Timing accommodatios are most helpful for students who need more time than generally to complete activities, assignments, and tests. Extra time may be needed by a student to process written text (i.e., a student with a learning disability who processes information slowly), to write (i.e., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (i.e., assistive technology, audio recorder, scribe).

Extended time may require a student’s IEP or 504 Team to determine a fairly specific amount of extra time to complete assignments, projects, and tests. For example, a particular student is allowed 90 minutes to take a test that normally has a 60-minute limit.

Decisions regarding extended time must be made on a case-by-case basis, keeping in mind the type of accommodations being provided, the disability involved, and the type of assignments, tests, and activities. Usually “unlimited” time is not appropriate or feasible. Sometimes students who request extended time end up not needing it because of the reduction in anxiety just knowing that plenty of time is available. Students who have too much time may lose interest and motivation to do their best work.

Teachers and test examiners must make certain
that the extended time accommodation is selected when other accommodations such as human reader, text to speech software, or scribe which may increase the time needed for the student to respond are chosen.

Refer to Appendix K: Guidance for Selection, Training and Administering the Extended Time Accommodation for additional information regarding the 3-A accommodation in the Maryland Accommodations Manual Issue Date: Issue June 2012.

CLASSROOM INSTRUCTION/ASSESSMENT

For classroom instruction and classroom assessment(s):
- In order to maintain confidentiality and help the student feel comfortable in utilizing this accommodation, it is best practice to privately discuss and assign an extended due date on assignments, projects, and tests
- Thoroughly explain the implementation of the extended time accommodation to parents/guardians to clarify its use
- Consider consulting with the grade level team members at your school to establish consistency with implementation of this accommodation
- It is best practice to remind students privately of their option to utilize extended time, and to monitor the use of this accommodation to ensure time on task
- Students with extended time as an accommodation should not miss new instruction when accessing this accommodation. Allow students to complete assessments or assignments during tutoring sessions, lunch, etc. on same day or as close to the date initiated as possible to avoid loss in thoughts pertaining to content

*CI=Classroom Instruction, CA=Classroom Assessment, SA=State Assessment