To have academic accommodation for a Learning Disability or Cognitive Processing Disorder, students should provide the summary of an evaluation that meets the following criteria. It should be submitted to the Ability Services Office.

1. The document’s author is outwardly identified by name, agency, phone number, postal address.

2. The author’s credentials for evaluating a learning disability are indicated. For an evaluation conducted before a student graduated from high school the author may be a school staff with an appropriate Master’s degree and professional license. For an evaluation conducted after high school graduation the author should have an appropriate doctor degree and license.

3. The following information is presented:
   a. An explanation regarding why the student was evaluated;
   b. A summary of the student’s academic history that reviews previous learning issues, earlier evaluations, any special services that were received;
   c. A detailed summary of a thorough psycho-educational evaluation that was conducted using every component of a standardized tests of academic skills such as the Woodcock Johnson-III Test of Achievement. Other important areas of assessments may be: the processing of information; aspects of memory; executive functions; auditory and visual considerations; and, motor abilities. For each consideration every mean and standard deviation should be provided. All statistically significant scores should be outwardly noted and explained.
   d. A diagnosis of the learning issue is outwardly assigned.
   e. There should be explanations regarding the ways significant findings can be expected to impact the student during common academic endeavors such as: completing reading assignments, writing assignments, during lectures, when taking tests, etc..
   f. There should be recommendations for the kinds of reasonable and appropriate academic accommodations that will be needed to create equal access and opportunity.

Note: Some common types of documentation routinely created by schools rarely contain enough of the above kinds of information. This includes an Educational Support Plan (IEP), 504 Plan, Transition Plan (ITP), and a Summary of Performance (SOP). If those kinds of plans are available it can be helpful to submit them, but they aren’t actually necessary. The most important kind of information to submit is described in # 3, above.