

Checklist for Evaluators

EXAMINEES: Please ask your evaluator to complete this checklist; return it together with the completed Request for Reconsideration form.

EVALUATORS: Please carefully read the Documentation Requirements, posted on the website (www.aamc.org/students/mcat/disabilities.htm) for a comprehensive explanation of the guidelines for documentation. Please complete this checklist, sign and date it, and return it to the examinee.

This checklist is designed to be a supplement to the Documentation Requirements. This checklist does not represent an exhaustive list of requirements, but represents many of the most common areas that are overlooked or omitted by evaluators. *Inadequate documentation is one of the primary reasons why accommodations requests are not approved.* Attention to the following issues will support the examinee's request for accommodations.

Checklist for Evaluators of all disabilities:

_____ I have read the Documentation Requirements, posted on the website.

_____ The report (or an addendum) includes information about the evaluator's qualifications and experience in assessing adults.

_____ The first page of the report of testing is printed on the evaluator's letterhead; the last page is hand-signed

_____ The report includes extensive discussion of the person's educational history, relevant medical history, and relevant family history.

_____ The report includes a history of the disorder, the history of the impact of the disorder, and the current impact of the disorder.

_____ The report includes discussion of prior accommodations (or lack thereof) on standardized testing, such as the SAT or ACT.

_____ The clinician's expert observations of the examinee's behavior during testing were described in the report.

_____ The diagnostic report includes results of objective testing; these may be supplemented by subjective reports such as self-report measures.

_____ Objective tests were scored using age-based norms.

_____ Tests administered were the most current edition.

_____ Tests administered were designed and normed for use with adults.

_____ The evaluation was a *comprehensive* assessment; a screening for the presenting concern, by itself, is not sufficient.

_____ The report includes all scores and subtest scores for each test administered (age-based Standard Scores and percentiles).

_____ The test battery should include multiple measures in each area of functioning.

_____ Inconsistencies in the test results are explained in the report.

_____ The diagnostic report includes an individualized analysis of the test data and a meaningful interpretation of test-patterns. Computer-generated reports are not acceptable.

_____ The report includes an integration of the psychometric data with historical information and previous testing (if any) to corroborate the current need for accommodations.

_____ If a person is newly diagnosed with a disability, especially a disorder that is usually first manifest in childhood, the report includes discussion of the reason for the recent diagnosis.

_____ Other possible explanations for the individual's clinical presentation were measured, discussed in the report, and ruled out.

_____ The report includes discussion of a clear *pattern* of impairment—not just outlying individual test scores.

_____ The report includes individualized, specific recommendations that are supported by objective evidence.

Additional items related to ADHD:

_____ The evaluation included objective measures of attention (not only checklists).

_____ The evaluation included a comprehensive achievement battery (e.g., timed and untimed tests in each academic area— reading, written language, and math).

_____ The diagnosis of ADHD follow current DSM-IV criteria, including age-of-onset guidelines.

Additional items related to learning disabilities:

_____ The evaluation includes a comprehensive assessment of processing abilities, beyond what could be gleaned from the IQ battery.

_____ The report includes a detailed explanation of the connection between underlying processing deficits and areas of significant underachievement.

Additional items related to psychiatric disabilities:

_____ The evaluation included objective measures of personality and/or emotional functioning.

_____ The evaluation was administered no more than six months prior to the anticipated MCAT date (see the Documentation Requirements for exceptions to this rule).

Additional items related to physical disabilities or chronic health conditions:

_____ The physician's report includes detailed information regarding the history of the condition, the examinee's current condition, current treatments, the perceived potential impact on the MCAT, and specific recommendations.

For a more detailed explanation of the guidelines and procedures for accommodations requests, please see visit our website at: www.aamc.org/students/mcat/accommodations/docrequirements.htm

Technical questions from evaluators about the documentations requirements should be addressed to docreview@aamc.org. General questions about the accommodations process should be addressed to accommodations@aamc.org.

Name of evaluator: _____

Signed: _____

Date: _____