

Accessibility Testing Accommodations – why?

Students with testing accommodations have been determined to face a testing barrier due to their **documented disability/ies**. This determination was made by one of two staff members in AR who are [trained disability services professionals](#). Accommodation determination is an in-depth, interactive process that focuses on the barriers the student has and will face. These barriers arise from [the way society and/or the institution interacts](#) with their condition/disability.

As a reminder, [by law](#), we are unable to discuss with you (or anyone other than the student and those with express consent) the nature of a student's condition or disability. The student shares this information with the AR staff member in their intake, they work together to determine the impact their disability/condition has on their access to education, the barriers are specified, and from there accommodations to address the barriers are determined.

The purpose of accommodation is to give students with disabilities equal access, not special privileges. Equal access, in this regard, means access to the same opportunities to succeed as their non-disabled counterparts, not that they are entitled to succeed at any cost. For testing, that means developing opportunities for students to show their mastery of the content in ways where their disabilities have minimal impact on their capabilities. For example, if a student with ADHD is easily distracted, the clicking of pens, shuffling of papers, and presence of people around them may cause their ADHD-based symptoms to limit what they truly know. By taking an exam in a space with reduced distraction, the student is then able to show you what they are capable of.

What is key: As a public institution, we are obligated by federal and state law to provide accommodations that ensure equal access for students.