

# Learning Disability Documentation Instructions

Updated January 2023

The Office of Accessibility Services establishes academic and/or housing accommodations for students with a documented disability. The Americans with Disabilities Act (ADA) defines a disability as a physical or mental impairment that substantially limits one or more major life activities. The University System of Georgia Board of Regents (USGBOR) requires current and comprehensive documentation for any diagnosis of a disability in order for disability services providers to determine appropriate accommodations and services. Please see [Appendices D-H of the USGBOR Academic and Student Affairs Handbook](#) for more information.

## Instructions:

- Students must submit **current** documentation to Accessibility Services.
  - Current documentation is defined as:
    - Documentation that reflects data collected within three years at the time of request for services or after the age of 18 so long as the documentation continues to represent current functioning.
    - It is at the Accessibility Services counselor's discretion to make appropriate exceptions to this policy and/or to request a reevaluation and more recent documentation in order to establish the most appropriate accommodations.
- **Attention Recent High School Graduates:** A Summary of Performance (SOP) may be sufficient IF a full report of the evaluation is included and the evaluation was completed within the past three years. Students are encouraged to submit an Individualized Education Plan (IEP) if they had one in high school to further document the academic impact of the disability.
- Students who have never been evaluated, or need an updated evaluation, have the following two options:
  - **A qualified private practice evaluator (psychiatrist or psychologist) – ATTENTION EVALUATORS:** The following section of this document provides a list of suggested assessment measures for evaluators to use. A copy of the full evaluation, including interviews, history, and assessment results, must be included. Evaluations must be dated and signed by the evaluator and the evaluator's credentials must be listed. Evaluators should review USGBOR guidelines at <http://www2.gsu.edu/~wworld/documentation.html>.
  - **A referral to the Regents Center for Learning Disorders (RCLD)** - An Accessibility Services counselor will provide the referral and explain the process and expense. Please call 678-839-6428 to schedule an appointment with Accessibility Services to discuss a referral.
- Students are asked to provide documentation **prior to the intake meeting** if at all possible. It is during the intake meeting that appropriate accommodations, and the process for using the accommodations, will be discussed.
- Documentation can be submitted in person or by mail to the UWG Accessibility Services, 123 Row Hall, Carrollton, GA 30118, by fax to 678-839-6429, or by email to [accessibility-services@westga.edu](mailto:accessibility-services@westga.edu).



at Georgia State University

## Suggested Assessment Measures

The measures listed below are merely examples of tests that can be used to measure skills in these areas. Evaluators may elect to use one or more test(s) in the areas of achievement, processing, and social emotional or select others with which they are familiar, as long as the identified areas are appropriately assessed.

The test edition current at the time of evaluation meets Board of Regents criteria. However, there may be extenuating circumstances associated with administering and interpreting new and/or revised tests. If an older test edition was administered at the time of evaluation, contact one of the Regents Centers for Learning Disorders to determine if that edition meets criteria.

### **I. INTELLIGENCE MEASURES**

- A. Wechsler Adult Intelligence Scale IV (WAIS IV)
- B. Wechsler Intelligence Scale for Children IV (WISC IV)
- C. Kaufman Adolescent and Adult Intelligence Test (KAIT)
- D. Woodcock Johnson III Tests of Cognitive Abilities (WJ III), General Intellectual Ability (Standard or Extended)
- E. Differential Ability Scales 5 (DAS)
- F. Stanford-Binet Intelligence Scales 5 (SB 5)
- G. Reynolds Intellectual Assessment Scales (RIAS)
- H. Kaufman Assessment Battery for Children (KABC-II)

### **II. ACHIEVEMENT MEASURES**

- A. Reading
  - 1. Decoding
    - a. Woodcock Johnson III Tests of Achievement (WJ III), Basic Reading Skills Cluster, Phoneme/Grapheme Knowledge Cluster
    - b. Wechsler Individual Achievement Test II (WIAT II)
      - i. Word Reading
      - ii. Pseudoword Decoding
    - c. Kaufman Test of Educational Achievement II (KTEA II), Decoding
    - d. Woodcock Reading Mastery Tests-Revised-Normative Update (WRMT-R/NU)
      - i. Word Attack
      - ii. Letter Identification
      - iii. Word Identification
    - e. Peabody Individual Achievement Test-Revised-Normative Update (PIAT-R/NU), Reading Recognition
    - f. Gray Oral Reading Test-4 (GORT-4), Accuracy
    - g. Wide Range Achievement Test 3 (WRAT 3), Reading
  - 2. Rate
    - a. Woodcock Johnson III Tests of Achievement (WJ III), Academic Fluency Cluster (Reading Fluency)
    - b. Wechsler Individual Achievement Test-II (WIAT II), Reading Speed
    - c. Nelson Denny Reading Test (NDRT), Reading Rate
    - d. Gray Oral Reading Test-4 (GORT-4)
      - i. Rate
      - ii. Fluency
  - 3. Comprehension
    - a. Woodcock Johnson III Tests of Achievement (WJ III), Passage Comprehension
    - b. Wechsler Individual Achievement Test II (WIAT II), Comprehension

- c. Kaufman Test of Educational Achievement-II (KTEA II), Comprehension
  - d. Woodcock Reading Mastery Tests-Revised-Normative Update (WRMT-R/NU), Comprehension
  - e. Nelson Denny Reading Test (NDRT), Comprehension
  - f. Gray Oral Reading Test-4 (GORT-4), Comprehension
  - g. Peabody Individual Achievement Test-Revised-Normative Update (PIAT-R/NU), Comprehension
- B. Written Expression
- 1. Spelling
    - a. Woodcock Johnson III Tests of Achievement (WJ III), Basic Writing Skills Cluster
    - b. Wechsler Individual Achievement Test II (WIAT II), Spelling
    - c. Kaufman Test of Educational Achievement-II (KTEA II), Spelling
    - d. Woodcock Reading Mastery Tests-Revised-Normative Update (WRMT-R/NU), Spelling
    - e. Peabody Individual Achievement Test-Revised-Normative Update (PIAT-R/NU), Spelling
    - f. Wide Range Achievement Test-3 (WRAT-3), Spelling
  - 2. Written Expression
    - a. Woodcock Johnson III Tests of Achievement (WJ III), Basic Written Expression Cluster (Phoneme/Grapheme Knowledge Cluster)
    - b. Wechsler Individual Achievement Test II (WIAT II), Written Expression
    - c. Kaufman Test of Educational Achievement II (KTEA), Written Expression
    - d. Woodcock Reading Mastery Tests-Revised-Normative Update (WRMT-R/NU), Written Expression
    - e. Peabody Individual Achievement Test-Revised Normative Update (PIAT-R/NU), Written Expression
    - f. Descriptive Tests of Language Skills (DTLS)
    - g. Oral and Written Language Scales (OWLS)
- C. Mathematics
- 1. Calculation
    - a. Woodcock Johnson III Tests of Achievement (WJ III), Math Calculation Skills Cluster
    - b. Wechsler Individual Achievement Test II (WIAT II), Numerical Operations
    - c. Kaufman Test of Educational Achievement-II (KTEA II), Calculation
    - d. Peabody Individual Achievement Test-Revised-Normative Update (PIAT-R/NU), Mathematics
    - e. Wide Range Achievement Test-3 (WRAT-3), Arithmetic
    - f. Key Math-Revised-Normative Update: A Diagnostic Inventory of Essential Mathematics (Key Math-R/NU), Operations
    - g. Descriptive Tests of Mathematics Skills (DTMS), Algebra, Elementary and Intermediate Levels
  - 2. Application
    - a. Woodcock Johnson III Tests of Achievement (WJ III), Math Reasoning Cluster
    - b. Wechsler Individual Achievement Test II (WIAT II), Math Reasoning
    - c. Kaufman Test of Educational Achievement-II (KTEA II), Math Application
    - d. Peabody Individual Achievement Test-Revised-Normative Update (PIAT-R/NU), Mathematics
    - e. Key Math-Revised-Normative Update: A Diagnostic Inventory of Essential Mathematics (Key Math-R/NU), Basic Concepts and Applications

### III. **PROCESSING MEASURES**

- A. Attention
- 1. Woodcock Johnson III Tests of Cognitive Abilities (WJ III), Broad Attention Cluster
  - 2. Wechsler Memory Scale-3, Attention/Concentration
  - 3. Visual Search and Attention (VSAT)
  - 4. Continuous Performance Tests (VIGIL, TOVA, Conners)

5. Paced Auditory Serial Addition Test (PASAT)
  6. Trail Making Test, Part A
  7. Integrated Visual and Auditory Continuous Performance Test (IVA)
  8. Wisconsin Card Sorting Task: Computer Version 4 (WCST:CV4)
- B. Oral Language Measures
1. Woodcock Johnson III Tests of Cognitive Abilities/Tests of Achievement (WJ III)
    - a. Verbal Ability Cluster--Standard/Extended (Cognitive)
    - b. Oral Language--Standard/Extended (Achievement)
    - c. Listening Comprehension (Achievement)
    - d. Oral Expression (Achievement)
  2. Comprehensive Assessment of Spoken Language (CASL)
  3. Test of Adolescent and Adult Language-3 (TOAL-3)
  4. Oral and Written Language Scales (OWLS)
  5. Test of Language Competence-Expanded (TLC-E)
  6. Wechsler Individual Achievement Test II (WIAT II), Oral Language Composite
  7. Clinical Evaluation of Language Fundamentals-4 (CELF-4)
  8. Test of Adolescent and Adult Word Finding (TAAWF)
  9. Peabody Picture Vocabulary Test III (PPVT III)
  10. Expressive Vocabulary Test (EVT)
  11. Narrative/Event Description (Scored Holistically)\
- C. Phonologic/Orthographic Processing
1. Woodcock Johnson III Tests of Cognitive Abilities/Tests of Achievement (WJ III)
    - a. Phonemic Awareness Cluster (Cognitive)
    - b. Auditory Processing Cluster (Cognitive)
    - c. Sound Awareness
    - d. Phoneme/Grapheme Knowledge Cluster (Achievement)
  2. Comprehensive Test of Phonological Awareness (CTOPP)
    - a. Phonological Awareness Composite
    - b. Phonological Memory Composite
    - c. Alternate Phonological Awareness Composite
  3. Lindamood Auditory Conceptualization Test-III (LAC III)
  4. Goldman-Fristoe-Woodcock Test of Auditory Discrimination (GFW)
  5. Slingerland Screening Tests
  6. Rosner Test of Auditory Analysis
- D. Fluency/Automaticity
1. Woodcock Johnson III Tests of Cognitive Abilities/Tests of Achievement (WJ III)
    - a. Cognitive Fluency Cluster (Cognitive)
    - b. Cognitive Efficiency Cluster--Standard/Extended (Cognitive)
    - c. Academic Fluency Cluster
    - d. Processing Speed Cluster
  2. Comprehensive Test of Phonological Processing (CTOPP)
    - a. Rapid Naming Composite
    - b. Alternate Rapid Naming Composite
  3. Test of Word Reading Efficiency (TOWRE)
  4. Rapid Automatized Naming (RAN)
  5. Clinical Evaluation of Language Fundamentals-4 (CELF-4)
  6. Controlled Oral Word Association Test (COWAT)
- E. Memory/Learning
1. Woodcock Johnson III Tests of Cognitive Abilities (WJ III)
    - a. Working Memory Cluster
    - b. Delayed Recall Cluster
    - c. Long Term Retrieval Cluster
    - d. Short Term Memory Cluster
  2. Wechsler Memory Scale 3 (WMS-3)
  3. California Verbal Learning Test II (CVLT II)
  4. Rey Auditory Verbal Learning Test
  5. Rey Osterrieth Complex Figure Test, Recall Portion

6. Test of Visual Perceptual Skills-Upper Level (TVPS-UL-R)
  7. Continuous Visual Memory Test (CVMT)
  - F. Executive Functions
    1. Woodcock Johnson III Tests of Cognitive Abilities (WJ III)
      - a. Executive Processes Cluster (Cognitive)
      - b. Verbal Ability Cluster Standard/Extended (Cognitive)
      - c. Thinking Ability Cluster Standard/Extended (Cognitive)
      - d. Fluid Reasoning Cluster (Cognitive)
    2. Wisconsin Card Sorting Task: Computer Version 4 (WCST:CV4)
    3. Trail Making Test, Part B
    4. Stroop Neuropsychological Screening Test
    5. Porteus Mazes
    6. Ravens Progressive Matrices
    7. Verbal Fluency Test
    8. Booklet Category Test
    9. Controlled Oral Word Association Test (COWAT)
    10. Delis-Kaplan Executive Function System (D-KEFS)
  - G. Visual-Perceptual/Visual-Spatial
    1. Woodcock Johnson III Tests of Cognitive Abilities (WJ III), Visual-Spatial Thinking Cluster
    2. Detroit Test of Learning Aptitude-4
      - a. Design Sequences
      - b. Design Reproduction
    3. Test of Visual-Perceptual Skills-UL (TVPS-UL-R)
    4. Hooper Visual Organization Test
    5. Slingerland Tests
    6. Benton Judgment of Line Orientation
    7. Benton Face Recognition Test
  - H. Visual-Motor and Motor Tests
    1. Test of Visual-Motor Skills-Upper Level (TVMS-UL)
    2. Rey-Osterrieth Complex Figure Test, Copy
    3. Beery Developmental Test of Visual-Motor Integration (BDTVMI)
    4. Finger Tapping
    5. Grooved Pegboard
    6. Bender Visual Motor Gestalt Test II
- IV. **SOCIAL EMOTIONAL MEASURES**
- A. Clinical Interview
  - B. Structured Clinical Interview for DSM-IV/DSM-IV-TR
  - C. State-Trait Anxiety Inventory (STAI)
  - D. Attention Deficit/Hyperactivity Disorder Symptom Checklists
  - E. Brief Symptom Inventory (BSI)
  - F. Beck Anxiety Inventory (BAI)
  - G. Beck Depression Inventory (BDI)
  - H. Minnesota Multiphasic Personality Inventory (MMPI-2)
    - I. Projective Techniques
  - J. Pride Questionnaire
  - K. College Adjustment Scales (CAS)

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