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/exam/assessment materials available in alternative formats
- stopped clock
- scribe/reader/exam assistant

Whenever feasible, we would prefer that students take exams/assessments with the rest of the class and the faculty member (or a TA). This allows for students to be more easily assisted by instructors in the event of any questions or issues needing clarification arising from the exam. However, if this is not possible or when ARS assistance is required in meeting the specific accommodation needs of the student, then ARS will be able to proctor on behalf of the instructor at the ARS Testing Center.

Instructors needing to make extended testing time arrangements for assessments to be delivered via Sakai should visit: 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 exams in the allotted time, or if the student?s inability to complete exams 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 assessments repeated. These are separate accommodations which must be reviewed and must be justifiable in receipt 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 assessment. 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 assessment within the time allowed without extended time.

To set-up tests/exams/assessments to be taken at ARS, students should use the on-line scheduling system available at the ARS Hub.[2]

An exam to be taken on Thursday should be scheduled no later than the previous Thursday, 5 business days/7 calendar days in advance of the test day. Please note that Saturdays and Sundays are treated as Mondays by the system, so if you enter the Hub on a Saturday, Sunday or Monday the first day on which you will be able to schedule an exam will be on the following Monday.

Also note that, where possible, start times should be the same as the regular start time when a student is scheduling via the Hub. If there is going to be a problem with completing the exam at this time, please check with your instructor to grant approval for a revised start time/date. When scheduling, you will still need to enter the original testing date/time, but then select a different start time in the section below.

The accommodation of "extended time" applies to all timed tests, exams, quizzes, and pop quizzes. Instructors 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 by:
  o conducting a class quiz on the screen/projector and discuss the answers with the whole class
  o conducting an in-class, small-group question and answer session
  o 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 all students take the pop quiz without extended test time, but pro-rate or disregard the grade (count as participation)
• 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 instructions above 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, implementation of accommodations is negotiable, but if an accommodation is not provided you must document your 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 exams when a student has difficulty reading a standard 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 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 - the most common is to just circle the answer on the test paper.

**Making 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 setting to regroup or attend to a disability or medical need, and then to re-engage with the exam with no time penalty. Ordinarily this should be for no more than 10% of the total testing time (original time plus extended 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**
[2] https://arshub.unc.edu/