



# Documentation Checklist for Learning Disabilities

Name:

DOB:

Status:

Enrollment Term:

## GENERAL DOCUMENTATION REQUIREMENTS

- Documentation within three years or meets exceptions? Date:
- Assessment instruments have age appropriate norms?
- Results reported in standard scores or percentile ranks?
- History of condition?
- Diagnosis clearly stated? Date:
- Examiner credentials: (Licensed, Certified, etc.)

## DIAGNOSTIC INFORMATION

- Broad cognitive ability (e.g., IQ, Composite Score)
  - Cognitive processing deficits correspond to academic deficits and are apparent on multiple measures
  - Oral language (e.g., phonemic awareness, vocabulary, word fluency, listening comprehension)
  - Emotional functioning
  - Reading word attack/decoding
  - Reading comprehension
  - Spelling
  - Math calculation
  - Math application
  - Written expression
  - Other disorders considered and ruled out
  - DOCUMENTATION ACCEPTED**
- Overall academic fluency
    - Reading fluency
    - Writing fluency
    - Math fluency

| STRENGTHS                |                    | DEFICITS                 |                    |
|--------------------------|--------------------|--------------------------|--------------------|
| <input type="checkbox"/> | Cognitive/Language | <input type="checkbox"/> | Cognitive/Language |
| <input type="checkbox"/> | Academic           | <input type="checkbox"/> | Academic           |
| <input type="checkbox"/> | Other              | <input type="checkbox"/> | Other              |

## FUNCTIONAL LIMITATIONS (how the condition affects the student academically and/or physically; diagnosis is not synonymous with functionally impairing; e.g., decoding, spelling, reading comprehension)

- Functional limitations reasonably caused by language or cognitive deficits?

## ASSISTIVE TECHNOLOGY RECOMMENDATIONS:

## ACCOMMODATION NOTES: