

Memory Aid Accommodation Guide

Memory Aid Accommodation

Memory aids are testing accommodations to support students who have documented challenges with memory. Memory aids give students an equal opportunity to demonstrate their knowledge in a test/exam by lessening the impact of their disability. This accommodation is not intended to reduce academic requirements or alter the standards by which academic performance is assessed.

A student's Program Coordinator in Student Accessibility Services will determine if a memory aid is an appropriate accommodation.

The contents of a memory aid are at the instructor's discretion and should not run contrary to the essential requirements of the course.

What a Memory Aid Is

A memory aid is typically an 8 ½ by 11" piece of paper (double sided) that

- ✓ Can be handwritten or typed in 10 or 12 point font.
- ✓ Can include diagrams, mind maps, general formulas, acronyms, pictures, etc.
- ✓ Can be organized chronologically, or by module or chapter.
- ✓ Makes sense only to the student who created it and will use it.
- ✓ Includes only the information the student cannot remember.

A student with a visual impairment may need a larger Memory sheet with the same number of characters in a larger font.

What a Memory Aid Is Not

A memory aid is not meant to record all the facts, concepts or processes being tested. This means that a memory aid should NOT

Exceed one page (double sided).

Include specific examples of how formulas are used.

Include complete terms and definitions.

Include all information from the course (only the information a student is unable to remember).

Be created in place of studying—because a memory aid will not help if a student has not studied the material.



Additional Student Notes

Only the mutually agreed upon memory aid will be allowed in the test/exam. Students cannot bring other course materials to the test. The content permitted on the memory aid sheet is subject to the discretion of the instructor.

Need Help?

Throughout this process students can meet with the Learning Strategist to discuss and develop supportive memory aids.

Process for Using a Memory Aid

Once a Program Coordinator at SAS approves the memory aid accommodation, the student must follow the steps below to use memory aids for tests or exams.

1. Discussion with the instructor. The student talks to his/her instructor about the use of a memory aid and when the memory aid will need to be completed.
2. The student books his/her test/exam.
3. The student creates his/her memory aid.
4. The memory aid is given to the instructor for editing and final approval at least 5 working days before the test/exam.
5. The instructor approves the aid at least 2 working days before the test/exam. Once the memory aid is approved, the instructor will attach the memory aid to the test and submit it to SAS Tests (Commons Building, B104, sastests@mcmaster.ca) or, in the case of exams, to the Exams Office (Gilmour Hall, 114).
6. The memory aid will be returned with the completed test/exam.

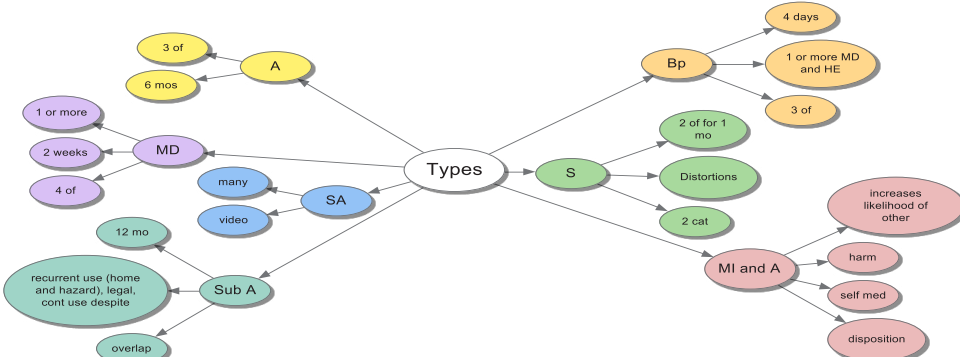
Memory Aid Checklist for Students

- Using a memory sheet is on your list of accommodations for this course.
- You have consulted with your instructor about how you will use a memory aid for this test/exam.
- The memory aid contains only information that you need to prompt your memory.
- The memory aid typically does not contain examples or problems or complete definitions, although the decision as to acceptable content rests with the instructor.
- The memory aid was given to your instructor at least 5 working days in advance of a test/exam.
- You and the instructor have agreed on the content of the memory aid that will be used for the test/exam.

Memory Aid Example

While this example does not include all elements of a memory aid, it gives you an idea of what a memory aid can look like.

Student Accessibility Services, McMaster University
Issues in Human Services
Adult Mental Health Issues

<p>Mental Health</p> <ul style="list-style-type: none"> Def: Changing, holistic, RBS-AF BMS: Nutrition, thoughts, spiritual 	<p>Stigma</p> <ul style="list-style-type: none"> 1 in 5 Inequality Addressing stigma: <ul style="list-style-type: none"> national, provincial, local MHCoc – OM 2009: health, youth, work, media
<p>Types</p> 	
<p>Consequences</p> <ul style="list-style-type: none"> Suicide <ul style="list-style-type: none"> 2nd by 2020 Bp 15% S 4 – 10% @ risk Treatment/social supports 	<p>Recovery</p> <ul style="list-style-type: none"> Hosp. – stabilize/integrate Treatment <ul style="list-style-type: none"> Ed, Med, CBT and SGs
<p>Causes</p> 