

Section O

Exam Overview



Contents

INTRODUCTIONS	5
EXAMINATION HISTORY, STRUCTURE and SPECIFICATIONS	5
Structure of the Test	5
Remote Proctoring for 1 & 2	5
State/Province Sections	6
2017 LARE SECTIONS	6
CLARB's Test Specifications and recommended reading	8
Additional Suggested Study Material (in order of usefulness)	10
Other Resources and Advice	12
LARE Prep Google Group	12
Study Groups and Networking	13
PREPARATION FOR THE LARE	14
Study and Exam Preparation Strategy	14
Knowledge, Skills, and Abilities (KSA)	15
Explicit and Implicit Requirements	17
STANDARD LARE QUESTION FORMATS	18
Standard Multiple Choice Format	18
Standard Multiple Choice Format with Calculations	18
Standard Multiple Choice Format with Graphics	19
Detail Evaluation Format (Section 4 Only)	20
Photograph Evaluation Format	21
Multiple Answer Format	22
Use of Tables and Charts	22
Advanced Item Types (AITs) in Sections 3 and 4	23
The Computer Interface	30
OTHER CONSIDERATIONS	31
Inappropriate Content for the Section	31
Take Practice and Reference Material with a Grain of Salt	32
WHAT TO BRING TO THE EXAM	33
Pre-Exam Preparations	34
Test Taking Tips	35
Test Do's and Dont's	36
LARE Qualifier Words	37
OTHER IDEAS SUGGESTED BY SUCCESSFUL CANDIDATES	38
ETHICS	38
L.A.R.E. Rules of Conduct (from CLARB)	39

INTRODUCTIONS

This overview has been prepared as part of the intensive preparatory course offered by SGLA Technical Training for the LARE (Landscape Architects Registration Examination). During the workshop, we will review general information about the LARE, followed by a detailed look at each of the many specific subjects identified by CLARB for testing. We will also do a number of timed practice examinations.

The material collected here in Section O is free to all students, whether they are registered for our webinar or not.

EXAMINATION HISTORY, STRUCTURE and SPECIFICATIONS

Structure of the Test

The sections of the LARE are usually given over a 12 day period and include candidates from the US and Canada. (During 2020 there have been COVID-related disruptions that have been challenging to say the least, and CLARB has extended test periods several times.) CLARB (Council of Landscape Architect Boards) reorganized sections 1 & 2 in the summer of 2012, moving material from section B into section 1 and moving material from section D into sections 3 and 4.

Every 5-7 years, CLARB conducts a survey of practicing landscape architects and uses this information to reorganize the LARE. New material is added and subject matter moved around between sections. CLARB tends to recycle old test graphics and questions, so our course includes some content that is quite old but that you will find is still baked into the core of the LARE.

Be aware that whenever CLARB reorganizes the LARE, the boundaries between the sections become somewhat blurred. It is likely that you will find topics on some sections of the test that seem to be in the wrong section. Adjust your study plans accordingly.

Remote Proctoring for 1 & 2

On October 1, 2020, CLARB announced a remote proctoring option, “OnVue” only for sections 1 and 2. During the December 2020 run, I heard of some problems with logins and time, but it may still be a good option if traveling to a test center is difficult.

****** I would not attempt this yet without a rock-solid tech setup – relatively new computer, strong wifi, maybe even battery backup for your modem, monitor, and computer.

Key Differences for OnVue candidates:

- Section 1 & 2 only are available through this platform
- Breaks are not permitted
- Only a clear glass of water is permitted
- Physical calculators/white boards are not permitted – candidates must use the electronic calculator and white board through the OnVue software.

Remote proctoring with OnVue is currently not available for Sections 3 and 4 of the L.A.R.E. Additionally, any candidate requiring special accommodations, regardless of section, must schedule their exam in a traditional test center.

State/Province Sections

In some areas, after you complete all 4 sections of the LARE, you will need to take an additional test administered by your state or province. Check with your local ASLA and state testing committee to confirm your state's requirements. Here are some we know of.

California Supplemental Examination (CSE) The section may only be taken by those candidates who pass all 4 sections of the LARE. The California section is a 100 question multiple choice exam. The first opportunity to take this new exam was September 2007. It was revised in August 2011. For the California section, we are developing a comprehensive review of known test topics and practice questions as an online course that can be done on your own time. We do not have prep courses for other states at this time.

2017 LARE SECTIONS

Section 1: Project and Construction Management

85-100 multiple choice and key list questions; 2.5 hours exam time

Section 2: Inventory and Analysis

70-80 multiple choice and key list questions; 2 hours exam time

Section 3: Design

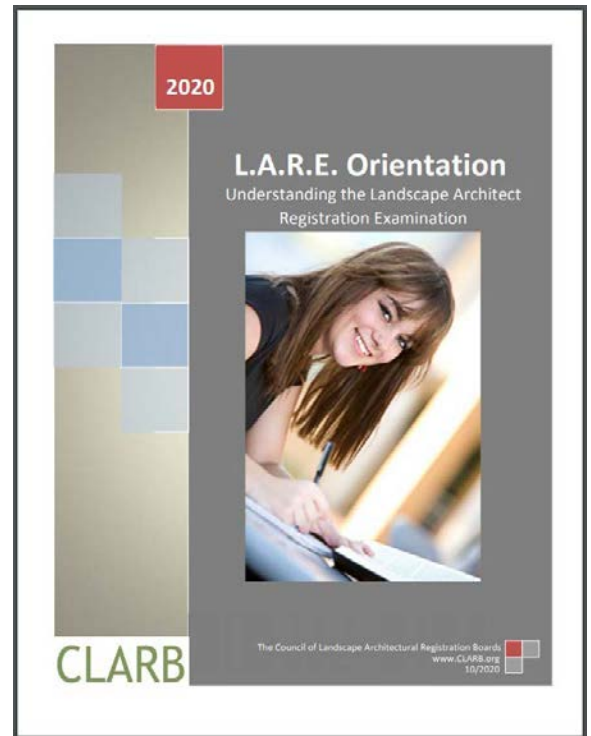
85-100 multiple choice, graphic multiple choice, and AIT items; exam time 3.5 hours

Section 4: Construction Documentation

105-120 multiple choice, graphic multiple choice, and AIT items;; exam time 4.0 hours.

We have reproduced the CLARB specifications for each section below. They can also be found on CLARB's website in the L.A.R.E. Orientation document. We have structured our prep material around these specs, as they provide a great roadmap to the information to be tested on each section of the LARE. The best use of your time after our weekend is over will be using these lists and the references we give you to identify areas that need more study.

In 2020, in response to COVID-19 and other longer-standing test issues, this booklet was updated to include information about the Remote Proctoring option for Sections 1-2, indiscriminate test results, and candidate ethics. Make sure you review the 2020 version and note what has been changed (they make it clear in the Table of Contents.)



<https://www.clarb.org/docs/default-source/take-the-exam/lareorientationguide.pdf?sfvrsn=4>

CLARB's recommended reading lists can be found here, though we've reproduced them here as well. You will find questions derived directly from these books. Some are out of print. Use the Google Group to find second hand or pdf copies.

<https://www.clarb.org/take-the-exam/prepare-for-the-exam/recommended-reading>

CLARB's Test Specifications (From CLARB's LARE Orientation booklet updated in 2020) and recommended reading

Section 1 — Project and Construction Management

- *Professional Practice of Landscape Architecture* / Rogers
- *Construction Contracts, 3rd Edition* / Hinze
- *Project Management for Design Professionals* / Ramroth
- *Sustainability and Design Ethics, 1st Edition* / (Tom) Russ

Section 1 - Project and Construction Management

85 scored items & 15 [pretest](#) items consisting of [multiple-choice](#) and [multiple-response](#) questions; 3 hours seat time, 2 ½ hours for exam

Pre-Project Management: 10%	Project Management: 30%	Bidding: 20%	Construction: 30%	Maintenance: 10%
<ul style="list-style-type: none"> • Select Project Team • Develop Contract • Negotiate Contract • Prepare RFPs or RFQs • Determine Project Scope, Schedule, and Budget 	<ul style="list-style-type: none"> • Manage Project Team • Manage Project Scope, Schedule, and Budget • Determine Common Goals and Objectives • Establish Quality Control Procedures and Conduct Quality Control Review • Facilitate Meetings • Coordinate Work of/with Other Disciplines • Document Design Decisions and Project Communication • Execute Records Retention Policy • Facilitate Client Review and Coordination • Obtain Permits • Prepare Cost Estimates • Prepare Project Deliverables 	<ul style="list-style-type: none"> • Develop Bidding Criteria • Prepare and Issue Addenda • Facilitate Meetings • Evaluate Bids and Make Recommendations • Identify Delivery Methods • Evaluate Contractor Qualifications • Assist with Construction Contract Execution and Administration 	<ul style="list-style-type: none"> • Respond to RFIs • Coordinate with Contractors • Facilitate Pre-Construction Meeting • Document Pre-Construction Existing Conditions • Review Submittals • Prepare Change Orders • Conduct and Document Construction-related Actions • Prepare Drawing Revisions or Clarification Sketches • Review and Certify Applications for Payment • Attend Substantial Completion (practical completion) Walkthrough and Prepare Punch List (deficiency list) • Attend Final Completion Walkthrough • Prepare As-Built (record) Drawings • Conduct Warranty Review • Conduct Project Close-out • Collect and Analyze Performance Metrics 	<ul style="list-style-type: none"> • Estimate Maintenance and Management Costs • Prepare Maintenance and Operation Manual • Review Maintenance Services • Prepare Management Plan

Section 2 — Inventory and Analysis

- *Design with Nature* / McHarg
- *Site Analysis: A Contextual Approach to Sustainable Land Planning and Site Design* / LaGro
- *Site Planning and Design Handbook, 2nd Edition* / Russ
- *The Living Landscape - An Ecological Approach to Landscape Planning* / Steiner

Section 2 – Inventory and Analysis

70 scored items & 10 [pretest](#) items consisting of [multiple-choice](#) and [multiple-response](#), 2 ½ hours seat time, 2 hours for the exam

Site Inventory: 35%	Physical Analysis: 40%	Contextual Analysis: 25%
<ul style="list-style-type: none"> • Determine Applicable Codes, Regulations, and Permitting Requirements • Collect Contextual Data • Gather Stakeholder Input • Identify Policy Objectives • Conduct Project Related Research • Conduct Onsite Investigation and Fieldwork • Document Site Inventory • Determine Performance Metrics 	<ul style="list-style-type: none"> • Determine Appropriate Types of Analyses • Perform Circulation Analysis • Interpret Utility Analysis • Perform Visual Resource Analysis • Perform Micro and Macro Climate Analysis • Perform Hydrological Analysis • Perform Vegetation Analysis • Interpret Ecological Analysis • Perform Topographical Analysis • Interpret Soil and Geotechnical/Geological Analysis • Interpret Environmental Studies 	<ul style="list-style-type: none"> • Analyze Codes, Regulations, and Permitting Requirements for Design Impact • Interpret Cultural, Historical, and Archeological Analysis • Interpret Social Analysis • Interpret Economic Analysis • Analyze Contextual Data • Analyze Stakeholder Feedback

Section 3 — Design

- *Landscape Architectural Graphic Standards - Student Version* / Hopper
- *Time-Saver Standards for Landscape Architects, 2nd Edition* / Harris and Dines
- *Sustainable Sites Handbook* / Calkins
- *Planning and Urban Design Standards - Student Version* / Steiner and Butler
- *Site Planning and Design Handbook, 2nd Edition* / Russ

Section 3 – Design

85 scored items & 15 [pretest](#) items consisting of advanced [item types](#), multiple-choice and multiple-response questions; 4 hours seat time, 3 ½ hours for the exam

Stakeholder Process: 9%	Master Planning: 45%	Site Design: 46%
<ul style="list-style-type: none"> • Design and Execute Public Participation Process • Prioritize Stakeholder Goals • Initiate Communication Strategy • Synthesize Stakeholder Feedback • Communicate Concept(s)/Schematic(s) 	<ul style="list-style-type: none"> • Perform Site Analysis and Determine Opportunities and Constraints • Develop Vision or Framework Plan • Develop and Conduct Urban Plan • Develop Land Use Plan • Develop Strategic Implementation Plan • Develop Site Master Plan • Develop Historic/Cultural Restoration and Preservation Plan • Develop Parks, Open Space, and Trails Master Plan • Develop Design Guidelines • Develop a Feasibility Study • Develop View Corridor Plan • Develop Redevelopment Plan • Develop Environmental Resources Plan • Develop Multi-modal Transportation Plan 	<ul style="list-style-type: none"> • Synthesize and Apply the Site Analysis • Develop and Refine the Program • Create the Basis for the Design • Create Conceptual Design Alternatives and Scenarios • Evaluate Design Alternatives • Refine and Synthesize Concept Alternative • Develop Schematic Design • Prepare Preliminary Quantities and Cost Estimate • Prepare Presentation Drawings and Communication Tools • Compile Materials Sample Board • Identify and Develop Performance Metrics

Section 4 — Grading, Drainage and Construction Documentation

- *Landscape Architectural Graphic Standards - Student Version* / Hopper
- *Site Engineering for Landscape Architects, 6th Edition* / Strom, Nathan and Woland
- *Sustainable Sites Handbook* / Calkins
- *Time-Saver Standards for Landscape Architects, 2nd Edition* / Harris and Dines
- *Landscape Architect's Portable Handbook* / Dines and Brown

Section 4 – Grading, Drainage and Construction Documentation

105 scored items & 15 pretest items consisting of advanced [item types](#), multiple-choice and multiple-response questions; 4 ½ hours seat time, 4 hours for the exam

Site Preparation Plans: 20%	General Plans and Details: 40%	Specialty Plans: 25%	Specifications: 15%
<ul style="list-style-type: none"> • Develop Demolition Plan • Develop Existing Conditions Plan • Prepare Soil Boring Location Plan • Develop Stormwater Pollution Prevention Plan • Develop Site Protection Plan • Develop Mitigation Plan 	<ul style="list-style-type: none"> • Develop Layout Plan • Develop General Notes • Develop Grading and Drainage Plan • Develop Planting Practices, Plans, Notes and Schedules • Develop Materials Plan • Develop Details • Prepare Sections, Elevations, and Profiles • Incorporate Code Requirements • Prepare Summary of Quantities • Prepare Site Infrastructure Plan 	<ul style="list-style-type: none"> • Develop Phasing Plan • Develop Irrigation Plan • Prepare Lighting Plan • Develop Site Furnishings Plan • Develop Signage and Wayfinding Plan • Develop Traffic Control Plan • Develop Emergency Access Plan • Prepare Stormwater Management Plan 	<ul style="list-style-type: none"> • Develop Technical Specifications • Prepare Bid Form/Schedule • Develop Project Manual/Front End Specifications

Additional Suggested Study Material (in order of usefulness)

A. Exam Overview Videos from CLARB and the ASLA

<http://www.youtube.com/>

There are at least three videos from these entities on YouTube. Type in LARE Exam once you are in YouTube to find them. Two of them are about ten minutes long, the other is 44 minutes. Names are: LARE34, LARE Demonstration 2012, ASLA LARE Video

B. LAREprep is a private company that offers online practice tests that are similar in format to the 2017 Pearson testing format.

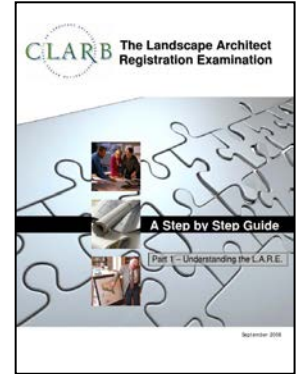
<https://www.lareprep.com/>

The material appears to be reasonably good and students report they are useful. Each test allows you access for 90 days. They cost between \$22-28 per test.

C. ASLA LAREPrep, all 4 sections. These are free and are recommended.

<https://www.asla.org/LAREPrep.aspx>

- E. ***“The Landscape Architect Registration Examination: A Step by Step Guide.”*** You may find someone who has this 2008 CLARB booklet. It contains 30 sample questions for sections A, B and D. The questions are still valid as examples of the subject matter and question form, type and format that will be encountered on the new exam.
- F. **CLARB’s 2000 *Road to Licensure and Beyond*** also has multiple choice questions and old graphic format questions. While this material may be out of date, it may prove useful in getting a better handle on the exam content and question formats.



G. **Other Internet Resources**

This Google Drive link includes some old sample tests and prep materials for the LARE. Some of it is duplicates and some quite dated. I would say the most valuable information in the DRIVE folders are the sample exams produced by CLARB. There are also some sample tests which were prepared from the Georgia Chapter LARE Review by faculty at the University of Georgia which are useful.



: <https://docs.google.com/folder/d/0BzvCltDSSIQwOTFXSHpGMG5abWc/edit>

- H. Books/tests from Shake & Bake Publishing are out of date, and students report the questions are not well written. The material is not a good representation of the current LARE. **Not** recommended. <http://www.larestudyguide.com/about.html>

For Sections 1 and 2:

We’ve also found this additional material useful for Sections 1 and 2:

Harris, Charles and Nicholas Dines, *Time Savers Standards for Landscape Architecture*, 2nd ed., McGraw-Hill Publishing Co., NY, NY, 1998.

Section 130: Construction Operations
Section 210: Spatial Standards
Section 220: Energy and Resource Conservation
Section 242-255: Natural Hazards

Hopper, Leonard J., ed., *Landscape Architecture Graphic Standards*, John Wiley & Sons, Inc., Hoboken, NJ, 2007.

Environmental and Legal	39
Project Administration	43
Community Participation	79

Environmental Factors	81
Security Consideration	158
Site Planning	183
Hazard Control	774
Restoration and Remediation	792

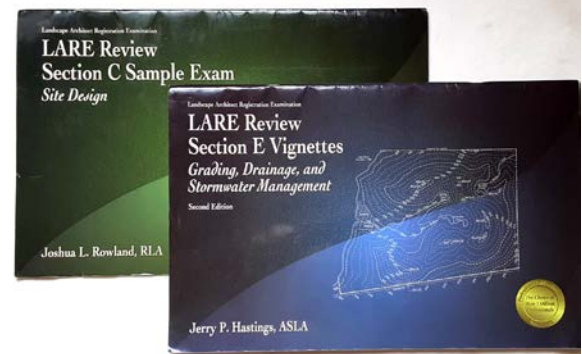
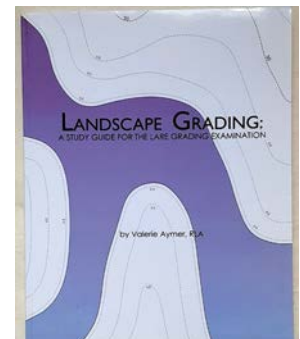
Frederick Steiner and Kent Butler, *Planning and Urban Design Standards*, Student Edition, John Wiley & Sons, 2007 *

**you will need this book for Section 3 so it might make sense to acquire a copy now*

Urban Plans and Zoning	3-31
------------------------	------

For Sections 3 and 4:

- A. Valerie Aymer's book *Landscape Grading: A Study Guide for the LARE Grading Examination* is a great source for practice problems. Aymer gives solutions with step by step explanations for many different types of grading problems. These are not in the current test format but I find them very useful for skill building and understanding grading for ponds, culverts, and other specific grading situations.
- B. Books from Professional Publications, Inc., Morrison Media, LLC are out of date (2007). However, much of the material in them is still useful if you want to build your pencil-and-paper Section 3 site layout and Section 4 grading skills.



Other Resources and Advice

LARE Prep Google Group

This online group is a great place to ask questions, find study partners, purchase used books, share intel about your experiences with the Pearson centers, and get moral support. Be aware that this is a public forum and it has been shut down in the past due to students sharing specific test questions. Keep your exchanges general and focused on topic areas rather than exact wording and you should be okay.

<http://groups.google.com/group/lare-exam?lnk=>

Study Groups and Networking

In the webinar, I invite everyone to form a study group at the end of the weekend. With all of us forced to learn online meeting tools, it has become much easier to study with people who have a broad set of experiences. You will find that studying with professionals who practice in different climates, at different scales, and for different client types turbocharges your understanding of the scope of the LARE. It is very difficult to understand how much climate and project type can change a design approach without discussing it with others.

Past study groups have used Slack, Zoom, or Google resources (Docs, Sheets, Hangouts, etc) to meet regularly and have reported that it is an extremely valuable tool. If you are not taking our webinar, I encourage you to use the Google group to form a virtual study group or use your local ASLA chapter to find other test candidates.

Self Testing

Taking multiple choice tests under time constraints is a good way to acclimate yourself to the exam in advance. The demands of the LARE are quite different than what most of you have experienced in school or in your jobs, ***I can not emphasize enough how important it is to simulate the experience of the LARE in advance.*** Put some time pressure on yourself and practice staying calm and focused.

Scope out the test site

You may find it useful to visit the test site a week in advance. Check out the facility, water fountain location, bathroom locations, concession areas, and other facility related features that you feel will be relevant. Evaluate the noise levels in the testing facility. Most testing takes place at Pearson VUE centers. You can look at a video of one of their testing facilities and their process at:

http://www.youtube.com/watch?v=ly3QqIES_4w&feature=plcp

PREPARATION FOR THE LARE

Study and Exam Preparation Strategy

The exam is divided into sections dealing with different aspects of practice. CLARB says that proficiency is evaluated by an objective, consistency-based procedure. Proficiency is also evaluated by timed applications of knowledge, skills, and abilities. Objective questions and individual performance problems are crafted to be adequately completed within a certain time period, if the candidate is proficient.

My experience and that of others is that the time constraints can be tight. ***Good time management during the exam is critical for success.***

You should therefore have two broad goals for your study strategy:

- Know the content of the exam well enough to answer the questions and solve AIT (Advanced Item Type) problems efficiently (sections 3 & 4).
- Know both the content and the format of the exam well enough to apply your knowledge efficiently.

Not everyone processes and retains information in the same way. Some people read and retain, while others learn by doing. Part of your self-evaluation should be a look at your personal learning style. Understanding how you study can help in scheduling your exam preparation, finding appropriate study materials, and deciding what types of diagnostic vignettes, review sessions, study groups or partners, or other resources are most appropriate and efficient for your needs.

Possibly the three most important elements for passing the LARE are:

1. Fluency and experience within each subject area of the exam.
2. Developing and maintaining a positive attitude towards test-taking in general and developing the ability to deal effectively with test-taking stress. In other words, remain calm and focused during the exam. Develop an anxiety-reduction routine to use during the test in case you need it.
3. Developing the ability to keep written instructions and information in context, treating each problem statement as a complete task.

Keeping the above elements in mind, focus your preparation on the following activities:

- Gather and consult necessary information sources and reference materials.
- Understand the rules of the LARE.
- Study, referring to the CLARB specifications for your section.

- Use your study group to assess your preparation with timed practice tests and follow up discussions. Your study group partners will have valuable experience and insights.

Place some emphasis on the following:

- Your weak areas
- Areas given priority by the Exam Specifications
- Books with overviews of general principles and theories
- Books with glossaries of terms
- Books listed in CLARBs recommended references.
- Applied knowledge - the whys and hows of using information as a problem solving tool

Consider building a reference library. If you have not been involved with implementation of the traditional design process, you would benefit from a text which describes the intent and methods of the process, because both the exam content and the format are based on the nomenclature and application of the simple process (site selection, inventory and analysis, functional diagrams, conceptual design, preliminary design, design development, details, documentation, grading and drainage and other aspects of traditional practice).

Balance your study time realistically: spend thirty minutes or more every day reading text, and spend concentrated blocks of time once a week on practice problems and review of your notes. In addition to memorizing basic formulas, definitions, and other specifics, use the references to understand the fundamentals behind the formulas and their application. Your understanding of these principles and your ability to apply them will be tested in several ways. Objective questions and performance problems will require "instant recall" of these principles to solve a variety of problems quickly.

Do not rely on last minute "cramming" to get you through the exam. As you may remember, this didn't work so well in college and it definitely **WILL NOT WORK** with the LARE. The exam material is too broad and the test too comprehensive to cram it all in a week or two. Immerse yourself gradually but fully in your study material and practice, practice, practice the performance problems.

Knowledge, Skills, and Abilities (KSA)

Every 5 to 7 years, CLARB mails an exhaustive survey to 6,000 licensed landscape architects in the United States and Canada. The results are compiled into the CLARB Task Analysis, a book which includes the practice type, ages, demographics, and other data about the respondents, and the summary of the data. Of particular importance to exam candidates, this book is a comprehensive list of the tasks listed in the survey which licensed landscape architects have described as both important to the practice of a minimally competent landscape architect, and as tasks which are frequently performed in the practice of landscape architecture. These tasks are described as "knowledge, skills, and abilities," and they are most often referred to as KSA.

For the candidate, the detailed lists of the KSA in the CLARB Task Analysis, which have been distilled and listed in the LARE Examination Specifications (see Appendices) are the core material of the LARE.

The KSA used in the exam are divided into the same areas of practice as the LARE. For each objective and performance exam section, the KSA which will be included in the section are listed. Some KSA are so important, or performed so frequently, that they will be tested in more than one section of the exam. The Task Analysis survey respondents rate the tasks on a 0 to 5 scale; 0 means the task is not important or not performed frequently by the minimally competent landscape architect. Obviously, the higher the score, the more likely the task needs to be tested in the LARE. By the same token, the items with higher scores may be more frequently tested within an exam section than items with lower scores.

For example, one obviously important and frequently performed task is "ability to interpret base plan information, topographic or other surveys." Because of its high importance score, there may be more questions about this KSA than all the other KSA in that section.

KSA Categories

Knowledge: Do you know this or not?

Applied: Use knowledge to solve a problem.

KSA Examples

- An objective question with a graphic illustration of topographic contours asks the candidate to identify specific land forms. (Sections 2, 3, or 4)
- Perform a quick cost estimate. (Sections 3 or 4)
- Be able to identify the proper sequence of stages in the design process, or know what tasks are typically performed within each stage. (Sections 2 or 3)
- Answer questions about design principles. (Section 3)
- Be familiar with a wide variety of resource conservation topics such as ecological planning principles, floodplain management and wetlands mitigation. (Section 3 & 4)
- Be familiar with a variety of standard construction materials, their properties, and how they might be used. (Section 3)
- Given a landform, chose among several options for the best site to maximize solar access. (Section 3)

- Given a site, chose where to site various program elements to best meet site opportunities and constraints. (Section 3)
- Identification of opportunities and constraints based on topographic maps, soils information, or other on or off-site features. (Section 3)
- Identify alternative designs for a program, evaluate alternatives and/or select a preferred alternative. (Section 3)
- Given a site and a number of locations, decide which program element goes in which designated spot. (Section 3)
- Identify one a site plan where pedestrian-vehicular conflicts are most likely. (Section 3)

These examples are given to illustrate that knowing the KSAs will help you streamline your study time and evaluate your strengths. You can use the KSAs as a section-by-section checklist for you or your study group.

Explicit and Implicit Requirements

In an exam process that is very clear and precise, there are nonetheless some gray areas. It is impossible for CLARB to set down every single thing a landscape architect should know.

There are explicit and implicit expectations. Individual problem statements, and the LARE Reference Manual contain explicit directions and expectations that are clear, precise, and specific.

Explicit requirements direct you to perform certain actions or to place emphasis in specific areas. Mainly, you need to read the problem statements carefully and select the most appropriate answer from those available. You may not believe any of the available answers are “correct”, however you can only use the available answers.

On the LARE explicit requirements are spelled out in the problem statement. The explicit expectations are prepared for ease of evaluation, consistency, and to help the candidate study for a particular section of the exam.

Beyond those are unwritten, implicit expectations of what a Landscape Architect should reasonably be expected to know without having to be reminded of their importance in protecting the public's health, safety, and welfare.

Implicit requirements may include:

- Anything to do with the Health, Safety and Welfare of the general public. For example, pedestrian/vehicular conflicts.
- Compliance with regulations and codes.
- Minimizing adverse environmental impacts.
- Developing sites and using materials efficiently and cost effectively.

Three critically important implicit requirements of the exam are:

- You will carefully read, understand and base your answer on the problem statements and contextual information on the exam.
- You will understand the material in the LARE Orientation Guide and know how to use any charts, tables, and materials in it that apply to the objective sections of the exam.
- A minimally competent landscape architect should not have to be reminded to provide solutions that are safe, efficient, and reasonable.

STANDARD LARE QUESTION FORMATS

This information is based on the LARE practice exams and information provided by CLARB in the Road to Licensure and Beyond, 5th ed., The LARE: A Step by Step Guide, and on the CLARB web site and associated videos.

Standard Multiple Choice Format

1. Three reasons an easement may be created include:
 - A. Parking, access, and wildlife corridors
 - B. Landscaping, utilities and timber harvesting
 - C. Access, wildlife corridors and drainage
 - D. Open space, access and utilities

Standard Multiple Choice Format with Calculations

2. You are given the following coordinates of two points:

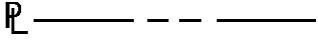
Point #1	North 1000	East 500
Point #2	North 850	East 625

What is the horizontal distance between these points?

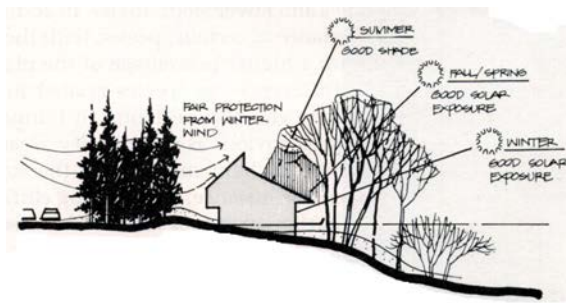
- A. 195 feet
- B. 548 feet
- C. 275 feet
- D. 175 feet

Standard Multiple Choice Format with Graphics

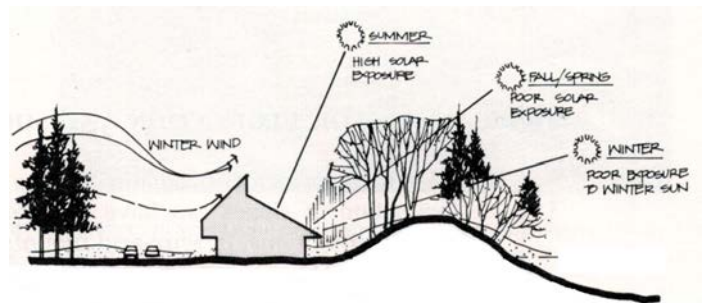
3. Which of the following is not a standard graphic symbol for the corresponding item?

- A. +100.0 Existing Spot Elevation
- B. DI Drain Inlet
- C. ---- 30 ---- Existing Contour Line
- D.  Property Line

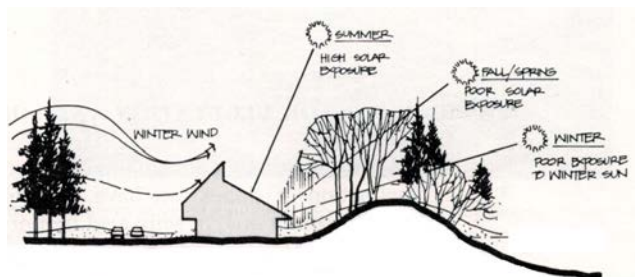
4. Which of the following grading and planting schemes is suitable for a cold, high elevation site?



A



B

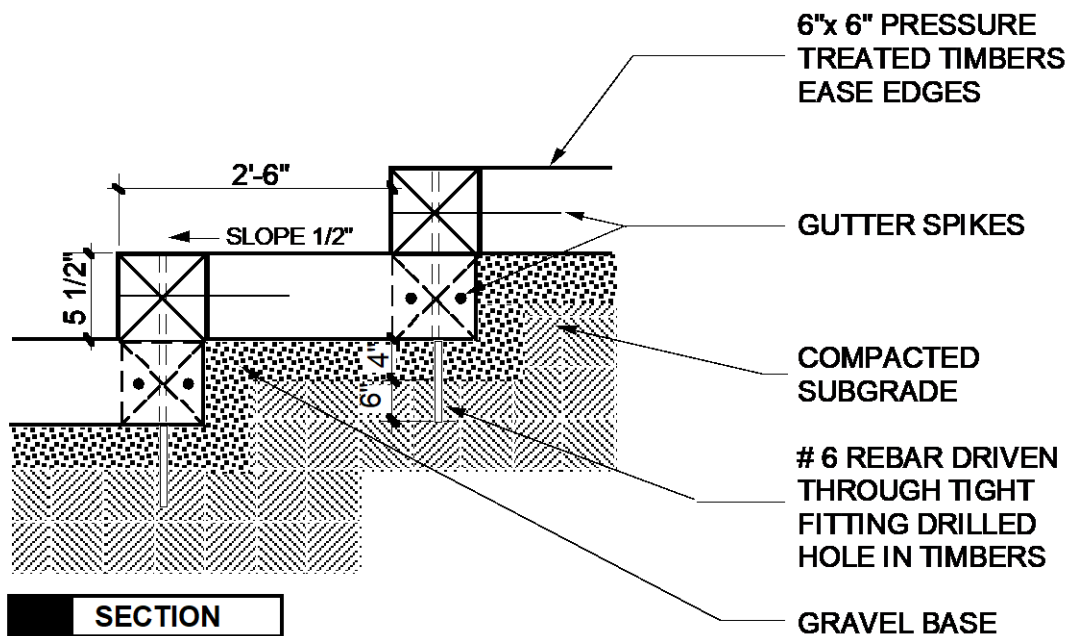


C

Illustrations from Marsh: Landscape Planning

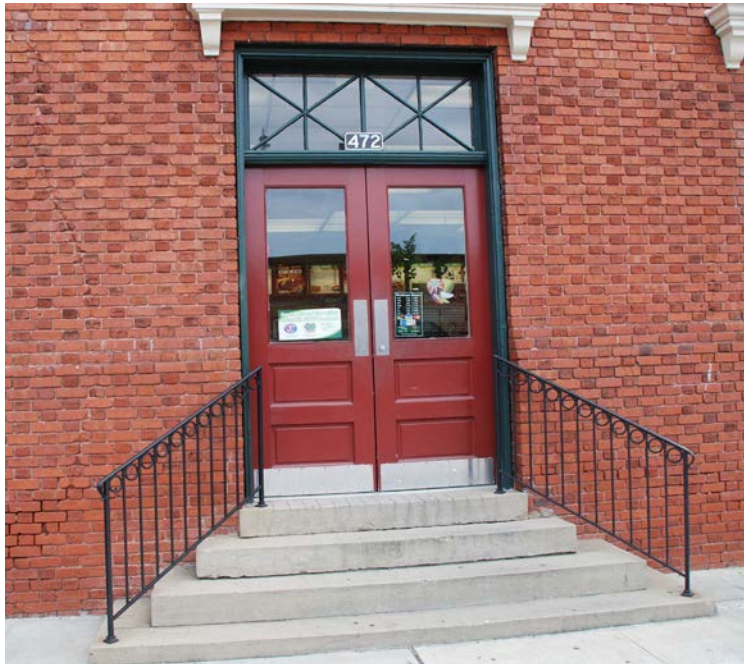
Detail Evaluation Format (Section 4 Only)

5. Evaluate the detail and determine if there is an error in the detail. Which of the following is the most correct statement concerning the detail shown?
- A. The detail is correct.
 - B. Base thickness is not appropriate (too thick or too thin).
 - C. Timber dimension is not appropriate.
 - D. Subgrade is inadequately prepared.
 - E. Riser height is not appropriate.
 - F. Slope on tread is inadequate.
 - G. Rebar embedment in subgrade is not appropriate.
 - H. Expansion joint required but not shown.



Photograph Evaluation Format

Evaluate a photograph of an object_for example a set of stairs_and choose an answer to a question about the photo that is most correct. This is a format added in September 2007. It's very similar to evaluating a detail.



6. What, if anything is wrong with this stair?

- A. Nothing. It's historic and thus exempt from code.
- B. Height of handrail is insufficient.
- C. Handrail extension at top of stairs is inadequate.
- D. Handrail extension at bottom of stairs is inadequate.
- E. No landing at top.
- F. Risers are not substantially uniform.
- G. Stair nosings do not meet code.
- H. Handrail alignment relative to stairs is illegal.

Multiple Answer Format

This, unfortunately, has been a very common format used by CLARB. It is like a multiple choice question within a multiple choice question. This format takes additional time and effort to answer in comparison to more standard multiple choice questions. There is some possibility that this type of question may not be used in the new exam.

7. Duties of the Landscape Architect during construction include:

- I. Insures compliance with the contract documents
 - II. Asserts control over methods of construction
 - III. Rules on the acceptability of materials
 - IV. Keeps the Owner informed of project status
-
- A. I and III only
 - B. I, II and III
 - C. I, III and IV
 - D. All of the above

Use of Tables and Charts

It is possible that you will be required to develop answers by reading other types of tables or charts on sections 1, 2, and 3. Examples: Population growth projections for longer range recreational planning; A galvanic series table to avoid using incompatible metals; The USDA soil texture triangle.

Interpreting soil boring information will be tested on sections 3 and 4 and possibly on Section 2.

There is crossover between the sections, so it may be prudent to be familiar with all the LARE tables and charts. There will be at least one question in Section 4 that will require you to size timbers for (most likely) a wood deck using a chart.

There will also be at least one question on Section 4 that where you will size a storm drain pipe using a nomograph which is based on the Manning Equation.

Advanced Item Types (AITs) in Sections 3 and 4

Under the new 2012-2013 exam format, CLARB has eliminated the old design and grading vignettes which used to take from 25 minutes to well over an hour to complete. Instead, they have substituted shorter, graphically-driven exercises that purport to test similar skills. These AIT questions may still take 15-20 minutes to complete, even though each is only worth 1 point.

The various forms that these questions take, which are limited to section 3 and 4 of the exam, will be covered in the material of this section of the syllabus.

They generally consist of an introductory statement or question, followed by (usually) a plan view. Some of these have additional graphics or multiple choice answers included. The additional graphics are in a well to one side of the plan, or in pop up windows labeled exhibits. We will look at some examples

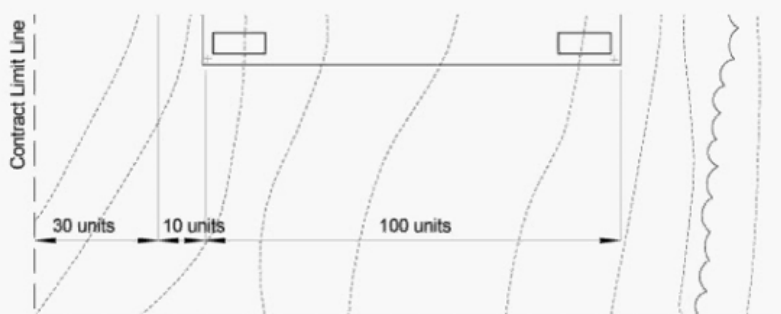
Measurement

You can not measure anything on the exam. Therefore if dimensions are critical, they will be given to you on the computer screen. CLARB has decided to use “units” as a measurement standard. Many of the study materials are still written in imperial format (foot-inch). For the actual exam, you may find it useful to think of a unit as a foot or a meter, whichever you are most comfortable with. Note that the exam will be written to be universal, so while you may need to practice with inches in your studies, it is unlikely you will be asked to do inch calculations. If you work in the US, you should be familiar with decimal feet.

Measurement

Due to the fact that you will be unable to measure components in an item, dimensions will be provided to you should you need them for calculations.

- To avoid confusion between Imperial measurement (feet and inches) and Metric, many items will be dimensioned using a generic scale (**units**).
- Use the number of units to calculate specific measurements that may be needed to answer the item.
- Do not try to convert the “units” to either feet or meters to answer the item.



Select the **Next** button to continue

Also, some graphical problems will have pop-up dialog windows with exhibits.

Exhibits

In order to answer some of the items, you will need to consider additional information called exhibits.

- Should additional information be required the item will direct you to "**Refer to the exhibit(s)**".
- To see the exhibits, move your mouse cursor over the **Show Exhibit button** and click the left mouse button.
- This will result in a pop-up window appearing that contains one or more tabs of stimuli information that you will need to review prior to answering the item.

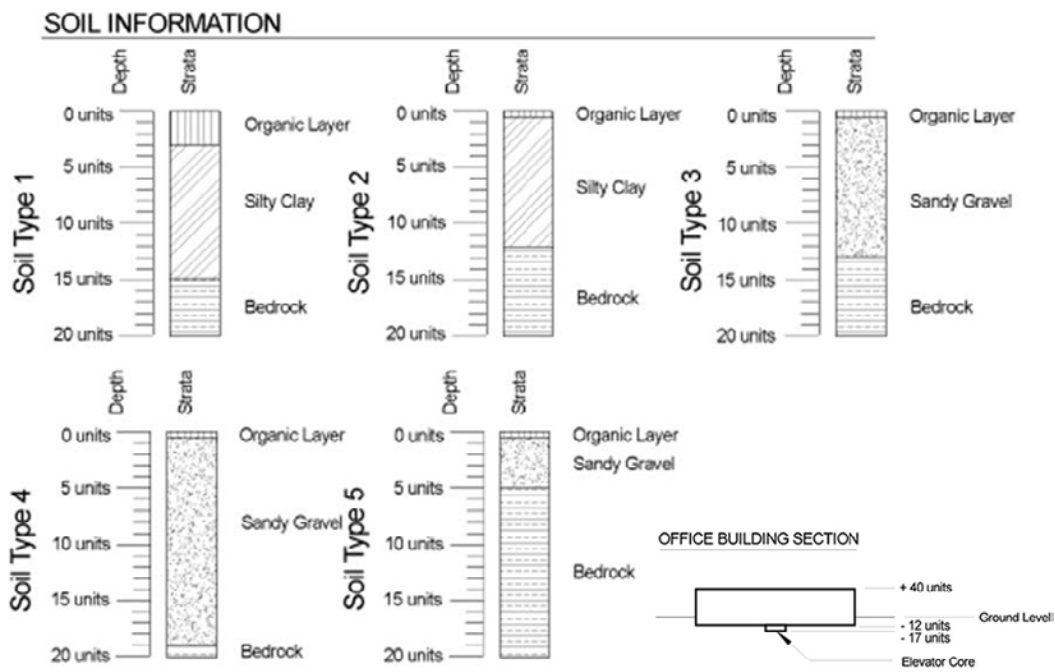
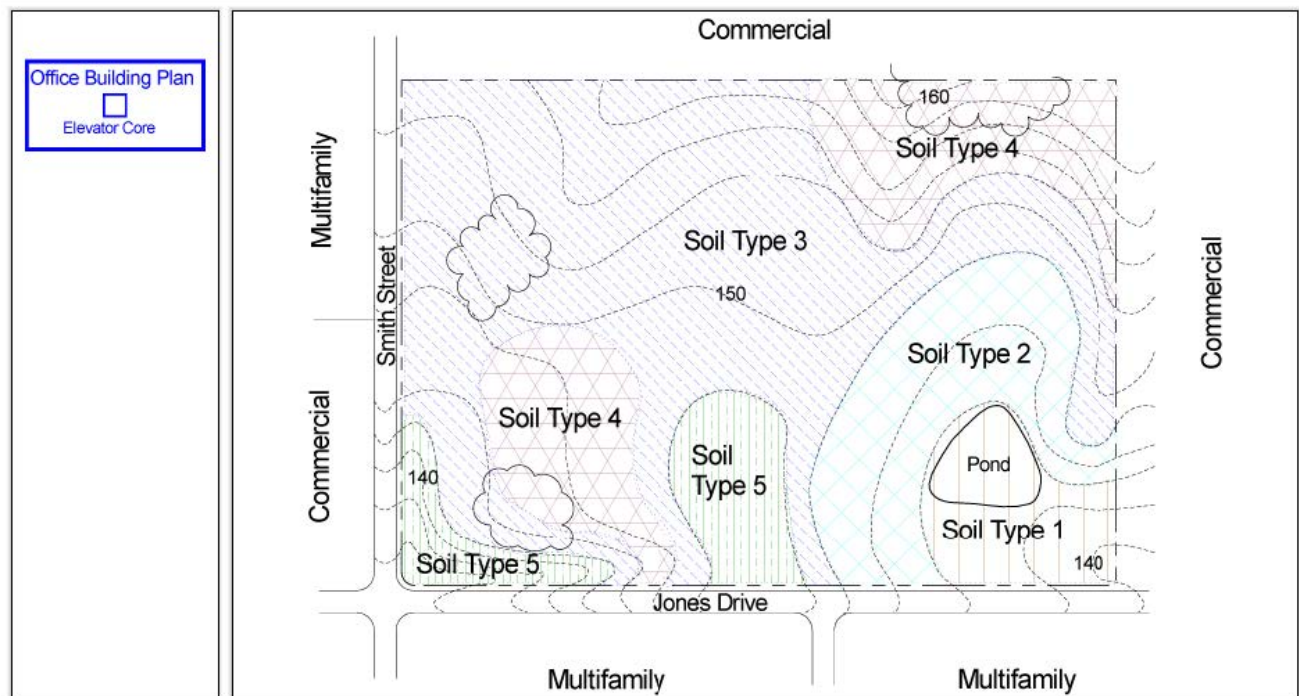
Show Exhibit

Prepare a grading plan for the proposed maximum. Runoff shall not flow onto the

20.6
21.0
21.5
21.9

Select the **N**ext button to continue

Some problems have multiple exhibits.



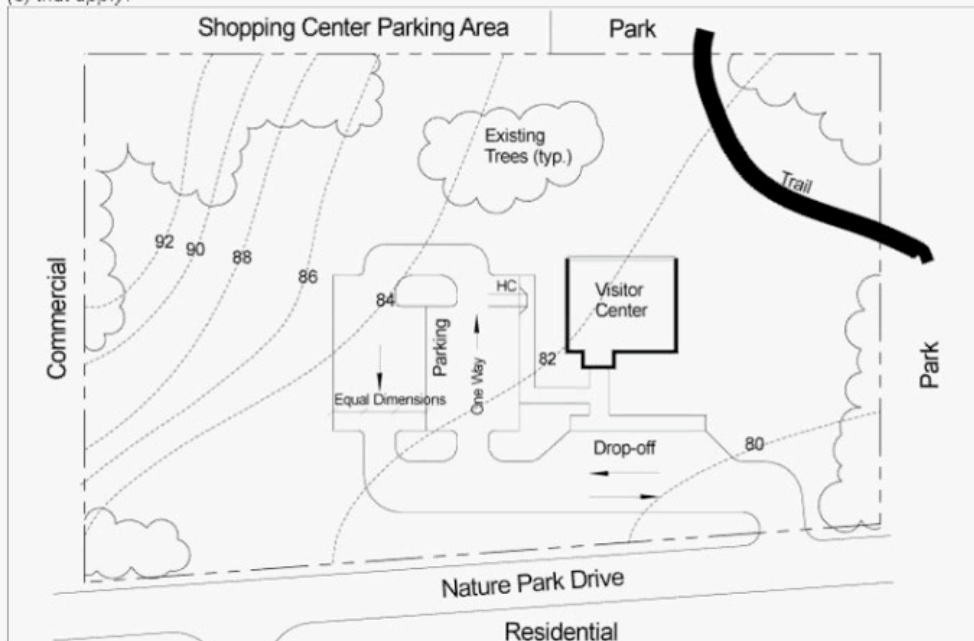
The soil borings above and the building section go with the plan view.

This particular problem is a drag and drop type. You select elements from a well and drag them into the correct location on the plan view.

Multiple Response Format

This question format will ask you to indicate answers from a list that apply to a single question. Below is an example. [We will work this later in the class]

Evaluate the proposed site plan for a Nature Visitor Center and identify the items of circulation that are unsafe and/or incorrect. Choose three (3) that apply.



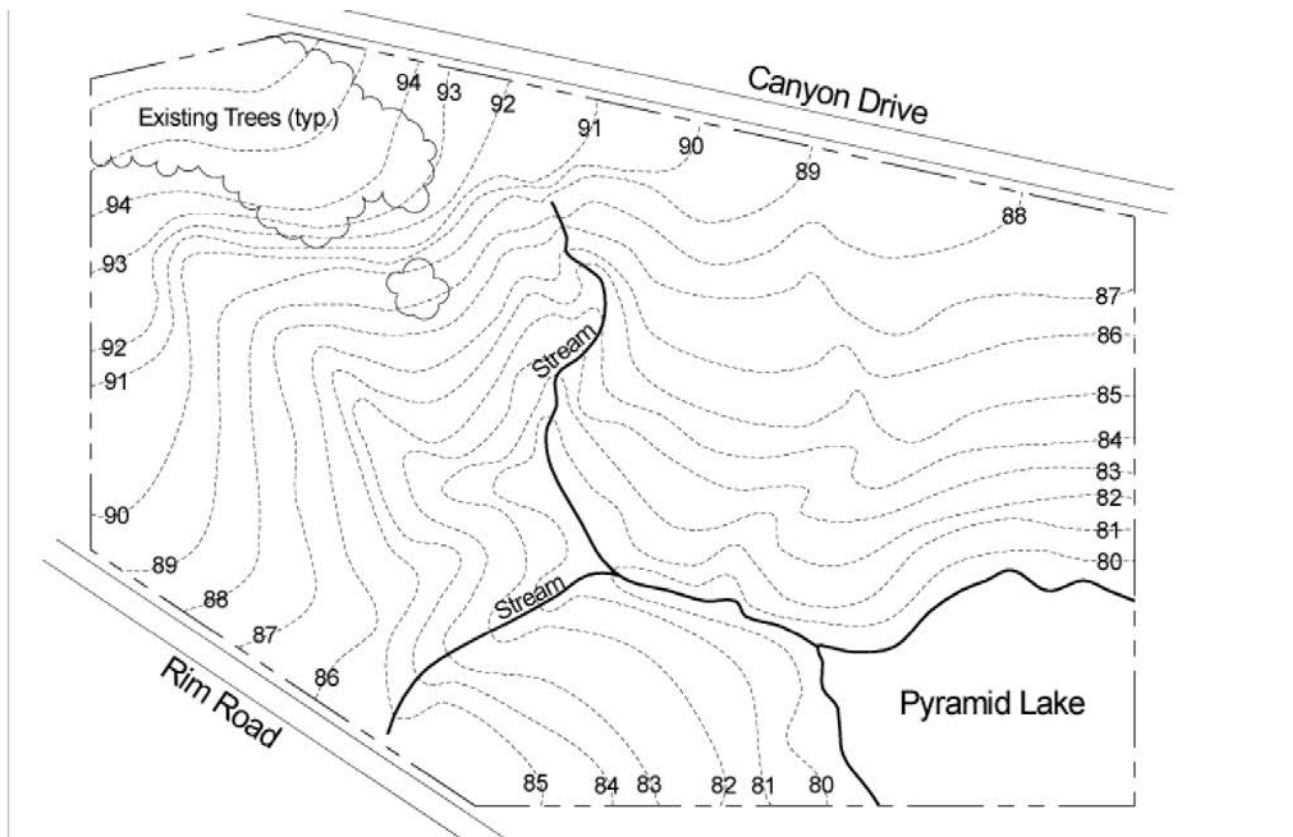
- ☐ The parking area is on the wrong side of the Nature Visitor Center.
- ☒ The location of the accessible parking space.
- ☐ The parking area is located too close to the drop off zone.
- ☒ The primary vehicular circulation goes through the parking area.
- ☐ The parking spaces and driveway aisles are equal in dimension.
- ☐ Access to the site is from Nature Park Drive.
- ☐ There is an accessible route from the Visitor Center to the trail.
- ☐ There is no access from the Shopping Center Parking Area to the Nature Visitor Center.
- ☐ The circulation in the parking area is one way only.

Where the list contains more than 4-5 possible answers, you will be told the correct number to choose. With less than 5 possible answers, you will be told to choose all that apply. This is a difficult question format.

Watershed or Topographic Analysis

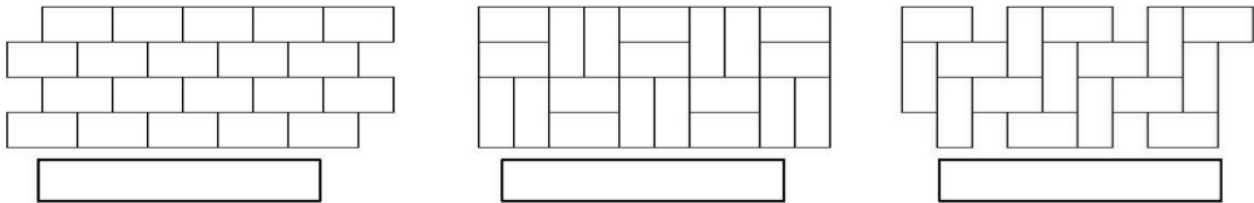
Questions involving reading contours to determine watershed areas for some practical purpose like avoiding sensitive environments, pollution or stormwater control, or creating ponds or lakes can come up in section 2, 3 or 4.

28. Refer to the exhibit(s). Utilizing the existing topography, identify the most appropriate location to construct an earthen berm to retain the largest volume of water with the least environmental impact. Construction is not permitted in the existing stream channels. *Select the best location for the earthen dam.*



List and Box

A variation on the drag and drop format may ask you to select a number or a label from a list and place it in a box provided on a drawing. For example, you may need to select a label from a list, and place it in the correct box on the plan. There will likely be more answers than boxes. Possibly, you may need to use some answers more than once.



Label the three plan view paving patterns shown above from the list below.

Which pattern would be the most stable if used as a flexible pavement with vehicular traffic?

Which pattern would be the least stable?

BASKET WEAVE
ENGLISH BOND
FLEMISH BOND
HERRING BONE
RUNNING BOND
STACKED BOND
TWEED

LEAST

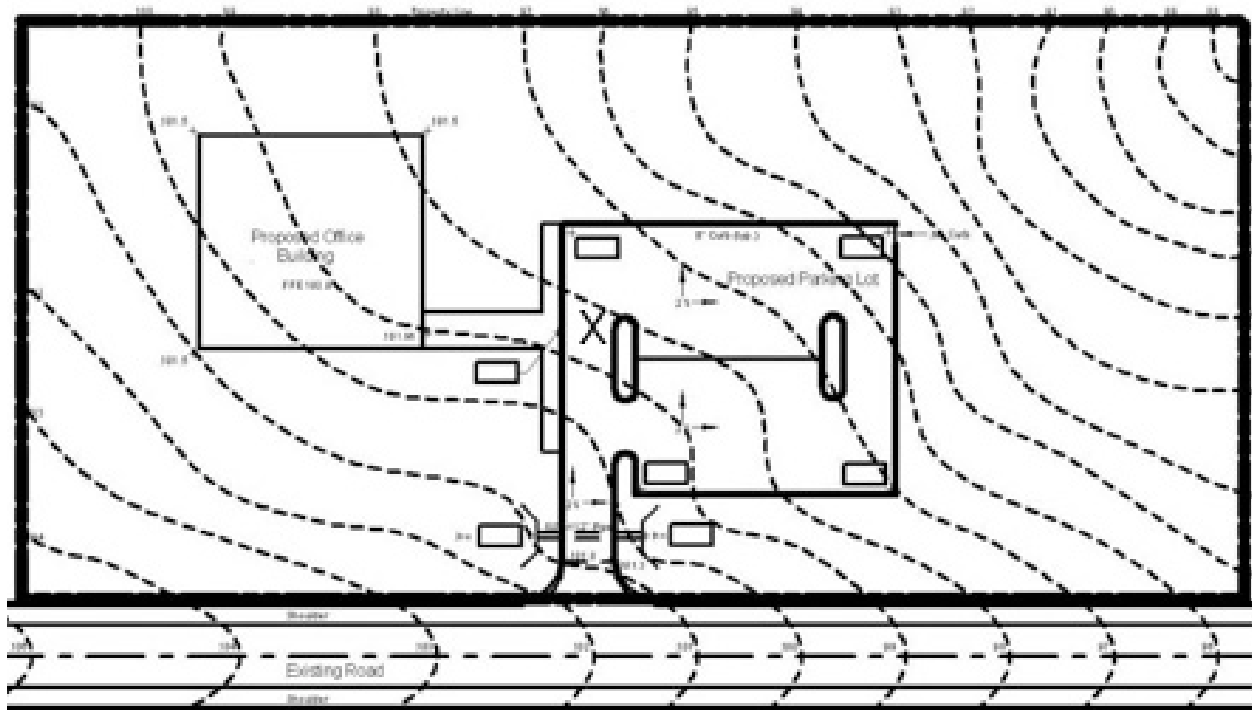
MOST

Other variations on the drag and drop format may include dragging site plan elements onto a given parcel of land. You may be given a choice of orientation for some or all of the elements. Selecting the correct location as well as the correct orientation will be required to get the question correct.

Another variation is where you may be provided with bubble locations on the site (say four of them) and be asked to drag the correct label into each location. Obviously this should be a bit less complicated than the variation mentioned in the paragraph above.

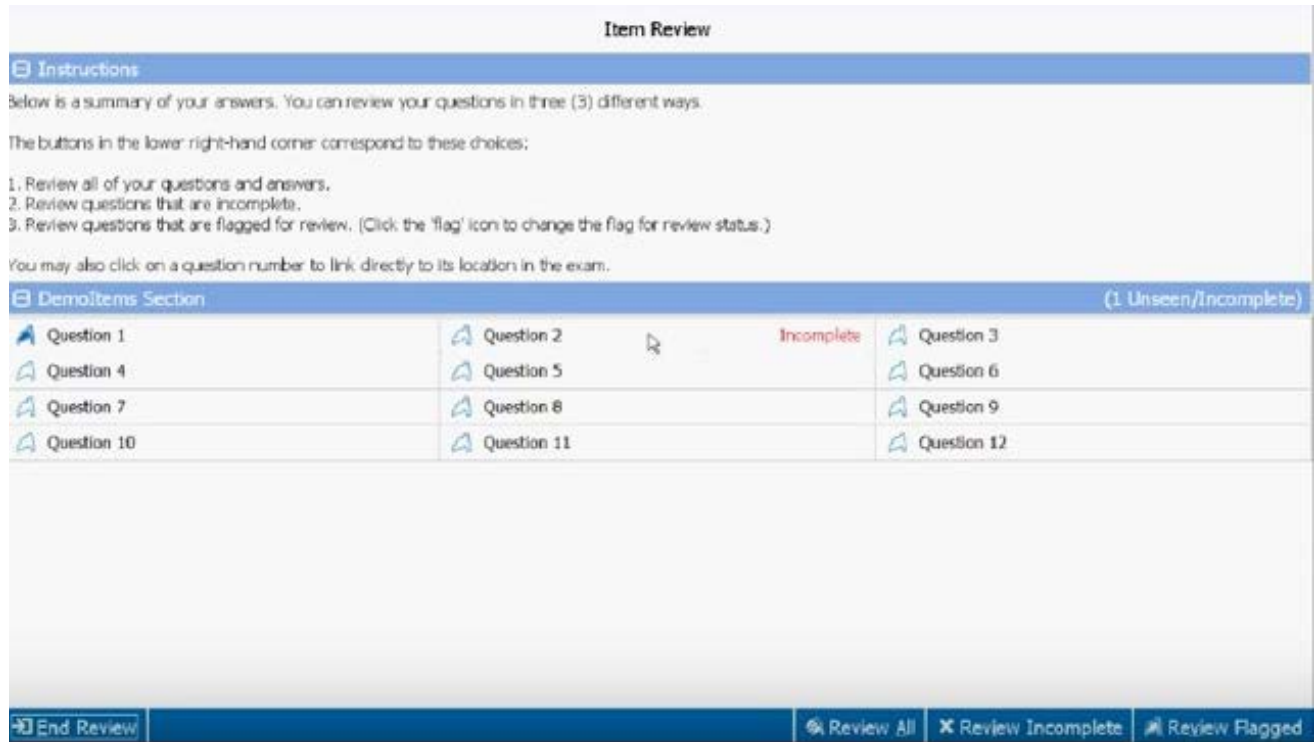
Hot Spot Format

You will be asked to click on a location on a site using the computer mouse to show the correct placement of a small element such as a spot elevation or drain inlet. On section 3, you might be asked to identify the location where the most dangerous vehicular-pedestrian conflict would be located.



The Computer Interface

The computer interface has a review screen that you can toggle to at anytime to see which questions you have either flagged or not answered.



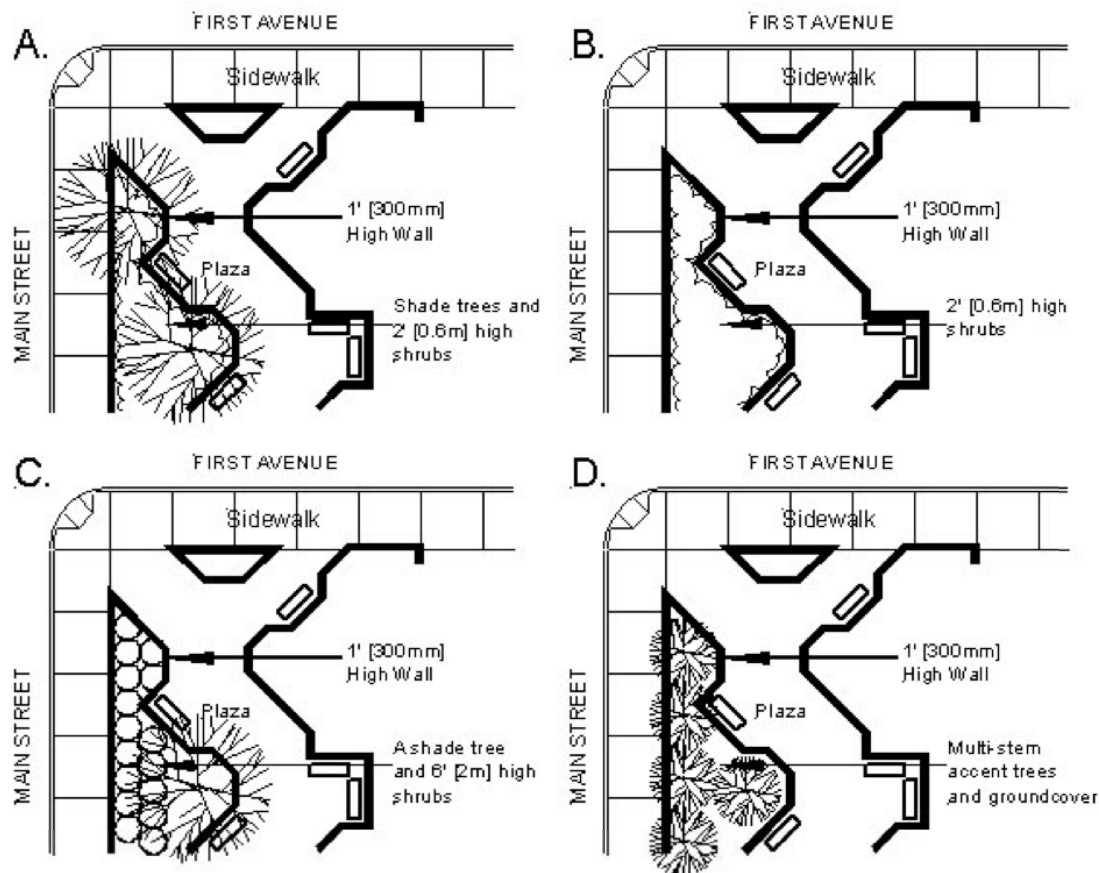
- Practicing with the interface in advance is important. You do not want to struggle with the tools while the clock is running. Check with the vendor on your options.
- The computer has a clock which tells you how much time is remaining.
- The computer does not have a built in calculator. Pearson Pro-Vue will supply a calculator on request. Expect to need one.
- The interface allows you to flag questions so that you can see you have not answered them. There is a master index screen you can check.
- It is possible to go back and change your answers.
- You do not have to answer the questions in order.

OTHER CONSIDERATIONS

Inappropriate Content for the Section

You will likely encounter some questions that you did not expect to find on the specific section you are taking. Here is one from a CLARB sample test. It's a plant massing question, clearly a task performed during design (schematic or design development), NOT construction documentation. Yet this question was in a section 4 practice test.

34. Using the graphic provided, select the planting scheme that provides the most comfort and security for plaza users in a warm climate. *Select the best scheme.*

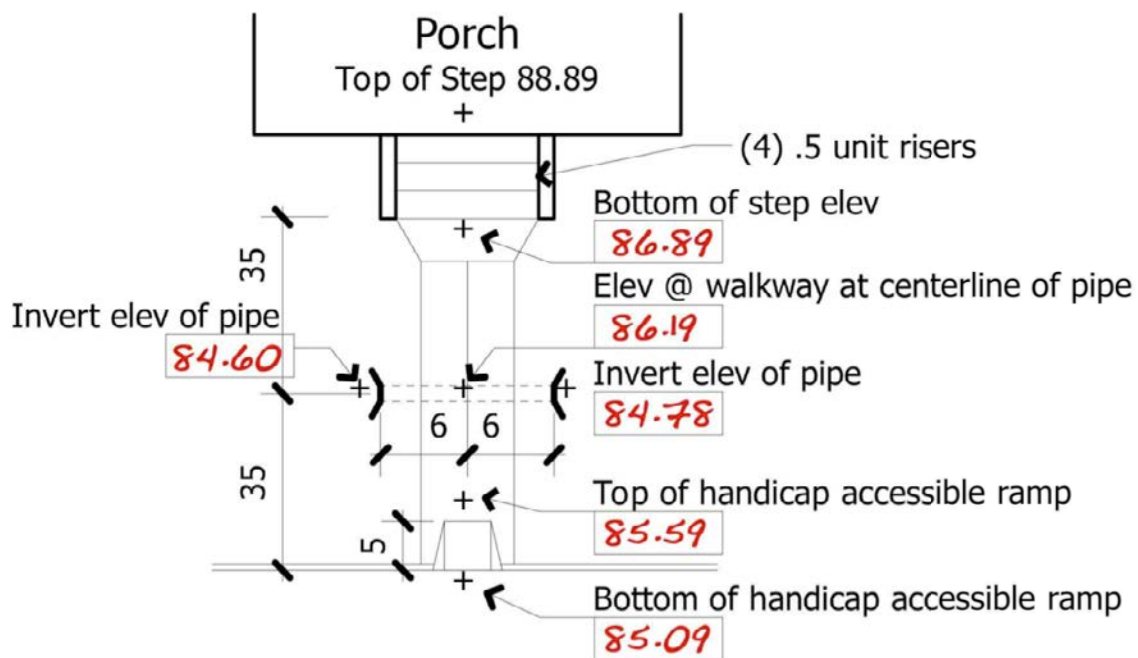


Also, Concrete questions seem to pop up in sections 1, 3 and 4 in various forms. Concrete testing is usually covered in section 1. Selection of color and finish might be in section 3, and questions about jointing and reinforcing are likely to be in section 4.

Take Practice and Reference Material with a Grain of Salt

Just because something is in print, or some wag posted it to the internet does not mean it is true or accurate. Here is an example question for Section 4 prep from the 2012 ASLA LARE prep session.

WALKWAY WITH PIPE UNDERDRAIN



Given: Concrete on walkway .5 units thick, slope 2%
.5 unit pipe to slope 1.5%
with a minimum of 12" cover over pipe, including walkway

The spot elevation 85.09 at the bottom of the curb ramp is incorrect! It does not comply with ADA requirements.

The old PPI Section C practice vignettes (two 11x17 booklets) are full of errors. In particular, quite a few of the solutions given as "Passing" in those books have recommendations that would cause candidates to fail.

If you see something in print that doesn't seem right to you, take it as an opportunity to conduct further research into the topic and check with your study group. This will be a helpful learning experience.

WHAT TO BRING TO THE EXAM

You will not be allowed to take any material into the exam. You will be given a white board and marker to use for notes.

You may not use your own calculator. The Pearson testing center is supposed to provide a separate one. If the exam proctor says otherwise, insist that this is correct. There is NO calculator built into the LARE computer interface!

We recommend that you take a set of earplugs, just in case the noise levels in the test facility are distracting. Pearson Testing is supposed to provide earplugs or headphones. Insist on getting these before your clock starts ticking in case you need/want them.

You can't bring cell phones, pagers, translation tools, wallets, purses or other items into the exam room. While you are prohibited from bringing certain items into the test room, you may want to think about snacks, drinks, tissues, over the counter medications (aspirin, antacids, cough drops, etc.) for yourself after you finish the exam. We HIGHLY RECOMMEND you bring a notebook and pen to sit down and record your impressions as soon as you leave the exam for your own use in preparing for the next time in case you do not pass. You will forget! Be prepared to record a brain dump – your future self will thank you. You will probably have to leave these items in a locker provided by the testing facility. Check directly with the testing center in advance.

Arrive early at the exam site and get organized and relaxed. Allow yourself enough time to do this and a few minutes to get focused and put on your "test warrior" face.

TAKING THE LARE

The LARE is different from anything else you will experience in your career as a Landscape Architect. The exam is designed to test your level of competency for licensure, not your talent. The time limits for completing the sections place a premium on experience and fluency with various facets of the profession.

Landscape Architecture is not a job, it is a profession. As such it has an established set of standards of practice. Some of these are simple to describe and perform. Others are unwritten and difficult to pin down. The first group of standards can usually be found in reference manuals such as the Handbook of Landscape Architectural Construction. The second group is more in how we approach our work, how we conduct ourselves professionally, and how our competence and professional worth is judged by our clients and colleagues. The LARE is an attempt to objectively evaluate your Knowledge of standards, your technical Skills, your professional Abilities at problem solving, and your ability to apply these KSAs to real world issues.

Pre-Exam Preparations

The exam can be an intense, draining experience. You should take steps to improve your mental stamina and reduce your susceptibility to fatigue. By all means get plenty of sleep for several days before the exam, and during the days you are taking the exam. Avoid intoxicants for several days before and during the exam. Avoid excessive sugar and caffeine intake.

Concentrate your preparatory study on areas where you have the least experience.

Learn the material in the LARE Orientation Guide and the LARE Exam Specifications. These documents set standards that must be followed for all work pertaining to the LARE.

Test Taking Tips

1. Read the problem statement carefully. This is of some importance because CLARB has been known to get tricky with the wording of some of their questions. Here's an example from a CLARB Practice Test:

Question 8.

Despite a contract requirement to carry out site investigations prior to commencement of work, a contractor damaged a gas line. The gas line was not shown in the consultant's contract documents, but was on the survey prepared for the project. Who would most likely be responsible?

- A. The contractor
- B. The property owner
- C. The gas company
- D. The consultant and the contractor

Correct answer is D. Contractor failed to carry out the terms of the contract and thus was negligent. Consultant is liable because apparently the survey was not included in the construction drawing package.

Discussion.

2. Go through the section quickly. Answer those questions where you are sure of the answers. Then go through again, answering questions where you have been able to reduce the answer to one of two possibilities. Finally, answer all of the remaining questions.
3. Answer all of the questions. There is no penalty for a wrong guess.
4. Don't get hung up on a difficult question and waste valuable time. Go on and come back to it later. Save the hardest questions for last.
5. This method actually helps with the harder questions. Sometimes clues to questions you can not answer may be found in other questions in the section.
6. Consider saving questions that involve using charts & tables, or a set of involved calculations for near the end of the section.
7. You are allowed to go back to questions you have skipped.
8. On site planning problems, you may need to consider slope or elevation information, vegetation, existing water features such as streams or lakes, hazards, wildlife habitat, views, access points, internal circulation, soils, and adjacent land uses.

The basic idea behind all of these tips is:

- Building your confidence through positive reinforcement.
- Getting the maximum number of questions answered in the time allotted.

Test Do's and Dont's

1. If you have not reserved your spot at a testing center yet, do so as quickly as possible. There is very limited seating at quite a few of the testing sites and this situation has been worsened during COVID-restricted test periods. You may need to travel out of town to get a seat.
2. Do not panic. This is a recipe for disaster. You must maintain a calm and rational demeanor for the full three days. Any overly emotional response to a question or situation such as fear, frustration, resentment, anger, outrage, etc., will only lessen your chances of successfully completing the exam. Stay calm and focused. If necessary, take a moment to close your eyes, take some deep breaths, relax and regain focus. Stop and take a drink of water or splash some in your face (best to have a water bottle handy, and maybe a towel).
2. Taking a serious exam like the LARE requires a mindset unlike your usual state of mind. Practice at taking timed mini-exams and familiarizing yourself with the accompanying feelings are important tools for success.
3. It is important for you to take advantage of every break you can get. The night before the exam starts, get some exercise and plenty of rest to refresh you. After each full day of the exam, limit your studying to reviewing your notes, and do not cram to learn new material. Focus on eating right, resting, and moderate exercise. Take advantage of the scheduled breaks during the exam to get some fresh air and stretch. Avoid the clusters of people who want to compare their performance during the last section in a kind of "post mortem;" there will be time for that when the ENTIRE exam is over.
4. The LARE is a marathon, not a sprint. However, it is a little less so now that CLARB has set up the schedule so that you have multiple opportunities to take the exam each year. You still should get plenty of sleep and avoid stressing out about the sections you just took or the ones you'll be taking tomorrow. Focus on the now.
5. Be careful that you have actually clicked on the answer you intend. It is all too easy to click the wrong box and move on without noticing the error.
7. Be prepared for testing center drama and computer related disasters. If this happens, try to stay cool. Otherwise you will probably hurt your performance. Some test centers during 2020 were pretty sketchy in terms of the facility and their ability to remember what you are entitled to have as a test candidate. If there is a problem with your computer, or you are not given a white board, pen and calculator of some kind, do not begin until the test center resolves the issue.

LARE Qualifier Words

CLARB has a tendency to use words in their questions AND answers that may affect what the question is asking or whether the answer satisfies the wording of the question. I call these qualifier words. It is very important not to rush your reading of questions/answers as this can lead to unfortunate errors. Some examples of these words are given below in a list. While solving problems and taking sample tests during this weekend, I will try to point out how wording can affect the correct answer for specific problems/questions.

All
Always
Shall
Must
Only
Never
Not

At Least
No More Than
No Greater Than
No Less Than
Minimum
Maximum

Equal to
Greater Than
Less Than
Increase
Decrease

OTHER IDEAS SUGGESTED BY SUCCESSFUL CANDIDATES

- Stay near the test site at a hotel or a friend's place in order to avoid commuter and traffic stress and the possibility of being late to a session. In any event, do not be late.
- Map out a test preparation strategy. For example:
 - 6 weeks prior to the exam: Develop game plan for study. Assemble study materials and get organized. Line up your study partner or group, the more diverse in geography and experience the better!
 - 4 weeks prior to the exam: Focus in your study on those areas you've identified as weaknesses.
 - 2 weeks prior to the exam: Finish up your original study and begin review of material to refresh and reinforce.
 - 1 week prior to exam: Light study only. Concentrate on mental preparation and getting rested and relaxed.
- Take increasingly longer timed practice tests. Take them with your study group, then check each other's tests and discuss. If possible, make the final test similar in length to the actual exam sections.
- Have a go at writing some test questions to swap within your study group. This can be an excellent learning tool as well as be helpful to your colleagues.

ETHICS

Your study group should clearly define what you are comfortable sharing and what is out of bounds. 'War stories' about the crazy situations you have encountered in the past are usually harmless. However, we have seen students share specific test questions, in writing. When this happens, it is your duty as a candidate to report the impropriety to CLARB. CLARB may, at their discretion, throw out a number of test scores as 'indeterminate' (this category is a catchall for impropriety, statistical anomaly, or 'any other basis to question the test score's validity.') or take stronger action, including legal action.

Our standards for the webinar will be based on CLARB's rules of conduct, similar to the discussions on the Google LARE group. We will review the topics listed in the Orientation Guide as completely as possible, based on the reference materials listed and some supplemental reference materials that we recommend. CLARB's updated standards prohibit sharing terms, concepts, or topics that you have encountered on the exam. Think carefully about your study group correspondence, especially if it is in writing and may get out into the broader world.

The Internet is forever - and we do not want to compromise the integrity of the exam or make it more difficult for CLARB to administer the LARE fairly.

L.A.R.E. Rules of Conduct (from CLARB)

If a candidate knowingly violates or attempts to circumvent the rules and procedures of the exam as established by CLARB, the results of that exam may not be scored or accepted. CLARB reserves the right to take remedial action—including, but not limited to, barring the candidate from future testing, canceling the candidate's exam scores, or filing of civil or criminal charges. If a candidate's scores are canceled, they will not be reported and the associated fees will not be refunded. The candidate will be notified of the alleged violation(s) and be given an opportunity to provide evidence to the contrary and reasons that the exam score(s) should not be canceled or withheld.

Exam impropriety includes any action by applicants, examiners, potential applicants or others when solicited by an applicant and/or examinee that subverts or attempts to subvert the examination process. Although tests are administered under strict supervision and security measures, testing irregularities may sometimes occur. Candidates are encouraged to contact CLARB as soon as possible to report any behavior that violates exam standards and may lead to an invalid score. All information will be held in strict confidence.

Examples of Exam Impropriety

The following are examples of exam improprieties. This list is not meant to be exhaustive and CLARB reserves the right to take action on other items considered to be an attempt to gain unfair advantage or circumvent the intent of the exam.

- attempting to take the exam for someone else or having someone else take the exam or any portion of the exam for you
- failing to provide acceptable identification
- obtaining improper access to the exam, a part of the exam or information about the exam
- using a telephone or cellular phone during the exam session or during breaks
- using any aids in connection with the exam other than those provided at the exam site; for example: pagers, beepers, calculators, watch calculators, books, pamphlets, notes, stereos or radios with headphones, telephones, cell phones, watch alarms (including those with flashing lights or alarm sounds), stop watches, dictionaries, translators and any hand-held electronic or photographic devices
- creating a disturbance (disruptive behavior in any form will not be tolerated; the exam administrator/supervisor has sole discretion in determining what constitutes disruptive behavior)
- attempting to give or receive assistance or otherwise communicate in any manner with another person about the content of the exam during the administration, during breaks or after the exam
- removing or attempting to remove exam content from the test center; under no circumstances may exam content or any part of the exam content be removed, reproduced and/or disclosed by any means (e.g., hard copy, verbally, electronically) to any person or entity
- tampering with a computer
- attempting to remove scratch paper from the exam room
- bringing a weapon or firearm into the computer laboratory
- leaving the exam center vicinity during the exam session or during breaks
- leaving the exam room without permission
- taking excessive or extended unscheduled breaks during the test session; exam center administrator supervisors are required to strictly monitor unscheduled breaks and report examinees that take excessive or extended breaks

- failing to follow any of the exam administration regulations contained in any examination orientation guides, given by the exam administrator/supervisor, or specified in any exam materials
- seeking and/or obtaining unauthorized access to examination material
- providing false information or making false statements on or in connection with application forms, or other CLARB related documents
- taking an examination without being eligible for it or attempting to do so
- making notes of any kind while in the secure areas of the test center except on the writing material provided at the test center for this purpose
- failing to adhere to any CLARB policy, procedure or rule, including instructions of the test center staff
- verbal or physical harassment of test center staff or other disruptive or unprofessional behavior at the test center (the exam administrator/supervisor has the sole discretion in determining what constitutes disruptive and/or unprofessional behavior)
- possessing any unauthorized material, including but not limited to, photographic equipment, communication or recording devices, electronic paging devices, cellular telephones, dictionaries, translators, books, notes, calculators, watch alarms, stereos or radios with or without headphones or stop watches
- altering or misrepresenting examination scores
- any unauthorized reproduction by any means, including reconstruction through memorization, and/or dissemination of copyrighted examination materials by any means, including the Internet
- communicating or attempting to communicate about specific test items, cases, and/or answers with another examinee, potential examinee, or formal or informal test preparation group at any time before, during or after an examination
- revealing examination content to anyone during, or after the exam administration, including but not limited to social networking sites and other online forums

NOTE: Looking in the direction of another examinee's computer monitor or talking to another examinee during the examination may be reported as evidence of giving, receiving or obtaining unauthorized assistance. The report may result in a determination of exam impropriety. Discussion of examination content or answers on the Internet may also result in a determination of exam impropriety.

If information received suggests that exam impropriety has occurred, statistical analyses may be conducted and additional information may be gathered.

You will be advised of the alleged exam impropriety, and you will have an opportunity to provide information that you consider relevant to the evaluation of the allegation. Your scores may be withheld, if they have not been reported previously. Applications may not be processed, and you may not be permitted to take subsequent examinations until a final decision regarding exam impropriety is made. If it is determined that you engaged in exam impropriety, information regarding this determination becomes part of your CLARB record. Your score report (if applicable) and CLARB record will contain a notation regarding the exam impropriety. Information about the exam impropriety will be provided to third parties that receive or have received your CLARB record. If it is determined that the exam impropriety is egregious and/or threatens the integrity of the examination system, you may be barred from future CLARB examinations and/or special administrative procedures may be implemented for your future examinations. The CLARB program also reserves the right to take such actions when information regarding behavior of examinees on predecessor examinations indicates such actions may be necessary to ensure the security of the L.A.R.E.