



Criteria for Psycho-Educational Assessment Reports

The following outlines the criteria required for a psycho-educational assessment to meet the documentation standards necessary to register Learners with the Disability/Accessibility Services office at the University of Saskatchewan, University of Regina, and Saskatchewan Polytechnic. Learners with a Specific Learning Disorder (SLD)/Learning Disability (LD) must submit a psycho-educational assessment report, meeting these criteria, in support of their accommodation requests. Since Northlands College works with all of these organizations this criteria applies to the Northlands College Access and Equity process.

1. The assessment report must be prepared and signed by a qualified professional.

• Registered Psychologist with APE (Authorized Practice Endorsement)

Note: The report may be completed by a Provisional Psychologist or Psychometrist, as long as they are supervised and the report is signed by a Registered Psychologist with APE.

2. The assessment must contain a clear diagnostic statement that a specific learning disorder/ learning disability is present, and include the rationale for the diagnosis.

Use of ambiguous terms such as "suggests" or non-specific wording such as "academic weaknesses", "learning differences", and "test anxiety" do not constitute a diagnosis.

3. The recommendations should be based on the test results and need to include at least some accommodations relevant to the post-secondary setting.

A separate section for post-secondary recommendations is helpful.

4. The assessment must be relatively current, with the testing having been completed within the last five years

Although a specific learning disorder persists across the lifespan, a psycho-educational assessment may need to be updated due to several factors:

•As individuals grow, learn, and mature, their cognitive, achievement, and social/emotional performance changes and develops accordingly. Compared with an older assessment, a current assessment provides more accurate information on the individual's profile of strengths and areas of need, which best informs support planning for post-secondary studies.

•The psychometric norms used to determine an individual's scores are valid for current use, and are not intended or designed to predict long-term functioning.

5. Test results must be reported in terms of standard scores and/or percentiles, with the confidence intervals of the scores provided.

This information is needed to develop an individualized and appropriate support plan for the Learner. Standard scores are required to receive accommodations on some standardized exams (e.g., LSAT, MCAT, GED).

6. Testing should be comprehensive.

Utilizes a multimethod approach to assessment that addresses several domains including:

- Cognitive Processing Abilities
- Academic Achievement
- Socio-Emotional Status
- Informal Observation
- Relevant History

Northlands College External Access and Equity Resource List

Government of Saskatchewan

<https://www.saskatchewan.ca/residents/education-and-learning/scholarships-bursaries-grants/grants-and-bursaries/canada-saskatchewan-grant-for-services-and-equipment-for-students-with-permanent-disabilities>

Learning Disabilities of Saskatchewan

<https://www.ldas.org/>

Criteria For Psycho-Educational Assessment Reports

<https://students.usask.ca/documents/health/Criteria-for-Psycho-educational-Assessments---Colour.pdf>

University of Saskatchewan

<https://students.usask.ca/health/centres/access-equity-services.php>

University of Regina

<https://www.uregina.ca/education/Students/For-UnderGrads/pdf/CentreForStudentAssesibility.html>