



UNIVERSITY OF CENTRAL FLORIDA

## **STUDENT ACCESSIBILITY SERVICES**

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### Quick Accessibility Tips: Pop Quizzes

#### **Common barriers for pop quizzes:**

- Time limit
- Classroom distractions
- Accessible technology and other aids may not be available in the classroom

#### **Questions to consider when deciding the best way to create access for students:**

- Has the student communicated wanting to use accommodations on the quizzes?
- Are pop quizzes mentioned on the class syllabus?
- Is there any notification to the students before the quiz?
- When are the pop quizzes given? Are they scheduled sporadically or taken at the beginning/end of the class?
- Is there an opportunity to provide the accommodations before class, during office hours, etc.?

Once the details of the pop quiz are clarified, a solution to accommodate the student can be planned.

#### **Potential Solutions Previously Used by Professors:**

- If you have the ability to provide accommodations for pop quizzes, that is a viable solution. You can work with the student to find a plan that suits both of you.
- For pop quizzes taken at the beginning of the class, notify SAS testing that there is a pop quiz, and SAS can contact the student to inform him/her to come to our office to complete the quiz.
- For pop quizzes taken at the end of class, send SAS testing the quiz and when it is announced in class, the student can quietly leave class and come to the SAS office.
- Due to scheduling conflicts, some students may have to complete the quiz within an open window as determined the instructor.
- If pop quizzes are in the middle of class, you can work with SAS to identify a viable solution