

## **ALTERNATIVE METHODS OF ASSESSMENT FOR STUDENTS WITH SPECIAL ACADEMIC NEEDS AT THE LITHUANIAN UNIVERSITY OF HEALTH SCIENCES**

This document foresees alternative methods of assessment for students with special academic needs at LSMU. Methods provided in the Appendix to the Order are of an advisory nature; therefore, adjustments in each case can be chosen according to specific needs arising for an individual student. Alternative methods of assessment must not improve or worsen the results of the evaluations. The following alternative methods of assessment and conditions according to special academic needs are recommended:

### **2. For students with hearing impairment:**

- 2.1. assurance of suitable seating in the auditorium, not too far from the source of sound;
- 2.2. creation of conditions to use the existing FM system or other devices, which provide for better hearing during the assessments;
- 2.3. adjustment of assessment tasks using more visual materials;
- 2.4. extension of assessment time up to 25%;
- 2.5. permission to use sign language translation service.

### **3. For students with visual impairment:**

- 3.1. permission to use computers with image enlargement software;
- 3.2. permission to use image enlargement devices;
- 3.3. permission to use devices which are intended for students with visual impairment;
- 3.4. adjustment of assessment tasks providing the required materials in larger font (size 16-18 Verdana or Arial fonts);
- 3.5. opportunity to be assessed *viva voce* by making a voice recording, which would be comparable to a written work;
- 3.6. opportunity to be assessed using a computer, depending on the nature of the task;
- 3.7. extension of assessment time up to 25%.

### **4. For students with mobility impairment:**

- 4.1. suitable adjustment of environment and working place;
- 4.2. opportunity to complete the assessment remotely, depending on the nature of the task;
- 4.3. opportunity to be assessed *viva voce* or in writing, depending on the nature of the task;
- 4.4. opportunity to use computers which have software/equipment installed compensating for mobility impairment;
- 4.5. extension of assessment time up to 25%;
- 4.6. rest breaks during the assessment.

### **5. For students with psychosocial disability (autism spectrum disorder, mental, activity, attention span disorder, etc.):**

- 5.1. opportunity to be assessed in a familiar environment;
- 5.2. opportunity to be assessed in a separate room;
- 5.3. extension of assessment time up to 25%;
- 5.4. rest breaks during the assessment;
- 5.5. spelling or calculation errors made during assessment can be dismissed depending on the task and the nature of the impairment.

**6. For students with learning disorders (dyslexia, dysgraphia, etc.):**

- 6.1. opportunity to use screen reader software;
- 6.2. opportunity to be assessed *viva voce* or in writing, depending on the nature of the task;
- 6.3. spelling or calculation errors made during assessment can be dismissed depending on the task and the nature of the impairment;
- 6.4. extension of assessment time up to 25%.

**7. For students with somatic diseases (diabetes, multiple sclerosis):**

- 7.1. opportunity to extend the assessment time up to 25% or to suspend the assessment (during a seizure);
- 7.2. opportunity to inject medication during the assessment.