



Testing Accommodations for Students with Hearing Loss


The Americans with Disabilities Act and Section 504 of the Rehabilitation Act require that tests be administered in a manner that does not discriminate against the test-taker based on disability. What does that entail? Below are common testing accommodations used for persons who are deaf and hard of hearing students.



Accommodations in Presentation

Affect the way the content/instructions are delivered to students.

For example: written instruction instead of verbal instruction, instruction in ASL.



Accommodations in Response

Offers different ways for test takers to respond to testing prompts.


For example: responding via American Sign Language instead of spoken language during oral exams, responding via written response instead of oral response, etc.



Accommodations in Setting

Affect where the test is taken or the set up of the environment during an examination.


For example: taking a test in a separate room, removing amplification during testing, and providing noise buffers during test taking.



Accommodations in Timing


Allows flexibility for the timing of an examination.

For example: extra time on exams, several breaks during the course of exams, additional preparation time for oral responses.



Accommodations Unique to Hearing Loss

- Visual timing reminders (written on the board, lights flashed once with ten minutes left)
- All information given orally during exams being written in view of the student who is deaf and hard of hearing student
- Relevant media streamed to the student's hearing device
- Lenient grading on spelling



Communicate With Your Instructors

If you have unique needs during test taking, communicate these needs as soon as possible with the professor. If needs change and develop over time, update the professor prior to the start of the test taking period to allow for optimal accommodations.

Resources

Qi, S., & Mitchell, R. E. (2012). Large-scaled academic achievement testing of deaf and hard-of-hearing students: Past, present, and future. *Journal of Deaf Studies and Deaf Education*, 12, 1–18. doi: 10.1093/deafed/enr028.

National Science Teaching Association (2022). "Deaf and Hard-of-Hearing Students." Accessed via: <https://www.nsta.org/deaf-and-hard-of-hearing-students>

Buchoski, David, Comp (1999). "Providing Testing Accommodations for Deaf and Hard of Hearing Students. PEPnet Tipsheet." ERIC - ED509283

Luke, Stephen, & Amanda Schwartz (2007). "Assessment and Accommodations." *Evidence for Education* Volume II, Issue I.

**Students with Hearing
Loss Subcommittee**