

What is a Cue Sheet?

A **cue sheet** is intended to provide information to help cue the student to recall learned information. A cue sheet may be available to a student as an accommodation when substantial psychoeducational or neuropsychological testing documentation has been provided to Accessibility Services that demonstrates the functional impairments requiring this accommodation (see below for requirements).

A cue sheet is not intended to provide the student with an answer, nor is it intended to replace learning the academic material that is being tested. It may not contain explicit answers to questions or compromise essential information and/or skills being assessed by the test/exam.

The course instructor for the course where a cue sheet is being requested reviews the cue sheet being requested as they are most familiar with the learning objectives and essential skills/knowledge to be demonstrated in the course.

The course instructor may approve, approve in part, or disallow a cue sheet. Instructors can choose to remove material on the cue sheet that is deemed essential learning objectives for the course. Students are made aware by Accessibility Services that the nature of some courses or specific formats of tests/exams is such that the use of a cue sheet is not possible.

Cue Sheet restrictions:

- A cue sheet can be no **longer than one page of paper (8½ by 11-inch paper) double-sided or two single-sided pages of paper.**
- A cue sheet may be handwritten or typed. If typed, the font may be **no smaller than size 12 with one-inch margins.**
- A cue sheet can include images/drawings/ symbols.
- A cue sheet may include mnemonics that cue recall.
- A cue sheet can be in colour or black/white.
- A cue sheet cannot be in pencil or erasable pen.
- A cue sheet must have approval of the professor. See section on student instructions for details of process.

Documentation Requirements for Cue Sheet Accommodation

Cue sheets may be provided as an accommodation in instances where there is evidence of:

- An impairment (not weakness) in auditory, visual, or verbal memory recall/retrieval, which is usually demonstrated on formal psychoeducational or neuropsychological testing; or
- The presence of significant word retrieval/expressive language disabilities, which are identified on formal psychoeducational/neuropsychological or speech language communication assessments.
- Substantial documentation confirming disability-related functional impairments affecting recall of information or significant word retrieval deficits is necessary for consideration of this accommodation. Documentation provided must include formal test scores and have been completed **within five [5] years** of commencing studies, or have been conducted **at 18 years of age or older**. An IEP document is not sufficient for provision of a cue sheet as an accommodation.