

ACT Accommodations for Students without 504/IEP

Criteria for Diagnostic Documentation

To best assess the current impact of an examinee's disability or functional limitations as they apply to the test taking process, documentation must be written by a qualified professional and **MUST** meet **ALL** of these guidelines:

- States the specific impairment as diagnosed
- Is current (refer to specific diagnosis)
- Describes presenting problems and developmental history, including relevant educational and medical history
- Describes substantial limitations (adverse effects on learning or other major life activities) resulting from the impairment, as supported by test results
- Describes how the recommended accommodations address the substantial limitation and alleviate the impact of the disability when taking a timed standardized test
- Establishes the professional credentials of the evaluator, including information about licensure or certification, education, and area of specialization
- Includes comprehensive assessments (neuropsychological or psychoeducational evaluations) with evaluation dates used to arrive at the diagnosis

Attention Deficit/Hyperactivity Disorder

The applicant **must provide diagnostic results from an evaluation by a qualified professional within the past three years**. Documentation **MUST** address the following:

1. Original diagnosis (e.g. date/age/grade, diagnosing professional, symptoms/impairment, course of treatment, and educational/behavioral/social interventions)
2. Evidence of childhood onset before age 12 (symptoms of inattention, hyperactivity, or impulsivity demonstrated in two or more settings)
3. Evidence of current impairment, including:
 - A statement of presenting problems (e.g. academic failure or significant struggle, poor social/familial functioning, relationships, behavioral problems)
 - A diagnostic interview
4. A ruling out of alternative diagnoses and explanations
5. Relevant testing using reliable, valid, standardized, and age-appropriate assessments to determine functional limitation (e.g. intellectual, achievement, neuropsychological, and rating scale measures from multiple sources)
6. Number of applicable DSM-IV or DSM-5 criteria and a description of how the criteria impair the examinee (e.g. measurable impairment in academic achievement, social functioning, sports, extracurricular activities, employment, clubs, daily adaptive functioning, and/or executive functioning. Failure to finish timed tests cannot be used in isolation to demonstrate impairment.)
7. Specific ADHD diagnosis (ADHD-Predominantly inattentive, ADHD-Predominantly hyperactive/impulsive, ADHD- Combined, ADHD-NOS, or Unspecified)

Typically, accommodations that meet this criteria have previously been provided in an academic setting. To show whether requested accommodations meets the above criteria one or more of these documents must be provided:

- If no accommodations have been provided, include a detailed explanation of why no accommodations were used in the past and why accommodations are needed at this time.