

## **EXTENDED TIME FOR TESTS**

Faculty members can easily determine how long students need to complete their tests from previous administrations and provide a time limit when most of the students turn in their tests papers. They can then add 50% more time and set a deadline for future tests that would provide 50% extended time as needed by any student.

In a testing situation in which students with learning disabilities cannot be identified, a faculty member cannot call time and then allow several members of the class to continue working on the test. The solution is to give tests that require only two-thirds of the class period and then permit students who need 50% extended time to use the entire class period. In a one-hour class give 40-minute tests, in a 90-minute class give 60-minute tests, and in a two-hour class give 80-minute tests. Permit anyone who needs extended time to use the entire class period. This permits time and a half (1.5x) extended time for students with documentation of a learning disability without identifying them and also extended time for those students who may need extended time but could not afford the documentation.

There is a difference between “extended time” and “extra time”. Extra time means “more than the other students” and plays to those students who can afford to buy an undue advantage on exams. Giving all students extended time for tests solves the problem of determining whether the extended time is needed to level the playing field or is requested by someone hired on behalf of the student who may just be in a position of advocating for them.

This extended time procedure was presented on May 4, 2010 to Craig Story’s meeting with the Evening Program faculty members, many of whom hold adjunct positions and voiced concern about accommodating requests for extended time for tests.