



NOTRE DAME HIGH SCHOOL

DOCUMENTATION REQUEST FORM FOR EXTENDED TIME TESTING

Due by December 4, 2011

To the Applicant: Students with documented learning differences may be eligible for extended time on the High School Placement Test (HSPT). The extended time test will be administered on **Saturday, January 7, 2012 and Saturday, January 14, 2012** beginning at 8:00 a.m. at Notre Dame High School. Complete the Application for the Extended Time Test and submit it with the required documentation to the Admissions Office. All reports will be held in strict confidence. Families will be notified of eligibility for the extended time test after the report is reviewed by the Director of the Empowered for Success Program at Notre Dame High School.

In order to qualify for the extended time test one of the following documents must be submitted to the Admissions Office by **December 4, 2011**. No exceptions can be made in place of one of the three reports listed below. An additional seventy (70) minutes will be granted to qualified students. No untimed tests will be administered.

- A current IEP that states the need for Extended Test Time accommodations.
- A current 504 Plan that states the need for Extended Test Time accommodations.
- An evaluation prepared within the last three years by a qualified professional that states the need for the Extended Time Test.

In order for the evaluation to be considered it must:

- be current, i.e., has been completed within the past three years;
- state the specific learning differences as diagnosed by a qualified professional that necessitates accommodations;
- provide a thorough relevant educational, developmental, and medical history;
- describe the tests and techniques that were used to arrive at the diagnosis (including evaluation date(s) and test results with subtest results from measures of cognitive ability, current academic achievement, and information processing);
- state why the learning difference qualifies the student for such consideration;
- describe the specific accommodations requested, such as extended time; and
- establish the professional credentials of the evaluator.

Testing must be comprehensive. It is not acceptable to administer only one test in making a diagnosis. Minimally, the domains to be addressed must include, but not be limited to the following:

1. **Aptitude** - The Wechsler Intelligence Scale for Children (WISC-IV) subtest scores and/or the Woodcock-Johnson Psycho-Educational Test Battery (WJ-III) Test of Cognitive Ability are the preferred instruments.
2. **Achievement** - The student's current levels in reading, mathematics, and written language must be assessed. Acceptable instruments include:
 - 1) the Wechsler Individual Achievement Tests (WIAT) or
 - 2) specific achievement tests such as the Woodcock Reading Mastery Tests and the Nelson-Denny Reading Test. The Wide-Range Achievement Test (WRAT) is not a comprehensive measure of achievement and, therefore, is not suitable by itself. Additional formal and informal tests, such as timed and untimed administrations and a writing sample are recommended to corroborate underachievement in specific areas.
3. **Information Processing** - Specific areas, e.g., short and long-term memory, reasoning, listening, sequential memory, auditory, and visual processing, and processing speed must be assessed. Use of subtests from the WISC-IV and/or the cognitive portion of the WJ-III is acceptable. Additional testing designed to corroborate the existence of processing disorders identified by the WISC and the WJ is recommended.
4. **Attention Deficit Disorder (with or without hyperactivity)** - The diagnosis must be provided by a clinical psychologist or physician with appropriate education, training, and experience with ADD. Documentation must include a psycho-educational evaluation which outlines the ways in which the student's condition impacts her ability to perform academically and must describe the hallmarks of her condition per the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV).
5. **Other Disabilities (visual, auditory, or physical impairments, psychological/emotional disabilities)** - Diagnosis from a qualified professional (ophthalmologist, audiologist, psychologist, etc.) must be provided which indicates any restrictions placed on the student's participation in school-related activities. The documentation should specify the type of disability, date of onset, and prognosis.

Documentation requirements are established to ensure that we have sufficient information about how a student's learning differences impact her academic performance to enable us to prescribe appropriate academic accommodations. Our intention is to provide for students the opportunity to perform at their full potential by reducing the negative impact of their learning differences.

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