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Students are responsible for providing documentation that supports the learning disability diagnosis and provides justification for the requested accommodation(s). Documentation should reflect the current impact of the learning disability in the student's academic life and the functional limitations resulting from the learning disability (i.e.: an inability to take comprehensive course notes due to memory deficits).

The testing process should utilize current, technically adequate and appropriate standardized instruments and should be based on a thorough examination of the student in the following areas. Any revisions or successors to the tests listed below would be included upon publication.

In most cases, current means testing that has been conducted within the past three years. 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 appropriate documentation.

The diagnosis of a specific learning disability must be submitted on letterhead and it must provide clear and specific evidence of a learning disability. The evaluation must:

- [Be conducted by a qualified professional](#)
- [Use test that are technically sound to document eligibility](#)

Additionally, the evaluation must include:

- [Diagnostic Interview](#)
- [Neuropsychological or Psychoeducational Evaluation](#)
 - Aptitude/Cognitive Ability
 - Achievement
- [Report Must Include A Specific Diagnosis](#)
- [Actual Test Scores Must Be Provided](#)

Diagnostic Interview

Because learning disabilities are most commonly manifested during childhood, educational history about learning difficulties in elementary, secondary and post-secondary education must be included. An evaluation report must also include a comprehensive diagnostic interview by a qualified evaluator who addresses relevant background information to support the diagnosis. Such information may include:

- Developmental history
- Academic history including results of prior standardized testing, and notable trends in academic performance
- Family history
- Psychosocial history
- Medical history, including the absence of a medical basis for the present symptoms
- History of prior and present psychotherapy and pharmaceutical-therapy
- Discussion of any dual diagnosis of alternative or co-existing mood, behavioral, neurological and/or personality disorders
- A description of the presenting learning problem(s).

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Neuropsychological or Psychoeducational Evaluation

The neuro psychological or psycho educational evaluation for the diagnosis of a specific learning disability must be submitted on letterhead of the qualified professional and it must provide clear and specific evidence of a learning disability. It is not acceptable to administer one test, nor is it acceptable to base a diagnosis on only one of the several sub-tests. Objective evidence of a substantial limitation to learning must be provided. Minimally, domains to be addressed must include the following:

Aptitude/Cognitive Ability

This list is not intended to be definitive or exhaustive.

A complete and comprehensive intellectual/cognitive assessment is required. This may include, but is not limited to, the following:

- Wechsler Adult Intelligence Scale-Third Edition (WAIS-III)
- Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV)
- Woodcock-Johnson-Third Edition: Tests of Cognitive Ability (WJ-III)
- Kaufman Adolescent and Adult Intelligence Test
- Reynolds Intellectual Assessment Scale (RIAS)
- Stanford-Binet (SB5)
- Test of Non-Verbal Intelligence (TONI-3)

The Slosson Intelligence Test-Revised and the Kaufman Adult Intelligence Test do not constitute

adequate intelligence test measures.

Information Processing

Specific areas of information processing (e.g., short-term memory, working memory, long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning, psychomotor ability) should be assessed as the information processing deficit and it must have the logical nexus that explains the academic difficulty. Acceptable instruments include the following, but are not limited to:

- Wechsler Memory Scale
- Rey Osterrieth Complex Figure
- Trails A & B
- Peabody Picture Vocabulary Test-Third Edition (PPVT-III)
- Rey Auditory Verbal Learning Test
- Bender Visual-Motor Gestalt Test
- Beery Visual-Motor Integration Test
- Wisconsin Card Sorting Test

Other instruments relevant to the presenting learning problems may be used in conjunction with one or more of the aptitude tests named above.

Achievement

A complete achievement battery is required with all sub-tests and standard scores. The battery must include current levels of academic functioning in reading (decoding and comprehension), mathematics, and written language. Acceptable instruments include, but are not limited to:

- Woodcock-Johnson-Third Edition: Tests of Achievement (WJ III)
- Wechsler Individual Achievement Test (WIAT III)
- Test of Written Language-2 (TOWL-2)
- Gray Oral Reading Test (GORT 4th ed.)
- Spadafore Diagnostic Reading Test
- Woodcock Reading Mastery Test-Revised
- Stanford Diagnostic Mathematics Test

The Wide Range Achievement Test- Revised (WRAT 3 or 4) is not a comprehensive measure of achievement, and therefore is not acceptable if used as the sole measure of achievement. The Nelson-Denny Skills Test (Form G& H) is not a sole appropriate diagnostic measure of reading achievement. It is a useful screening instrument when administered under standardized conditions, but it should not be used as a basis for diagnosis.

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Report Must Include A Specific Diagnosis

- Individual "learning styles", "learning differences", and "academic problems" in and of themselves do not constitute a learning disability. The nature and severity of the functional limitation(s) must be supported by the test data, academic history, anecdotal and clinical observations that may include the student's level of motivation, study skills, and other non- cognitive factors. These findings must support the fact that individual's functional limitations are due to the stated disabilities.
- The report must indicate what steps were taken to evaluate the impact of second language issues to rule out the possibility that second language difficulties are a cause of the academic problems.

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Actual Test Scores Must Be Provided

Standard scores must be provided for all normed measures. Percentiles are also acceptable; grade equivalents are not acceptable unless standard scores and/or percentiles are also included. The assessment must show evidence of discrepancies and intra-cognitive differences. The particular profile of the student's strengths and weaknesses must provide a rationale for the accommodations that are recommended.

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Tests Used To Document Eligibility Must Be Technically Sound

The tests used must be reliable, valid and standardized for use with an adult population. The test findings should document both the nature and severity of the learning disabilities.

A Description Of Requested Accommodations Including The Rationale Must Be Provided.

The diagnostic report must include specific recommendations for accommodations and relevant recommendations regarding the curriculum, as well as testing considerations. A detailed explanation must be provided as to why each accommodation is recommended and should be correlated to specific test results or clinical observations. If any accommodation or auxiliary aid was provided in the past, it should be discussed; including information about specific conditions under which the accommodations were used (e.g. standardized testing, final exams, national board examination) and whether or not they benefited the student. For example, if the diagnosed condition is a learning disability, what is the processing disorder, and what is the relationship between the disorder and the requested accommodation? Any school plan (e.g. IEP or 504 plan) is not sufficient in and of itself, but can be included as part of a more comprehensive assessment battery as described in this document.

Documentation for students who have been determined eligible for accommodations and support services according to the criteria established by the California Community College system will be reviewed in accordance with the above prescribed CSU methodology and criteria.

If no prior accommodations have been provided, the qualified professional and/or student should include a detailed explanation as to why no accommodations were used in the past and why accommodations are needed at this time.

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Qualified Professional Must Conduct the Evaluation

Professionals conducting assessment and rendering diagnoses of specific learning disabilities must be qualified to do so. Experience in working with an adult population is essential.

Assessments conducted by non-diagnosing professionals, including those employed by a school district, community college, or in the private sector, for the purpose of qualifying a student for special education services, or meeting an eligibility criteria established by the academic setting, are intended for that setting, and may not apply or be accepted at San José State University. It is up to the discretion of the Accessible Education Center to accept educational reports written by non-diagnosing, qualified professionals, (e.g.: credentialed school psychologists, learning disabilities specialists, speech and language pathologists) with expertise in learning disabilities, training in administering assessment instruments, and experienced in working with adults. The report writer's name, title, credential/certificate number, employing academic setting, must be included in the documentation and presented on official letterhead from the educational institution, or professional letterhead from individuals working in the private sector.

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