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ABSTRACT

This report provides information about test takers with disabilities who participated in a variety of accommodated administrations of the Law School Admission Test (LSAT). Results indicate the number of LSATs administered with accommodations increased 100% from 1990 to 1993. During that 4-year period, more than 2,700 LSATs were administered under accommodated conditions. Accommodated tests for test takers with learning disabilities constituted approximately 60% of the total number of test accommodations. A standard print test book with extra time was the most commonly requested and granted accommodation. Results also indicate test takers with disabilities who took accommodated tests were more likely to be male, White, and considerably more likely to repeat the test. Test takers with disabilities who took an accommodated LSAT administration tended to perform as well or better than test takers who earned scores at a standard LSAT administration. Applicants who presented a test score identified as nonstandard were admitted to law school in the same proportion as would be predicted by LSAT score and undergraduate grade point average. Finally, data indicate first-year grades in law school earned by students with nonstandard LSAT scores (n=261) were considerably lower than other students. An appendix includes accommodation request forms. (Contains 19 tables and 5 figures.) (CR)

LSAC RESEARCH REPORT SERIES

Test Takers with Disabilities
A Summary of Data from Special Administrations of the LSAT

Linda F. Wightman

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Test Takers with Disabilities
A Summary of Data from Special Administrations of the LSAT

INTRODUCTION

This report provides the first systematic compilation of information about test takers with disabilities who participate in the variety of accommodated administrations of the LSAT that are available to them. Law School Admission Services provides special test administrations for potential law school applicants who have conditions that prevent them from taking the regular form of the LSAT under standardized testing conditions. In order to meet the needs of these test takers, forms of the LSAT are offered in four editions—regular/standard print, large type, braille, and cassette. In addition, administration of any of these forms is offered under a number of special conditions, including extra time, a separate room, and the use of a reader, an amanuensis, an interpreter, special equipment, or other necessary accommodations. This report provides four areas of information about applicants taking an accommodated version of the LSAT. First, descriptive data about these test takers are provided, including trend data showing changes in the numbers of people requesting special accommodations in recent years. These data are disaggregated by both type of disability and type of accommodation. Next, test performance data are provided. Baseline test performance data from test takers requiring no special accommodations are provided as a reference point. Third, information about law school applications and admission decisions is provided, including development of a model of the probability of a student with a disability and an accommodated test score gaining admission to a particular law school. The results from these probability calculations are compared with the actual admission rates for those applicants with disabilities as well as with the admission rates for applicants to the same schools who obtained LSAT scores under standard testing conditions. Finally, the predictive validity of the LSAT for test takers with disabilities is evaluated.

The assistance of Ms. Jean Madden in preparing the data files used in the analyses included in this study is gratefully acknowledged. I also am indebted to Ms. Mary Phayre for her help in collecting first-year law school performance data for matriculated students with disabilities.

METHODS

Description and Trends

In this portion of the study, information is presented about test takers with five types of disabilities (visual, hearing, physical, learning, and multiple) who took the LSAT under an accommodated administration and, for comparison purposes, about the group of test takers who took the test during the same time period under standard testing conditions. The descriptive data are drawn from the 1991-92 and 1992-93 testing years and are aggregated across those two years. Biographical descriptive data are self-reported by test takers at the time they register to take the LSAT. Descriptions of disabilities were obtained from the supporting letters that are required by LSAC/LSAS from candidates requesting special test taking accommodations. That is, as part of the process of obtaining an accommodated test administration, each applicant must have the LSAT *Accommodations Request Verification Form* completed by her/his physician or another professional licensed to diagnose and treat her/his disability. The completed form with the LSAT/LSDAS Registration Form, must be returned to LSAS. The documentation, along with the request for accommodation, is reviewed by a learning specialist and is retained by LSAS as confidential information to be released to law schools only upon written authorization from the applicant. A copy of the LSAT *Accommodations Request Verification Form* is found in Appendix A.

Test Performance Data

Test performance data are reported for all test takers who earned scores on accommodated tests during the 1991-92 and 1992-93 testing years. Many test takers with disabilities test one or more times with no accommodation before they request special accommodations. For those test takers, only their

accommodated test scores are reported in the tables describing test performance under accommodated administrations. For test takers who tested multiple times under accommodated administrations, their accommodated test scores are averaged. Test performance data based on test scores earned under regular test administrations during the same two testing years are reported for comparison purposes.

Law School Application and Admission Data

The third area of this study provides information about law school applications and acceptances among applicants with disabilities who took an accommodated administration of the LSAT. These analyses were undertaken to determine whether applicants with similar application credentials have a differential probability of gaining acceptance to law school if they are among the test takers with disabilities who obtained their LSAT scores under accommodated testing conditions than if they are applicants with no known disability. If differences exist between the proportion predicted to be accepted and the proportion actually accepted, it would suggest that law schools use different standards in reaching admission decisions for applicants with disabilities who require special testing accommodations than for applicants who produce no evidence of disabilities. These analyses are germane to evaluating concerns that the practice of flagging LSAT scores that are earned under accommodated test administrations serves to disadvantage applicants with disabilities in the law school admission process.

The variables used to study the admissions process for test takers with disabilities are LSAT scores and undergraduate grade point averages (UGPAs). Both seem to be important factors in admission decisions for most law schools and for the purpose of these analyses are the only universally used quantifiable variables. Additionally, both of these measures have been validated for use in the admission process at all law schools included in this study.

The methodology adopted for this portion of the study is logistic regression. Separate regression models were estimated for each law school. A logistic regression model was used to determine the probability of admission to a particular law school for an applicant with a given LSAT score and undergraduate grade point average who had no identified disability and who tested at a regular LSAT administration. The next step was to determine whether an applicant with the same LSAT score and undergraduate grade point average, who earned the LSAT score by taking an accommodated LSAT administration, had the same probability of admission.

More specifically, the probability of admission model was produced for each law school using a binary response model logistic regression procedure. That is, the response variable was only allowed to take on one of the two possible variables—accepted or not accepted. For the data analyzed in this study, Y = 1 if the applicant is accepted and Y = 2 if the applicant is not accepted. The linear logistic model has the form

$$\text{logit}(p) = \log(p/(1-p)) = \alpha + \beta'\mathbf{x}$$

where, for the model specific to this study,

- $\mathbf{x}$ is a vector of LSAT scores and UGPAs.
- p is the probability that the applicant is accepted given his or her LSAT score and UGPA ($\Pr(Y = 1|\mathbf{x})$)
- α is the intercept parameter
- β' is the vector of slope parameters

Using the logit estimate produced by the logistic model described above, the probability of each individual applicant being accepted is calculated as follows:

$$p = e^{\text{logit}(p)} / (1 + e^{\text{logit}(p)})$$

The analysis of data for applicants with disabilities who had test scores earned at accommodated test administrations followed a model used by Willingham (1988) to evaluate admission decisions for undergraduate school applicants with disabilities. First, a group of applicants (for example, those students with visual impairments) is identified for evaluation. Next, the likelihood that each individual in that group will be admitted to law school is estimated using the logistic function calculated for the law school being studied. The logistic regression weights were obtained using data from applicants to that school who tested at a regular LSAT administration. Finally, the likelihood estimates are summed to obtain the proportion of the group that would be expected to be admitted based exclusively on LSAT scores and undergraduate grade point averages. This estimated proportion is compared with the proportion of applicants in the studied group that in fact was admitted. The statistic of primary interest is the residual selection rate. The residual selection rate is calculated by subtracting the proportion actually admitted from the proportion expected to be admitted. If the residual is a negative number, the percentage actually admitted exceeds the percentage expected to be admitted. Conversely, if fewer students with disabilities are admitted than would be projected based on their LSAT scores and undergraduate grade point averages, the residual selection rate will be positive.

The subset of 1991-92 test takers who tested at accommodated administrations and became law school applicants during the 1991-92 application years provided the data analyzed in this portion of the study. The probability models for applicants with no known disabilities were developed using data from 1991-92 applicants who reported LSAT scores earned under standard administrations. Decision data were provided by law schools as part of the LSAS decision entry process. The LSAT scores and undergraduate grade point averages were obtained from Law School Admission Services LSDAS applicant files. The undergraduate grade point average is computed either by the Law School Data Assembly Service (LSDAS) or according to LSDAS procedures, following the computing options selected from the undergraduate

school the student attended. Grades computed in this manner are expressed on a scale of 0.00 to 4.33. The UGPA used in this part of the study is the same as the UGPA reported to the law school by LSAS for each applicant. Only LSAT scores reported on the 120-180 LSAT score scale were included in the analyses.

Applicants to a law school who withdrew their applications prior to an admission decision were eliminated from the analyses, as were those with law school decisions of "other." All other applicant decisions were recoded to either *accepted* or *not accepted*.

Only applicants with both an LSAT score and an undergraduate grade point average are included in the study. In addition, only applicants to schools at which test takers with disabilities who tested under accommodated administrations applied, and for whom law school decision data are available, are included. The analyses were performed using data from 72,023 applicants to 174 United States ABA-approved law schools or English language common law law schools in Canada. Five hundred sixty-seven of those applicants have disabilities and accommodated test scores. Those 567 applicants generated a total of 3,681 law school applications.

In addition to working with admission data summed across all law schools, data were examined within law schools that are similar in size and control. More specifically, law schools were defined as small (enrollment less than 500), medium (enrollment between 500 and 900), or large (enrollment greater than 900), and residual data were examined across schools of the same size and across type of disability, as well as across schools of different sizes within type of disability. Likewise, schools were identified as public or private, and residuals were examined for public schools compared with private schools both across and within type of disability.

Predictive Validity Data

The final phase of this study focuses on the predictive validity of the LSAT for test takers with disabilities. More specifically, the study addresses the question of whether the LSAT taken at an accommodated administration predicts law school performance for students with disabilities as well as LSAT scores earned at regular test administrations predict performance for the overall population of law students.

As noted in earlier sections of this report, the number of test takers with disabilities who have taken the LSAT at accommodated administrations has increased steadily over recent years. Still, there have been no studies to validate the use of the LSAT score in the admission process for these applicants. The primary problem is that although the number of test takers with disabilities continues to increase, the number of test takers with the same type of disability who attend the same law school continues to be too small to conduct a standard validity study. That is, the small number of test takers within particular disability groups is not sufficient to calculate the correlations between first-year average in law school and one or more predictors such as LSAT score and undergraduate grade point average, or the combination of the two. However, there are sufficient data to examine whether the prediction equations developed for the law school students who test at regular LSAT administrations predict equally well for students with disabilities who test at accommodated administrations and subsequently enter law school.

The lack of validity data results in uncertainty about how to interpret and use LSAT scores earned by applicants with disabilities who avail themselves of the many accommodations that are offered by LSAS. Thus, the main focus of this part of the study of test takers with disabilities who take the LSAT at

accommodated administrations is to evaluate how well their LSAT scores and undergraduate grade point averages predict their performance in law school.

Data Collection. Data from full-time students who were first-year law school students during the 1991-92 academic year are used for these analyses. These students all had LSAT scores earned on the version of the test that was reported on the 10 to 48 LSAT scale. First-year grades for a complete entering class who tested with the version of the test scored on the 120 to 180 LSAT scale were not yet available at the time this study was conducted.

All the necessary data for this study did not exist in the LSAS databases so some data collection needed to be undertaken. The data collection effort proceeded in three phases. First, the test taker files were searched to identify every test taker who took an accommodated LSAT during the 1989-90 and the 1990-91 testing years. There were 1,158 such test takers during that period. Next, these test takers were matched to the LSAS decision files to identify those students who had matriculated at a law school. This procedure identified 342 applicants with decision codes indicating matriculation. Finally, each law school at which the test takers who took accommodated tests matriculated was contacted with a request to participate in this validity study by providing first-year law school grades. From among the 342 potential first-year students, first-year grades in law school were obtained for 261 students. A few schools refused to participate. More frequently, the identified students either withdrew or took a leave of absence from law school before completing the first year, or never actually matriculated at the school identified. Additionally, a few of the students attended law schools with nontraditional grading systems so that a first-year grade point average did not exist. We do not know whether the students who withdrew from law school before earning first-year grades, or who never actually matriculated at the school we contacted, attended a different law school. Thus, some of the students of interest to this study may not have been

located. We do know that the average LSAT scores and the average UGPAs for those 81 students who are not included are not statistically different from the scores and grades for the students for whom we were able to obtain first-year grades. We also do not know for certain that the 342 students identified in the LSAS decision files include all of the first-year students who took an accommodated LSAT. A few schools do not participate in the LSAS decision entry process and a few schools do not provide LSAS with final corrections to their decision files after they have finished drawing from their wait lists. However, the applicant and admission data reported in the previous section of this report suggest that the majority of the matriculated students have been identified. For example, if all of the test takers became applicants, we might expect about 30 to 40 percent of them to be accepted at law school and some smaller number to actually matriculate.

Data analysis. Data from students who tested at regular administrations of the LSAT were used as the baseline data against which to evaluate the validity of test scores and undergraduate grades for predicting law school performance for students with disabilities. First, linear regression models of the form

$$FYA = \beta_{0i} + \beta_{1i}(LSAT) + \beta_{2i}(UGPA) + E,$$

$$FYA = \beta_{0i} + \beta_{1i}(LSAT) + E, \text{ and}$$

$$FYA = \beta_{0i} + \beta_{1i}(UGPA) + E$$

were estimated separately for each law school attended by students with disabilities, using data from students who tested at regular LSAT administrations. The first model relates the first-year average in law school (FYA) to the undergraduate grade point average (UGPA) and the score on the Law School Admission Test (LSAT). The second model relates FYA to LSAT only, and the third relates FYA to UGPA only. To obtain regression weights, first the distribution of first-year averages was standardized

separately in each school to have a mean of zero and a standard deviation of one for that school. Next, each of the three prediction equations was estimated separately for each law school that is attended by students with disabilities who submitted scores on the LSAT taken at accommodated administrations. The index i is included in the formulae above because the β coefficients may vary from school to school.

The first-year students with disabilities and accommodated LSAT scores for whom law school FYAs were obtained attended 108 different United States ABA-approved law schools during the 1991-92 academic year. Thus, 108 different regression equations were estimated for each of the three models tested. Using the prediction equations estimated from data for students who tested at regular LSAT administrations, a predicted first-year average was obtained for each student with a disability by substituting his or her LSAT score and undergraduate grade point average into the regression equation for her or his law school. Finally, the residual, that is, the difference between the first-year average earned by the student and the first-year average predicted for that student, was calculated for each student. The residual is calculated as

$$\text{Residual} = \text{Actual FYA} - \text{Predicted FYA}.$$

If a student earns a first-year average that is higher than predicted, the residual is positive. Thus, a positive residual represents underprediction. Likewise, if a student earns a first-year average that is lower than predicted, the residual is negative, so a negative residual represents overprediction. If the regression equations developed from data for students with scores earned at regular LSAT administrations predict equally well for students who are provided an accommodated LSAT administration, then the distribution of residuals for each disability group should center on zero, as does the distribution of residuals for the students who tested at regular administrations. Additionally, the variance of the residuals should be essentially equal for all groups.

RESULTS

Description and Trends

The number of Law School Admission Tests (LSATs) administered with accommodations has increased 100 percent from 1990 to 1993. During that four-year period, more than 2,700 Law School Admission Tests were administered under accommodated conditions. Trend data showing the number of accommodated tests requested by and administered to test takers with different types of disabilities are shown in Table 1. These data show that while requests for special accommodations have increased for each type of disability, the number of accommodated tests for test takers with visual impairment has increased 50 percent compared with 100 percent increases for test takers with learning disabilities and for test takers with physical impairments. The data also show that the largest absolute number of special accommodations are made for test takers with learning disabilities and the smallest number for test takers with hearing impairments. Only 23 accommodated tests were administered to test takers with hearing impairments over the four-year period from 1989-90 through 1992-93. In contrast, more than 1,600 accommodated tests were administered to test takers with learning disabilities during the same period. Accommodated tests for test takers with learning disabilities constitute approximately 60 percent of the total number of test accommodations.

Table 1

Number of Accommodated Law School Admission Tests
Requested and Administered by Testing Year and Type of Disability

Type of Disability	Testing Year			
	92-93	91-92	90-91	89-90
Learning disability				
Number registered	638	569	448	303
Number administered	553	438	385	261
Visual impairment				
Number registered	164	171	125	116
Number administered	141	137	104	92
Physical impairment				
Number registered	218	225	187	111
Number administered	199	177	148	95
Hearing impairment				
Number registered	13	13	4	3
Number administered	8	10	2	3
Multiple impairments				
Number registered	2	2	2	0
Number administered	2	2	2	0
Total				
Number registered	1,035	980	766	533
Number administered	903	764	641	451

Table 2 shows trend data covering the same time period as the data presented in Table 1, but for test takers who tested under standard testing conditions. The data in Table 2 demonstrate that the number of tests administered peaked in 1990-91 then decreased by 4.8 percent from 1990-91 to 1991-92 and by 3.9 percent from 1991-92 to 1992-93. For each of the two years of decreasing volumes of regular test administrations, the number of accommodated tests increased 20 percent and 19 percent, respectively. In 1992-93, the number of tests administered under standard conditions is approximately equal to the number administered in 1989-90, while, as noted previously, the number of accommodated tests has doubled.

Table 2

Number of Law School Admission Tests Requested and Administered Under Standard Conditions by Testing Year

	Testing Year			
	92-93	91-92	90-91	89-90
Number registered	155,525	161,182	171,393	156,600
Number administered	139,151	144,803	152,044	138,414

Comparison of the data from Table 1 and Table 2 also reveals that the percentage of registrants who fail to actually show up and take the test is consistently larger for test takers who make arrangements for accommodated tests than for test takers who plan to test under standard conditions. More specifically, the no-show percentages for test takers registered for standard administrations range from 10 (1991-92) to 11.6 (1989-90), while the no-show percentages for those registered for accommodated administrations range from 13 (1992-93) to 22 (1991-92). We expected those students who completed all the requirements for an accommodated administration, including a request for documentation from their physician or other licensed professional who treats their disability, to attend the administration in larger percentages than their counterparts who made no special arrangements.

The LSAT is offered in four editions—standard print, large type, braille, and cassette. Among the accommodated tests administered, the numbers administered in each of the four available editions are shown in Table 3. The standard print edition of the LSAT is overwhelmingly the most frequently used test edition for accommodated administrations. The most frequently used accommodation is extra time. The braille and cassette versions were not available in 1989-90 or 1990-91, and thus trend data are not available for those versions. The data in Table 3 demonstrate that during the two years that these editions have been available, only very small numbers of test takers with disabilities selected them. The data in Table 3 suggest that test takers who register to take the braille or cassette version of the test are more

likely to show up to take the test than are those who register for other types of accommodations. However, these results should be interpreted cautiously because only two years of data are available and because the data represent a very small number of test takers.

Table 3

Number of Accommodated Law School Admission Tests Requested and Administered by Testing Year and Type of Edition

Test Edition	Testing Year			
	92-93	91-92	90-91	89-90
Total standard print				
Number requested	865	850	673	458
Number administered	752	662	564	384
Total large type				
Number requested	139	107	93	75
Number administered	121	84	77	67
Total braille				
Number requested	8	10	-	-
Number administered	8	9	-	-
Total cassette				
Number requested	23	13	-	-
Number administered	22	9	-	-
Year total				
Number requested	1,035	980	766	533
Number administered	903	764	641	451

Nearly 1,700 accommodated tests were administered to 1,534 test takers with disabilities during the 1991-92 and the 1992-93 testing years. Table 4 presents some descriptive data about those test takers for whom special testing accommodations were provided. The data are shown separately by type of disability. Comparison data for test takers with no special accommodations also are shown. The data in Table 4 describe test takers, in contrast to the data in Tables 1 through 3 that describe tests administered. That is, repeat test takers are represented one time only in Table 4, regardless of the number of tests administered to those persons. The data in Table 4 show that for the two-year period of 1991-92 and

Table 4

Comparison of Number and Percentage of Test Takers Taking Regular and Accommodated Administrations of the LSAT During the 1991-92 and 1992-93 Testing Years

		REGULAR ADMINISTRATION	ACCOMMODATED ADMINISTRATION				
			Type of Disability				
		Baseline	Hearing Impairment	Visual Impairment	Physical Impairment	Learning Disability	Multiple Impairments
Total	N	228,676	12	261	356	905	4
	Pct		0.78	16.97	23.15	58.84	0.26
Gender							
Male	N	125,409	7	168	227	620	2
	Pct	54.84	58.33	64.37	63.76	68.51	50.00
Female	N	102,208	5	92	128	281	2
	Pct	44.70	41.67	35.25	35.96	31.05	50.00
No response	N	1,059	0	1	1	4	0
	Pct	0.46	0.00	0.38	0.28	0.44	0.00
Ethnicity							
American Indian	N	1,568	0	0	4	9	0
	Pct	0.69	0.00	0.00	1.12	0.99	0.00
Black	N	21,650	0	23	28	58	0
	Pct	9.47	0.00	8.81	7.87	6.41	0.00
White	N	170,859	11	193	268	728	4
	Pct	74.72	91.67	73.95	75.28	80.44	100.00
Mexican American	N	3,185	0	4	7	15	0
	Pct	1.39	0.00	1.53	1.97	1.66	0.00
Hispanic	N	6,530	0	9	12	29	0
	Pct	2.86	0.00	3.45	3.37	3.20	0.00
Asian	N	12,917	0	6	12	16	0
	Pct	5.65	0.00	2.30	3.37	1.77	0.00
Puerto Rican	N	4,266	1	5	6	6	0
	Pct	1.87	8.33	1.92	1.69	0.66	0.00
Other	N	6,091	0	14	12	33	0
	Pct	2.66	0.00	5.36	3.37	3.65	0.00
No response	N	1,126	0	7	7	11	0
	Pct	0.49	0.00	2.68	1.97	1.22	0.00
Age							
Below 23	N	29,363	2	28	16	70	0
	Pct	12.84	16.67	10.73	4.49	7.73	0.00
23-24	N	72,668	3	57	75	295	2
	Pct	31.78	25.00	21.84	21.07	32.60	50.00
25-29	N	65,321	5	63	91	345	2
	Pct	28.56	41.67	24.14	25.56	38.12	50.00
Over 29	N	61,180	16.67	113	171	195	0
	Pct	26.75		43.30	48.03	21.55	0.00
No response	N	144	0	0	3	0	0
	Pct	0.06	0.00	0.00	0.84	0.00	0.00

Table 4 (continued)

		REGULAR ADMINISTRATION	ACCOMMODATED ADMINISTRATION				
			Type of Disability				
		Baseline	Hearing Impairment	Visual Impairment	Physical Impairment	Learning Disability	Multiple Impairments
Undergraduate Major							
Humanities	N	39,642	4	50	79	214	0
	Pct	17.34	33.33	19.16	22.19	23.65	0.00
Social science	N	80,049	2	111	153	421	3
	Pct	35.01	16.67	42.53	42.98	46.52	75.00
Natural science	N	41,954	4	40	55	141	1
	Pct	18.35	33.33	15.33	15.45	15.58	25.00
Health professions	N	7,497	0	8	7	25	0
	Pct	3.28	0.00	3.07	1.97	2.76	0.00
Business management	N	6,493	1	3	6	9	0
	Pct	2.84	8.33	1.15	1.69	0.99	0.00
Engineer	N	2,609	1	2	5	10	0
	Pct	1.14	8.33	0.77	1.40	1.10	0.00
Computer science	N	1,291	0	2	1	3	0
	Pct	0.56	0.00	0.77	0.28	0.33	0.00
Other	N	1,899	0	7	4	10	0
	Pct	0.83	0.00	2.68	1.12	1.10	0.00
No response	N	47,242	0	38	46	72	0
	Pct	20.66	0.00	14.56	12.92	7.96	0.00
Undergraduate Degree							
BA	N	111,609	6	148	194	578	3
	Pct	48.81	50.00	56.70	54.49	63.87	75.00
BS	N	54,324	6	59	100	189	1
	Pct	23.76	50.00	22.61	28.09	20.88	25.00
BBA	N	7,653	0	7	6	18	0
	Pct	3.35	0.00	2.68	1.69	1.99	0.00
BFA	N	552	0	0	0	0	0
	Pct	0.24	0.00	0.00	0.00	0.00	0.00
BSN	N	870	0	0	0	2	0
	Pct	0.38	0.00	0.00	0.00	0.22	0.00
No response	N	53,492	0	47	56	118	0
	Pct	23.39	0.00	18.01	15.73	13.04	0.00

1992-93, more than 80 percent of the test takers with learning disabilities are white and 92 percent of those with hearing impairments are white, compared with 75 percent white test takers among those who take the regular administration. The data also show that males are overrepresented among every type of disability, but most especially among those with learning disabilities, where nearly 69 percent of the test takers are male. Approximately 64 percent of those with physical impairments or visual impairments are male, while only 55 percent of those taking the regular administration are male.

With the exception of those test takers who have hearing impairments, a larger percentage of those in the youngest age category (below 23) take the regular administration rather than an accommodated test. The largest age category for test takers with visual or physical impairments is over 29. While 55 percent of those taking regular administrations of the test are 25 years of age or older, among those taking accommodated tests, 60 percent of those with learning disabilities, 67 percent of those with visual impairments, and 74 percent of those with physical impairments are 25 or older.

Table 4 also shows information about undergraduate majors and undergraduate degrees granted for those test takers for whom data are available. These data are not obtained from test takers who have not registered for the Law School Data Assembly Service (LSDAS). Data were not available for approximately 21 percent and 23 percent, respectively, of test takers who tested at regular LSAT administrations. The largest proportion of test takers majored in the social sciences, and this relationship is the same for test takers taking accommodated tests as it is for those taking regular administrations of the test. There is no evidence of differential representation of undergraduate majors within any of the subgroups of test takers with disabilities reported in Table 4 when compared with those test takers who took the LSAT at a regular administration.

Information about repeat test taking patterns for test takers with disabilities who take accommodated versions of the LSAT is presented in Table 5 and Table 6. Table 5 presents the number of reported scores by type of disability for those who took accommodated tests during 1991-92 and 1992-93. During the period reported in Table 5, test takers with learning disabilities repeated the test in greater proportions than

did any other group. More than half of those test takers with learning disabilities repeat the test at least one time. Thirty-three percent of them have two scores and 13 percent have three scores. In comparison, 29 percent of those with physical impairments and 24 percent of those with visual impairments have two scores, and 9 percent and 8 percent, respectively, have three. The percentage of repeaters for each disability group taking an accommodated test exceeds the percentage of repeaters among those who take regular administrations of the test. Approximately 23 percent of those who took the regular administration of the test during 1991-92 and 1992-93 had more than one test score.

Table 5

Number of Reported Scores for Test Takers Taking Regular and Accommodated Administrations of the LSAT During the 1991-92 and 1992-93 Testing Years

Type of Administration	Number of Reported Scores						Total Repeaters	Total Takers	Percent Repeaters
	1	2	3	4	5	6+			
Regular	175,740	43,983	6,960	1,372	366	255	52,936	228,676	23.15
Accommodated									
Learning disability	430	298	117	42	10	8	475	905	52.49
Visual impairment	164	63	20	11	2	1	97	261	37.16
Physical impairment	191	105	33	17	5	5	165	356	46.35
Hearing impairment	5	5	0	0	0	1	6	11	50.00
Multiple impairments	4	0	0	0	0	0	0	4	0.00

Table 6 presents additional information by type of disability for those accommodated test takers who are repeaters. More specifically, it shows the number of repeaters for whom all tests taken were accommodated and the number for whom one or more tests was taken at a regular administration. These data demonstrate that the majority of these repeaters tested at both accommodated and regular

administrations. More than 80 percent of test takers with learning disabilities, visual impairments, and physical impairments as well as two thirds of the test takers with hearing impairments took one or more standard administrations of the test in addition to their accommodated administrations. This pattern may account in large part for the difference in the percentage of repeaters between accommodated and regular administration test takers.

Table 6

Repeat Test Taking Patterns by Type of Disability for Test Takers Taking Accommodated LSAT Administrations During the 1991-92 and 1992-93 Testing Years

Type of Disability	All Tests Accommodated	One or More Regular Administrations
Learning disability	58	417
Visual impairment	18	79
Physical impairment	28	137
Hearing impairment	2	4
Multiple impairments	0	0

Test Performance Data

Information about how test takers from each of the four disability groups for which there are sufficient data performed on the LSAT is presented in Table 7. The number of accommodated test takers who have multiple impairments (4) is too small to provide meaningful generalizations and these test takers are not included in Table 7. Again, performance by test takers who tested under standard testing conditions is included for comparison. For test takers with more than one accommodated test score, the average of their

accommodated scores is used. For test takers with one or more regular administration scores in addition to one or more accommodated scores, only their accommodated score or accommodated average score is used.

Table 7

Distribution of LSAT Scaled Scores for Regular and Accommodated Administrations by Disability from June 1991 through February 1993

	Percentage of Test Takers in Each Score Range				
	Regular Administration	Accommodated Administration Type of Disability			
Score Range	Baseline	Learning Disability	Visual Impairment	Physical Impairment	Hearing Impairment
175-180	0.46	1.34	2.33	0.57	0.00
170-174	1.56	2.80	4.26	3.12	0.00
165-169	5.15	9.40	9.30	7.37	9.09
160-164	11.28	16.89	17.44	13.60	18.18
155-159	18.11	19.46	17.44	20.68	18.18
150-154	20.88	21.81	17.44	14.73	0.00
145-149	18.26	13.53	12.40	17.00	9.09
140-144	12.69	8.39	7.36	11.90	18.18
135-139	7.07	4.03	7.36	6.52	9.09
130-134	3.01	1.90	2.33	1.70	9.09
125-129	1.14	0.45	1.55	1.70	9.09
120-124	0.38	0.00	0.78	1.13	0.00
Number	228,676	894	258	353	11
Mean	150.98	154.36	153.73	152.17	148.77
Standard deviation	9.46	9.23	11.05	10.37	12.29

The data in Table 7 show that the mean LSAT score for test takers in each group, except the group with hearing impairments, exceeds the mean for test takers who tested under regular administrations. These

data do not follow the test performance data reported for test takers taking accommodated administrations of the Scholastic Aptitude Test (SAT). Ragosta (1987) found that test takers in each disability group scored below those test takers taking regular administrations of the test on both the verbal and the mathematics portions of the SAT. She also found that test takers with physical and visual impairments earned higher scores on the SAT than did test takers with learning disabilities.

The data in Table 7 include the distribution of scores as well as the means and standard deviations separately by type of disability. The distribution data show that a considerably larger percentage of test takers in each of the learning disability, visual impairment, and physical impairment groups earned scores in the upper score ranges than did test takers from regular administrations. For example, 33 percent of test takers with visual impairments, 30 percent of test takers with learning disabilities, and 25 percent of test takers with physical impairments earned scores of 160 or higher, compared with only 18 percent of those who tested at standard administrations.

Law School Application Data

As is shown in Table 1 and Table 4, the majority of accommodated tests are administered to test takers with learning disabilities. Consistent with the number of tests administered, the majority of the law school applicants who took accommodated tests have a learning disability. The data in Table 8 show the number of applicants in each disability group. Table 8 also shows LSAT score data and UGPA data by type of disability for applicants who took accommodated tests, and for comparison, shows the same data for the 71,456 applicants to the same schools who tested under regular testing conditions. Compared with all test takers who took accommodated administrations between 1991 and 1993, except for the group with visual impairments, test takers within the same type of disability who became applicants tend to have slightly

lower means. This is contrary to the expected pattern and contrary to the pattern observed for test takers from regular administrations. That is, the mean score for all test takers who tested at regular administrations is 150.98 (see Table 7), while the mean for applicants is 152.28. In contrast, the means for test takers who took accommodated tests, compared with the means for applicants from the same disability groups are 154.36 vs 152.95 for the groups with learning disabilities, 152.17 vs 151.12 for the groups with physical impairments, and 148.77 vs 148.25 for the groups with hearing impairments.

Table 8

LSAT and UGPA Data for 1991-92 Law School Applicants Grouped by Accommodated and Regular Test Administrations

		LSAT				UGPA			
				Range				Range	
Type of Administration	Number	Mean	Standard Deviation	Minimum	Maximum	Mean	Standard Deviation	Minimum	Maximum
Regular	71,456	152.28	8.99	120.00	180.00	3.06	0.47	0.65	3.06
Accommodated									
Learning disability	342	152.95	8.75	127.00	180.00	2.85	0.48	1.74	3.95
Hearing impairment	8	148.25	12.71	128.00	162.00	2.92	0.64	1.81	3.80
Physical impairment	132	151.12	10.25	124.00	180.00	2.96	0.52	1.87	3.96
Visual impairment	85	154.80	8.87	130.00	175.00	2.98	0.45	1.86	3.93

Note: Only applicants to the schools to which the applicants with accommodated test scores applied are included in the regular administration data.

Looking only at data for applicants (i.e., Table 8), the means for applicants with a visual impairment are significantly higher ($\alpha = .01$) than the means for applicants who tested at the standard administration. The means for applicants with a learning disability are slightly but not significantly higher than the means for the standard administration group. The applicants with a learning disability earned the lowest mean undergraduate grade point average, one that is significantly lower than the mean UGPA earned by the regular administration applicants.

The means of applicants who tested under accommodated conditions are more meaningfully evaluated relative to the means of all other applicants to the same schools to which they applied. To accomplish this, the LSAT scores and the undergraduate grade point averages for applicants with test scores from regular administrations were standardized within a school to have a mean of 0 and standard deviation of 1. This standardization procedure produces scores commonly referred to as *z* scores. Scores and grade point averages for applicants with nonstandard scores were converted to the *z* scale using the appropriate law school's conversion formula.

Table 9 shows for each type of disability, the average LSAT score and UGPA relative to the full group of regular administration applicants to the law school to which these test takers with disabilities applied. Notice that the data in Table 9 represent number of applications, not number of applicants. This is because the applicants' LSAT scores and UGPAs are now being evaluated relative to the applicants at the school of application. Applicants with more than one application must be evaluated relative to each school of application.

Table 9

Standardized LSAT and UGPA Data for 1991-92 Applicants with Nonstandard LSAT Scores Relative to All Other Applicants at the Law School of Application

		LSAT				UGPA			
				Range				Range	
Type of Disability	Number	Mean	Standard Deviation	Minimum	Maximum	Mean	Standard Deviation	Minimum	Maximum
Learning impairment	2,398	0.09	1.00	-3.46	3.46	-0.41	1.05	-3.42	2.55
Hearing impairment	41	-0.07	1.35	-3.37	1.81	0.06	1.46	-3.15	2.07
Physical impairment	775	0.05	1.23	-3.59	3.20	-0.07	1.11	-3.15	2.46
Visual impairment	467	0.32	1.13	-2.19	2.81	-0.38	0.91	-2.87	2.09

These data show that applicants with physical impairments and those with hearing impairments have approximately the same mean LSATs and UGPAs as the other applicants to the schools to which they applied. In contrast, the mean LSAT for applicants with visual impairments is approximately one third of a standard deviation above the mean for the other applicants to the same schools, while the UGPAs for both those with learning disabilities and those with visual impairments were approximately four tenths of a standard deviation lower.

One objective of this study is to evaluate whether the same standards are used to admit or deny applicants who have disabilities and nonstandard test scores as are used to admit or deny other applicants. Logistic regression equations that used LSAT scores and UGPAs to predict admission decisions were employed for that purpose. The logistic regression model is reasonable if there is a relationship between each of these variables and admission. For the schools included in this study, the correlation between LSAT score and admission decisions is .37; the correlation between UGPA and admission decisions is .28. In a similar study conducted to evaluate admission decisions for undergraduate schools, Willingham (1988) found a correlation of .37 between SAT score and undergraduate admission decisions and .36 between high school grade point average and undergraduate admission decisions. These data suggest that high school grades are somewhat more important in undergraduate admission than college grades are in law school admission, although the lower correlation also might be a consequence of more severe restriction of range. Regardless, the data support that LSAT score and UGPA are useful measures to include in the logistic regression model.

If the same standards are applied to all applicants when making admission decisions, the logistic regression model should predict admission equally well for applicants with nonstandard scores and identified disabilities as for other applicants. The correlations between the predicted admission decisions based on the logistic regression model for each law school and the actual decision are shown in Table 10. Overall, the correlation for applicants with scores earned at regular administrations is .71, compared with a correlation of .68 for applicants with accommodated test scores. The data in Table 10 show the correlations separately by type of disability. These data show that the correlation is lowest for applicants with physical impairments and highest for applicants with hearing impairments. One might speculate that lack of appropriate physical accommodations might influence admission decisions for applicants with physical impairments. This warrants further study. Even so, the correlations between predicted and actual admission decisions are very high, indicating that half of the variance in admission decisions is accounted for by these two variables. Another way to think about these correlations is that the higher the composite of LSAT and UGPA, the greater the probability of gaining admission. This relationship is depicted graphically in Figure 1.

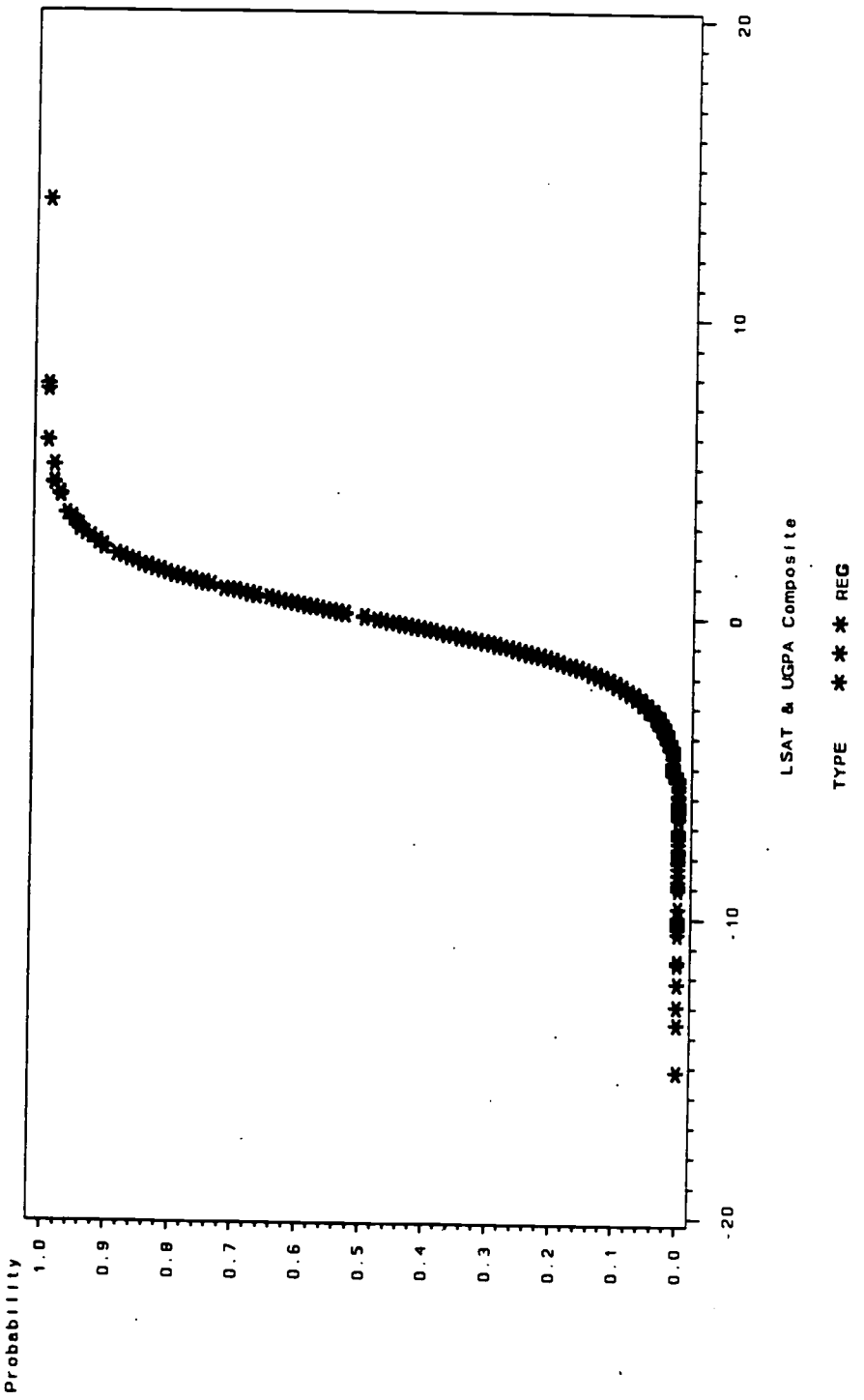
Table 10

Correlations of Admission Decisions with Predicted Admission, LSAT, and UGPA by Type of Disability

	Correlations of Admission Decision With		
Type of Disability	**Predicted Admission**	**LSAT**	**UGPA**
No disability (regular test administration)	.71	.37	.28
Learning disability	.67	.34	.22
Physical impairment	.64	.39	.24
Visual impairment	.70	.34	.19
Hearing impairment	.79	.51	.41

Figure 1

Probability of Admission Based on Within–School Best–Weighted LSAT & UGPA Composite for 1991–92 Law School Applicants



The curve shown in Figure 1 is extremely steep. This shows that the probability of admission accelerates over a very short range of composite scores. Below a composite of -5, the probability of admission is very close to zero and above a composite of +5, the probability is close to 1. A composite of 0 defines the point at which the chances for admission are 50/50.

As noted previously, one calculation of interest in these analyses is the difference between predicted admission and actual admission for these applicants with disabilities. Table 11 presents the proportion of applicants predicted to be admitted, the proportion actually admitted, and the residual by type of disability. The table also shows the proportion of other applicants to the same schools who were admitted. A positive residual indicates that the proportion predicted to be admitted exceeded the proportion actually admitted, while a negative residual means the proportion actually admitted exceeded the proportion predicted to be admitted. Among the applicants with learning disabilities, the residual is both positive and statistically significant at the .01 level. Among applicants with a hearing impairment, the residual is negative, but the magnitude of the residual is not statistically significant.

Table 11

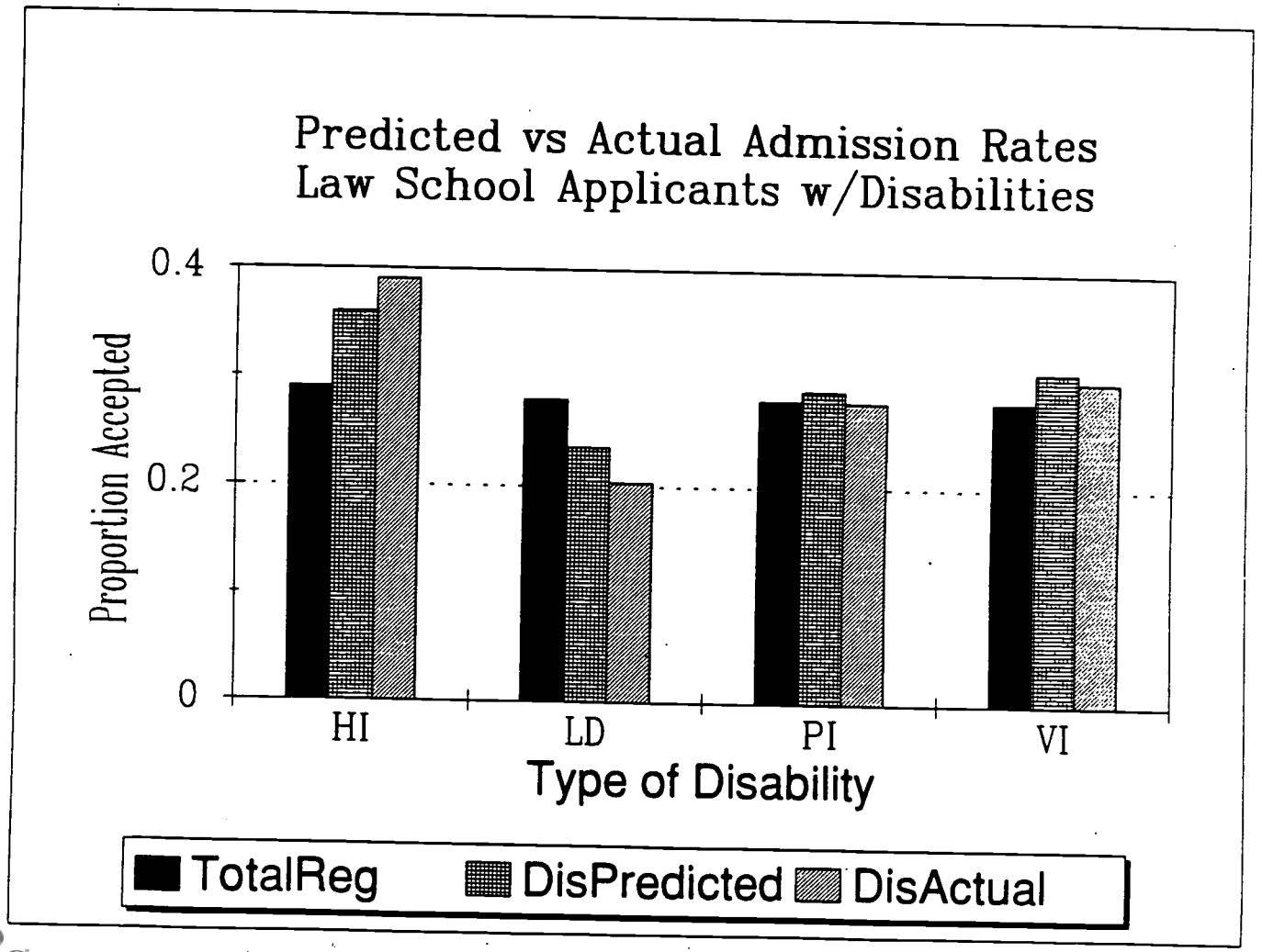
Predicted Versus Actual Admission Rates for Accommodated Test Takers by Type of Disability for the 1991-92 Admission Year

Applicants	Number of Applicants	Proportion Predicted to be Admitted	Proportion Actually Admitted	Residual (Predicted-Actual)
Learning disability	2,398	.24	.20	.04*
Regular administration[a]	351,516		.28	
Physical impairment	775	.29	.28	.01
Regular administration[a]	337,223		.28	
Visual impairment	467	.31	.30	.01
Regular administration[a]	320,718		.28	
Hearing impairment	41	.36	.39	-.03
Regular administration[a]	70,944		.29	

[a]All applicants to the same schools who took the regular administration of the LSAT.
*Statistically significant $p < .01$.

The data from Table 11 are presented graphically in Figure 2. The solid black bar shows the proportion of all applicants admitted to the schools at which the applicants with disabilities applied. The cross-hatched bar shows the proportion of applicants with each type of disability who were predicted to be admitted, and the diagonally striped bar shows the proportion who actually were admitted. These data suggest that both the applicants with hearing impairments and the applicants with visual impairments tended to apply to law schools at which the overall applicant population is somewhat less qualified as measured by the LSAT/UGPA composite. This results in the predicted probabilities of admission for these two groups to exceed the predicted probabilities for the other applicants to the same schools. The opposite phenomenon is evident for applicants with learning disabilities.

Figure 2



The actual and predicted admission rates were examined separately for small, medium, and large enrollment law schools for each of the disability groups. The proportions predicted and admitted, and the residuals are presented in Table 12. These same data are shown graphically in Figure 3. For the groups with hearing impairments, physical impairments, and visual impairments, no particular trends are evident. Although applicants with hearing impairments are admitted to both large- and medium-sized schools at greater rates than are predicted, none of the residuals for these three groups is significantly different from 0. In the case of applicants with learning disabilities, applicants are admitted at lower than predicted rates at schools in each size category, but only the medium- and small-sized school residuals are statistically significant (α = .01 and .05, respectively).

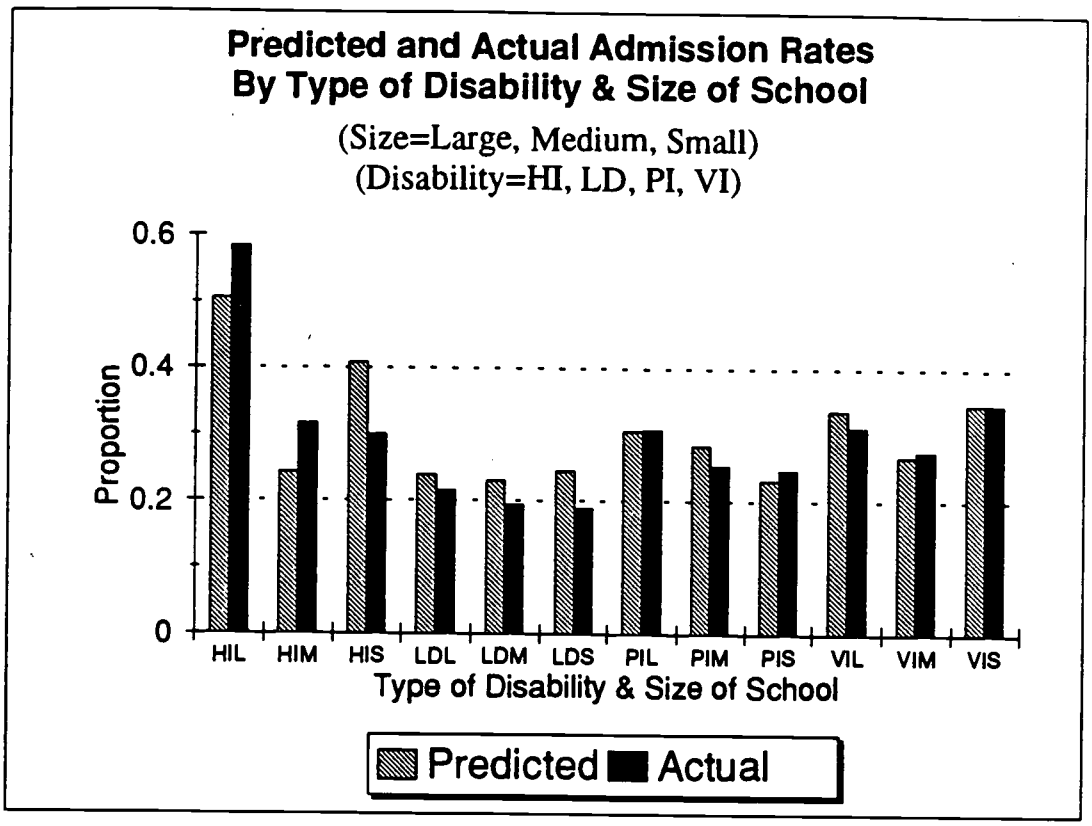
Table 12

Proportion of 1991-92 Applicants Predicted to be Admitted and Actually Admitted by Type of Disability and Size of Law School

Type of Disability	Law School Size	Number	Proportion Predicted	Proportion Admitted	Residual
Hearing impairment	Large	12	0.51	0.58	-0.08
	Medium	19	0.24	0.32	-0.07
	Small	10	0.41	0.30	0.11
Learning disability	Large	1,055	0.24	0.22	0.02
	Medium	1,019	0.23	0.19	0.04**
	Small	324	0.25	0.19	0.06*
Physical impairment	Large	371	0.31	0.31	0.00
	Medium	335	0.28	0.25	0.03
	Small	69	0.23	0.25	-0.02
Visual impairment	Large	215	0.34	0.31	0.02
	Medium	203	0.27	0.28	-0.01
	Small	49	0.35	0.35	0.00

*$p < .05$.
**$p < .01$.

Figure 3


Predicted and Actual Admission Rates
By Type of Disability & Size of School
(Size=Large, Medium, Small)
(Disability=HI, LD, PI, VI)
Proportion
0.6
0.4
0.2
0
HIL
HIM
HIS
LDL
LDM
LDS
PIL
PIM
PIS
VIL
VIM
VIS
Type of Disability & Size of School
Predicted
Actual

The actual and predicted admission rates also were examined separately for public and private law schools for each of the disability groups. The proportions predicted and admitted, and the residuals are presented in Table 13 and in Figure 4. Again, for the applicants with learning disabilities, the residuals are positive regardless of school category. The residual for public schools is not significantly different from 0, but the residual for private schools is significant. For applicants with hearing impairments, physical impairments, and visual impairments, there is a pattern of negative residuals for public schools and positive residuals for private schools. That is, the public schools are admitting a slightly larger proportion of those applicants than are predicted to be admitted while the private schools are admitting a slightly lower proportion. However, among these three groups, only the residual for private schools for applicants with physical impairments is statistically significant.

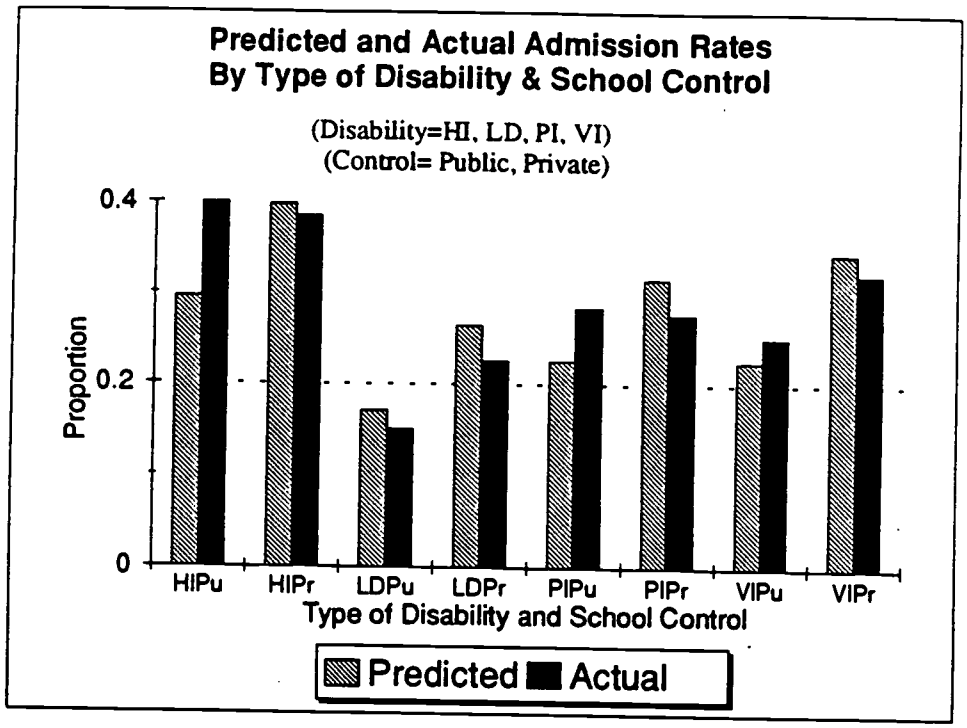
Table 13

Proportion of 1991-92 Applicants Predicted to be Admitted and Actually Admitted by Type of Disability and Status of Law School

Type of Disability	Law School Status	Number	Proportion Predicted	Proportion Admitted	Residual
Hearing impairment	Public	15	0.30	0.40	-0.10
	Private	26	0.40	0.38	0.01
Learning disability	Public	731	0.17	0.15	0.02
	Private	1,667	0.26	0.23	0.04**
Physical impairment	Public	229	0.23	0.28	-0.06
	Private	546	0.32	0.28	0.04*
Visual impairment	Public	147	0.23	0.25	-0.03
	Private	320	0.35	0.32	0.02

*$p < .05$.
**$p < .01$.

Figure 4


Predicted and Actual Admission Rates
By Type of Disability & School Control
(Disability=HI, LD, PI, VI)
(Control= Public, Private)
0.4
0.2
0
Proportion
HIPu
HIPr
LDPu
LDPr
PIPu
PIPr
VIPu
VIPr
Type of Disability and School Control
Predicted
Actual

Predictive Validity Data

As noted previously, this study focuses on the question of whether the prediction equations developed for students who took the regular administration of the LSAT predict first-year law school performance equally well for students with disabilities who took the LSAT at an accommodated administration. Discernible patterns of under- or overprediction for students with disabilities are of particular interest.

Description of the sample. The students included in this study are a substantial but nonrandom sample of the accommodated test takers with disabilities who were first-year law school students in fall 1991. Of the 261 students for whom accommodated LSAT score, UGPA, and FYA were available, 167 had a learning disability, 46 had a physical impairment, and 47 had a visual impairment. Complete data were available for only one student with a hearing impairment, so this student was not included in these analyses.

The performance of the different groups of students with disabilities on the two predictors, LSAT and UGPA, and on the criterion, FYA, was compared with the performance on these variables of the other students attending the same schools. These data are presented in Table 14. The mean and standard deviation of the LSAT score is approximately equal across each of the groups. The largest discrepancy in means is between the regular administration students and the accommodated administration students who have a visual impairment. Even there, the students with visual impairments scored only .2 standard deviation below the regular administration students. Undergraduate grade point averages are slightly more discrepant, with students with visual impairments and students with physical impairments reporting grades approximately a quarter of a standard deviation below the grades of the other students at their schools,

and students with learning disabilities nearly half a standard deviation below. The largest discrepancy is found in first-year grades. First-year grades were standardized within the school on students who took the LSAT at a regular administration so that the first-year grades for students with disabilities who took accommodated LSAT administrations are shown relative to the other students at their schools.

Table 14

Means and Standard Deviations for LSAT Scores, UGPAs, and Law School FYAs for Students who Took Regular and Accommodated LSAT Administrations

	Number	LSAT Mean	Standard Deviation	UGPA Mean	Standard Deviation	FYA[1] Mean	Standard Deviation
Regular administration	51,543	36.59	5.74	3.19	.42	0.00	1.00
Accommodated administration							
Learning disability	167	36.98	5.06	2.98	.46	-.56	.96
Physical impairment	46	36.04	5.13	3.08	.41	-.57	1.08
Visual impairment	47	35.44	5.56	3.07	.43	-1.02	1.10

[1]Standardized within school.

The correlations among the variables summarized in Table 14 are presented in Table 15. The FYAs were standardized within schools before the correlations were computed. The correlations reported in Table 15 are based on standardized FYAs pooled across schools. These correlations should be interpreted cautiously because LSAT score and UGPA were used in varying degrees by the attending law schools during the selection process. Because the use of those scores and grades by law schools "varies in accordance with 'numerous practical considerations,' it is impossible to estimate the effect of selection" (Gulliksen 1950). These data show that the correlation between FYA and LSAT is approximately equal for students who took the regular administration of the LSAT, and for students with

physical impairments, and for students with learning disabilities who took the accommodated administrations. The correlation is considerably higher for accommodated test takers with visual impairments. The data also show virtually no correlation between FYA and UGPA for those students with learning disabilities and physical impairments.

Table 15

Correlations Among Variables for Regular LSAT Administration and Accommodated LSAT Administration Groups of Law Students

		LSAT	UGPA	FYA
Regular administration	LSAT	-----		
	UGPA	.29	-----	
	FYA	.31	.20	-----
Accommodated administration				
Learning disability	LSAT	-----		
	UGPA	.19	-----	
	FYA	.32	.04	-----
Physical impairment	LSAT	-----		
	UGPA	.10	-----	
	FYA	.29	-.08	-----
Visual impairment	LSAT	-----		
	UGPA	.42	-----	
	FYA	.60	.41	-----

Residual analysis obtained from predictions of FYA based on LSAT and UGPA combined. One way to evaluate how well the prediction equations for the students at each school who tested under standard testing conditions predict law school performance for students who take an accommodated administration

of the test is to examine the differences between actual first-year grades in law school and predicted grades. If the equations are working the same, the distribution of residuals for each of the subgroups of students with disabilities should center on 0 as does the mean for the other students in each school. Additionally, the variances of the residuals for each of the subgroups should be comparable to the variance of the baseline group.

The means and the standard deviations of the residuals for the baseline regular administration group and for each of the accommodated groups, separately by type of disability, are shown in Table 16. A mean residual of 0 would indicate that the equations are predicting about the same as for the baseline group. A mean residual that is positive would show that the equations are underpredicting performance, while a negative mean residual would mean that the equations are overpredicting performance. In other words, if the actual FYA is lower than the predicted FYA, the difference (residual) is negative when the predicted is subtracted from the actual. The mean residuals for each of the types of disabilities is negative, indicating severe overprediction for each of these groups of students. The standard deviations of the residuals are approximately as large as the standard deviations of the FYAs. Thus, there is considerable variability in the residuals, particularly among the residuals for students with physical impairments and for students with visual impairments. Some of the variability is likely a consequence of the heterogeneity resulting from collapsing a variety of disabling conditions into a single category. This may be particularly relevant for the group of students with visual impairments, where students who are totally blind are included with students with lesser visual impairments. The small sample sizes do not allow separate analyses of definable subgroups. These same limitations are found in similar studies that have been undertaken for other testing programs (e.g., see Willingham, 1988).

Table 16

Residual Analysis Obtained from Predictions of FYA Based on LSAT Score and UGPA Combined

	Regular Administration	Accommodated Administration Type of Disability		
	Baseline	Learning Disability	Physical Impairment	Visual Impairment
Number	51,453	167	46	47
Means				
Actual FYA*	0.00	-0.56	-0.57	-1.02
Predicted FYA	0.00	0.05	-0.07	-0.25
Residual	0.00	-0.61	-0.50	-.76
Residuals				
Low predicted	0.002	-0.70	-0.08	-0.70
Medium predicted	0.004	-0.49	-0.90	-0.59
High predicted	-0.008	-0.70	-0.36	-1.17
Standard deviations				
Actual FYA	1.00	0.96	1.08	1.10
Predicted FYA	.48	0.42	0.44	0.55
Residual	.88	0.89	1.06	0.96
Correlations				
FYA with predicted FYA	.48	.39	.25	.48

*FYA = First-year average.

The data in Table 16 also show the correlation between actual and predicted first-year grades for each of the accommodated test groups and for the regular administration group. These correlations were obtained by pooling data across schools. The correlations are identical for the regular administration group and for the accommodated group with visual impairments, but they are lower for the group with learning disabilities and for the group with physical impairments. These lower correlations suggest that LSAT scores and UGPAs in combination do not predict as well for students with learning disabilities and students with physical impairments when those students submit LSAT scores taken under nonstandard conditions. Further support for this conclusion is found in the size of the standard deviations of the

residuals. The standard deviation for the groups with visual impairments and physical impairments are, in order, 10 and 20 percent higher than the standard deviation for the baseline regular administration group residuals.

Table 16 also includes results from a more detailed analysis of the distribution of the residuals. The mean predicted FYA for each of the subgroups with disabilities shows that the students with learning disabilities and students with physical impairments were predicted to perform approximately the same as the other students at the schools they attended. Students with visual impairments were predicted to perform slightly (one quarter of a standard deviation) below the others. Comparing the mean predicted FYAs with the mean residuals across the three groups with disabilities does not suggest any relationship between the magnitude of the residual and the level of ability at the start of law school.

The next step was to investigate the size of the residuals within each group, looking for trends. To accomplish this, each group was divided into approximately three equal parts based on their predicted first-year grades in law school. The objective was to determine whether the overprediction observed for the total group was a function of the level of predicted first-year performance. If it were, the size of the residuals would decrease as the predicted FYA increased. In other words, students with high predicted FYAs would be more likely to be overpredicted than students with low predicted FYAs. The data did not reveal any particular patterns. For the group with learning disabilities, the mean residual was the same for low predicted FYA students as for high predicted FYA students. For students with physical impairments and students with visual impairments, the low predicted FYA students were not as over-predicted as the high predicted FYA students, but in one group, the middle predicted group had considerably more overprediction than either of the other two, while in the other group, the middle predicted group had less than either other group. These results are inconsistent with those found in

parallel studies performed for other higher education admission testing programs. In two separate studies, Braun, Ragosta, and Kaplan (1986 and 1986) found evidence that the amount of overprediction increased as the level of predicted first-year performance increased for both undergraduate students who took the SAT under special accommodations and for graduate students who took the GRE under special accommodations. The accommodations offered by each of those testing programs are essentially the same as the accommodations offered for the LSAT.

Residual analysis obtained from predictions of FYA based on LSAT alone. Analyses parallel to those described for predictions of FYA based on LSAT and UGPA combined were produced for predictions of FYA based on LSAT alone. The results from these analyses are found in Table 17. Using LSAT alone, the predicted FYA for each of the three groups that took accommodated LSATs is higher than when LSAT and UGPA are used in combination. Consequently, the absolute value of the mean residuals is also larger, resulting in more severe overprediction. Again, the residuals are slightly more variable for students with physical impairments and for students with visual impairments than for the baseline regular administration group. The standard deviation of the residuals is approximately 10 percent higher for each of these groups than it is for the regular administration group. The correlations between FYA and predicted FYA are again smaller for the groups with learning disabilities and with physical impairments than for the regular administration group and for the group with visual impairments, but the difference is not so large as it is for the predictions based on the two predictors combined. Examination of residuals within each group, separated by level of predicted FYA, again fails to demonstrate a relationship between magnitude of residual and level of predicted FYA. The LSAT tends to overpredict for students who test under accommodated conditions regardless of level of predicted FYA.

Table 17

Residual Analysis Obtained from Predictions of FYA Based on LSAT Score Only

	Regular Administration	Accommodated Administration Type of Disability		
	Baseline	Learning Disability	Physical Impairment	Visual Impairment
Number	51,453	167	46	47
Means				
Actual FYA*	0.00	-0.56	-0.57	-1.02
Predicted FYA	0.00	0.13	-0.03	-0.17
Residual	0.00	-0.69	-0.55	-0.85
Residuals				
Low predicted	-0.006	-0.67	-0.39	-0.75
Medium predicted	0.032	-0.56	-0.85	-1.03
High predicted	-0.044	-0.82	-0.24	-0.73
Standard deviations				
Actual FYA	1.00	0.96	1.08	1.10
Predicted FYA	.41	0.37	0.37	0.47
Residual	.91	0.90	1.01	1.00
Correlations				
FYA with predicted FYA	.41	.36	.35	.42

*FYA = First-year average.

Residual analysis obtained from predictions of FYA based on UGPA alone. Table 18 presents the same variables found in Tables 16 and 17, but in Table 18 the data result from predicting FYA from UGPA only. UGPA alone predicts that students from each of the groups with disabilities who took accommodated LSAT scores will perform slightly less well than other students at their schools. Again, the residuals for each of these groups are consistently negative. The largest overprediction occurs for students with visual impairments. Students with learning disabilities are overpredicted by UGPA alone, but not so severely as they are by LSAT alone. Consistent with previous experience, the correlation between FYA and predicted FYA is lower for UGPA alone than for either LSAT alone or for LSAT and

UGPA in combination. In fact, there is essentially no correlation between the two for the students with physical impairments.

Table 18

Residual Analysis Obtained from Predictions of FYA Based on UGPA Only

	Regular Administration	Accommodated Administration Type of Disability		
	Baseline	Learning Disability	Physical Impairment	Visual Impairment
Number	51,453	167	46	47
Means				
Actual FYA*	0.00	-0.56	-0.57	-1.02
Predicted FYA	0.00	-0.08	-0.04	-0.08
Residual	0.00	-0.48	-0.54	-0.94
Residuals				
Low predicted	0.003	-0.268	0.222	-0.626
Medium predicted	0.002	-0.500	-0.958	-1.23
High predicted	-0.010	-0.902	-0.305	-0.316
Standard deviations				
Actual FYA	1.00	0.96	1.08	1.10
Predicted FYA	.26	0.29	0.28	0.25
Residual	.96	0.97	1.13	1.06
Correlations				
FYA with predicted FYA	.26	.12	-0.04	.27

*FYA = First-year average.

Consistent with the previous tables, there is no evidence of a consistent relationship between the level of predicted FYA and the size of the residuals. Within each group of students who took an accommodated test, there is evidence of overprediction for each level of predicted FYA. However, these data do show increasing overprediction as level of predicted FYA increases for students with learning disabilities.

Correlations between selected variables and the residuals. The correlations between the predictor variables and the residuals and between the predicted FYA and the residuals are shown in Table 19 for each of the three prediction models tested in this study. The correlations are shown separately for students who tested at regular administrations and, by type of disability, for students who tested at accommodated administrations. The largest positive correlations are found between residuals and LSAT scores for the UGPA model, suggesting that the greater the underprediction based on UGPA alone, the higher the LSAT score. This pattern is observed for each of the four groups, and the magnitude of the correlations is approximately the same for each of the groups.

Table 19

Correlations Between Residuals and Predicted FYA Obtained from Different Combinations of Predictors

	Predicted FYA Obtained From		
	LSAT & UGPA	**LSAT Only**	**UGPA Only**
Regular administration			
Residual/LSAT	0.00	0.00	0.30
Residual/UGPA	0.00	0.02	0.00
Residual/PFYA	0.00	0.00	0.00
Accommodated administration Learning disability			
Residual/LSAT	0.08	0.06	0.33
Residual/UGPA	-0.14	0.10	-0.20
Residual/PFYA	-0.05	-0.03	-0.18
Accommodated administration Physical impairment			
Residual/LSAT	0.02	-0.00	0.30
Residual/UGPA	-0.28	-0.08	-0.28
Residual/PFYA	-0.17	0.01	-0.29
Accommodated administration Visual impairment			
Residual/LSAT	0.21	0.26	0.54
Residual/UGPA	0.16	0.36	0.21
Residual/PFYA	-0.03	-0.01	0.04

SUMMARY AND DISCUSSION

This study provides a comprehensive compilation of data about test takers with disabilities who take the LSAT under one of a variety of testing accommodations made available by LSAS. The analyses look separately at test takers with learning disabilities, visual impairments, physical impairments, hearing impairments, and multiple impairments when sufficient data are available.

Examination of the number of test takers requesting and receiving an accommodation reveals a consistent trend of increases in both the number of requests and the number of tests administered. The data also show that

- test takers with learning disabilities constitute the largest group of accommodated test takers, and

- a standard print test book with extra time is the most commonly requested and granted accommodation.

Additionally, test takers with disabilities who take accommodated tests are

- more likely than other test takers to be male, white, and older (over 25 years of age) and

- considerably more likely than other test takers to repeat the test.

Test Performance Data

Test takers with disabilities who take an accommodated administration of the LSAT tend to perform as well or better than test takers who earn scores at a standard LSAT administration. The highest mean score on nonstandard tests is earned by test takers with learning disabilities. Additionally, the overall mean score for tests taken at nonstandard administrations exceeds the mean for tests taken at regular LSAT administrations. These results are contrary to results reported for test takers who take other admission tests at standard and nonstandard administrations (Bennett, Ragosta, and Stricker, 1984.) That is, Bennett et al. (1984) found that as a group, test takers with disabilities scored lower than did other test takers. Further, their data showed that test takers with visual impairments and test takers with physical impairments exceeded the performance of test takers with learning disabilities. Braun, Ragosta, and Kaplan (1986), in their study of graduate students who took the GRE at special administrations, also found that test takers with disabilities obtained lower test scores than test takers who tested at regular GRE administrations.

One explanation for the difference in test performance found in this study may be the recency of the LSAT data. The substantial increase in the number of test takers availing themselves of the accommodations may have resulted in a shift in the general academic preparedness of these groups of test takers. If more current reports become available from the other testing programs they could inform this hypothesis. An equally plausible explanation for the superior performance by takers of accommodated LSATs is that the extra time afforded to the majority of accommodated test takers offers more of an advantage to LSAT test takers than it does to test takers taking other admission tests. The LSAT tends to be a slightly speeded test, particularly for lower scoring test takers, and the extra-time accommodation may provide a several point score advantage to these test takers compared with test takers taking the test

at a standard administration. The lower law school performance evidenced for students who took an accommodated LSAT compared with the law school performance of other students, and the consistent overprediction of law school performance by the LSAT score earned at nonstandard administrations, as discussed in the predictive validity section of this report, lend credence to this hypothesis.

Law School Application and Admission Data

Test scores earned under nonstandard conditions are identified as such to law schools if the test taker becomes a law school applicant. One question that is of interest in this study is whether applicants who had scores identified as nonstandard were in any way disadvantaged in the law school application and admission process. To answer this question, mathematical models of the probability of admission were built for each law school based on the LSAT score and UGPA presented by applicants who tested at regular LSAT administrations. These models then were used to estimate the probability of admission for applicants with disabilities and nonstandard test scores. Finally, the probability of admission was compared with actual admission decisions.

Applicants with disabilities who took an accommodated LSAT were compared with applicants to the same schools who tested under standard conditions. The results from this study show the following:

- Applicants with visual impairments earn LSAT scores approximately a third of a standard deviation higher than regular test administration applicants, while applicants from the other disability groups earn scores that are approximately equal to those of the regular administration applicants.

- Applicants with learning disabilities present undergraduate grade point averages that are approximately .4 standard deviation lower than regular test administration applicants.

- Applicants from every disability group other than the group with a hearing impairment have UGPAs that are relatively lower than their test scores.

- The correlation between predicted and actual admission is slightly lower for applicants with learning disabilities and for applicants with physical impairments than for regular administration applicants; it is slightly higher for applicants with hearing impairments.

- The correlation between the LSAT score and the admission decision is higher than the correlation between UGPA and the admission decision for every group.

The most central finding of this portion of the study is that overall, applicants who present a test score identified as nonstandard are admitted to law school in the same proportions as would be predicted by their LSAT score and UGPA. The nonstandard LSAT score does not seem to negatively impact their probability of admission. There are some differences in these results within type of disability. That is, the actual admission rate was statistically significantly lower for applicants with learning disabilities than would be predicted on the basis of the logistic regression equations developed from the other applicants to each law school.

The predicted and actual admission data for applicants who had LSAT scores identified as nonstandard were re-examined within type of disability and across institutions of different sizes. Regardless of size of institution, no significant differences between predicted and actual admission rates were found for any

disability group except for applicants with learning disabilities. The applicants with learning disabilities were less likely than was predicted by their grades and LSAT scores to be admitted to both small- and medium-sized law schools, but there was no difference in the admission rate for them at large schools.

A second level of reanalysis of the application and admission data looked separately at public law schools and private law schools. Applicants with learning disabilities and applicants with physical impairments were statistically significantly less likely to be admitted to private law schools than was predicted by their test scores and grades. Although the other residuals were not statistically significant, there is a general pattern of positive residuals for private schools and, except for applicants with learning disabilities, of negative residuals for public schools. These findings may suggest that public law schools have better facilities and more resources to support students with disabilities than do private schools.

Predictive Validity Data

The final phase of this study analyzed data from students who were first-year law students in fall 1991. These students requested accommodations and took the LSAT two or three years earlier than the test takers discussed in the previous analyses. Regardless, the patterns of LSAT scores and undergraduate grade point averages relative to students who tested at regular LSAT administrations are consistent with those reported for 1991 through 1993 test takers and law school applicants. That is, the LSAT scores earned at nonstandard administrations by students with disabilities are approximately equal to the scores earned by students who tested at standard administrations, but their undergraduate grade point averages are slightly but consistently lower. Again, the highest mean LSAT score is reported for students with learning disabilities. The first-year grades in law school earned by those students with nonstandard LSAT scores are considerably lower.

Compared with students who took the LSAT at a standard administration, several trends are discernible for students with disabilities who took nonstandard administrations.

- The correlation between LSAT score and FYA is approximately the same for students with a learning disability or a physical impairment as it is for students with regular test administration scores; it is considerably higher for students with a visual impairment. These data should be interpreted somewhat cautiously because the FYAs were standardized within schools, but the correlations were calculated from pooled data.

- The correlation between predicted first-year grades and actual first-year grades is lower for students who have a learning disability and for students who have a physical impairment than for other students, regardless of the prediction model used. These data suggest that LSAT score and UGPA are not as good predictors of future law school performance for law students in these disability groups as they are for other students.

- The residual between actual FYA and predicted FYA is large and negative for each disability group, regardless of the prediction model used.

- The magnitude of the overprediction does not seem to be related to the magnitude of the predicted FYA. That is, the amount of overprediction does not seem to increase as the predicted FYA increases.

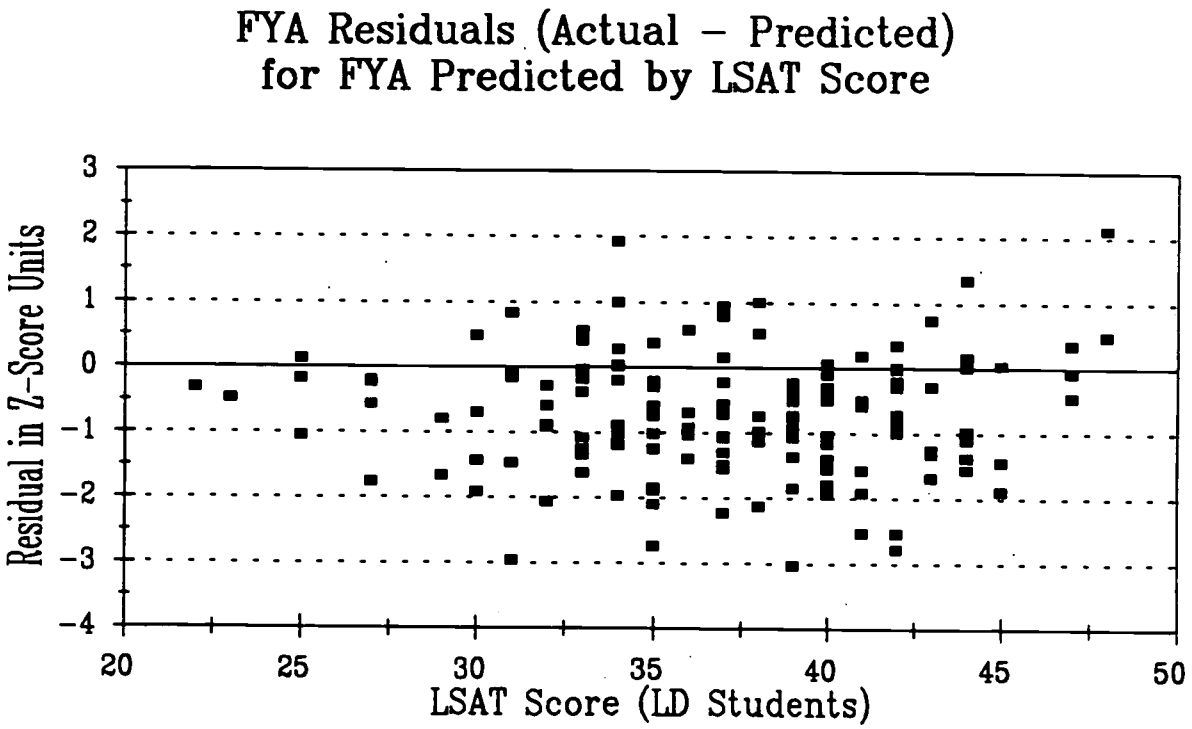
There are several limitations to this study that need to be stated explicitly and taken into consideration when evaluating the results. First, the size of the samples used in this portion of the study are relatively

small, particularly for the students with physical impairments and for the students with visual impairments. Second, these students are not a random sample; they include all those students for whom law school matriculation could be verified and first-year law school grades could be obtained. Finally, some of the students who have been analyzed as a group would more appropriately be divided into subgroups if sufficient data were available. This is especially true of students with visual impairments. If there were sufficient numbers, at the least, students who took braille or cassette versions of the test would be analyzed separately from those who took the large type edition. Even so, the students included in this study represent a very large proportion of those test takers with nonstandard scores who attended the first-year of law school in fall 1991.

Thus, despite these limitations, these results suggest some important implications for both the processes of providing special accommodations to test takers with disabilities and for the use in the admission process of test scores earned under nonstandard conditions. For example, one implication is that the magnitude of the overprediction of law school performance from LSAT scores suggests a need to further reconsider the allocation of extra time for test takers who are granted special accommodations. Another is score interpretation. It is difficult for test score users to implement a general rule about how to interpret an LSAT score earned at a nonstandard administration. The trend toward overprediction should not lead to an overall discounting of LSAT scores earned at nonstandard administrations because there clearly are some students for whom the accommodation provides the opportunity to demonstrate their true achievements, and for others, the test still fails to adequately represent their acquired skills. The plot of the residuals by LSAT score for accommodated students with learning disabilities shown in Figure 5 demonstrates that although on average there is considerable overprediction of FYA from LSAT score, there are some students for whom the LSAT underpredicts performance. In Figure 5, the law school performance for students above the 0 line is underpredicted; the law school performance for students

below the 0 line is overpredicted. This figure demonstrates both the propensity for overprediction and the magnitude of overprediction. Concomitantly, it identifies some students who would be severely disadvantaged if a general correction is applied under an assumption of inflated scores.

Figure 5



The results from this portion of the study also suggest that the extra time allocation on the LSAT is not sufficient alone to account for the overprediction of first-year performance in law school. Specifically, overprediction also was observed in the model that used UGPA alone to predict first-year performance in law school. There are no data available from this study to evaluate why this overprediction occurs, but some hypotheses can be proffered. These students may have come from both pre-college and undergraduate educational environments that were considerably more supportive of their disabilities than were the law schools that they attended. Alternatively, the academic demands of law school may tax the limits of their disabilities more than the demands of the undergraduate programs that they elected did. These are only two of several hypotheses that could be investigated. Further research into this area will be necessary.

CONCLUSIONS

The practice of identifying as nonstandard the scores of those who take the LSAT, as well as other standardized admission tests, at a special accommodated administration has been called into question repeatedly in recent years. Identifying scores as nonstandard is usually referred to as flagging. There are two standard arguments against flagging scores. The first is that identifying a score as nonstandard also identifies the applicant as an applicant with a disability. This identification may negatively impact the applicant's opportunity for admission. The second is that the accommodated test takers have taken the same test questions as the regular administration test takers and that the accommodations have been granted only because they are necessary to address a particular disability.

Regarding the first, analysis of application and admission data do not support a concern about differential impact in the admission process as a consequence of flagging accommodated LSAT scores. Regarding

the second, the analyses of data predicting law school performance demonstrate a strong tendency toward overprediction when the accommodated test scores are substituted into the standard prediction equations of the school the student with a disability is attending. Based on the results from this study, there is no justification for discontinuing the practice of identifying scores earned under nonstandard conditions. Currently, these scores cannot be relied upon to provide indications of first-year performance in law school to the same extent that scores earned by students at regular LSAT administrations can be. However, the results of this study are derived from test scores earned from accommodations that routinely provided double time for all test takers who qualified for extra time and on first-year grades that were earned at law school in 1991-92. Refinements in testing accommodations that adjust the amount of extra time to meet the specific needs of each accommodated test taker might decrease the amount of overprediction in the future. Additionally, more information needs to be gathered about the law school environment. For example, if law students with disabilities who require extra testing time are granted it when taking the LSAT but are not given it when taking law school examinations, it may be that their FYAs are artificially low rather than that their LSAT scores are artificially high.

This study represents initial findings. The small sample sizes and the large number of law schools attended by these students highlight the difficulty in doing work in this area. However, the implications of the findings, the many unanswered questions that still remain, and the additional questions that have been raised in response to the analyses presented herein support the necessity of continuing research into the areas of testing and educating students with disabilities.

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APPENDIX A

Law School Admission Services

Box 2000
Newtown, PA 18940-0998

215.968.1001
FAX 215.968.1169

Dear Applicant:

This packet of materials has been prepared for individuals with disabilities who require accommodations when taking the LSAT. A step-by-step process has been provided for you to follow. It is important for you to review this packet before you register for the Law School Admission Test so that you will know what your responsibilities are and what information is required from you. If you have any questions about this process, please call Law Services at 215/968-1001.

Law Services encourages candidates needing accommodations to register well before deadline dates. Earlier registration increases the likelihood that Law Services will be able to arrange for testing facilities.

Please check the following schedule for deadline dates:

Test Dates	Postmark Deadline for Regular Registrations and Required Forms**	Postmark Deadline for Late Registrations and Required Forms
Monday, June 14, 1993	May 11, 1993	May 21, 1993
Saturday, October 2, 1993 *Monday, October 4, 1993	August 31, 1993	September 10, 1993
Saturday, December 4, 1993 *Monday, December 6, 1993	November 2, 1993	November 12, 1993
Saturday, February 12, 1994 *Monday, February 14, 1994	January 11, 1994	January 21, 1994

* For Saturday Sabbath Observers ONLY.
** Registration forms postmarked after this date must include the LSAT fee and late fee.

Law Services advises law schools that scores earned under accommodated conditions should be interpreted with great sensitivity and flexibility. Law Services will send a statement with your law school reports indicating that your test score was earned under accommodated conditions. The certified professional's statement attesting to the specific nature of your disability will not be forwarded unless you authorize Law Services to include this documentation.

Test takers with disabilities are subject to the same score cancellation policy as regular test takers. A request to cancel a score must be received within five days after the test date (see page 14 of the 1993-94 LSAT/LSDAS Registration/Information Book for detailed information on how to cancel your score). If a candidate takes one or more test(s) under accommodated circumstances, all scores will be reported individually and will not be averaged. The number of tests administered under accommodated conditions each administration is small and the type of accommodation varies from one test administration to the next. Consequently, no separate percentile rank is available and percentiles will not be reported on candidate or law school reports for tests taken under accommodated conditions.

You must notify Law Services in writing each time you require an accommodation for a subsequent test registration or a test date change.

Test Administration
Law Services

Steps to Follow
When Requesting Testing Accommodations

NOTE: Requests for accommodations cannot be considered until a completed LSAT Registration Form, a Candidate's Accommodation Form and an Accommodations Verification Form completed by your physician or another certifying professional, are received at Law Services.

The following checklist has been prepared to facilitate your completion of each required step.

_____ 1. Complete the **"LSAT/LSDAS Registration Form"** following the instructions beginning on page 87 in the 1993-94 LSAT/LSDAS Registration/Information Book.

_____ 2. Complete the enclosed **"LSAT Accommodations Form for Candidates with Disabilities."** Provide as many details as possible in describing your disability and check off the accommodations you believe are necessary for you to take the LSAT. Return this form with your completed LSAT/LSDAS Registration Form.

Please be aware that the Braille and audio cassette versions of the test are **nondisclosed.** If you test using one of these formats you will only receive your score. You thus will not receive a copy of the test questions, answer sheet, item-by-item response, or the score conversion table with the LSAT Candidate Report.

_____3. Send the enclosed **"Accommodations Verification Form"** to your physician or another professional licensed to diagnose and treat your disability. **This information is required before LSAS will consider a request for accommodations.** Please have your physician or another professional licensed to diagnose and treat your disability complete the enclosed "Accommodation Verification Form."

Applicants with learning disabilities must also have a licensed professional complete all required information on the Verification Form or submit a report containing the required information. You must then return the Verification Form or report with your completed LSAT/LSDAS Registration Form. This documentation may be reviewed by a learning specialist and will be retained by Law Services as confidential information to be released to law schools only upon written authorization (See Item #4). Law Services reserves the right to make the final judgment in granting or denying a request for accommodations.

_____4. Return the **"Certification Release Authorization Form"** with your completed LSAT/LSDAS Registration **only if** you want your physician's or licensed professional's certifying documentation to accompany your Law School Report(s). Please be aware that if you choose to have this documentation sent, it will accompany the Report to all the law schools to which you apply. Once you authorize Law Services to release certifying documentation, this documentation will accompany all future LSAT/LSDAS reports even if you retake the test.

_____ 5. **Preparation Material** - Preparation material in regular print and in alternate formats, is available from Law Services. Any applicant requesting preparation material in large print, Braille, or audio cassette may request a copy of the Official LSAT PrepTest as practice material. These practice materials are to be brought to the test center on the

day of your scheduled examination for return to Law Services. If you want to receive this material, please make your request when returning your forms.

_____6. If your registration form was submitted prior to your returning all other required forms, please include a statement informing Law Services that your registration was mailed under separate cover and identify your choices of testing sites.

_____7. If you request additional testing time because of your disability, you must also submit documentation from your physician or other licensed professional that details the basis for the requested additional testing time and the amount of additional time recommended.

If you receive additional testing time, a statement will be sent with your Law School Reports indicating that your test score was earned under accommodated conditions.

Persons testing with no additional test time but with additional rest periods will not be identified to the law schools as having taken an accommodated test. Documentation for such persons will not be forwarded with Law School Reports, even if the Certification Release Authorization Form is returned to Law Services.

_____8. The following forms must be completed and returned together to Law Services by the deadline date indicated on the front cover of this packet:

- LSAT Registration Form;
- LSAT Accommodation Form for Candidates with Disabilities;
- LSAT Accommodations Verification Form from a physician or a professional who is licensed or certified in the field that relates to your disability.
- Certification Release Authorization Form (only if you choose to release your physician's or licensed professional's documentation).

Return to:

Law Services
Testing Accommodations
Box 2000-T
Newtown, PA 18940

Please remember that Law Services reserves the right to make the final judgment concerning requested accommodations. Upon approval of your request, Law Services will send you and the Test Center Supervisor written confirmation regarding your accommodations.

LSAT Accommodations Form for Candidates with Disabilities

Eligibility Questionnaire

Note: This form and the LSAT Accommodations Request Verification Form must be completed and returned to Law Services with your completed LSAT/LSDAS Registration Form.

Law Services requires that you include current documentation (within the last five years) from a physician and/or a professional who is licensed or is qualified in the field that relates to your disability. See LSAT Accommodations Request Verification Form.

I. Background Information

Name: _____

Social Security or Social Insurance Number: _____

Address: _____

Telephone Number: _____

Test Date: _____

Test Center: _____

II. Nature of Your Disability (check all that apply)

____ blind

____ visually impaired

If yes, please explain _____

____ physical disability

If yes, please explain _____

____ specific learning disability

If yes, please explain _____

____ psychological disability

If yes, please explain _____

____ hearing impaired

1. How long have you had your disability?

____ 1 yr. ____ 3 yrs. ____ 5 yrs. or more ____ most of my life

III. Past Accommodations Granted for Your Disability

1. In high school:

Were you in a special school or program? ____Yes ____No

Did you receive special accommodations for classroom tests? ____Yes ____No

Did you receive additional testing time for classroom tests? ____ Yes ____ No

2. Were you granted special accommodations for taking the SAT or ACT examinations for entrance to college? ____Yes ____No

If yes, please describe the accommodations you were given.

_____

_____

(see reverse side)

3. Did you use disabled-student services while you were enrolled in college? ____Yes ____ No

4. Did you receive additional testing time for any exams while you were in college? ____ Yes____ No

Please describe any additional accommodations you were granted while in college.

_____

_____

Please note that this form is part of the law school admission process. Therefore, candidates are responsible for completeness and accuracy of the information provided, and can be subjected to misconduct procedures as outlined in the *LSAT/LSDAS Registration and Information Book*, if forms have inaccurate and/or incomplete information.

I certify that all of the information on this form is true and correct.

_____ _____

Signature Date

If you are unable to sign this form, please have someone sign and date in your presence.

_____

Signature of individual signing on behalf of candidate

IV. Requested Accommodations

(Please check below the accommodation(s) that you believe are necessary for you to take the LSAT.)

Note: Whenever any testing accommodations are used for an LSAT administration, the use of a separate testing room and the use of a separate room supervisor are required by Law Services.

_____ Regular print test book

_____ Braille version of test (Nondisclosed—see item 2 on **Steps to Follow**)

_____ Audio cassette version of test (Nondisclosed—see item 2 on **Steps to Follow**)

_____ Large print (18 pt.) test book

_____ Additional rest time between test sections

_____ Additional testing time for each test section.
Please specify amount of time requested for each test section _____

_____ Use of a reader ____ I will supply ____ Test Center will supply

_____ Use of an amanuensis to record responses or to aid in the writing sample portion of the test

_____ Test room and restrooms accessible by wheelchair

_____ Use of a tape recorder
(Used as a backup only for the writing sample. Candidate must provide recorder and blank tape.)

_____ Use of medications

_____ Sign-language interpreter

_____ Use of magnifying glass

_____ Use of scratch paper (only with large print [18 pt.] test booklet)

_____ Other _____

_____

Law Services reserves the right to make final judgment concerning testing accommodations.

Do Not Write Below This Line. For LSAS Use Only.

Notes/Comments _____

_____

Initials Date Processed Test Form Name

LSAT ACCOMMODATIONS REQUEST VERIFICATION FORM
(Please Print or Type)
This form to be filled out by physician or licensed professional
Applicant must return this form with his/her completed LSAT/LSDAS Registration Form.

Applicant Name: _____

Social Security or Insurance Number: _____

Address: _____

Telephone Number: _____

PHYSICIAN OR LICENSED PROFESSIONAL:

Name: _____

Title: _____

Address: _____

Phone: _____

Briefly describe this diagnosis: _____

_____

_____

_____

Treatment consisted of: _____

_____

_____

_____

Last date of treatment/consultation date with applicant: _____

Explain the specific condition or physical problem that requires testing accommodations:

_____

_____

_____

_____

Is this a permanent condition/disability? _____ Yes _____ No

If no, when is the condition/disability likely to abate? _____

LSAT ACCOMMODATIONS REQUEST VERIFICATION FORM - PAGE 2

In what way does the condition/disability affect the applicant's ability to read/write/concentrate for extended periods of time? _____

_____

_____

_____

Based on the person's condition/disability and your diagnosis, what testing accommodations would you recommend? (Check all that would apply)

___ Regular Print Test Book
___ Braille version of test
___ Audio cassette version of test
___ Large print (18pt.) test book
___ Additional rest time between test sections
___ Additional testing time - Please specify: _____ per section (Note: an unaccommodated test section lasts 35 minutes)
___ Use of reader
___ Use of an amanuensis to record responses or to aid in the writing sample portion of the test
___ Test room and restrooms accessible by wheelchair
___ Use of a tape recorder (Used as a backup only for dictated writing sample)
___ Use of medications
___ Sign-language interpreter
___ Use of magnifying glass
___ Use of scratch paper (only with large print [18pt.] test booklet)
___ Other _____

_____

Please describe your credential(s) allowing you to verify this person's disability.

_____

_____

_____

I certify that all the information on this form is true and correct to the best of my knowledge and belief.

_____ _____

Signature License/Certification Number

_____

Date

Please note: Pages 3 & 4 must be completed if applicant has a learning disability. information will be reviewed by a learning specialist. Accommodations will not pproved unless this information is provided.

LEARNING DISABILITY VERIFICATION FORM - PAGE 3

TO BE COMPLETED AND SIGNED BY A QUALIFIED MEDICAL OR EDUCATIONAL PROFESSIONAL

Applicant Name:_____ SS#: _____

An applicant with a specific learning disability must have been identified by a psycho-educational assessment process which includes data from both cognitive and achievement measures. Testing must also:

1. Have been administered within the last five years.
2. Identify an information processing deficit
3. Identify an aptitude-achievement discrepancy of 1.5 standard deviations

Indicate below the specific tests and scores used to identify the specific learning disabilities:

COGNITIVE ASSESSMENT:

WECHSLER ADULT INTELLIGENCE SCALE-REVISED (WAIS-R)

Verbal _____ Performance _____ Full Scale _____

SCALED SCORES:

Information	_____	Picture Completion	_____
Digit Span	_____	Picture Arrangement	_____
Vocabulary	_____	Block Design	_____
Arithmetic	_____	Object Assembly	_____
Comprehension	_____	Digit Symbol	_____
Similarities	_____		

Mean (X) of scaled scores: _____ Performance _____

WOODCOCK-JOHNSON PSYCHO-EDUCATIONAL BATTERY-REVISED - PART 1: COGNITIVE

STANDARD SCORES ONLY:

Full Scale Broad Cognitive	_____	Processing Speed	_____
Reading Aptitude	_____	Auditory Processing	_____
Math Aptitude	_____	Visual Processing	_____
Written Language Aptitude	_____	Short Term Memory	_____
Other	_____	Other	_____

LEARNING DISABILITY VERIFICATION FORM - PAGE 4

PROCESSING DEFICIT ASSESSMENT:

Test	Sub-Test	Standard/Scaled Scores
WAIS-R	_____	_____
	_____	_____
	_____	_____
WOODCOCK	_____	_____
JOHNSON-R	_____	_____
	_____	_____
OTHER	_____	_____
	_____	_____

ACHIEVEMENT ASSESSMENT:

Test scores documenting 1.5 Standard Deviations below aptitude

Test	Sub-Test	Standard Score
WOODCOCK	_____	_____
JOHNSON-R	_____	_____
	_____	_____
WRAT	_____	_____
	_____	_____
NELSON-DENNY	_____	_____
	_____	_____
OTHER	_____	_____
	_____	_____

APTITUDE-ACHIEVEMENT DISCREPANCY:

Aptitude Measure/Subtest(s)	Standard Score
_____	_____
_____	_____
Achievement Measure/Subtest(s)	_____
_____	_____
_____	_____

Summary of Diagnosis:

_____

_____

_____

I certify that all the information on this form is true and correct to the best of my knowledge and belief.

_____ _____

Signature License/Certification Number

_____

CERTIFICATION RELEASE AUTHORIZATION FORM

Law Services will, only upon written authorization from the candidate, include the certifying documentation from your physician or licensed professional with your Law School Reports. If you wish this documentation to be sent, please complete this form and return it with your completed Law Services Order Form to: Law Services, P.O. Box 2000-T, Testing Accommodations, Newtown, PA 18940.

IF YOU DO NOT WANT YOUR DOCUMENTATION SENT, THERE IS NO NEED TO RETURN THIS FORM.

I authorize Law Services to include the "Certified Professional Statement" that was submitted as documentation certifying the need for special accommodations for the LSAT with my Law School Reports. I understand this documentation will be included with all of my Law School Reports.

NAME: _____

SOCIAL SECURITY/
SOCIAL INSURANCE #: _____

SIGNATURE: _____

TEST DATE: _____

TODAY'S DATE: _____

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