Candidates with assessment access requirements (Middle Years Programme)
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The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

**INQUIRERS**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS**
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED**
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.
This document states the policy of the International Baccalaureate (IB) for Middle Years Programme candidates with assessment access requirements. The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive assessment arrangements may be authorized in these circumstances. This policy applies to candidates with long-term or permanent challenges.

The purpose of this document is to provide Middle Years Programme coordinators (from here on referred to as coordinators) and teachers with information about the arrangements available for candidates with assessment access requirements during their preparatory work for assessment and in their written examinations. There is no intention to provide guidance on teaching methodology or resources. Procedures for requesting inclusive assessment arrangements are explained in the *Handbook of procedures for the Middle Years Programme*, the procedures manual for coordinators and teachers. Although coordinators are responsible for submitting requests for inclusive assessment arrangements, it is recommended that colleagues who teach students with learning support requirements should be given a copy of this policy document.

This document does not cover adverse circumstances, such as family bereavement, civil unrest or natural disaster that could affect a candidate either during the preparation of work for assessment or during written examinations. Further, all requests for assessment arrangements for candidates affected by temporary medical challenges (for example, injury resulting in loss of mobility), including illnesses occurring during an examination, should be submitted in accordance with the procedures outlined in the *Handbook of procedures for the Middle Years Programme*.

**Candidate type and scope of the document**

The purpose of this document is to provide information on inclusive assessment arrangements (IAA) for candidates to access the Middle Years Programme assessments. It also covers the criteria that apply to each arrangement, where authorization is required from the IB.

While the document applies in its entirety to assessment arrangements for candidates registered for the eAssessment, only parts of the document are applicable to course candidates who are not registered for the eAssessments.

A brief overview of the guidelines for arrangements for candidates with assessment access requirements is as follows.

**Course candidates only registered for the personal project**

- For these candidates, modification of coursework and criteria is possible without any authorization from the IB.

- Schools may support the candidate as required and the candidate may be eligible for course results.

- If a candidate requires any reasonable adjustment to the personal project, it has to be authorized by the IB. All requests and queries regarding reasonable adjustment to the personal project are to be submitted to Access and Inclusion at the IB Assessment centre by using the “Contact” tab in the IB Information System (IBIS).

- Refer to section 4.7 of this document regarding reasonable adjustment for the personal project.
Course candidates registered for personal project and courses

- For these candidates, there is no option to modify coursework and criteria in subjects where the candidate is registered for IB validated grades. Where the candidate is not registered for IB validated grades, modification to coursework and criteria is possible without prior authorization from the IB.

- For candidates who require inclusive assessment arrangements for their on-screen examinations or reasonable adjustments to ePortfolio courses or the personal project, the online “Request for inclusive assessment arrangements” form on IBIS has to be submitted with the supporting documents.

Certificate candidates

- For these candidates, there is no option to modify coursework and criteria as the eAssessment is the only route to IB validated grades and the learning outcomes cannot be altered.

- For candidates who require inclusive assessment arrangements for their on-screen examinations or reasonable adjustments to ePortfolio courses or the personal project, the online “Request for inclusive assessment arrangements” form on IBIS has to be submitted with the supporting documents.
**Terminology**

**Exceptional circumstances**

Circumstances that are not commonly within the experience of other candidates with assessment access requirements. The IB reserves the right to determine which circumstances qualify as "exceptional" and therefore justify a particular inclusive assessment arrangement.

**Invigilator**

A person, or persons, responsible for supervising an examination. Also referred to as a "proctor" or a "supervisor". The invigilator of an IB examination may or may not be the coordinator.

**Inclusive assessment arrangements**

Changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

**Assessment access requirements**

A candidate with assessment access requirements is one who requires access arrangements in assessment conditions to demonstrate his or her level of attainment.

**Learning support requirements**

Support and/or access required to enable some students, who have the aptitude to meet all curriculum and assessment requirements, to reach their full potential in learning and assessment.

Candidates who require inclusive assessment arrangements may have learning support requirements due to one or more of the following.

- Autism spectrum/Asperger’s syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Physical and/or sensory challenges
- Social, emotional and behavioural difficulties
- Specific learning difficulties
- Speech and/or communication difficulties
RGB

The RGB colour model, in which each colour is represented as three numbers, is used to display colours in images in electronic systems. This model blends the primary colours Red, Green and Blue in various ways to produce a very broad spectrum of colours.

Standard score

A score, which allows for comparisons, that is based on a scale with a constant statistical mean and standard deviation. Publishers of psychological tests report standard scores with a mean of 100 and standard deviation of 15.
All inclusive assessment arrangements that may be authorized by the IB are based on the following principles.

1.1 The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate’s level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have learning support requirements.

1.2 Inclusive assessment arrangements are intended to reduce the adverse effects of a candidate’s long-term challenge(s) when demonstrating his or her level of attainment. The arrangements requested for a candidate must not give that candidate an advantage in an assessment.

1.3 If inclusive assessment arrangements are necessary for a candidate during the course of his or her study of the Middle Years Programme or practice examinations, the school may provide the arrangements. If the arrangements are required for eAssessment, this document lists the arrangements that do not require prior authorization from the IB. For all other arrangements for the eAssessment, prior authorization from the IB Assessment centre is mandatory.

1.4 The IB aims to authorize inclusive assessment arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IB. It should not be assumed that the IB will necessarily agree to the arrangements requested by a school. Coordinators are required to provide information on the candidate’s usual method of working in the classroom.

1.5 The IB is committed to an educational philosophy based on international-mindedness. Therefore, the inclusive assessment arrangements policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with assessment access requirements, the policy represents the result of a consideration of accepted practice in different countries.

1.6 The IB will ensure that, wherever possible, arrangements for candidates with a similar type of access requirement are the same. Due to the cultural differences that occur in the recognition of learning support requirements and the nature of access arrangements granted in schools, there may be some compromise that may be necessary to help ensure comparability between candidates in different countries.

1.7 Each request for inclusive assessment arrangements will be judged on its own merit. Previous authorization of arrangements, either by the IB or another awarding body, will not influence the decision on whether to authorize the arrangements that have been requested by the coordinator.

1.8 The IB treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel and members of the final award committee, who will be instructed to treat such information as confidential.

1.9 The IB does not flag or annotate in any way the results of a candidate for whom inclusive assessment arrangements have been authorized.

1.10 If a school does not meet the conditions specified by the IB when administering inclusive assessment arrangements or makes arrangements without authorization, the candidate may not be awarded a grade in the subject and level concerned.

1.11 If it can be demonstrated that a candidate’s lack of proficiency in his or her response language(s) arises from an identified learning support requirement, inclusive assessment arrangements may be authorized.

1.12 If inclusive assessment arrangements are authorized for ePortfolio summative assessment tasks, the IB may require the candidate’s work to be submitted to the IB Assessment centre for review.

1.13 A school must not inform an examiner of a candidate’s condition or adverse circumstance. Similarly, in the case of internally assessed work, teachers must not make any adjustments when marking a candidate’s work.
1.14 If the nature of a candidate’s challenge and/or the authorized inclusive assessment arrangement might disturb other candidates during an examination, the candidate must take the examination in a separate room and be supervised according to the regulations governing the conduct of Middle Years Programme examinations (see Conduct of the IB Middle Years Programme on-screen examinations).

1.15 The ePortfolio summative assessment tasks must be invigilated according to the regulations governing the conduct of the Middle Years Programme examinations. The person invigilating the candidate’s examination must not be a relative of the candidate, or any other person with whom there may be an apparent or perceived conflict of interest.

1.16 Any issues that arise from the nature of the inclusive assessment arrangements, or any unforeseen difficulties encountered by the candidate, should be reported to IB Answers as soon as possible.
The following guidelines supplement the procedures for requesting inclusive assessment arrangements explained in the *Handbook of procedures for the Middle Years Programme*.

### 2.1 Responsibilities of the school

2.1.1 Students with learning support requirements may need support and arrangements for both teaching and learning. Once a student with learning support requirements is enrolled in the school, it is the responsibility of the school to meet the student’s learning needs, including suitable arrangements for teaching and assessment.

2.1.2 Although a number of inclusive assessment arrangements are available for candidates with learning support requirements, some subjects may pose difficulties for certain candidates. Careful consideration should be given to a candidate’s choice of subjects. The subjects chosen should allow him or her to demonstrate his or her strengths and empower him or her as learners. Schools may consult with the IB Assessment centre before confirming a candidate’s subjects.

2.1.3 In order to plan the access arrangements for a candidate, for both teaching and assessment, it is essential that the coordinator consults all teachers concerned at an early stage in a candidate’s study of the Middle Years Programme.

2.1.4 The inclusive assessment arrangements provided to a candidate must be planned in advance to give a candidate ample time to learn to use them effectively during classroom activities.

2.1.5 The inclusive assessment arrangements provided for a candidate must be carefully individualized, planned, evaluated and monitored. They should be based on current, and not past, requirements. The purpose is to take away the disadvantage, to the extent possible, due to the candidate’s challenge. Under no circumstances should it give the candidate an advantage. Decisions on the type of inclusive assessment arrangements to be provided for a candidate must be strictly based on individual requirements. They should not be based on administrative convenience or inconvenience or provided as a standard to all students with learning support requirements in the school/classroom.

2.1.6 The inclusive assessment arrangements that are requested should be a candidate’s usual way of working; the coordinator must ensure that a candidate is, or becomes, familiar with those arrangements. The candidate must be familiar with any assistive equipment, including any software authorized for use in an examination. If support from an individual such as a prompter or practical assistant/aide is required, the candidate must practise with the person acting in this capacity in advance of the examination.

2.1.7 All requests for inclusive assessment arrangements submitted by a coordinator must have the support of the head of school. (All correspondence from the IB Assessment centre concerning candidates with assessment access requirements will normally be addressed to the coordinator.)

2.1.8 Before submitting appropriate documentation to the IB Assessment centre, the school must obtain consent from the candidate’s parent(s) or legal guardian. The school must also inform all individuals, who give consent for a school to submit documents to the IB, that if the candidate transfers to another school for the examination, the online application for the request for inclusive assessment arrangements along with the supporting documents including authorization, if applicable, will be visible to the coordinator of the new school. Further, the school must also inform the candidate, parent(s) or legal guardian that if they wish to withdraw the request for inclusive assessment arrangements before a transfer, they must inform the school of this at the time of transfer. Then, the school IB coordinator must immediately inform the IB Assessment centre of this request in writing.

2.1.9 An application for inclusive assessment arrangements must be submitted on behalf of a candidate by the coordinator using the online request form. Although a teacher who specializes in teaching students with learning support requirements may complete and save the online application, it is ultimately the coordinator’s responsibility to submit the completed form.
2.1.10 The school is responsible for making all arrangements for approving and appointing a prompter, or practical assistant. The person providing support must not be another candidate, a relative of the candidate, or a representative from an advisory service where a conflict of interest may be apparent or perceived. The IB does not pay a fee or expenses to a person providing support.

2.1.11 The school is responsible for making all arrangements for assistive technology that may be used for a candidate’s learning and assessment including speech recognition and reading software. The IB does not pay for the hiring or purchasing of equipment.

2.1.12 The school is responsible for ensuring that all equipment authorized for a candidate with assessment access requirements functions correctly and that there is a member of staff who is familiar with its use (for example, reading software, speech recognition software, a Braille machine).

2.1.13 The school is responsible for planning additional invigilation when candidates are authorized the use of assistive software such as text-to-speech and screen readers. Under no circumstances should a candidate access the internet, software other than what has been authorized, and other documents.

2.1.14 It is the responsibility of the school to ensure that the invigilator is familiar with the Invigilator Menu in the administration website for on-screen examinations. With the exception of rest breaks (pause) which can be planned in advance for a candidate with access arrangements at the discretion of the school and made available through the Invigilator Menu, all other available options in the menu must only be used in exceptional circumstances such as where the authorized arrangements have not been built into the candidate’s on-screen examination. When the Invigilator Menu is used to add an inclusive arrangement into the candidate’s on-screen examination, a justification should be logged in the space provided.

2.2 Applications for inclusive assessment arrangements

2.2.1 All requests for inclusive assessment arrangements must be submitted online and must specify exactly which arrangements are being requested.

2.2.2 All requests for inclusive assessment arrangements must be submitted one year prior to an examination session. The IB Assessment centre cannot guarantee the arrangements if requests are submitted after this date.

2.2.3 Questions pertaining to the selected arrangements must be answered on the online application. In most instances, the answers pertain to the standard scores in the candidate’s psychological reports. If the candidate meets the standard eligibility criteria for the requested arrangement(s), the online tool will automatically approve the request. If the standard criteria are not met, the request will be referred to the IB Assessment centre for evaluation and may be authorized, at the discretion of the IB, only where the school provides convincing educational evidence that indicates a compelling need for the requested access arrangement.

2.2.4 Any other specific or additional information that the school wishes to communicate to the IB must be communicated in the Other/Additional information section in the online application. The request is then referred to the IB Assessment centre for approval.

2.2.5 For retake candidates, authorizations for inclusive assessment arrangements for a candidate are applicable to all future examination sessions.
2.3 Supporting documentation

2.3.1 To submit requests for access arrangements, two forms of supporting documentation are required to be uploaded to the online application “Request of inclusive assessment arrangements”. The first document is a psychological/psycho-educational/medical report from a psychological or medical service and the second is educational evidence from the school.

2.3.2 A psychological/psycho-educational/medical report may be written by medical, health, educational or psychological professionals with appropriate qualifications and/or professional licences in their country of residence.

2.3.3 The IB reserves the right to query or reject a report if it considers that the signatory (or signatories) may not be suitably qualified to undertake the evaluation and identification. It is not permitted for a relative of the candidate to write or be involved in the writing of the report.

2.3.4 All medical/psychological/psycho-educational reports must:

- be legible, on a letterhead, signed and dated
- state the title, name and professional credentials of the person (or persons) who has undertaken the evaluation
- state specifically the tests or techniques used for the evaluation
- be consistent with the coordinator’s request for assessment arrangements
- be accompanied by a translation into English, French or Spanish, if it is not written in one of the IB working languages.

2.3.5 All psychological/psycho-educational reports must:

- be based on the candidate’s performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)
- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents.

2.3.6 It is not mandatory to test in all areas; the assessment may be in line with the candidate’s learning support requirements. For example, if a student with learning support requirements only has difficulties in writing for which the school provides the use of speech recognition software, then the psychological report need not contain standard scores in reading and mathematics.

2.3.7 Educational evidence can be a letter/observational report from the coordinator and/or the candidate’s subject teacher(s) outlining any difficulties that may be apparent in class plus a brief summary about the arrangements provided to the candidate in order to access learning and assessment. Educational evidence can also be provided by way of a detailed individualized educational plan for the student or a sample of work done under timed conditions without the assessment arrangements that are being requested (for example, without the use of additional time/word processor/word processor with spell check).

2.3.8 Assessment arrangements are based on a candidate’s present requirements. The coordinator must therefore justify that all arrangements that are requested are necessary for the current assessment. For this reason, a medical or psychological evaluation must have been undertaken no earlier than three years before the candidate’s Middle Years Programme examination session. Some flexibility will be allowed for candidates with permanent sensory and/or physical challenges.

2.3.9 All supporting documentation must be uploaded with the online application. Original certificates or reports are not required.
2.3.10 In the majority of cases, upon submission of the online request with the attached supporting documentation, automatic approval of the request will be granted. In other cases, the requests will be referred to the IB Assessment centre. Most of the referred requests will be evaluated based on the information and evidence provided, but for some, discussion between the coordinator and IB Assessment centre may be necessary to decide on the most suitable arrangement(s) for the candidate.
3 Arrangements not requiring authorization

At the discretion of the coordinator (or head of school), the following arrangements are permitted in examinations without prior authorization from the IB Assessment centre.

3.1 A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group. For example, lighting may be a particular consideration for a candidate with a visual impairment, or a room with an echo may be difficult for a candidate with autism. Furthermore, a candidate's condition or the nature of the inclusive assessment arrangement (for example, a scribe, a screen reader) may disturb other candidates, in which case a separate examination room is justified. If the examination is taken in a separate room, all regulations governing the conduct of the MYP onscreen examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.

3.2 The coordinator may arrange for appropriate seating to meet the needs of individual candidates (for example, sitting near the front may be appropriate for a candidate with vision or hearing difficulties).

3.3 A care assistant, if necessary a nurse, may be in attendance if this is necessary for the welfare or safety of a candidate. The assistant must not be another candidate or a relative of the candidate.

3.4 A candidate who normally uses an aid (for example, a coloured screen overlay, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying aid, coloured filter lenses) is allowed to use the aid in examinations. Note: It is in breach of regulations if candidates are found in possession of any other mobile devices in the examination room.

3.5 A candidate with a hearing condition may receive instructions from a communicator. This arrangement must be confined to explaining the conduct of and the instructions in an examination. The communicator must not convey information about any aspect of a question in the on-screen examinations without prior authorization from the IB Assessment centre.

3.6 If a candidate has difficulties in reading or attention, test directions may be clarified by the invigilator or a designated reader. This arrangement must be strictly confined only to clarifying the directions and the instructions and not the content of the questions.

3.7 Magnifying devices to enlarge and read print may be used by candidates with vision issues. These may include magnifying glasses and line magnifiers.

3.8 For a candidate who has colour blindness, the coordinator (or invigilator) is permitted to name colours in an onscreen examination (for example, on a map in a geography examination). However, no other form of assistance may be given without authorization from the IB Assessment centre.

3.9 A candidate who is hypersensitive to sound is permitted the use of noise buffers such as headsets, earplugs and individual workstations with acoustic screens. If an individual workstation is employed, all regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.

3.10 A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions. The amount of time permitted for rest breaks is not counted towards the duration of the candidate’s examination. Rest breaks must be supervised to ensure that the security of the examination is maintained. There must be no communication with, or disturbance to, other candidates. The amount of rest time and number of breaks permitted must be predetermined and will depend upon the candidate’s circumstances, although 10 minutes per hour is the general recommendation. During a rest break, the candidate is not permitted to read, respond to the on-screen examination or write notes of any kind. Candidates may be allowed to leave the room for all or part of the rest periods. For example, a candidate with diabetes may be provided rest breaks to check blood sugar levels and take medication.

3.11 A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions. A prompter would ensure that a candidate pays attention to the examination. The use of the prompter should not disturb other candidates. The coordinator or invigilator may act as a prompter, but the examination must be conducted according to IB regulations. In all cases, the prompter may only prompt
the candidate and not provide any form of assistance. The prompt may be a gentle tap on the candidate’s arm or desk/table but should not be given verbally. The prompter must not draw the candidate’s attention to any part of the examination. The prompter should be familiar with the candidate’s behaviour so that he or she knows when the candidate is off-task. The candidate should be familiar with the kind of prompt that he or she would likely receive from the prompter. The prompter should be in a position that provides a view of the candidate’s disposition rather than his or her work. The candidate should not feel as though he or she is under pressure or scrutiny.
4 Inclusive assessment arrangements

The inclusive assessment arrangements listed below require authorization from the IB Assessment centre.

4.1 Access to additional time

4.1.1 Additional time may be authorized for on-screen examinations and for certain activities connected to ePortfolio summative assessment tasks according to the candidate’s assessed needs. The amount of additional time given to a candidate is directly linked to the degree of the access requirement. This would range from the standard applicable to most candidates; that is 25% additional time (15 minutes for each hour of the examination) to 50% additional time (30 minutes for each hour of the examination) for candidates with more severe challenges. In exceptional cases, for candidates who have a requirement for a substantial amount of additional time such as candidates with total visual impairment, 100% or more additional time may be given for assessments upon authorization from the IB. For periods of less than one hour, the additional time should be given on a pro rata basis.

4.1.2 For a large number of candidates, eligibility for additional time and the amount of time authorized will be dependent on the standard scores on psychological reports. For candidates with medical and/or psychological conditions or physical and/or sensory challenges, a medical document stating the condition and preferably the need for the requested access would determine eligibility. Further, educational evidence from the school stating that the amount of additional time required is the candidate’s usual way of accessing classroom tasks, assessments and practice on-screen examinations would also be required for consideration of requests for additional time.

Additional time (25%)

4.1.3 A candidate may be authorized 25% additional time if there is evidence of one of the following:

- If the standard score is 95 or less on one or more cognitive processing measures that affect speed of working (for example, working memory, processing speed, phonological or visual processing, longterm retrieval, short-term retrieval, visual/motor coordination, and so on) or on an assessment of reading (reading fluency and/or reading comprehension) and/or an assessment of writing (writing fluency and/or written expression).

- If the candidate has a physical, sensory, neurological, medical or psychological challenge due to which additional time is required.

Additional time (50%)

4.1.4 A candidate may be authorized 50% additional time if there is evidence of one of the following:

- The standard score is 75 or less on one or more cognitive processing measures that affect speed of working (for example, working memory, processing speed, phonological or visual processing, longterm retrieval, short-term retrieval, visual/motor coordination, and so on) or an assessment of reading (reading fluency and/or reading comprehension) and/or an assessment of writing (writing fluency and/or written expression).

- Standard scores are below 95 in at least three measures (where at least one includes a score on an assessment of reading) that affect speed of working and there is no request for a reading/text-to-speech software.

- If the candidate has a moderate to severe physical, sensory, medical, neurological or psychological challenge due to which additional time is required.
Additional time (25%, interactive orals)

4.1.5  A candidate may be authorized 25% additional time for orals if the standard score is below 95 in processing speed measures that affect expressive and/or receptive speech.

In addition, 25% additional time in orals may also be granted to candidates with speech and communication challenges such as stuttering and candidates with psychological challenges such as social phobia and anxiety.

The authorized additional time can be applied either in the preparation or the delivery of the oral, or divided between the two.

Additional time (further points)

4.1.6  An online request for additional time that does not meet the eligibility criteria listed above will not be automatically approved but will be referred to the IB Assessment centre and may be authorized, at the discretion of the IB, upon examination of the educational evidence. For all these requests, it is the responsibility of the school to submit convincing educational evidence that indicates a compelling need for the requested access arrangement.

4.1.7  When requesting additional time, it is important to bear in mind that too much time may be tiring for a candidate and, therefore, counterproductive. Similarly, more time spent on a task does not necessarily improve the quality of the response given by a candidate.

4.1.8  Additional time will not be authorized for the five minutes’ reading time that precedes on-screen examinations.

4.1.9  Candidates receiving additional time may also receive rest breaks that do not require prior authorization from the IB. An arrangement for additional time is not the same as a rest break: during a rest break the candidate is not permitted to continue working.

4.1.10 At the discretion of the coordinator, a candidate who is allowed additional time may take his or her examinations in a separate room. This is to avoid disturbing the candidate when other candidates in the group leave the examination room at the scheduled time. Prior authorization from the IB is not required for this arrangement.

4.1.11 When additional time has been authorized, it will be built into the candidate’s on-screen examination. Where there is a mismatch between the amount of additional time built into the candidate’s examination and the additional time that was authorized for the candidate, the invigilator may use the Invigilator Menu in the administration website for on-screen examinations to correct this and log in the justification.

4.1.12 When additional time has been authorized for a candidate, it can be applied as required for ePortfolio summative assessment tasks.

Examples of how inclusive assessment arrangements for access to additional time would apply

- A candidate has difficulty with writing and the psychological documentation states that the standard score on written expression is 84. The candidate is allowed up to 25% extra time.
- A candidate with Asperger’s syndrome requires 25% additional time due to difficulties in linguistic processing speed. This is the candidate’s usual way of working in class. There is evidence to document the history and need for access and the candidate is authorized 25% additional time.
4.2 Access to speech recognition software

Candidates who require inclusive assessment arrangements to access typing may be authorized speech recognition software for their on-screen examinations.

4.2.1 In order to be eligible to use speech recognition software as an assessment arrangement, a candidate must show evidence of at least one of the following:

- A standard score of 95 or less on written expression/spelling/information processing/working memory and below average speed for his or her age in typing.
- A medical, physical or sensory condition that renders the candidate incapable of using the keyboard for the length of time as demanded by the assessment task.

4.2.2 The candidate will need to use his or her usual speech recognition software; this is not a built-in function of the on-screen examination.

4.2.3 The candidate will need to complete the on-screen examination in a separate room with an invigilator.

4.2.4 It is mandatory that use of the requested speech recognition software is the candidate’s usual way of working in classroom tasks and tests.

4.2.5 No facility of the software, unless authorized by the IB, may be used that gives an advantage over other candidates.

4.2.6 The coordinator is responsible for ensuring that a candidate does not have access to stored information or an unauthorized electronic device.

4.2.7 The IB does not provide a list of prescribed software that candidates may use. Advice may be sought from the IB Assessment centre on using suitable software, but the responsibility for identifying and obtaining software rests with the coordinator.

4.2.8 The IB reserves the right to request, either before or after an examination, full details of the type of software used by a candidate.

4.2.9 When speech recognition software has been authorized for a candidate, it can be applied as required to ePortfolio summative assessment tasks.

Examples of how inclusive assessment arrangements for access to typing would apply

- A candidate who faces difficulties in typing has an occupational therapy report confirming fine motor challenges and below average speed in typing for his or her age. The candidate uses speech recognition software for classwork and tests. The arrangement is authorized for the Middle Years Programme eAssessment.

- A candidate who has physical challenges and cannot type due to low muscle tone in the arms and poor eye to hand coordination is authorized to use speech recognition software, which is his or her usual way of working, for the Middle Years Programme eAssessment.

4.3 Access to reading

Candidates who require inclusive assessment arrangements to access reading may be authorized a reader or reading software for their on-screen examinations.
Reader/text-to-speech software (for text reading due to reading difficulties)

4.3.1 Candidates may require support to read the text in the on-screen examinations. Difficulties in reading text may arise due to challenges such as learning difficulties, visual processing difficulties, attention challenges and low vision.

4.3.2 In order to be eligible to use a reader/text-to-speech software for reading the text in the on-screen examination, a candidate must show evidence of at least one of the following:

- A standard score on a psychological test of 95 or less on reading speed/reading accuracy/reading comprehension.
- A medical or sensory condition due to which a candidate faces reading challenges.

Reader/screen reader (for reading all on-screen visual content due to vision impairment)

4.3.3 Where required for the assessment, candidates who require a reader or screen reader due to total vision impairment will be provided with the text script of the images, videos and icons in the on-screen examinations. The reader/screen reader will read aloud these scripts in addition to the other text in the examination.

4.3.4 In order to be eligible to use a reader/screen reader for reading all the visual content in the on-screen examination, a candidate must show evidence of a medical or sensory condition due to which a candidate faces total or severe vision impairment.

4.3.5 Some questions with visual processing content may be adapted for a candidate with severe or total vision impairment.

Reader (further points)

4.3.6 The role of a reader is to read the on-screen examination to a candidate and to read back the candidate’s answers if requested to do so.

4.3.7 A reader must only read out the scripts of images and videos and not provide a personal interpretation of the visual content to a candidate.

4.3.8 An examination must be read aloud without any alteration to its wording. Explaining instructions and answering questions about the test directions and rubrics of the on-screen examination (for example, how many questions to answer, and the time available) are permitted; however, the reader must not interpret or explain questions.

4.3.9 An examination must be read aloud using an even vocal intonation and inflection that does not indicate any cues to the candidates.

4.3.10 The candidate’s examination must be conducted in the presence of an invigilator, in addition to the reader.

4.3.11 The reader must be familiar with the terminology used in the subject, as any mispronunciation could be confusing or unsettling for the candidate. The reader must pronounce words clearly and should be someone whose speech is easily understood by the candidate. However, the candidate’s own teacher for the subject concerned should not be appointed as the reader.
4.3.12 At the request of the candidate, the reader can slow down the speed of reading. Furthermore, all questions or parts of a question can be read more than once. Also at the request of the candidate, words appearing in the examination paper can be spelled out. However, the reader must not:

- explain a question
- reword a question
- emphasize any part of the examination
- give advice on how to answer a question or which questions to answer (other than stating the relevant rubric)
- advise on when to move on to another question
- advise on the order in which questions should be answered
- provide a personal interpretation of the images and videos.

4.3.13 A candidate who is not working in his or her best language may ask the reader to consult a translating dictionary. An entry can be read to the candidate, but no further explanation should be given.

4.3.14 The reader must not act as a prompt, unless there has been a prior decision by the school to use a prompter as an assessment arrangement for the candidate. In such circumstances, the reader must be made aware of the rules governing the use of a prompter. In all other situations, if time elapses during the examination when the candidate is not responding to the examination, no action should be taken by the reader, unless the candidate is ill or distressed and then the invigilator should be notified.

4.3.15 When a reader has been authorized for a candidate, the arrangement can be applied as required to ePortfolio summative assessment tasks.

**Text-to-speech software and screen reader (further points)**

4.3.16 The candidate will need to use his or her usual text-to-speech software/screen reader; this is not a built-in function of the on-screen examination.

4.3.17 The candidate will need to complete the on-screen examination in a separate room with an invigilator.

4.3.18 It is mandatory that use of the requested software is the candidate’s usual way of working in classroom tasks and tests.

4.3.19 No facility of the software, unless authorized by the IB, may be used that gives an advantage over other candidates.

4.3.20 The coordinator is responsible for ensuring that a candidate does not have access to stored information or an unauthorized electronic device.

4.3.21 The IB does not provide a list of prescribed software that candidates may use. Advice may be sought from the IB Assessment centre on using suitable software, but the responsibility for identifying and obtaining software rests with the coordinator.

4.3.22 The IB reserves the right to request, either before or after an examination, full details of the type of software used by a candidate.

4.3.23 When text-to-speech software/a screen reader has been authorized for a candidate, the arrangement can be applied as required to ePortfolio summative assessment tasks.
Examples of how inclusive assessment arrangements for access to reading would apply

- A candidate with a standard score of 84 in reading comprehension is authorized the use of a reader. The reader may read a sentence twice according to the candidate's request but not offer a response if the candidate questions the meaning of a sentence that has been read.

- A candidate with vision impairment uses a screen reader for all classroom work and examinations. Upon request, the candidate may be permitted the same arrangement for the eAssessment.

4.4 Access to a practical assistant

4.4.1 In order to be eligible to use practical assistance as an access arrangement, a candidate must show evidence of a physical, sensory or medical challenge.

4.4.2 The assistant may perform tasks such as motor movements of moving the mouse that are difficult for the candidate.

4.4.3 The request for access to a practical assistant must clearly state the tasks for which the practical assistant would be required to support the candidate.

4.4.4 The assistant must not perform a task on behalf of the candidate in a manner that will provide an advantage in the assessment.

4.4.5 The assistant must carry out a task exactly as instructed by the candidate, unless there are safety considerations.

4.4.6 All communication must be confined to clarifying the candidate's instructions if they are not understood by the assistant. No guidance, advice or suggestions may be given to the candidate.

4.4.7 The assistant should be familiar with the on-screen examination and the technology and therefore may be a teacher, but preferably not the candidate’s teacher. The person must not be another candidate or a relative of the candidate.

Examples of how inclusive assessment arrangements for access to practical assistance would apply

- A candidate who uses a push wheelchair for mobility needs an assistant for wheelchair use and also to support with other gross motor movements as needed for the examination. The arrangement of a practical assistant, which is the usual way of working, is authorized for the Middle Years Programme eAssessment.

- A candidate who has some low muscle tone needs some help to set up the headphones and move the mouse. A practical assistant, which is the usual way of working, is authorized for the Middle Years Programme eAssessment.

4.5 Access to optional font and/or text/background colour

Access to the alternative accessible font

4.5.1 Candidates who require a font other than the standard in the on-screen examinations can opt to view text in an alternative accessible font, Lexia Readable. When authorized, the text in their on-screen examinations will be available in this font.
4.5.2 In order to be eligible to access the alternative accessible font, the candidate must show evidence of at least one of the following:

- A standard score on a psychological test of 95 or less on reading or visual processing.
- A medical, physical or sensory condition due to which a candidate faces reading challenges.

4.5.3 It is advised that a candidate opts for Lexia Readable only when he or she is familiar with the font and it has been adopted as the usual way of working.

4.5.4 The alternative accessible font option is also available in the Invigilator Menu.

Access to optional text/background colour

4.5.5 Candidates who require alternative text/background colour for their on-screen examinations can choose from a list of available text/background colours. When authorized, their on-screen examinations will be available in these text/background colours.

4.5.6 The list of available text/background colours with their corresponding RGB numbers are as follows:

1. Black text on Light Yellow (RGB: 250, 250, 200)
2. Black text on Blue (RGB: 230, 255, 255)
3. Black text on Yellow (RGB: 255, 255, 0)
4. Black text on Pink (RGB: 255, 238, 250)
5. Black text on Grey (RGB: 224, 222, 223)
6. Black text on Off White (RGB: 255, 255, 229)
7. Yellow text (RGB: 255, 255, 0) on Black background

4.5.7 In order to be eligible to access the alternative text/background colours, the candidate must show evidence of a medical, physical or sensory condition due to which a candidate faces reading or vision challenges.

4.5.8 It is advised that a candidate opts for a particular text/background colour only when it has been adopted as the usual way of working.

4.5.9 The alternative text/background colour option is also available in the Invigilator Menu.

Examples of how inclusive assessment arrangements for access to optional font and/or text/background colour would apply

- A candidate with reading difficulties requires an accessible font. The candidate has been introduced to Lexia Readable in school and finds it accessible. Upon request, the candidate’s on-screen examination is made available in the alternative accessible font, Lexia Readable.
- A candidate with scotopic sensitivity (Irlen syndrome) requires a yellow background or overlay for all reading. Upon request, the candidate’s on-screen examination is made available in black text on yellow background.

Please note that when a candidate requires enlarged fonts or images, the zoom feature can be used. When a candidate requires to zoom by a large zoom factor, a higher screen resolution would be required. Further, a larger screen is also advised. For the 150% zoom level, it would be best to use a full HD screen (1920 pixels wide).
4.6 Access to speech and hearing

Candidates with hearing, speech and communication difficulties may need inclusive assessment arrangements to access some assessment components. The use of communicators or augmentative speech equipment may be authorized in these circumstances.

Access to listening (where the candidate requires text of audio content)

4.6.1 Candidates who require access to the audio content of the on-screen examination and the listening tasks of ePortfolio summative assessment tasks, may be supported with the required inclusive assessment arrangements.

4.6.2 In order to be eligible to use inclusive assessment arrangements for access to listening, a candidate must show evidence of a medical, physical or sensory condition due to which a candidate cannot hear or has difficulty in hearing.

4.6.3 Since all video and audio content in the on-screen examinations will include sub-titles, candidates with hearing challenges would be able to access the videos.

4.6.4 Additionally, candidates can be supported with hearing amplification devices and other aids that are their usual way of working. This does not require prior authorization from the IB.

4.6.5 When authorized for access to listening, candidates can be supported for the listening tasks in ePortfolio summative assessment tasks with access to a communicator.

4.6.6 Access to hearing does not include additional time for orals, which has to be requested separately under Access to additional time (25%, interactive orals) in the online request form.

Communicators (further points)

4.6.7 A communicator is someone who is able to convey information to a candidate with a hearing impairment through the use of lip-speaking, finger-spelling or sign language.

4.6.8 A communicator may be used to convey the coordinator’s or invigilator’s oral instructions without authorization from the IB.

4.6.9 It is left to the discretion of the coordinator whether the examination should be held in a separate room.

Access to speaking (for ePortfolio summative assessment tasks)

4.6.10 Candidates who require access to speaking for the ePortfolio summative assessment tasks may be supported with the required inclusive assessment arrangements such as use of sign language (if an interpreter is available) and augmentative communication devices. It is mandatory that this has been the candidate’s usual way of communicating in classroom tasks and tests. The supporting documentation provided when submitting a request to use this arrangement must also cover details of the augmentative communication device.

4.6.11 In order to be eligible to use the above for access to speaking, a candidate must show evidence of a medical, physical or sensory condition due to which a candidate cannot speak or has difficulty in speaking.

4.6.12 Access to speaking does not include additional time for the orals, which has to be requested separately under Access to additional time (25%, interactive orals) in the online request form.

Examples of how inclusive assessment arrangements for access to speech and hearing would apply

- A candidate with hearing impairment requires access to all audio content in the on-screen examination. Upon request, the candidate’s examination is made available with text scripts of all audio material.
• A candidate with speech and hearing impairment uses sign language for communication. This is authorized for the candidate’s ePortfolio interactive oral tasks.

4.7 Access to reasonable adjustments (for the ePortfolio summative assessment tasks or personal project)

4.7.1 When a candidate requires reasonable adjustments for the ePortfolio summative assessment task or personal project, this can be requested as an inclusive assessment arrangement. However, given the unique nature of reasonable adjustments, the supporting documentation accompanying this request must contain not only the evidence to justify the arrangement, but also the specific plans and details of the suggested reasonable adjustment. The request will be evaluated by the IB Assessment centre and discussed with the coordinator.

Examples of how inclusive assessment arrangements for access to reasonable adjustments (for the ePortfolio summative assessment tasks or personal project) would apply

• A candidate with moderate to severe learning difficulties requires a longer time frame to work on the personal project, which is usually introduced at the end of year 4, with the majority of work carried out in year 5. After discussions with the school, a reasonable adjustment is authorized whereby the candidate is supported with the scaffolding needed to commence the personal project in year 4. Investigation and planning commence in year 4 and taking action, reflecting and reporting are completed in year 5.

• A candidate with physical challenges requires reasonable adjustment to the ePortfolio summative task of criterion C (model of client) of physical and health education. A reasonable adjustment is authorized that allows him or her to develop a range of the movement that he or she has. Whereas for a typically developing student without challenges, criterion C is not appropriate for assessing replication of movement routines, working towards being able to increase the number of intensity of, for instance, leg lifts from a seated position may be a reasonable adjustment for a candidate with physical challenges.