and visual perception/processing
- processing speed

Use of subtests from the WAIS-IV or the Woodcock-Johnson Tests of Cognitive Ability is acceptable.

2. **Testing must be current.** In most cases, this means within the past 3 - 4 years. Since this documentation is the basis for determining reasonable accommodations, it is in the student's best interest to provide documentation that reflects the student's current level of functioning and ability to function in an academically competitive college environment.
3. **There must be clear and specific evidence and identification of learning disability.** Individual "learning styles" and "learning differences" in and of themselves do not constitute a learning disability. Test scores must support the diagnosis of a specific learning disability.
4. **Test scores/data should be included.** The Learning Services' staff are skilled at reading documentation and glean important information about a student's abilities from these test scores. This information is very helpful for assistance with choice of major, types of courses to take together (or not), course load and decisions about what support services (assistance with organization, starting papers and time management, for example) to provide.



5. **Qualified evaluator:** Professionals conducting assessment and rendering diagnoses of specific learning disabilities **must be qualified to do so.** Trained and certified and/or licensed psychologists, learning disabilities specialists, and educational therapists are typically involved in the process of assessment. Experience working with an adult population is essential.

- Diagnostic reports must include the names and titles of the evaluators as well as the date(s) of testing.

Complete Request for Accommodation form:

- **<https://inside.msmary.edu/learning-services-office/accommodations-form.html> AND upload**
- **or send most recent documentation to:**

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