
TESTING STUDENTS WITH DISABILITIES

PURPOSE: To establish a standard, fair procedure for testing qualified students with disabilities.

I. Policy Statement

When an oral or written quiz or test (with or without extra time) is administered by a department to a disabled student, the instructor may determine the place and time of the test. The student and the Special Services Coordinator will arrange for a reader or proctor if one is needed. When the quiz or test is administered by Student Special Services, that office will determine the time and will attempt to schedule it when the class is taking the test.

The instructor may also require a test to be proctored by another faculty member, staff member, department secretary or a student proctor.

II. Responsibility

The implementation and enforcement of this policy are the responsibility of each academic dean and department chairperson. The Special Services Coordinator in the Office of Student Special Services is responsible for monitoring this policy and will provide assistance when necessary.

III. Procedures

The following suggestions are intended as a guide:

- A. **Communication:** During the first week of classes, the student and the instructor should discuss the course requirements and any special arrangements for testing. Their written agreement should include such details as procedures, start time, location and monitoring of tests and identify the student's reader or proctor.
- B. **Time:** Instructor and student are reminded that when a specific time is arranged for a disabled student to take a test, a reasonable amount of flexibility is needed to coordinate the schedules of the student and the reader/monitor. If the Student Special Services office is asked to administer the test, one week's notice will be needed.

Extended Time: The Special Services Coordinator will determine if extra time will be needed and how much time will be allowed.

- C. **Location:** It may be necessary to test a disabled student in a place other than the classroom because of physical limitations of the student or because the reader/proctor might distract the class while verbalizing the test questions.

It is important to the disabled student not to be placed in a busy office, hallway or high traffic area and it is important that the proctor maintain a good test environment by not typing, moving around, rustling papers, making side comments or using the telephone.

- D. **Test Integrity:** Once the proper test environment has been established (see C above), it will be necessary for the instructor, the disabled student and the reader/proctor to confer upon the method of presentation: can the reader/proctor restate the question, rephrase the question, define a term, use a tape recorder? Will the proctor, if one is used, remain in the same room or will the proctor observe

from another area with the door open or closed and will oral answers be recorded by the reader/proctor?

- E. If the test is to be administered by Student Special Services, an arrangement must be made for the delivery and retrieval of the test. Test security is maintained by Student Special Services while the test is in the office.