



# Supplement for test-takers with disabilities

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Everything you need to know to apply for  
accommodations on a GMAC assessment

Effective date: Dec 2019



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# Requesting accommodations for a GMAC assessment

**GMAC is committed to ensuring that test takers with disabilities have equal access to our exams and assessments. If you believe you have a disability that prevents you from taking an assessment under standard conditions, you may request accommodations by completing the following steps:**

1. Create a candidate profile in MBA.com that captures your contact information and provides an ID number. It is important that you do not register for the assessment you wish to take until you receive an accommodation decision.
2. Read the Handbook relevant to the assessment you wish to take and review this Supplement for Test Takers with Disabilities.
3. Gather documentation as described by disability type (see Table of Contents):
  - a. Attention-Deficit/Hyperactivity Disorder
  - b. Learning and Cognitive Disabilities
  - c. Physical/Systemic Disabilities
  - d. Psychological Disabilities
  - e. Deaf/Hard of Hearing and Blind/Low Vision
4. Complete and submit a GMAC Accommodation Request along with supporting documentation. We cannot accept accommodation requests that are submitted by email.



**Contact GMAC at**  
[testingaccommodations@gmac.com](mailto:testingaccommodations@gmac.com)  
if you have any questions about  
accommodation requests.

# Accommodation decision timeline

The general timeline for processing applications for GMAC assessments is provided below:

Processing Time (In business days)	Action
Day 1	Test taker submits accommodation request and supporting documentation.
Days 2-7	GMAC receives request and supporting documentation and assigns it for review in the order in which it was received.
Days 8-25	Accommodation request and supporting documentation is reviewed by GMAC Accommodations Specialists and a determination of eligibility is reached. GMAC strives to complete the accommodation review process within 25 business days of submission—this timeline may be impacted by increased testing volumes during specific times of the year.
Days 26-30	GMAC sends written decision to test taker with instructions for next steps.



## Additional Documentation

If the documentation you submit is incomplete or outdated, we will send you a decision letter with a request for more documentation. If this happens, you should submit additional documentation at your earliest convenience and plan for the review process timeline to restart based on the information in the table above.



## Questions about the Accommodation Request Process

GMAC makes all decisions regarding eligibility for accommodations on assessments. You should email GMAC at [testingaccommodations@GMAC.com](mailto:testingaccommodations@GMAC.com) if you have any questions about request preparation or about an accommodation decision you have received.

# Preparing your request

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GMAC is based in the United States with offices in the United Kingdom, India, and Hong Kong. While GMAC administers assessments all over the globe, we provide reasonable test accommodations to individuals who have documented disabilities within the spirit and framework of the Americans with Disabilities Act, as recently amended. The ADA defines disability as a physical or mental impairment that substantially limits a person's ability to perform one or more major life activities, as compared to most people in the general population.

Submission of an accommodation request does not guarantee the approval of the requested accommodation(s). Decisions are made on a case-by-case basis after careful review of the documentation submitted. Accommodations are not approved if the prospective test taker has not adequately documented a disability or if the requested accommodations are not reasonable. Accommodations are not reasonable, for example, if

they would affect the measurement of skills that an assessment (e.g., GMAT) is intended to measure, alter the predictive validity of the resulting test scores compared with scores achieved under standard conditions, or jeopardize exam security. GMAC reserves the right to deny accommodations when it has a good faith basis for concluding that any of these situations apply.

Once we complete our review of your request, GMAC will notify you in writing of our decision. If your request is approved, you will receive an approval letter that includes instructions for how to schedule an accommodated testing appointment. If your request is not approved, we will inform you in writing of the reasons for our decision and how you can file an appeal of our decision, if you wish.

All test takers are subject to the terms, conditions, policies, and procedures described in the respective handbook of the assessment they wish to take.

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## Relevant documentation

As a test taker, you are responsible for documenting the following with your request:

- The existence of an impairment that substantially limits a major life activity, as compared with most people
- The current impact of your impairment and how it limits your ability to take your intended GMAC assessment under standard conditions
- A rationale for why the requested accommodation(s) is/are necessary and appropriate relative to your impairment(s)
- Provide documentation as described by disability type (see Table of Contents)
  - Attention-Deficit/Hyperactivity Disorder
  - Learning and Cognitive Disabilities
  - Physical/Systemic Disabilities
  - Psychological Disabilities
  - Deaf/Hard of Hearing and Blind/Low Vision

# GMAC guidelines

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GMAC assessments are designed to be administered in structured, standardized formats. GMAC assessments provide common, standardized measures of higher-order reasoning skills that management faculty worldwide have identified as important for incoming students to possess. GMAC strives to make the testing experience as uniform and as fair as possible at test centers all over the world. There are time limits on GMAC assessments and most test takers must manage their time carefully. Some test takers are unable to complete the exam, and others report that they guessed on some items to finish within time limits. However, most test takers do find the time limits manageable, particularly if they have taken one or more timed practice tests to learn to pace themselves.

## **For some GMAC assessments, support is available to help every test taker prepare:**

- GMAT—Access the free GMAT™ Official Starter Kit + Practice Exams 1 & 2 to begin your preparation. The timed practice exams, using questions from past GMAT exams, can help familiarize you with the exam format and provide valuable practice in managing your time. Access for free on [mba.com](https://mba.com).

Support is available to help every test taker during the administration of GMAC assessments that are proctored in test centers. Professional testing centers provide quiet, private, and carefully proctored testing cubicles. All GMAC assessments are administered by computer, and written responses (e.g., GMAT Analytical Writing Assessment) are not scored for spelling.

## **Additionally, the following support is available for assessments administered in professional test centers:**

- An online calculator with basic functions will be provided for the Integrated Reasoning section (GMAT Only).
- Adjustable-height chairs, ear plugs or headphones to block noise, and the ability to switch the computer mouse from right-hand to left-hand operation are available and can be requested at the test center on the day of testing.
- Each testing station has a built-in clock to help test takers manage time.
- Test takers may choose to store food, beverages, medication, or various “comfort items” in lockers provided on the premises, and these can be accessed during scheduled breaks.
- With prior approval, some medical or comfort items can also be taken into the testing room.





Various accommodations are available for individuals with disabilities and accommodation offerings may vary by GMAC assessment. Depending on the nature of the disability, the GMAC assessment you wish to take, and where you intend to complete your assessment, a variety of accommodations may be possible.

**While the accommodations available for each GMAC assessment vary, the most commonly requested accommodations include:**

- 50% additional time
- 100% additional time
- Additional rest break
- Extended rest breaks
- A reader who can read items to you
- A recorder who can record your responses
- Access to JAWS software or Zoom Text

A more complete list of possible accommodations is included on the GMAC Accommodation Request Form. You may also request accommodations not listed on the web form by including that request within your personal narrative.

# General guidelines

## **Accommodations provided on GMAC assessments must be reasonable.**

Accommodations are intended to address current impairments that would be expected to interfere significantly with your ability to complete an assessment. Please provide clear evidence that a specific type of accommodation is needed to address a current, significant functional limitation that is likely to interfere with your ability to complete a GMAC assessment under standard conditions. For example, if you are requesting extended time, you should provide evidence that you currently have significant difficulty working effectively under timed conditions, as compared to most people. Accommodations are not considered reasonable if they interfere with accurate measurement of higher-order reasoning skills that GMAC assessments are intended to measure, or if they would jeopardize the security of the exam.

Ensure that your disability documentation is up to date. If you have a lifelong condition, your ability to compensate for your disability may be different now than it was in your earlier educational experiences (e.g., elementary school). The test accommodations you need may also have evolved throughout your lifetime. Therefore, it is important to include current documentation related to your disability, your most recent history of accommodation use, the current impact of your condition on academic tasks, and your need for accommodations on the test you are planning to take.

All documentation needs to be submitted in English. If materials need to be translated, you will need to employ a professional translator and you should include a statement or certificate indicating the qualifications of the professional translator. All documentation submitted to us become the property of GMAC and cannot be returned to you.

Plan in advance. Be mindful of any application deadlines as you submit your request. If your request is incomplete or missing critical documentation, you want to give yourself enough time to submit additional supporting documentation before any deadlines.

Consult with an advisor. If you are a student on a college or university campus and have been working with an advisor or staff member in a Disability Resources/Services Office, schedule an appointment to review your records. It is perfectly acceptable to request that a Disability Resources/Services advisor or staff member assist you in assembling your request for accommodations. We recommend that you also request a letter from the Disability Resources/Services Office that documents the accommodations you have used and the history of your accommodation use.

Schedule an appointment or meeting with the healthcare professional who evaluated or diagnosed your disability. Provide your doctor or evaluator with a copy of this supplement and guidelines to discuss any updates, if needed. A brief note from your doctor or evaluator simply stating a diagnosis is usually not sufficient. It is best to provide a comprehensive report/letter detailing your condition/disability and how it impacts your academic abilities as they relate to taking tests. It is most helpful when a healthcare provider includes a rationale for each requested accommodation.



# Documentation guidelines by disability type

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We understand that each person is unique, and we will be as flexible as we can when making accommodation decisions, while still being fair to other test takers and to the organizations and institutions that depend on the reliability and validity of our assessment scores. Documentation is important in our decision-making process and we encourage you to provide relevant information in the form of a personal statement and from other sources such as a professional evaluation or report. This is intended as an opportunity for you to share information from your own perspective. Please do not be concerned regarding formatting or other technical aspects of the information we are requesting. If clarification is needed, we will let you know.

For any disability or functional impairment, it is most helpful for us to understand your unique history and current needs.

## **We encourage you to address the following items in an accommodation request:**

- Describe how you are presently impacted when you study, take exams, and, in particular, when you take any practice exams.
- Describe how you are presently impacted in work settings. What is your job title? What are your job duties and how is your ability to carry out your daily responsibilities affected? Describe any accommodations, supports, and coping strategies you have used in work settings. We understand that some individuals may choose not to reveal to an employer the fact that they have a disability. Nonetheless, it will be important for you to tell us about your work and how you have been affected in your ability to meet occupational demands. If you have never held a job, you may simply state this.

- Describe any current impacts in social situations and when carrying out practical tasks or activities of daily living.
- Tell us if you received any formal or informal accommodations in school prior to college and during college. If so, tell us exactly what accommodations you had (e.g., extra time on exams, breaks during testing) and when these accommodations were in place.
- Tell us about your school performance from early grades through college, to the best of your recollection. Tell us if you were placed in regular classrooms, advanced classes, or special education classes prior to college. Tell us what you remember about the marks you earned and whether you repeated any grades.
- Tell us whether you have taken any other high-stakes assessments (e.g., PSAT, SAT, ACT, TOEFL, GRE). If relevant, describe the accommodations you received on those high-stakes assessments. Tell us what your percentile scores were on each section of each exam, to the best of your recollection. If possible, provide a copy of your score reports for these exams.

In the following pages, there are additional guidelines based on disability type to assist as you prepare your accommodation request. The list of disability types described in this supplement is not exhaustive.

# Attention-deficit/hyperactivity disorder (ADHD)

- Describe how ADHD is impacting you at present when you study, when you take exams, and, in particular, when you take any practice exams.
- Describe how ADHD has impacted you in work settings. It will be helpful for you to state what your job titles have been, what duties you performed in your jobs, and how ADHD has affected your ability to carry out your duties. Also describe any accommodations, supports, and coping strategies you have used in work settings to manage ADHD. We understand that some individuals may choose not to reveal to an employer the fact that they have ADHD. Nonetheless, it will be important for you to tell us about your work and how ADHD has affected your ability to meet occupational demands. If you have never held a job, you may simply state this.
- Describe any effect that ADHD is having on you at present in social situations and when carrying out practical tasks.
- Tell us when you were diagnosed with ADHD. If ADHD was not diagnosed until recently, tell us why you think ADHD went undiagnosed for so long.
- Tell us if you received any formal or informal accommodations in school prior to college and during college. If so, tell us exactly what accommodations you had (e.g., extra time on exams, breaks during testing) and when these accommodations were in place.
- Tell us about your school performance from the early grades through college, to the best of your recollection. Tell us if you were placed in regular classrooms, in advanced classes, or in special education classes prior to college. Tell us what you remember about the marks you earned and whether you ever repeated any grades.
- Tell us whether you have taken any other high-stakes assessments (e.g., PSAT, SAT, ACT, TOEFL, GRE). If relevant, describe the accommodations you received on those high-stakes assessments. Tell us what your percentile scores were on each section of each exam, to the best of your recollection. If possible, provide a copy of your score reports for these exams.
- Tell us what languages you spoke growing up and what languages you speak on a regular basis at present. Tell us how often you had lectures, textbooks, and written assignments in English during high school and college and tell us what languages you have used on a regular basis in your work.

**Professional Assessment**—We will also need to review the results of an evaluation performed by a licensed clinical or educational psychologist or other comparably trained expert that captures the nature and severity of your ADHD symptoms and associated impact on tasks of clear relevance to the demands of a GMAC assessment. It will be particularly important for your evaluation to include standardized timed academic tasks so that we can determine what accommodations are reasonable and necessary for you at present within the context of a GMAC assessment. Ideally, your evaluation would have been completed when you were at least 16 years of age and would be no more than 3 years old. This allows us to accurately understand the current impact of your diagnosis. Your evaluation should include a clear DSM-5 or ICD-10 diagnosis along with a detailed description of the symptoms that you have displayed, how your symptoms have affected your functioning in academic, occupational, social and practical settings, and how alternative explanations for your present difficulties have been ruled out.

# Learning and cognitive disorders

- Describe how you are impacted at present when you study, take exams, and take practice exams related to GMAC assessments.
  - Describe how you are impacted in your work settings. It will be helpful for you to state what your job titles have been, what duties you performed in your jobs, and how your disability has affected your ability to carry out your duties. Also describe any accommodations, supports, and coping strategies you have used in work settings to manage any functional impairments. We understand that some individuals may choose not to reveal to an employer the fact that they have a disability. Nonetheless, please describe your work and how your disability has affected your ability to meet occupational demands. If you have never held a job, you may simply state this.
  - Tell us when you were diagnosed with a learning or cognitive disorder. If your disorder was not diagnosed until recently, tell us why you think that it went undiagnosed for so long.
  - Tell us if you received any formal or informal accommodations in school prior to college and during college. If so, tell us exactly what accommodations you had (e.g., extra time on exams, breaks during testing) and when these accommodations were in place.
  - Tell us about your school performance from the early grades through college, to the best of your recollection. Tell us if you were placed in regular classrooms, in advanced classes, or in special education classes prior to college. Tell us what you remember about the marks you earned and whether you ever repeated any grades.
  - Tell us whether you have taken any other high-stakes assessments (e.g., PSAT, SAT, ACT, TOEFL, GRE). If relevant, describe the accommodations you received on those high-stakes assessments. Tell us what your percentile scores were on each section of each exam, to the best of your recollection. If possible, provide a copy of your score reports for these exams.
  - Tell us what languages you spoke growing up and what languages you speak on a regular basis at present. Tell us how often you had lectures, textbooks, and written assignments in English during high school and college and tell us what languages you have used on a regular basis in your work.
- Professional Assessment**—We will also need to review the results of an evaluation performed by a licensed clinical or educational psychologist or other comparably trained expert that captures the nature and severity of your symptoms and associated impact on tasks of clear relevance to the demands of a GMAC assessment. It will be particularly important for your evaluation to include standardized timed academic tasks so that we can determine what accommodations are reasonable and necessary for you at present within the context of a GMAC assessment. Ideally, your evaluation would have been completed when you were at least 16 years of age and would be no more than 3 years old. This allows us to accurately understand the current impact of your diagnosis. Your evaluation should include a clear DSM-5 or ICD-10 diagnosis along with a detailed description of the symptoms that you have displayed, how your symptoms have affected your functioning in academic, occupational, social and practical settings, and how alternative explanations for your present difficulties have been ruled out.

# Learning and cognitive disorders continued

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- Learning and cognitive disorders are developmental in nature and your evaluator should place your current functioning within the context of your history, making specific reference to your grades, academic supports, accommodations, and any previous test results, from early grades through the present.
- Your evaluation should include standardized academic tasks that are similar to the demands of a GMAC assessment. Ideally, your evaluation would include both brief timed academic tasks (e.g., Woodcock-Johnson Academic Fluency tasks) and lengthier, more complex timed academic tasks (e.g. Nelson-Denny Reading Test). Ideally, these tests should be scored using age-based norms. If age-based norms are not available for a given test, results should be presented as grade equivalent scores if possible.
- Your evaluation should include at least an abbreviated I.Q. test in order to place your other test results in a meaningful context.
- Ideally, performance-based measures of cognitive skills underlying reading would be included (e.g., measures of phonologic processing, rapid naming).
- If English is not your first language, your assessment would ideally be completed in your first language, and your evaluator should make a statement to this effect.
- Note that GMAC assessments generally do not require test takers to read material aloud or to process spoken information. When writing is a required response, exam responses are not scored for spelling. GMAC assessments are also administered entirely by computer and do not require significant amounts of handwriting.

# Physical and systemic disabilities

## **Physical and systemic disabilities include but are not limited to:**

Mobility Impairments, Multiple Sclerosis, Cerebral Palsy, Chemical Sensitivities, Spinal Cord Injuries, Cancer, AIDS, Muscular Dystrophy, Systemic Lupus, Spina Bifida, or any other physical or systemic disability that is considered to be in the medical domain and requires the expertise of a physician or other medical specialist.

## **We need to understand how your disability is impacting your current functioning. Thus, we will need to review materials from appropriately trained professionals that address all of the following:**

- A clear diagnosis should be provided, along with a detailed description of the medical tests used to arrive at this diagnosis.
- An indication of the severity of the functional impact of your disability in academic/testing settings, as well as in other activities of daily living. The evaluator should describe, in detail, what information has been used to determine the severity of the impact of your disability relative to most people.
- A statement as to what accommodations your evaluator believes are appropriate for you in academic and testing settings given the nature and impact of your disability. Ideally, your evaluator would indicate how the accommodations being requested are expected to address the symptoms or challenges you are currently experiencing.
- If you are taking medications that may impact your functioning on a GMAC assessment, the prescribing physician should provide a statement indicating what medications you typically take in academic and testing situations and what impact they appear to be having on your functioning in these types of situations.

- If you have a disability that is expected to remain relatively stable over time in terms of its symptoms and functional impact, we may be able to accept documentation that is more than three years old.
- If you have a condition that is known to be variable in its course, we may need to review documentation of severity and functional impact that is more current.

All evaluations should be performed by an appropriately licensed medical professional with expertise in the area being assessed. The evaluator's name, title, and professional credentials (i.e., license and certification information, area of specialization, employment, locality of practice) must be included in the documentation. All reports must be typed on official letterhead, dated, and signed by the evaluator. The evaluator should not be a family member of the person being evaluated. The evaluation should list all tests that were administered and all external documents that were reviewed. Test results should be presented in sufficient detail to allow a comparably trained professional to review them. If an evaluation incorporates information and/or test data that was taken from a secondary source, this information should be clearly identified and presented separately from any new information or data that was obtained as part of the current evaluation.



# Psychiatric disabilities

**We need to understand how your disability is impacting your current functioning. Thus, we will need to review materials from licensed mental health care professionals that address all of the following:**

- A clear DSM-5 or ICD-10 diagnosis should be provided, along with a detailed description of the specific symptoms that you have displayed and how these symptoms relate to relevant criteria and how alternative explanations for your present difficulties have been ruled out.
- An indication of the severity of the functional impact of your disability in academic/testing settings, as well as in activities of daily living. The evaluator should provide a detailed description of your past and current symptoms, their severity for you as compared with most people, and the functional impact these symptoms have had, in multiple life areas. Ideally, normed, standardized questionnaire measures, as well as information from outside sources, would be used to help clarify the severity and impact of your impairment. Normed, performance-based measures of attention, processing speed, or other cognitive skills impairment may be particularly helpful in clarifying the severity of any cognitive impairments you may report.
- A brief description of treatments, medications, supports, and accommodations (formal and informal) that have been used to address your impairment and the impact that these supports and accommodations have had on your functioning.
- A statement from your evaluator substantiating accommodations that they believe are appropriate for you in academic and testing settings at this time given the nature and current impact of your impairment. Your evaluator should make specific statements as to how the accommodations being requested are expected to address the symptoms or challenges you are experiencing. Your evaluator should also indicate the extent to which you are currently making use of similar accommodations in other settings and how those accommodations have related to your specific symptoms.
- If you are taking medications that may impact your functioning on a GMAC assessment, the prescribing physician should provide a statement indicating what medications you typically take in academic and testing situations and what impact they appear to be having on your functioning in relation to your psychiatric symptoms, as well as in cognitive skill areas (e.g., concentration, processing speed).
- Regarding the need for a current evaluation—many psychological disabilities have a variable course over time, and functioning can sometimes be improved markedly with treatment. At the same time, we realize that it may not be feasible for you to undergo a second, complete evaluation if you have already undergone a thorough evaluation in years past. Thus, it is recommended that you provide us with both a thorough initial evaluation (even if it is several years old) and at least a brief update from a mental health care professional that addresses the current severity and impact of your impairment.

# Psychiatric disabilities continued

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All evaluations should be performed by an appropriately licensed medical professional with expertise in the area being assessed. The evaluator's name, title, and professional credentials (i.e., license and certification information, area of specialization, employment, locality of practice) must be included in the documentation. All reports must be typed on official letterhead, dated, and signed by the evaluator. The evaluator should not be a family member of the person being evaluated. The evaluation should list all tests that were administered and all external documents that were reviewed. Test results should be presented in sufficient detail to allow a comparably trained professional to review them. If an evaluation incorporates information and/or test data that was taken from a secondary source, this information should be clearly identified and presented separately from any new information or data that was obtained as part of the current evaluation.

# Deaf/Hard of Hearing and Blind/Low Vision

## **Sensory impairments include but are not limited to:**

Deafness/Hard-of-Hearing and Blindness/Low-Vision or any other impairment that is considered to be in the sensory domain and requires the expertise of a licensed medical professional, such as an ophthalmologist, optometrist, or audiologist.

## **We need to understand how your disability is impacting your current functioning. Thus, we will need to review materials from licensed health care professionals that address all of the following:**

- A clear diagnosis should be provided along with a detailed description of the medical tests used to arrive at this diagnosis.
- An indication of the severity of the functional impact of your disability in academic/testing settings, as well as in other activities of daily living. The evaluator should describe, in detail, what information has been used to determine the severity of the impact of your disability relative to average, same-aged peers.
- A statement as to what accommodations your evaluator believes are appropriate for you in academic and testing settings given the nature and impact of your disability. Ideally, your evaluator would indicate how the accommodations being requested are expected to address the symptoms or challenges that you are experiencing.
- If you are taking medications that may impact your functioning on a GMAC assessment, the prescribing physician should provide a statement indicating what medications you typically take in academic and testing situations and what impact they appear to be having on your functioning in relation to your psychiatric symptoms, as well as in cognitive skill areas (e.g., concentration, processing speed).

- If you have a disability that is expected to remain relatively stable over time in terms of its symptoms and functional impact, we may be able to accept documentation that is more than three years old. If you have a condition that is known to be variable in its course, we may need to review documentation of severity and functional impact that is more current.

All evaluations should be performed by an appropriately licensed medical professional with expertise in the area being assessed. The evaluator's name, title, and professional credentials (i.e., license and certification information, area of specialization, employment, locality of practice) must be included in the documentation. All reports must be typed on official letterhead, dated, and signed by the evaluator. The evaluator should not be a family member of the person being evaluated. The evaluation should list all tests that were administered and all external documents that were reviewed. Test results should be presented in sufficient detail to allow a comparably trained professional to review them. For individuals reporting a Deafness/Hard-of-Hearing disability, a recent audiogram should be provided. For individuals reporting a Blindness/Low-Vision disability, current visual acuity data must be provided. If an evaluation incorporates information and/or test data that was taken from a secondary source, this information should be clearly identified and presented separately from any new information or data that was obtained as part of the current evaluation.



## **Contact GMAC at**

[testingaccommodations@gmac.com](mailto:testingaccommodations@gmac.com)  
if you have any questions about  
accommodation requests.