

The Episcopal School of Dallas
Guidelines for Psychoeducational Assessment

Psychoeducational assessments/evaluations submitted to ESD for consideration of classroom accommodations must:

- ◆ **State the specific disability.** Documentation must include a specific diagnosis based on a comprehensive battery that does not rely on any one test or subtest. Reports must include a definitive and specific diagnostic impression with DSM-V diagnostic codes.
- ◆ **Be current.** The assessment must be current, i.e., completed within the past **5 years**, to address current functioning levels. Students must be re-evaluated every five years to continue receiving accommodations. For psychiatric disabilities (psychological, emotional, and behavioral disorders), a letter from a qualified professional is also required **annually** following the submission of the first diagnostic report. Reports must include the dates of assessment, the date of the report, and the tests administered.
- ◆ Provide relevant **educational, developmental, and medical history**.
- ◆ **Describe the comprehensive testing and techniques** used to arrive at the diagnosis. Please include a list of all tests administered. Report **composite, factor, and subtest scores** with scaled or standard scores and percentile ranks for each. Integration and interpretation of scores is expected, and results should include the student's strengths and weaknesses. Statistically significant differences should be noted. The data should reflect a substantial limitation to learning if seeking accommodations.
- ◆ **Describe the functional limitations.** Explain how the disability affects the student's daily functioning and ability to participate in the classroom or on exams and tests.
- ◆ Describe the **specific accommodations** requested, for example, the amount of extended time required. State why the disability qualifies the student for such accommodations on standardized tests. Each accommodation recommended must include a rationale based on the test results. Specifically, describe the degree of impact the disability has on a major life activity and supporting evidence (test results and observations). Information should be provided regarding prior accommodations and their usefulness or an explanation as to why accommodations were not required in the past and why they are needed at this time. Prior history of accommodations does not necessarily warrant continued provision of accommodations.
- ◆ Establish the **professional credentials of the evaluator**. The names of all testing professionals, their title, professional credentials, Texas and/or national license numbers, certification, education, area of specialization, employment, and signature must be included. Reports must be submitted on letterhead including address and phone number.
- ◆ For upper school students, provide evidence of a disability *and* **evidence of difficulty taking tests under timed conditions** to receive extended time accommodations. Documentation must include scores from both timed and extended time tests to demonstrate any differences caused by the timed conditions. Processing speed alone is insufficient documentation. **In addition, standardized rating scales or other valid reporting from teachers must be incorporated into the assessment.**
- ◆ Document fine motor problems and/or difficulties with writing based on the results of standardized testing to support classroom accommodations for **dysgraphia** (a fine motor disability that affects writing skills), if applicable. Poor handwriting is not in and of itself a disability.

- ♦ Demonstrate the current impact of **Attention-Deficit/Hyperactivity Disorder (AD/HD)**, if applicable, on learning and testing performance. History must include evidence of childhood impairment and the manifestation of symptoms in more than one setting. Current symptomology, treatment, and ongoing needs should also be included. *Evidence of current impairment must be verified by teacher and parent rating scales (e.g., BASC-3, Conners, Brown ADD Scales) and summaries of school grades and comments.* Testing specific to attention difficulties, such as a continuous performance test (e.g., Conners CPT-3 or IVA CPT-2), may also be helpful.
- ♦ Following are *examples* of acceptable tests in each domain of evaluation:
 - ♦ **Cognitive Ability**
 - ♦ Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV); ages 16-0 through 90-11
 - ♦ Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V); ages 6-0 through 16-11
 - ♦ Woodcock-Johnson Tests of Cognitive Abilities-Fourth Edition (WJ-IV Cog)
 - ♦ **Academic Achievement**
 - ♦ Woodcock-Johnson Tests of Achievement-Fourth Edition (WJ-IV)
 - ♦ Wechsler Individual Achievement Test–Fourth Edition (WIAT-4)
 - ♦ Gray Oral Reading Tests-Fifth Edition (GORT-5)
 - ♦ Nelson-Denny Reading Test, Form I or J
 - ♦ Scholastic Abilities Test for Adults (SATA)
 - ♦ **Extended Time Accommodation**
 - ♦ Woodcock-Johnson Tests of Achievement-Fourth Edition (WJ-IV), Fluency Measures
 - ♦ Nelson Denny Reading Test, with standard time and extended time scores
 - ♦ Scholastic Abilities Test for Adults (SATA)
 - ♦ Test of Written Language-Fourth Edition (TOWL-4)

While any number of accommodations may be suggested in an assessment, ESD has determined which accommodations fit the school’s academic mission. Depending on the disability identified, ESD may provide the following accommodations:

- ♦ Extended testing time (50% extended time)
- ♦ Participation in [Language Lab](#) (Lower School) or [Learning Lab](#) Program (Middle School)
- ♦ Permission to use a laptop in the classroom for note-taking and essay exams
- ♦ Reduced penalty for misspellings
- ♦ Preferential seating
- ♦ Use of a four-function calculator (in certain cases with a diagnosed math disorder)
- ♦ Audio recording of class lecture/discussion (with the approval of the classroom teacher)
- ♦ Enlarged text (in cases of visual impairment)

Please note that ESD does **not** grant more than time-and-a-half or readers (i.e., an individual who reads to the student). Additionally, ESD requires three years of world language instruction as a graduation requirement; thus, the school does not exempt upper school students from the study of a world language.

Students and parents should direct requests for accommodations to the division learning specialist who chairs the **Accommodations Review Committee (ARC)**, which also includes other members of the ESD community, such as members of the Emotional Wellness and Learning Support Department, the Division Head, and the School Nurse, when indicated. The Committee may request the input of other faculty members. The Committee considers all requests for disability accommodations. No person or entity other than the Committee is authorized to grant accommodation requests.

If your child is eligible to receive educational accommodations at ESD, an **Individualized Accommodation Plan (IAP)** will be developed. A parent, the committee members, the advisor/classroom teacher, and an administrator will sign a copy of the IAP to indicate agreement with the recommendations. A copy of the IAP will be placed in your child's student file to be shared with teachers having a direct educational interest in your child. The actual psychoeducational evaluation report will remain in a separate confidential file in the office of the division learning specialist.

Note: The provision of accommodations at ESD does not guarantee accommodations from College Board, ACT, and/or colleges and universities; however, these institutions generally require school-provided accommodations as a prerequisite. *Please note that the school will not support requests for accommodations (e.g., 100% extended time, use of a reader) that it does not offer through the Committee review process.* Learning Specialists submit requests for accommodations to College Board and ACT after an Individualized Accommodation Plan has been approved, and necessary consent documents have been signed; however, the timing differs by agency.

For additional information, please see the Emotional Wellness & Learning Support Services section of the Student Handbook.