

Documentation Guidelines for Evaluators – Learning and Other Cognitive Disorders

Introduction

The Appraisal Institute is committed to ensuring access to its examinations for all individuals with disabilities.

The Appraisal Institute provides reasonable and appropriate accommodations to individuals with documented disabilities who demonstrate a need for accommodations. For example, applicants may request someone to record answers, a separate testing room, extra testing time, or presentation of the material in large print.

Purpose of Accommodations

The following technical information is provided for the evaluators who prepare documentation for Candidates as part of their request for test accommodations. Candidates requesting test accommodations are asked to share these guidelines with their evaluator so that appropriate documentation can be assembled to support the request for test accommodations.

Requests for test accommodations are inherently individualized and need to be considered on a case-by-case basis. Consequently, no single type of accommodation (i.e., extra time) would necessarily be appropriate for all individuals with disabilities. Moreover, simply demonstrating that an individual meets diagnostic criteria for a particular disorder does not mean that the person is automatically entitled to accommodations.

The purpose of accommodations is to provide Candidates with an opportunity to have full access to the test. However, accommodations are not a guarantee of improved performance or test completion.

Specific accommodations should be related to the identified *functional limitations* so that the impairment is mitigated by the requested auxiliary aid or adjustment to the testing format. For example, a functional limitation might be impaired mobility, resulting in wheelchair use. An appropriate accommodation might be a height-adjustable computer workstation. It is essential that the documentation provide a clear explanation of the current functional limitation and a rationale for the requested accommodation.

Detailed Documentation Requirements

All Candidates who are requesting accommodations based on a diagnosis of a learning disability must provide a report of a current, comprehensive psychoeducational or neuropsychological evaluation. The diagnosis of a learning disability and recommended accommodations must be based on the aggregate of relevant history, test results, and level of current functioning, along with clinical judgment.

Note that meeting diagnostic criteria for a particular disorder does not necessarily mean that the individual will be found to be disabled.

The evaluation must:

1. Be performed by a qualified evaluator (see Note #1 of page 3).
2. Be current (<5 years; see Note #2 of page 3).
3. Include objective tests that are designed and normed for use with adults.
4. Include objective tests that are the most recent edition and that are scored using the most current normative data.

The diagnostic report must:

1. Include identifying information:
 - a. The first page of the report should be printed on the evaluator's letterhead, and should provide relevant identifying information, including the examinee's name, date of birth, the testing dates, age at the time of testing, and grade and school (if applicable).
 - b. The last page of the report should be signed by the evaluator.
2. Include a comprehensive history:
 - a. Educational history.
 - b. Psychosocial history.
 - c. Relevant medical history.
 - d. History of the condition.
 - e. History of the *impact* of the condition (not just past use of accommodations).
 - f. Summary of *previous* psychoeducational test results (if any).
3. Include relevant behavioral observations during testing.
4. Include age-based Standard scores and equivalent percentiles for each test and subtest that was administered.
5. Include information about the current impact of the disorder on academic performance, employment (if relevant), and other daily activities.
6. Include information about the Candidate's native language (if English is not the Candidate's native language, then see Note #3 below).

Specific components of the psychoeducational evaluation that must be included:

1. IQ battery (see Note #4 on page 3).
2. A comprehensive achievement battery: tests in each academic area (reading, written language, and math); see Appendix B for a list of acceptable tests in each of these areas. Although not required, we strongly recommend administering timed as well as untimed tests in each academic area, especially if extra testing time on the test is being requested.
3. Consideration of alternative explanations for the condition, such as emotional functioning or ESL factors, and evidence that these can be ruled out as contributing to the person's condition.
4. A specific diagnosis, generally based on accepted DSM-IV-TR diagnostic criteria, and clear evidence that all of the diagnostic criteria have been met.
5. Specific recommendations for accommodations that have a basis in objective evidence (see Note #5 on page 3).
6. A specific rationale for each recommended accommodation.

Analysis and integration of relevant data: The report must demonstrate:

1. A clear pattern of deficits, not just one or two isolated low test scores.
2. Evidence that the evaluator integrated current test results with clinical observations, previous test results (if any), historical evidence, and concurrent evidence, in the process of reaching a diagnostic formulation. Note that if there are large discrepancies between previous test results and current test results, this must be explained.

NOTES

#1 A qualified professional must administer the tests in the evaluation. An individual is deemed to be qualified to conduct a neuropsychological or psychoeducational evaluation if s/he has had extensive graduate-level training in the area of assessment of learning disabilities with adults. This usually includes formal education and training in the history, nature, identification, and remediation of learning disabilities. The name, title, and professional credentials of the evaluator must be clearly stated in the documentation, along with evidence of formal training and experience in the identification of learning disabilities. The evaluator should be prepared, if asked, to provide evidence of comprehensive training and direct experience in the diagnosis and treatment of adults with learning disabilities. Appraisal Institute reserves the right to request evidence from an evaluator of their professional qualifications. Note that simply having a particular degree or license does not automatically mean that the evaluator has had sufficient formal training and expertise in learning disabilities. Psychoeducational testing administered by family members, even if otherwise qualified, will not be accepted.

If a graduate-trainee is conducting some or all of the evaluation, for example as part of a university-based assessment practicum, we will consider the results if both the clinician and the faculty supervisor sign the written report. Appraisal Institute reserves the right to contact the faculty supervisor and/or the graduate trainee/clinician to inquire about the level of supervision during the assessment.

#2 Currency: Because the provision of reasonable accommodations is based on assessment of the *current impact* and *current functional limitations* caused by the applicant's disability, Appraisal Institute requires a current report of psychoeducational assessment. The psychoeducational evaluation must have been administered no more than five (5) years prior to the anticipated test date.

#3 *If the test-taker's native language is NOT English:* The following information should be included in the diagnostic report:

- The report specifies when the Candidate first learned English.
- The report specifies the Candidate's current level of proficiency with oral as well as written English.
- The report includes a statement that English-as-a-second-language (ESL) factors are not primarily responsible for the person's current academic difficulties.
- The report includes information about how the learning disability impacted language development in the person's native language.

#4 A comprehensive measure of intelligence must be included. Abbreviated IQ batteries (e.g., WASI) or IQ screening measures (e.g., K-BIT) are not acceptable. See Appendix A for a list of acceptable measure of intelligence.

#5 Examples of specific recommendations for accommodations could include "50% extra time" or "Testing in a distraction-reduced setting". Non-specific recommendations such as "extra time" or "the maximum allowable time" are not acceptable. Note that the purpose of extra time is not to ensure that the Candidate finishes the test (many non-disabled test-takers do not finish the exam).

NOTE: In situations where an individual is thought to have two or more disorders, such as a learning disability and Attention-Deficit/Hyperactivity Disorder (ADHD), the diagnostic report must clearly describe the unique impact of each disorder, and Documentation Requirements must be met.

APPENDIX A: Acceptable measures of intelligence

- Kaufman Adolescent and Adult Intelligence Test (KAIT)
- Reynolds Intellectual Assessment Scales (RIAS)
- Stanford-Binet Intelligence Scales-5th ed. (SB-5)
- Wechsler Adult Intelligence Scale-III (WAIS-III)
[only if administered on or before December 31, 2010]
- Wechsler Adult Intelligence Scale-IV (WAIS-IV)
- Wechsler Intelligence Scale for Children-IV (WISC-IV)
- Woodcock-Johnson Psychoeducational Battery-III General Intellectual Ability (WJ-III GIA)

APPENDIX B: Acceptable measures of academic achievement

Certain portions of the following test batteries may be used as part of a comprehensive psychoeducational evaluation; following this alphabetical list of test-batteries is a list of acceptable subtests:

- Gates-MacGinitie Reading Test (Level AR)
- Gray Oral Reading Test-4 (GORT-4)
- Kaufman Tests of Educational Achievement-II (KTEA-II)
- Nelson-Denny Reading Test (Forms G or H)
- Peabody Individual Achievement Test-R/NU (PIAT-R/NU)
- Scholastic Abilities Test for Adults
- Test of Adolescent & Adult Language-4 (TOAL-4)
- Test of Written Language-4 (TOWL-4)
- Wechsler Individual Achievement Test-II or III (WIAT-II or WIAT-III)
- Wide Range Achievement Test-4 (WRAT-4)
- Woodcock-Johnson Psychoeducational Battery-III (WJ-III) Tests of Achievement

Measures of Academic Achievement: Acceptable

| Reading Achievement (untimed) | Reading Achievement (timed) |
|--|--|
| WJ-III Letter-Word Identification | WJ-III Reading Fluency |
| WJ-III Passage Comprehension | Nelson-Denny Vocabulary |
| WJ-III Word Attack | Nelson-Denny Comprehension |
| WIAT-II / WIAT-III Word Reading | SATA Reading Vocabulary |
| WIAT-II / WIAT-III Pseudoword Decoding | SATA Reading Comprehension |
| WIAT-II / WIAT-III Reading Comprehension | Gates-MacGinitie Reading Vocabulary |
| PIAT-R/NU Reading Recognition | Gates-MacGinitie Reading Comprehension |
| PIAT-R/NU Reading Comprehension | GORT-4 Oral Reading Quotient (test-takers <18 years old only) |
| WRAT-4 Reading | KTEA-II Word Recognition Fluency |
| KTEA-II Letter & Word Recognition | |
| KTEA-II Reading Comprehension | |
| KTEA-II Nonsense Word Decoding | |

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|---|---|
| <p>Written Language Achievement (untimed)</p> <ul style="list-style-type: none"> WJ-III Writing Samples WJ-III Editing WIAT-II Written Expression WIAT-III Sentence Composition WIAT-III Essay Composition TOAL-4 Written Language Composite PIAT-R/NU Written Expression KTEA-II Written Expression | <p>Written Language Achievement (timed)</p> <ul style="list-style-type: none"> SATA Writing Composition WJ-III Writing Fluency TOWL-4 Spontaneous Writing Composite |
| <p>Mathematics Achievement (untimed)</p> <ul style="list-style-type: none"> WJ-III Calculation WJ-III Applied Problems WJ-III Quantitative Concepts WIAT-II Math Reasoning WIAT-III Math Problem Solving WIAT-III Numerical Operations PIAT-R/NU Mathematics KTEA-II Math Computation KTEA-II Math Concepts & Applications | <p>Mathematics Achievement (timed)</p> <ul style="list-style-type: none"> WJ-III Math Fluency SATA Math Calculation SATA Math Application WRAT-4 Math Computation |