# HOW TO MAKE YOUR COURSES ACCESSIBLE FOR **ALL** STUDENTS

Addressing accessibility in a proactive way improves the learning experience for all students. The ideas below can help.

## CREATING ACCESSIBLE TESTS AND EXAMS

Consider the suggestions below to create tests and exams that demonstrate students' learning through accessible assessments.

**Accommodations are renewed at the start of each semester to ensure they are still relevant and appropriate. It can take a couple of weeks to set these up.**

At the start of the semester, while accommodations are being arranged, give everyone double time to complete quizzes.

Avoid exams that count for 50% or more of students' grades. A bad day can ruin a student's mark.

If you have multiple small quizzes, consider allowing students to:

• drop their worst one or two marks

• skip or miss one or two quizzes

• complete a maximum of one assessment per week (e.g., quiz, mid-term or assignment).

Have some weeks where nothing is due.
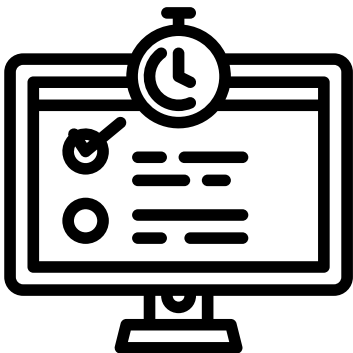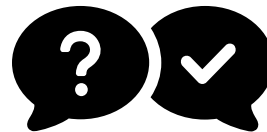
## FOR ONLINE EXAMS:

• Choose a format that lets students go back and check their work.

• Split 60+ minute tests into two parts so students have an option to take a break between sections.

• Consider text boxes that let students add comments if they didn't understand a question and want to explain their answer.

## ADDRESSING CHALLENGES IN RESPONDUS:

• Allow use of scrap paper – students can show the front and back of the page at the start of the exam.

• Allow foam earplugs to help reduce distraction.

Recognize that Respondus presents significant issues for numerous equity-seeking groups. Use it as a stopgap in the absence of better solutions. Watch for updates to the University community about best practices with Respondus.

Respondus creates barriers for many students. The Office of Teaching and Learning can offer support with developing alternative assessment formats.