

- Documentation suggesting the academic limitations are unexpected is necessary. Evidence that **substantially limited areas of achievement fall significantly below higher-level cognitive and/or linguistic abilities** (e.g., broad intellectual functioning, reasoning, vocabulary, crystallized knowledge) must be included.
- **Quantitative and qualitative evidence** that symptoms are associated with **significant functional impairment** in the academic setting. In the case of LDs, documentation must include evidence of substantial limitation(s) in **one or more** of the following areas of academic achievement:
 - Reading (decoding, fluency, and/or comprehension)
 - Mathematics (calculations, math fluency, and/or applied reasoning)
 - Written Language (spelling, fluency, and/or written expression)
- Academic impairments, processing deficits, and evidence of intact functioning in other domains (e.g., higher-level cognitive functioning), should be evident on multiple measures.
- Documentation that other explanations for the academic and cognitive/linguistic limitation(s) have been considered and ruled out (e.g., low cognitive ability, other mental or neurological disorders, lack of adequate education, visual or auditory dysfunction, emotional factors like anxiety or depression, cultural/language differences, poor motivation, symptom exaggeration).

These criteria are established by the University System of Georgia Board of Regents. If you have any questions, please contact Augusta University's Testing and Disability Services at (706) 737-1469. Thank you.