



Psychoeducational Evaluation Guidelines for Consideration of Student Accommodations

The following are the guidelines for psychoeducational assessments/evaluations submitted to Greenhill School for consideration of assessment and classroom accommodations.

- Establish the **professional credentials of the evaluator**. The names of all testing professionals, their titles, professional credentials, and signatures must be included. Reports must be submitted on letterhead, including address and phone number.
- A Consent to Release Information must be signed for Greenhill to reach out to diagnosing professionals in order to clarify information or provide feedback.
- **Be current**. The assessment must be current, completed within the past **three years**, in order to address current levels of functioning. Students will need to be re-evaluated every three years to continue receiving accommodations. (Upper School Students: To maintain accommodations granted based on medical or psychiatric diagnoses (psychological/emotional disorders), a letter from a qualified professional is required annually following the submission of the current diagnostic report.)
- Reports must include the dates of assessment, the date of the report, and the tests administered.
- All psychoeducational evaluations, including reevaluations, must include a **full** cognitive abilities test (ex. Wechsler Intelligence Scales and Woodcock-Johnson Tests of Cognitive Abilities) and a full achievement test (ex. Wechsler Individual Achievement Test and Woodcock Johnson Test of Achievement) that includes reading, writing, and mathematics. If the student is entering 6th grade or above, the writing assessment must include a written paragraph. **Brief versions of these tests or screeners will not be accepted.**
- Standardized rating scales or other valid reporting from **two or more teachers must** be incorporated in the assessment. Teacher forms are confidential and should be sent to the grade-level Learning Specialist for distribution. Teacher forms must be returned from the teacher or Learning Specialist directly to the diagnostician. Additional school data, such as report cards, comments, ERBs, or PSATs, should be requested from the school or can be provided by the parent.
- Provide relevant **educational, developmental, and medical history**.
- **State the specific diagnosis**. Documentation must include a specific diagnosis based on a comprehensive battery that does not rely on any one test or subtest. Reports where a



diagnosis is given must include a definitive and specific impression with DSM or ICD diagnostic codes. If there is no diagnosis, the report should provide an explanation. A provisional or “rule out” diagnosis does not meet criteria for accommodations. Reports must also address and explain any inconsistencies in test data, as well as summarize the main findings and rationale of why a diagnosis is given or not given.

- **Describe the comprehensive testing and techniques** used to arrive at the diagnosis. **Test results with composite and subtest scores**, scaled/standard scores, and percentile ranks **must be included**. Integration and interpretation of scores is required, and results should include the student’s strengths, as well as weaknesses. Statistically significant differences should be noted. The data should reflect a substantial and functional limitation to learning if seeking accommodations.
- Describe the **specific accommodations** being requested. State why the student qualifies for such accommodations on standardized tests. Each accommodation recommended must include a rationale based on the test results: specifically, a description of the **degree of impact** on the student’s daily functioning or ability to participate in the classroom or on exams and supporting evidence (test results and observations). Prior history of accommodations does not necessarily warrant continued provision of accommodations.
- When available, information should be provided regarding prior accommodations and their usefulness, or an explanation as to why accommodations were not recommended in the past and why they are needed at this time.
- Documentation for an extended time accommodation must provide evidence of a learning difference *and* **evidence of difficulty taking tests under timed conditions**. Documentation should include scores from both timed and extended time tests or a narrative with examples to demonstrate any differences caused by the timed conditions. Processing speed alone is insufficient documentation.
- When a licensed evaluator recommends an extended time accommodation after a comprehensive psychoeducational evaluation, the division learning specialists, in consultation with the Director of Learning Assistance when appropriate, **will determine eligibility for extended time at Greenhill based on the student’s ability and achievement profile, teacher feedback, academic history, and demonstrated need for extended time.**
- Classroom accommodation for **Dysgraphia** (fine motor disability that affects writing skills) must also include documentation of a fine motor problem and an academic test of writing. Poor handwriting alone is not considered a disability.



- For students with **Attention-Deficit Hyperactivity Disorder (ADHD)**, a full psychoeducational/neuropsychological evaluation is required to demonstrate the current impact of the ADHD on their learning and testing performance and to rule out or identify any other learning difference that could be impacting performance. A note from a pediatrician will not suffice. History must include evidence of early impairment, which must first be exhibited in childhood and manifest in more than one setting. Documentation of this should be done through teacher and parent rating scales (BASC-3, Conner's, Brown ADD Scales, etc.) and summaries of school grades and comments. A summary of current symptomology, treatment, and ongoing needs should also be included.
- Testing specific to attention difficulties, like the Connors' Continuous Performance Test 3rd Edition or the **IVA + Plus / IVA-2** – Visual & Auditory Attention Testing, is also recommended for affirming ADHD diagnoses.
- To qualify for a four-function calculator (6th-12th) or math charts (4th-5th) accommodation, a student must be identified with a specific learning disorder in mathematics.

Greenhill approved assessment accommodations. Depending on the diagnosis, Greenhill may provide the following assessment accommodations:

- Extended testing time (50% extended time on in-class assessments);
- Permission to use a laptop for in-class writing assessments;
- Preferential seating;
- Use of spell check unless specified;
- Text-to-speech/Speech-to-text on a school device (when available);
- Use of a four-function calculator (6th – 12th) or math charts (4th-5th);
- Mark answers on test/in test booklet/no scantron/ enlarged block (when available).