To have academic accommodation for a Learning Disability or Cognitive Processing Disability, students should submit the summary of an evaluation to the Ability Services office that meets the following criteria.

1. The author is outwardly identified by name, agency, phone number and postal address; the author’s credentials for evaluating a learning disability are indicated.
   - For a diagnosis made prior to high school graduation the author may be an appropriately licensed school staff with a Master’s degree. For a diagnoses made after high school graduation the author should have an appropriate doctorate degree and licensure.

2. The following information is presented:
   a. An explanation regarding why the student was evaluated;
   c. A summary of the student’s academic history, including early learning issues and any special services that were received;
   b. A detailed summary of a thorough psycho-educational evaluation that was conducted with standardized tests during or after high school. It should include assessments of aptitude and academic achievement. Other important areas of assessments can be: information processing; memory: auditory and visual perception and processing; processing speed; executive functions; and, motor ability. There should be indications of all the means, standard deviations, and any statistically significant scores should be outwardly identified and explained.

3. There should be an explanation regarding the way issues that were discovered by the evaluation can be expected to impact the student during common academic endeavors (reading, spelling, working math or other problem solving tasks, taking notes, taking tests, writing paper, etc.)

4. An appropriate diagnosis of the learning issue should be outwardly assigned.

5. There should be recommendations about the kinds of reasonable and appropriate accommodations that are important for equal access and opportunity.

Note: Some common types of documentation routinely created by a high school 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 any of those kinds of plans are available it can be helpful to submit them, but they aren’t actually necessary. The most important type of information to submit is described in #2b.