



Section E – Supporting information – specific learning disorders

(to be completed by a registered educational psychologist or transcribed by the case coordinator)

Student name: _____

Psychometric test results

This section is compulsory if applying under **learning disorder provisions**. All sections on this page **must** be completed. Only assessments conducted since 1 December 2020 will be considered. Information may be transcribed from the report if an external psychologist has been used. Signature below is to be the person completing the page.

Write details below or use official stamp.

Name of person who administered the test(s): _____ Profession: _____

Contact details: Address: _____

Email: _____ Telephone: _____

Signature: _____ Date of assessment: _____

For students with specific learning disorders, the assessment tools used must be identified, and the report should include the results (including a statement of diagnosis); an analysis of these results; and an indication of the level of functional impact the student experiences in reading and written expression in the classroom and timed assessments. The **results must be summarised below**.

Provide a copy of the psychologist’s report.

1. Academic Skills

Provide results of standardised assessments conducted in reading, spelling and written expression. Highlight results of significance (specifically those results that suggest a severe functional impact) and indicate whether tests were timed or untimed. Passage reading and passage writing measures are important.

Assessment date	Test used	Timed or untimed?	Results of clinical significance

2. Cognitive Ability (Verbal and Non-verbal)

Assessment date:				Student’s age at assessment:					
	WISC V	Score	%ile	WJ III/IV	Score	%ile	Other *	Score	%ile
Verbal	VCI			Gc			V		
Non-verbal	VSI			Gf			N-V		
	FRI			Gv					

***If an alternative measure of cognitive ability is used, provide name of assessment tool used and verbal and non-verbal scores.** (See the Authority website for more information.)

3. Cognitive and Phonological Processing (e.g. WISC V, WJ III/IV, CTOPP or equivalent)

	Test used	Score	Results of clinical significance
Working memory			
Processing speed			
Phonological processing:			
	PA		
	PM		
	RAN		

4. Intervention Provide details of any known remediation, including duration, targeting the student’s area of weakness prior to assessment.
