



Published on *Accessibility Resources & Service* (<https://ars.unc.edu>)

[Home](#) > [Printer-friendly PDF](#) > [Individual Testing Arrangements](#)

---

## Individual Testing Arrangements

### May include:

- extended testing time
- a testing location which allows for minimum distraction & disruption
- use of assistive technology
- alternative medium for recording answers
- making test / examination materials available in alternative formats
- stopped clock

Whenever feasible, we would prefer that the student take the examination with the rest of the class and the faculty member; this allows for students to be more easily assisted by faculty colleagues in the event of any questions or issues needing clarification arising from the test / examination. However, if this is not possible or when ARS assistance is required in meeting the specific accommodation needs of the student then we will be glad to proctor the test / examination.

Faculty needing to make extended testing time arrangements for tests / exams to be delivered via Sakai should visit: [http://sakaitutorials.unc.edu/?Special\\_accommodations](http://sakaitutorials.unc.edu/?Special_accommodations)

[1]

**Extended time:** Students should request extended time only if their disability causes them to work more slowly than other students. If a student is usually able to complete tests in the allotted time, or if the student's inability to complete tests is not related to a disability, then extended time should not be requested.

Extended testing time does not entitle a student to extra or extended breaks, or to have listening questions on foreign language tests repeated. These are separate accommodations which must be granted and must be justifiable in view of the documentary evidence available.

Remember, as with all accommodations, additional testing time is used as a reasonable

accommodation to provide students with a disability equal access to the test. The provision of extended testing time does not guarantee a student will be able to complete the test and failure to complete a test cannot be used alone to justify this accommodation; this is because, in classes where tests are timed, non-disabled students may or may not be able to complete the test / exam within the time allowed without extended time.

**To set-up tests / exams to be taken at ARS students should use the on-line scheduling system available at the ARS Portal. <https://arsportal.unc.edu> [2]**

So a test / exam to be taken on Thursday should be scheduled on the previous Friday, 4 business days in advance of the test day. Please note that Saturdays and Sundays are treated as Mondays by the system and so if you enter the portal on a Saturday, Sunday or Monday the first day on which you will be able to schedule a test/exam will be on the following Friday.

Also note that where possible start times should be the same as the regular start time ? this is the time which a student should record in the ?scheduling assistant?. If there is going to be a problem with you completing the test / exam at this time please note this in the comments box and ask your professor / instructor to email [ars@unc.edu](mailto:ars@unc.edu) [3] with a suggested arrangement for the test / exam i.e. a revised time.

The accommodation of "extended time" applies to all timed tests, exams, quizzes, and pop quizzes. Faculty members may find the "extended time" accommodation straightforward for tests and exams but may be stumped when considering this accommodation with in-class quizzes and pop-quizzes.

Here are some possible options:

- Give the quiz at the beginning of class and permit the student to begin the quiz earlier than the rest of the class
- Allow the student to take the quiz in a previously agreed upon location near the classroom. The student would return to class after the extended test time.
- Schedule the quiz at the end of the class and allow the student additional time after class to complete the quiz.
- If the test has four questions and you allow the class ten minutes to take the quiz, grade the student on two questions or three questions, depending upon whether the student is entitled to time and a half or double time.
- Vary how you obtain pop-quiz information from students -
- do a class quiz on the overhead and discuss the answers with the whole class
- do an in-class, small-group question and answer session
- have students obtain the answers as a group and report to back to the class
- Give extended time to all students. The most common extended testing time accommodation is +50% so you could plan for a 10 minute quiz to take 15 minutes

or if you have a student with +100% extended testing time in class plan for the quiz to take 20 minutes.

- Have the student take the pop quiz without extended test time, but pro-rate or disregard the grade
- ?Note that some of these options draw attention to the student who is being accommodated. If one of these options is being considered it is important to ensure that the student is comfortable with this in advance.

Alternatively:

- Ask the student to come to your office for an oral pop quiz
- Make the quizzes more difficult, but take-home for everyone
- Send out questions via e-mail at a set time prior to class for the students to complete prior to the beginning of class time
- Administer the quiz via Sakai. See [http://sakaitutorials.unc.edu/?Special\\_accommodations](http://sakaitutorials.unc.edu/?Special_accommodations) [1] for instructions on how to provide extended time for a student
- If you plan to use pop quizzes, the best way to avoid awkward situations is to communicate early in the semester with the student who needs extended time. Together you can develop a workable solution for everyone involved. Remember, accommodations are always negotiable, but if an accommodation is not provided, we must document our decision and be prepared to justify why it was not provided.

**Private / minimum distraction & disruption setting:** Some students find that the accommodation of a small group setting helps to reduce distractions. ARS can offer such a setting.

**Use of assistive technology:** There is a wide range of assistive technology resources which can assist with the presentation of test / exam papers when a student has difficulty reading a standard test / exam paper including magnification and text to speech software. In addition, there is a wide range of assistive technology resources students can use to support the completion of test / exam scripts including speech to text, on-screen supportive software and alternative access devices.

**Alternative medium for recording answers:** Many multiple-choice tests are completed by students using a Scantron / Bubble Sheet. Some students have difficulties with such a method and need an alternative. ARS can work with students and Instructors to determine an appropriate alternative. Oftentimes this will involve providing the student with assistance by transferring an answer from a question paper to the Scantron. It is wise to ensure that there is a checking process to ensure that the answers have been transferred correctly i.e. using a process of confirming and checking with the student as the process is undertaken or by using a third-party to double check.

**Making test / examination materials available in alternative formats:** for example

large-print test papers, captioned videos, orally described artifacts.

**Stopped clock:** Some students may need extra breaks instead of or in addition to extended time; a stopped clock provides a student with an opportunity to step away from the test / exam to regroup or attend to a disability or medical need and then to re-engage with the test / exam with no time penalty - ordinarily this should be for no more than 10% of the total testing time but some students will have a stopped clock accommodation with a greater allowance specified.

---

**Source URL:** <https://ars.unc.edu/accommodations/individual-testing-arrangements>

**Links**

[1] [http://sakaitutorials.unc.edu/?Special\\_accommodations](http://sakaitutorials.unc.edu/?Special_accommodations)

[2] <https://arsportal.unc.edu>

[3] <mailto:ars@unc.edu>