

## 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/accommodations/docrequirements.htm](http://www.aamc.org/students/mcat/accommodations/docrequirements.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](http://www.aamc.org/students/mcat/accommodations/docrequirements.htm)

Technical questions from evaluators about the documentations requirements should be addressed to [docreview@aamc.org](mailto:docreview@aamc.org). General questions about the accommodations process should be addressed to [accommodations@aamc.org](mailto:accommodations@aamc.org).

Name of evaluator: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_