Memory Aid Cue Card Accommodation

A memory aid such as a note-card/cue card, is a testing accommodation used to support students who have documented disabilities impacting memory. It is a tool used to trigger information that a student has studied but may have difficulty recalling due to cognitive processing disabilities and disabilities associated with memory and recall.

The cue sheet/note-card allows the student to demonstrate knowledge of course material by helping prompt the student’s memory, not by providing the answer. A cue sheet/note-card gives students an equal opportunity to demonstrate their knowledge of course material on a quiz or exam without taxing already compromised memory function.

This accommodation is not intended to reduce academic requirements or alter the standards by which academic performance is assessed.

A proper note-card as an accommodation will not be very useful to the student unless the student already studies and understands how to use or engage with the information it refers to. If the student doesn’t already understand the course material, a proper cue sheet/note-card will not help.

A cue card/note-card provides support to students with documented disabilities in rote memory, sequencing memory, working memory, and /or long-term memory. It helps them recall information that would otherwise be inaccessible to them in a testing situation.

A student requiring this accommodation must complete an intake with Disability and Access Services, provide documentation of disability, and engage in an interactive process with the ADS advisor.

# Disabilities that may affect memory include (but are not limited to):

* Acquired Brain Injury
* Psychiatric disability
* Specific learning disability
* ADD/ADHD
* Other medical conditions

# Responsibilities of the student

* Students are responsible for learning course materials, for discerning which material may require cues or triggers, and for developing the cues that will appear on the note-card aid.
* Students are responsible for securing the instructor’s approval, IF and WHEN the instructor requests to review note-card.
* Instructors may provide feedback to the student about what is or is not allowed on the note-card accommodation.
* Instructors may also decide not to review the note-card or provide feedback, trusting the student to develop cues that will trigger memory and accommodate their disability.

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# What a Cue Sheet Is NOT

A cue sheet is not meant to record all the facts, concepts or processes being tested.

This means a note-card accommodation should NOT:

* Include copied pages from text-books
* Include student’s class notes, lecture notes, or slides
* Serve as a substitute for studying
* Include open textbooks
* Include “answer sheets” from practice exams
* Include access to homework in the testing environment
* Contain full and complete synopsis of course materials

# Instructor Considerations

The contents of the note-card accommodation are at the instructor’s discretion and are NOT intended to fundamentally alter or reduce the essential requirements of the course. Therefore, the instructor may wish to determine what is allowed OR not allowed through *private conversation* with the student.

As stated above, the note-card should not contain full synopsis of course material, but rather mnemonics, such as a pattern of letters, ideas, or associations that assist in recalling information. This may also include formulas that would enable the student to solve a problem. For example, some instructors have approved math formula(s) on note-card with a requirement that the formula is not written out to contain a fully solved problem.

If the purpose of a test is to determine whether or not the student knows specific definitions, having those words or definitions on a cue sheet or note-card would make it an answer sheet and therefore, possibly not acceptable (determined by instructor.) If the definitions were written but not connected to specific terms to be defined in any way, this may be allowable; it will trigger the student’s memory of the correct term.

# Course learning objectives or outcomes

When instructors review note-card contents with a student, it is recommended to consider the learning objectives or course outcomes for the class. For example, is it a course objective for students to rely on rote memory to “know” a certain formula on demand, OR are students expected to demonstrate one’s ability to apply the formula and understanding of how a formula is used? A note-card accommodation provides access to a student with disabilities impacting memory in order to meet these outcomes. It is at the instructor’s discretion to provide feed and instructions about what can be allowed on the note-card.