

## Earlham College's Documentation Guidelines for Learning Disabilities

A diagnostic report of high quality is required to document the diagnosis of a learning disability. The report must validate the need for services based on the student's current level of functioning.

A high quality diagnostic report contains comprehensive narrative about the diagnostic interview, the assessment battery of aptitude, academic achievement, and information processing, and a diagnostic summary. The summary should indicate the presence of a learning disability that substantially limits the major life activity of learning. Suggested recommendations for accommodations are also helpful.

Professionals administering assessments and determining diagnoses of learning disabilities must be qualified to do so. Diagnostic reports must include the names, titles, and license numbers of the evaluators as well as the date(s) of testing.

The assessment battery must have been completed **within the past five years** to be considered current. Examples of acceptable testing instruments are below.

### APTTITUDE (include all subtests):

Wechsler Adult Intelligence Scale – (WAIS-III or WAIS-R)

Wechsler Intelligence Scale for Children (WISC-III)

Kaufman Adolescent and Adult Intelligence Test

### ACHIEVEMENT:

Scholastic Abilities Test for Adults (SATA)

Stanford Test of Academic Skills (TASK)

Woodcock-Johnson Psycho-educational Battery – Revised: Tests of Achievement

Wechsler Individual Achievement Test (WIAT)

### AND/OR SPECIFIC ACHIEVEMENT TESTS:

Nelson-Denny Reading Skills Test

Stanford Diagnostic Mathematics Test

Test of Written Language – 3 (TOWL-3)

Woodcock Reading Mastery Tests – Revised

### INFORMATION PROCESSING:

Detroit Tests of Learning Aptitude – (DTLA-3) or

Detroit Tests of Learning Aptitude – Adult (DTLA-A)

Information from subtests on WAIS-R or

Woodcock-Johnson Psycho-educational Battery – Revised

When a student's second language acquisition is a concern, it is helpful to include the Modern Language Aptitude Test (MLAT). The Comprehensive Test of Phonological Processing for ages 7-24 (CTOPP) and an official letter from the student's high school stating the background history of the student's language acquisition level and/or substitution rationale is also helpful.