

Documentation Guidelines: Short Form

Guidelines for candidates requesting one or more of the following accommodations:

- 25% extra time (automatically includes a separate room)
- Extra breaks
- Medical supplies (e.g., diabetes equipment, crutches, medication)

****For additional requests, please see the [Guidelines: Long Form](#)****

CLT is mindful that many test-takers have had non-traditional educational backgrounds, and some may have limited financial resources to obtain necessary documentation. To that end, CLT is committed to being flexible in terms of acceptable documentation.

Documentation must include either TWO documents from column A, OR ONE from Column A and ONE from Column B.

Column A A diagnostic letter from a professional	Column B Documentation that demonstrates current functional impact of the condition. The author must interact with the student regularly within the past academic year and know them well.
Current IEP from school	Current Accommodations Plan from a school (non-504) indicating ongoing academic support needs.
Current 504 Plan indicating ongoing academic support needs	Letter from teacher
Letter from a physician	Letter from reading specialist
Letter from a counselor or therapist	Letter from tutor
Letter from an optometrist/ophthalmologist	Letter from other professional who knows you well (e.g. coach or pastor)
Letter from Speech/Language Pathologist	
Letter from other qualified medical or mental health professional	

- It may be helpful for you to provide your own personal statement.
- All testing accommodations requests and supporting documentation must be legible and printed/typed in English.
- **Documentation needs to describe current functional limitations and provide a rationale for the accommodation.**
- 504/IEPs must demonstrate that the student needs support for academic work in addition to testing.
- Documentation from friends or family members, even if otherwise qualified, will not be accepted.
- All letters must clearly articulate the relationship between the student and the person writing the letter.

Documentation Guidelines: Long Form

Documentation Guidelines for candidates requesting anything other than those accommodations listed above for the Short Form.

1. Demonstrate that you have a disability:

Testing accommodation requests must be accompanied with documentation from a qualified diagnostic professional demonstrating a current condition that is substantially limiting to one or more major life activities. A “major life activity” is a broad area of functioning central to daily life, such as reading, thinking, learning, concentrating, seeing, or hearing. Note that narrow aspects of learning, such as “anxious taking tests” or “have a hard time with spelling”, are not considered major life activities and are not accommodated.

2. Format: Documentation should include a detailed letter or report from a qualified evaluator:

- Evaluations must be printed on the diagnostic professional’s letterhead and be signed by the diagnostic professional.
- All accommodations requests and supporting documentation must be legible and printed/typed in English.
- The documentation should provide support for your need for accommodations in order to access the test—not to affect any particular outcome, such as “passing”, earning a certain score, “working up to your potential”, or any other desired outcome.
- An IEP from your school may be acceptable, if it meets all other documentation criteria.
- A 504 Plan from your school will NOT be acceptable.

3. Qualifications of the evaluator: Your supporting documentation should be from a qualified professional who has appropriate training and expertise. Documentation from friends or family members, even if otherwise qualified, will not be accepted. The qualified professional’s documentation must be objective. Typically, a qualified evaluator has a Master’s degree or higher in a relevant field, and licensure or other credentials in an appropriate discipline.

4. Currency: The documentation must be current, such that it can reasonably reflect your current levels of functioning (as they would be expected to be on the day of your test), current limitations, and current access needs.

- No more than **1 Year** prior to anticipated CLT exam date for physical disabilities, chronic health conditions, psychological, and psychiatric disorders.
- No more than **3 Years** prior to anticipated CLT exam date for attention-deficit/hyperactivity disorder, learning, and all other disorders.

5. Content Requirements: The documentation must include:

- A clear and specific **diagnosis**, with evidence that all diagnostic criteria for the disorder have been met.
- *A brief note from your doctor that simply names your diagnosis is unacceptable, and will be returned to you as incomplete.*
- A discussion of the current **functional impacts** of the disorder/condition.
- A discussion of the current **functional limitations** likely to affect your ability to take the CLT exam under standard conditions.
- Specific **recommendations** for testing accommodations. Note that vague requests such as “extended time” or “magnification” will be returned as incomplete.
- A specific **rationale** for each requested accommodation. Note that naming your diagnosis is not an appropriate rationale. The rationale must make it clear how your requested accommodation(s) will reduce or remove specific barriers on the test, thus allowing you access.
- Note that speaking English as a second language (ESL) is a life circumstance, not a disability, and as such, CLT will not provide accommodations on this basis.