Access and inclusion policy

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IB mission statement

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.

Contents

Introduction

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 some candidates at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive access arrangements may be applied in these circumstances if it is observed that they could reduce or minimize barriers for the candidate.

Inclusive access arrangements may be necessary due to:

• long-term learning support requirements

• temporary medical conditions

• additional language learning.

This access and inclusion policy highlights the inclusive access arrangements (also referred to as access arrangements) available for IB assessment in the Middle Years Programme (MYP) and Diploma Programme (DP). However, the underpinning principle is that assessment is a part of learning and teaching. Therefore, this policy must be used to plan access arrangements for students during learning and teaching. Access arrangements must not only apply to students during summative IB assessments but also be available throughout the course of study (this includes all classroom work and formative assessments that are part of everyday learning and teaching). This policy must guide teachers in their plans to meet the access requirements of students for all their work during their educational journey in the school.

This policy does not cover adverse circumstances—such as family bereavement, civil unrest or a natural disaster—that could affect a candidate either during the preparation of work for assessment or during examinations. Medical conditions that occur within the three-month period before the examinations would be also be covered under adverse circumstances.

Sections 1, 2 and 3 of this document apply to all requests for inclusive access arrangements. Section 4 does not apply to additional language learners. Section 5 applies to access for additional language learners.

Procedures for requesting inclusive access arrangements are explained in the relevant *Assessment procedures* publication for each programme. Although coordinators are responsible for submitting requests for inclusive access arrangements, all teachers must also read and understand this policy so that they can plan to meet the access requirements of their students from the very beginning of their study.

All requests for inclusive access arrangements must be submitted using the online application in IBIS. It is a requirement to register a candidate before submitting requests for inclusive access arrangements. All inquiries should be directed to IB Answers.

MYP
This policy applies to all requests for inclusive access arrangements for the on-screen examinations and ePortfolio summative tasks.
For course category candidates registered only for the personal project please contact IB Answers for all queries regarding access and inclusion.

Using this policy for learning and teaching

The purpose of access arrangements is to remove or reduce barriers that students may face in teaching, learning and assessment. When the school recognizes that a student has access requirements, this policy must be used in conjunction with teacher observations to plan the necessary access arrangements for the student. This IB policy is based on the principle of optimal support, which means that the access

arrangements must be accurately planned to remove or reduce barriers; they must neither be more nor less than what the student requires.

The access arrangements for a student must be used for learning and teaching; this means that they must be used during classroom instruction, classwork and related activities and tests. Access arrangements must also be continuously monitored to ensure that they remain the optimal support for that student.

Navigating this resource

Flexibility in duration of examination, course or deadline	Authorization required?
Access to additional time	Yes
Extra time (for additional language learners)	Yes
Rest breaks	No
Deferral	Yes
Extensions	Yes
Extra opportunities to retake examinations	Yes

Flexibility in examination location	Authorization required?
Separate room	No
Seating	No
Alternative venue	Yes

Flexibility in presentation of the examination or input	Authorization required?
Access to modification in presentation	Yes
Access to reading	Yes
Reader (for additional language learners)	Yes
Communicators	No
Sign language interpreters	Yes
Aids	No
Clarification of examination directions	No
Colour naming (for students with colour blindness)	No

Flexibility in method of response	Authorization required?
Word processor (for additional language learners)	Yes
Access to writing	Yes
Access to speech and communication	Yes
Access to a calculator	Yes

Use of human assistance	Authorization required?
Care assistant	No
Prompter	No
Communicator	No

Use of human assistance	Authorization required?
Practical assistant	Yes
Reader	Yes
Scribe	Yes
Designated person to clarify examination directions	No
Designated person to name colours (for students with colour blindness)	No

Non-standard flexibility for an individual student	Authorization required?
Access to reasonable adjustment	Yes

Terminology

Access arrangements (also referred to as inclusive access arrangements)

Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them.

At a fundamental level, they address equal access and fairness to learning and teaching and in addition, validity and meaningfulness to assessment.

Access requirements

A candidate with access requirements is one who requires access arrangements in teaching, learning and assessment.

Additional language learners

Candidates whose medium of instruction and assessment is not their first or best language.

Exceptional circumstances

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

Invigilator

Person(s) responsible for supervising an examination. The invigilator of an IB examination may or may not be the coordinator.

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. Not all students who have access requirements will need learning support.

Students with identified challenges (such as: autism/Asperger's syndrome; learning challenges; speech, communication, physical and sensory challenges; social, emotional and behavioural difficulties; medical and mental health challenges) may have learning support requirements. Also, additional language learners may receive learning support to bridge and develop their language. However, learning support is not restricted to students with identified challenges and must be provided to any student who requires support.

Reasonable adjustments

Changes or additional conditions to the assessment process which may not be standard and not covered in the list of inclusive access arrangements. They are unique to a student based on their requirements.

Standard score

A score, which allows for comparisons, that is based on a scale with a constant statistical mean and standard deviation. Standard scores reported in psychological tests usually have a mean of 100 and standard deviation of 15.

Technical language (cognitive academic language proficiency)

This refers to terminology specific to the subject being tested. It may be the target of the assessment and must be known by the candidate to understand fully the subject. Refer to *Developing academic literacy in IB programmes* (August 2014) which refers to cognitive academic language proficiency (CALP).

Temporary medical conditions

Medical conditions including debilitating injuries and mental health challenges with onset or occurrence during the course of study of the IB programme and up to three months before the IB examinations.

Additional or extra time

A specific percentage of examination time authorized to a candidate with access requirements that is more than the standard duration of time allocated to the examination in IB assessments and other tasks in classwork.

Usual way of working

The access arrangements established for a specific student during learning and teaching in school. These arrangements are put in place in response to the student's needs and are used in classroom activities, and for class tests and examinations.

MYP only

RGB colour model

The RGB colour model is used to display colours in images in electronic systems (such as television and computer screens). This model blends the colours red, green and blue in various ways to produce a broad spectrum of colours. The RGB model has been used for selection of text/background colour in the MYP onscreen examinations.

1 Principles

All inclusive access arrangements authorized by the IB are based on the following principles.

Maintaining standards

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.

1.2 The arrangements requested for a candidate must not give that candidate an advantage in any assessment.

1.3 The inclusive access arrangements described in this document are intended for candidates with the aptitude to meet all assessment requirements leading to the completion of the programme.

1.4 In the case of internal assessments, marks must always be awarded based on the candidate's work in accordance with the assessment criteria. Under no circumstances must teachers consider other factors such as the candidate's challenges or difficulties.

1.5 A subject result means the candidate has met the objectives of that subject, ie they have been able to demonstrate what was being assessed. This means there is no need to grant an exception for the assessment because the student was capable of completing it.

Therefore, a request for exemption, which would still yield a subject result, must only be submitted after careful consideration and only where inclusive access arrangements and reasonable adjustments cannot be applied. The IB will use its discretion and only grant exemptions as a very last resort and in exceptional cases.

No exemption can be granted for language subjects; all students, including those with specific learning challenges, are required to study two languages without any exception.

Reflecting usual ways of working

1.6 Inclusive access arrangements are pre-examination measures to allow a candidate to access the assessment that reflects their experience during learning. As such they cannot be requested retroactively.

1.7 Inclusive access arrangements for a candidate must be well planned and put in place throughout the course of learning and teaching including classroom work and formative assessments.

1.8 Schools must plan inclusive access arrangements for their candidates based on the IB criteria as stated in this policy and teachers' observations of the candidate in the classroom during classwork and tests. If the school intends to plan inclusive access arrangements for a candidate that are not in line with the eligibility criteria stated in this policy, they must first consult the IB.

1.9 The inclusive access arrangements requested for a candidate must be his or her usual way of working during his or her course of study. In almost all instances, if the inclusive access arrangements planned by the school do not follow the eligibility criteria stated in this policy, and have not been previously discussed with the IB (see Section 1.8), they cannot be authorized by the IB even if they have been the candidate's usual way of working. Only in very exceptional and unusual cases will the IB authorize a request for inclusive access arrangements that are not the usual way of working and that have been put in place to support the candidate only in the last six months of study or thereafter, just prior to the examinations.

1.10 The IB aims to authorize inclusive access 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.

Consistency for all candidates

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

1.12 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.

1.13 Each request for inclusive access 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.

Confidentiality

1.14 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).

Maintaining integrity of the assessment

1.15 If a school does not meet the conditions specified by the IB when administering inclusive access arrangements, the candidate will not be awarded a grade in the subject and level concerned.

1.16 A school must not communicate with an examiner about a candidate's learning support requirements.

1.17 All examinations must be invigilated according to the regulations governing the conduct of examinations for the relevant programme.

1.18 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.

Exceptional issues

1.19 Any issues that arise from the nature of the inclusive access arrangements, or any unforeseen difficulties encountered by the candidate during the examinations, should be reported to IB Answers as soon as possible.

2 Guidelines and procedures

2.1 Planning inclusive access arrangements during the course of study

2.1.1 Once a student is enrolled in the school, it is the responsibility of the school to meet the student's learning needs, including provision of access to learning and teaching with suitable inclusive access arrangements.

2.1.2 The inclusive access arrangements provided to a student must be planned at the start or early on during the course of study and be incorporated as the usual way to access classroom work and tests.

2.1.3 The inclusive access arrangements provided for a student must:

- be carefully individualized, evaluated and monitored
- reflect the optimal support that the student requires
- be based on current, not past, requirements
- be drawn upon teacher observations in the classroom
- be considered in line with the eligibility criteria for inclusive access arrangements in this policy
- be strictly based on individual requirements (and not provided as a standard to all students with learning support requirements in the school/classroom).

2.1.4 The purpose of inclusive access arrangements is to remove or reduce, as far as possible, any disadvantage that may occur due to the student's learning support requirements. Under no circumstances should it give the student an advantage.

2.1.5 Careful consideration should be given to a student's choice of subjects. The subjects chosen should allow them to demonstrate their strengths and empower them as learners. Schools may wish to consult the IB for advice before the student starts their studies.

2.2 Requesting inclusive access arrangements for examinations

2.2.1 Section 3 of this document lists the arrangements that do not require prior authorization from the IB. For all other arrangements, prior authorization from the IB is required.

2.2.2 An application for inclusive access arrangements must be submitted on behalf of a candidate by the coordinator using the online request form on IBIS. Although a teacher may complete and save the online application, it is ultimately the coordinator's responsibility to submit the completed form.

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

2.2.4 If a candidate's registration has been deleted or changed after approval of inclusive access arrangements, it is the responsibility of the school to re-apply for the arrangements as the original authorization will be invalid.

2.2.5 Before submitting appropriate documentation to the IB, the school must obtain consent from the candidate if he or she is at the age of consent in his or her country, or from the candidate's parent(s) or legal guardian(s).

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 examinations, the online application request for inclusive access 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(s) that if he or she wished to withdraw the request for inclusive access 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 of this request in writing.

2.2.6 It is the responsibility of the school to request for examination re-scheduling for the candidate where required. Information on rescheduling can be found in the *Assessment procedures* publication for each programme.

2.2.7 If a student has difficulties meeting any non-assessment requirements of a programme, the IB must be contacted to plan for inclusive access arrangements.

2.3 Administering inclusive access arrangements during examinations

2.3.1 The school is responsible for making all arrangements for approving and appointing individuals required to support an access arrangement (such as a prompter or reader). The person providing support must not be another candidate, a relative of the candidate, the subject teacher or a representative from an advisory service where a conflict of interest may be apparent or perceived. The IB will not pay a fee or expenses to any person providing support.

2.3.2 The school is responsible for making all arrangements for assistive technology required for access to learning and teaching and IB examinations. The IB will not pay for the hiring or purchasing of any equipment or software.

2.3.3 The school is responsible for ensuring that all equipment authorized for a candidate functions correctly and that there is a member of staff who is familiar with its use (for example, a Braille machine, computer software).

Best practice in administrating access arrangements

2.3.4 The candidate must be familiar with any assistive equipment and any software that is requested as an inclusive arrangement.

2.3.5 If any human support is required (such as access to a reader), the candidate must practise with the person acting in this capacity in advance of the examination.

2.4 Applications for inclusive access arrangements

The following guidelines supplement the procedures for requesting inclusive access arrangements explained in the *Assessment procedures* publication for each programme.

MYP only
Deadline for submission of request for inclusive access arrangements
Requests for inclusive access arrangements for candidates with total vision impairment and hearing challenges who are taking the MYP eAssessment must be submitted no later than one year before the

MYP only

examination session as this would require the IB to adapt the examination for the candidate. All other requests for inclusive access arrangements must be submitted six months prior to an examination session, that is, by 15 November for candidates registering for the May examinations session and by 15 May for candidates registering for the November examinations session.

DP only

Deadline for submission of request for inclusive access arrangements

Requests for inclusive access arrangements must be submitted six months prior to an examination session, that is, by 15 November for candidates registering for the May examinations session and by 15 May for candidates registering for the November examinations session.

2.4.1 All requests for inclusive access arrangements must be submitted on IBIS and must specify exactly which arrangements are being requested.

2.4.2 Requests for inclusive access arrangements that have been referred to the IB will take a minimum of four weeks to be processed. The same applies for requests for re-evaluation of decisions.

2.4.3 All sections relating to the selected arrangements must be answered on the online application. In most instances, these questions relate to the standard scores in the candidate's psychological reports.

2.4.4 If a request meets the standard eligibility criteria for the requested arrangement(s), the online tool will automatically approve the request.

2.4.5 If a request does not meet the standard criteria, it will be referred to the IB for evaluation. At the discretion of the IB, it may be authorised, but only where the school provides convincing educational evidence that indicates a compelling need for the requested access arrangement.

In some of these instances, discussion between the coordinator and the IB may be necessary to decide on the most suitable arrangement(s) for the candidate.

2.4.6 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 for approval. This also includes requests for any reasonable adjustments that the candidate may require.

2.4.7 The IB may review the supporting documentation for automatically approved requests and reserves the right to seek further clarification and/or amend the approved inclusive access arrangements where applicable.

2.4.8 For anticipated and retake candidates, all authorizations for inclusive access arrangements (except those for additional language learners) are applicable to all future examination sessions. Changes to access arrangements for anticipated and retake candidates would not normally be authorized. Only in exceptional circumstances would changes to authorized arrangements be made for retake candidates.

2.4.9 All requests for re-evaluation must be submitted within one month after the school has received the decision made by the IB upon processing the request. The justifications for the re-evaluation should be clearly articulated in updated supporting documentation.

2.4.10 All appeals to the IB regarding a decision on access arrangements for a candidate must follow the procedure stated in the *Assessment appeals procedure* publication.

2.5 Evidence required (supporting documentation)

2.5.1 To submit requests for inclusive access arrangements the following two forms of supporting documentation are required to be uploaded to the online application "Request for inclusive access arrangements".

- A psychological/psycho-educational/medical report or evidence from a language test for additional language learners
- Educational evidence from the school.

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

2.5.3 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.

2.5.4 All supporting documentation must:

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

Furthermore, all psychological/psycho-educational reports must:

- state 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.

2.5.5 All language test reports for additional language learners must:

- state the standardized language test used
- state the language proficiency and performance benchmark results from the testing and the alignment with the proficiency criteria stated in section 5.2 and 5.3 of this document.

2.5.6 Access arrangements are based on a candidate's current access requirements. The coordinator must therefore justify that access arrangements are necessary for the current assessment. For this reason, the supporting documentation (a medical or psychological evaluation report) must have been undertaken and dated within three years of the intended examination session. The exception to this is for inclusive access arrangements for additional language learners where the supporting documentation (language evaluation report) must be conducted no earlier than one year before the examination session (see section 5.4). Some flexibility will be allowed with respect to the date of the medical report for candidates with permanent sensory and/or physical challenges.

2.5.7 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 candidate 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.

2.5.8 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 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 access arrangements that are being requested (for example, without the use of additional time/word processor/word processor with spellchecker).

3 Arrangements not requiring authorization

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

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.

All regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.

Examples
•   Lighting may be a particular consideration for a candidate with a visual challenge •   An examination room with an echo may be difficult for a candidate with autism •   A candidate who has access to a reader, but this may disturb other candidates in the examination room.

3.2 The coordinator may arrange for appropriate seating to meet the needs of individual candidates.

Example
Sitting near the front may be appropriate for a candidate with vision or hearing challenges.

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

Example
A candidate with a complex medical challenge needs a care assistant throughout the day.

3.4 A candidate who normally uses an aid (such as a coloured overlay, coloured filter lenses, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a visual aid or a magnifying aid) is allowed to use the aid in examinations. This also includes use of buffers such as headsets, earplugs and individual workstations with acoustic screens for candidates who are hypersensitive to sound. 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.

Examples
•   A candidate with scotopic (Irlen) syndrome requires access to coloured overlays for reading •   A candidate with visual challenges uses a hand-held magnifier. Note: It is in breach of regulations if candidates are found in possession of any device capable of communicating with others (for example, a mobile/cellular phone) in the examination room. This applies even if the device was intended to act as an aid for the candidate.

3.5 For a candidate with hearing challenges, a communicator may be used to convey the coordinator's or invigilator's oral instructions without authorization from the IB. A communicator is able to convey information to a candidate through the use of lip-speaking, finger-spelling or sign language. This arrangement must be confined to explaining the conduct of the examination and the instructions in an examination. The communicator must not convey information about any aspect of a question in the paper.

Example

A candidate with hearing challenges has access to a communicator in the examination room. The communicator uses sign language to convey the invigilator's oral instructions to the candidate. The communicator does not communicate with the candidate after conveying these instructions.

3.6 If a candidate has difficulties in reading or attention, examination 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.

Example

A candidate who has attention challenges is supported if someone reads out test directions to them. This helps to bring back the candidate's focus to the examination. The designated reader only reads out the test directions and not the examination questions. For reading the test questions, please refer to section 4.4.

3.7 For a candidate who has colour blindness, a designated person is permitted to name colours in an examination. No other form of assistance may be given without authorization from the IB. The designated person must not be a subject teacher, another candidate or relative of the candidate.

Example

A candidate with colour blindness may have a designated person who names colours on a map in a geography examination.

3.8 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 pre-determined 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 examination paper or write notes of any kind. Candidates may be allowed to leave the room for all or part of the rest periods.

Examples

- A candidate with diabetes may be provided rest breaks to check blood sugar levels and take medication
- A candidate with hyperactivity may have planned rest breaks to give them the movement they require.

3.9 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 paper or script. 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.

Example

A candidate with attention challenges needs to be supported during the examination. Additional time does not help because the candidate loses focus during the given length of time. Access to a prompter is most suitable as the prompter draws the candidate's attention back to the examination. What the candidate needs is not additional time but to be supported and directed to their task, for example, the examination.

4 Arrangements requiring authorization

The inclusive access arrangements listed in this section require authorization from the IB to be used for IB assessments. These arrangements and eligibility criteria do not pertain to additional language learners. For arrangements to support additional language learners, refer to section 5.

4.1 Access to modification in the presentation of the examination

Candidates with visual challenges or specific learning challenges may require modified presentation of the examinations. Candidates with total vision impairment may also need questions adapted for accessibility (without changing the learning outcome).

MYP only

Access to alternative font and/or text/background colour

Modifications to the presentation of the examinations are usually requested for candidates with visual challenges or specific learning challenges. The following inclusive access arrangements can be requested either using the online request on IBIS or using the invigilator menu. When requested on IBIS and authorized, the candidate's examination will be produced using the required access options. If the invigilator menu is used for this purpose the invigilator must select the colours during the examination.

Alternative accessible font

4.1.1 Candidates who require a font other than the standard presented 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.

4.1.2 In order for the examination to be produced using the alternative accessible font, there must be evidence that this is the candidate's usual way of working.

Alternative text/background colour

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

4.1.4 The list of available text/background colours with their corresponding RGB numbers is as follows.

- Black text on light yellow (RGB: 250, 250, 200)
- Black text on blue (RGB: 230, 255, 255)
- Black text on yellow (RGB: 255, 255, 0)
- Black text on pink (RGB: 255, 238, 250)
- Black text on grey (RGB: 224, 222, 223)
- Black text on off-white (RGB: 255, 255, 229)
- Yellow text (RGB: 255, 255, 0) on black background.

4.1.5 In order to be eligible to access the alternative text/background colours, there must be evidence that this is the candidate's usual way of working.

4.1.6 The colour options must be selected during the course of study and the usual way of working for the candidate.

> **Examples of how inclusive access arrangements for access to alternative font and/or text/background colour would apply**
>
> A student with reading difficulties requires an accessible font. The student 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 student with scotopic sensitivity (Irlen syndrome) requires a yellow background or overlay for all reading. Upon request, the candidate's on-screen examinations are made available in black text on yellow background.

> **Note:** 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 (1,920 pixels wide).

DP only

Access to modified papers and examination papers in Braille

Changes to the print on examination papers

4.1.13 Enlarged print and/or a change of font may be requested for candidates with visual challenges and other processing issues for which they require this arrangement. Standard modifications of font sizes are:

- 18 and 24 points on an A3 (29.7 × 42.0 cm) enlargement
- 16 point on an A4 (21.0 × 29.7 cm) enlargement.

Printing on coloured paper

4.1.14 The coordinator can choose the colour option in the online application. The choice of colours that the IB offers can be viewed in the appendix.

4.1.15 The colour paper options must be used to plan the colour of the paper needed for the student. The selected colour choices must be used for classroom work and tests. This will maintain consistency and be in line with the principle of usual way of working.

Access to electronic (PDF) examination

4.1.16 Access to electronic version of the examination is linked to access to reading software. Candidates with reading or visual challenges who require access to reading software will need an electronic (PDF) version of the examination.

4.1.17 The electronic version is only available in the standard format without any modifications, even where modified papers have been authorized for a candidate.

4.1.18 If a candidate uses both a modified paper (enlarged paper/font) as well as the electronic (PDF) version with reading software, they must be aware that any line numbering in texts may not match.

Modified papers (supplementary points)

4.1.19 When an examination question that requires visual processing must be adapted for a candidate with visual challenges, the IB may provide alternatives. For example, questions based on an illustration (for example, cartoons or photographs) may be presented non-visually and assess the same objectives. Some content within examinations cannot be presented non-visually without invalidating the nature and purpose of the assessment and in these instances the IB would plan the best way that would not disadvantage the candidate.

4.1.20 The IB cannot guarantee modified examinations if requests are submitted after the deadline.

4.1.21 The coordinator is obliged to inform the IB if there are any changes, including subject levels, made to course registrations after the approval and authorization of modified papers. Modified papers cannot be guaranteed if this procedure has not been followed.

4.1.22 The IB does not produce bespoke modified examinations for candidates who require simplified language, but instead applies universal design in the authoring of all assessments. As such, simplified language and visuals are considered during the design and development of the test questions. Any requests for language simplification or reduction of visual complexity that is made to the IB will only result in additional scrutiny into the language and/or visual complexity of the standard paper.

4.1.23 The IB does not normally produce 3D models of images, graphs and other visuals for an examination. Specific requests for 3D models can be made to the IB and may be granted upon examination of the candidate's requirement and the context of the test question.

4.1.24 An authorization for modified papers does not include modified versions of multiple-choice answer sheets, graph papers or answer booklets/sheets. Additional requests for standard enlargements/coloured paper of the above can be submitted to the IB and may be approved.

4.1.25 The IB does not accept requests for modified versions of booklets, case studies and other materials used in examinations. Schools may produce enlarged, Braille or colour versions of these materials. No other modification is permitted.

4.1.26 Candidates who, upon request, are authorized answer booklets in dark blue paper must use black ink when writing their answers.

4.1.27 Specimen modified papers from previous sessions can be requested on loan from the IB. This does not include examinations printed on coloured paper and electronic versions.

Examples of how inclusive access arrangements for access to modified papers would apply
Teachers of a student with reading difficulties have noted better performance when the font size is increased. Upon close observation, it is noted that the font size of 16 is more accessible that the standard 12 point. Upon request to the IB, the candidate's examinations are made available in the 16 point font.A student with scotopic sensitivity (Irlen syndrome) requires beige coloured enlarged papers to support their reading. This is the usual way of working for the student in school. Upon request, the candidate's examinations are printed as an A3 enlargement, and in a beige colour.

4.2 Access to additional time

4.2.1 Additional time must be planned for learning and teaching based on this policy and in conjunction with teacher observations of the student during classwork.

4.2.2 Additional time for IB assessments will be authorized on the basis of the eligibility criteria stated in this policy. The amount of additional time given to a candidate is directly linked to the degree of the access requirement. This would range from 10% additional time (6 minutes for each hour of the examination) for candidates with mild challenges, to 25% additional time (15 minutes for each hour of the examination) which is the standard applicable to most candidates. 50% additional time (30 minutes for each hour of the examination) may be appropriate for candidates with more severe challenges. In exceptional cases, or for candidates with visual challenges working with Braille who have a requirement for substantial amount of additional time, 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.

4.2.3 Where required and eligible, additional time may be applied for candidate work that is internally assessed.

4.2.4 Additional time covered in this section does not apply to additional language learners. For additional language learners, refer to the section 5.

4.2.5 For all written/on-screen examinations, additional time may be considered as an access arrangement when there is a learning challenge or if there is a physical, sensory, neurological, medical or psychological challenge.

Where there is a learning challenge such as reading or writing challenges, the eligibility criteria for additional time is based on the standard scores from psychological documentation. Standard scores are required on one or more cognitive processing measures that affect speed of working (for example, working memory, processing speed, phonological or visual processing, long-term retrieval, short-term retrieval, visual/motor coordination, and so on) or reading (reading fluency and/or reading comprehension) and/or writing (writing fluency and/or written expression).

The amount of additional time is dependent on the severity of the challenge, as shown in the following table.

Additional time	Standard score used to measure eligibility criteria
10%	90–100
25%	Below 90
50%	Below 75 Or standard scores are below 90 in at least three measures that affect speed of working and there is no request for any access arrangement for reading or writing. The three standard scores below 90 must: • not come from sub-tests • be related to three different areas (so must not all be related to one area, for example, reading) • not be standard scores on the same area from two different tests.

Where the candidate has a physical, sensory, neurological, medical or psychological challenge—where standard scores would not apply—the standard 25% additional time would be applicable for most candidates. If the severity of challenge is specifically mentioned in the medical documentation and the educational evidence provides justification for further additional time, 50% may be authorized. If the severity of challenge is not explicitly reported in the medical documentation and if 50% additional time is to be considered, the IB requires educational evidence that clearly demonstrates that 50% additional time was considered only after it was consistently observed that the standard 25% was not sufficient for the candidate to access classwork, tests and mock examinations. Additional time of 10% would be applicable for all mild challenges.

4.2.6 For mathematics and other subjects that require calculations, when a candidate only has challenges in the area of mathematics, additional time 25% may be authorized if the standard score is 90 or less in a test of mathematical fluency.

Note: If the standard additional time applicable for all subjects is requested (25%) a separate request for additional time in mathematics is not necessary.

4.2.7 For all oral examinations, a candidate may be authorized 25% additional time if the standard score is below 90 in any measure of processing speed or memory that affects expressive and/or receptive speech and communication, for example:

• the candidate has speech and communication challenges including stuttering

• the candidate has psychological challenges such as social phobia and anxiety.

Note: The authorized additional time for oral examinations can be divided between preparation or time and the oral delivery. The total additional time should not exceed the time that has been authorized by the IB.

Additional time (supplementary points)

4.2.8 For any request for additional time where the amount of additional time requested does not meet the eligibility criteria stated in this policy, the school must provide:

- evidence of having supported the student using the amount of time as per IB criteria and articulate the reasons why it was not the optimal support (why it did not work)
- detailed teacher observations on the above.

4.2.9 When requesting additional time, it is important consider 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.

4.2.10 It is important to note that the IB criteria for additional time may differ from the practice followed in the country of the school (see section 1.11). This difference in practice is noticed in the recommendations of reports from psychologists/medical practitioners from across the world. As such the IB will process requests based on the IB criteria and not on the standard practice of a particular country or region.

4.2.11 For candidates with attention challenges, where there are no standard scores on executive functions (such as processing speed and working memory) in psychological reports and where there is substantial educational evidence to justify the need for the requested arrangement, the standard 25% additional time may be authorized. For candidates with milder challenges, 10% additional time may be appropriate.

4.2.12 Where a candidate can be supported with rest breaks instead of additional time, the former should be applied rather than submitting a request for the latter. For instance, a candidate with diabetes may need the breaks to check sugar levels or for food intake, but may not need additional time for the actual task of completing the examinations.

4.2.13 Additional time will not be authorized for a component where the completion of a task within a limited time is specified in an assessment criterion.

4.2.14 Additional time will not be authorized for the five minutes of reading time that precedes written/on-screen examinations.

Examples of how inclusive access arrangements for additional time would apply
• A candidate has difficulty with written tasks and the psychological report states that the standard score on written fluency is 84. Based on the IB eligibility criteria, the candidate is allowed up to 25% extra time for classwork. The same is authorized for IB examinations.
• A candidate with Asperger's syndrome requires 25% additional time due to difficulties in linguistic processing speed. This is the usual way of working in class. There is evidence to document the history and need for access, so the candidate is authorized 25% additional time.
• A candidate who requires minimal learning support in reading and has a standard score of 95 on reading comprehension may be allowed up to 10% additional time, depending on their needs, to allow for mild and residual challenges.
• A candidate with difficulties in basic mathematical calculations has a standard score of 85 in mathematical fluency. Upon request from the school, the candidate is authorized 25% additional time for mathematics and subjects that require mathematical calculations.
• A candidate with fine motor coordination challenges has a below average speed of writing for which a word processor has been authorized. The candidate's request for additional time is not authorized as the word processor would remove the candidate's disadvantage with the writing speed. Additional time combined with a word processor would give undue advantage.
• A candidate has diabetes and needs to check blood sugar levels and eat a snack during the examination. As the candidate is not otherwise affected by this medical condition, it is suggested that the candidate is supported with rest breaks rather than additional time during the examination.

4.3 Access to writing

4.3.1 Candidates may require access arrangements to provide written responses. Difficulties in writing may arise due to specific learning challenges, visual challenges, visual processing challenges, fine motor challenges, attention challenges or other psychological or medical challenges.

Graphic Organizers

4.3.2 In order to be eligible to use graphic organizers as an access arrangement, a candidate must show evidence of the following.

- The standard score on written expression/information processing/working memory is 90 or less.
- The candidate has difficulties in planning and organizing and has access to graphic organizers as a usual way of working. Education evidence must be available to confirm this.

MYP only

4.3.3 Electronic graphic organizers cannot be used with the on-screen examinations. Graphic organizers must be paper based. They must be clean copies with no annotations provided by the school at the start of the examination.

4.3.4 Graphic organizers should be shredded immediately after the completion of the examination.

4.3.5 Graphic organizers can only be used for the duration of the examination. Once the candidate completes and submits the examination, content from the graphic organizer cannot be quoted to the IB as part of the response. Under no circumstances will the IB accept any content that is in the graphic organizer as part of the candidate's response.

DP only

4.3.6 The graphic organizer can be either paper-based or electronic.

4.3.7 The graphic organizer cannot contain any pre-populated words or sentences.

4.3.8 If an electronic graphic organizer is used, it must not have grammar check, word/sentence prediction or produce any words or sentences. The output from the graphic organizer must only contain the candidate's writing without any reorganization of sentence structure or order. No other additional word, sentence, image or material must be added to the candidate's own writing.

4.3.9 Paper-based organizers must be clean copies with no annotations and provided by the school at the start of the examination.

4.3.10 Paper-based graphic organizers should be shredded immediately after the completion of the examination.

4.3.11 Content that was typed into the electronic graphic organizers should be deleted immediately after the completion of the examination.

4.3.12 Graphic organizers can only be used for the duration of the examination. Once the candidate completes and submits the examination, content from the graphic organizer cannot be transcribed to the answer booklet or quoted to the IB as part of the response. Under no circumstances will the IB accept any content that is in the graphic organizer as part of the candidate's response.

Examples of how inclusive access arrangements for graphic organizer would apply
• A student has difficulties in organizing content when producing written responses. The student has a processing speed of 83 and writing fluency of 86. The student is supported with a graphic organizer for writing essays and long responses in class as well as for homework. The same graphic organizer that is the usual way of working is authorized for IB examinations.
• A student has a standard score of 83 in writing fluency and is usually supported with a scribe. However, for the IB assessments, the learning support team decide that it will be helpful for the candidate to have access to a graphic organizer. There is no educational evidence to support that a

Examples of how inclusive access arrangements for graphic organizer would apply
graphic organizer has been the usual way of working and the request for its use for IB examinations is denied.

Scribe

A candidate who requires access to writing may be supported by a scribe to produce their written responses.

MYP only
A scribe would type the dictated responses of the student. Access to the scribe must be the usual way of working and the designated scribe must be familiar with the on-screen environment. 4.3.13 In order to be eligible to use a scribe as an access arrangement, a candidate must show evidence of at least one of the following. • The standard scores on written expression/spelling/information processing/working memory is 90 or less. • A below average speed for their age in typing. • A medical, physical, or sensory challenge which makes it difficult for the candidate to use the keyboard for the duration demanded by the assessment task.

DP only
A scribe is only allowed to handwrite the dictated responses of the student. A scribe must not type the responses using the word processor. For this reason, a candidate may either have access to a scribe or a word processor for an examination but not both. 4.3.14 In order to be eligible to use a scribe as an access arrangement, a candidate must show evidence of at least one of the following. • The standard score on a free-writing speed test is below average for his or her age or the standard score on written expression/spelling/information processing/working memory is 90 or less. • The candidate has a medical, physical or sensory condition that renders him or her incapable of writing or writing for long periods of time as demanded by the assessment task. • The candidate's handwriting is largely illegible to someone who is not familiar with it, which may be caused by underlying mild processing or coordination challenges. In such circumstances, a letter from the learning support/inclusion coordinator or specialist teacher will be acceptable in lieu of a medical or psychological report. A sample of the candidate's writing in classroom writing task or an earlier test may be submitted as educational evidence.

4.3.15 If a candidate is authorized to use a reader, scribe and/or prompter, the same person should fulfil both or all roles whenever possible.

4.3.16 Prior to the examination, the coordinator should provide an opportunity for the candidate and a scribe to practise working together.

4.3.17 The candidate must take the examination in a separate room. The dictated responses of the candidate must not be overheard by other candidates.

4.3.18 Because the examination is taken in a separate room, an invigilator must be present in addition to the scribe. This is to ensure the proper conduct of the examination, so that no questions arise regarding the appropriateness of the assistance.

4.3.19 The scribe must:

• transcribe the candidate's responses verbatim

• provide all visual responses exactly according to the instructions of the candidate

- not offer information that may be used to answer questions, including advice on which questions to answer, when to move on to another question or the order in which questions should be answered.

4.3.20 The scribe may:

- read back answers at the request of the candidate
- alter or delete answers at the request of the candidate.

4.3.21 The scribe must be familiar with the terminology used in the subject but, whenever possible, should not be the candidate's own teacher for the subject being examined.

4.3.22 Conversation between the candidate and the scribe must be confined to ensuring that the candidate's responses are transcribed correctly. There must be no discussion about the examination or the candidate's responses.

4.3.23 The scribe must not act as a prompt, unless there has been a prior decision by the school to use a prompter as an access arrangement for the candidate. In such circumstances, the scribe must be aware of the rules governing the use of a prompter. In all other situations, if the candidate is not focused on the examination, no action should be taken by the scribe, unless the candidate is ill or distressed and then the invigilator should be notified.

MYP examples
Examples of how inclusive access arrangements for a scribe would apply • A student who has a standard score of 83 on written expression has access to a scribe for classwork and tests. The same arrangement may be authorized for the on-screen examinations. • A student with cerebral palsy has very slow typing speed, the school requests for a scribe for his or her on-screen examinations and this may be authorized.

DP examples
Examples of how inclusive access arrangements for a scribe would apply • A student who has severe dyspraxia (who has a standard score of 83 on written expression and cannot use a word processor because of poor motor skills) has access to a scribe for classwork and tests. The same arrangement may be authorized for IB assessments. • A student has a standard score of 80 on a test of writing speed. Since the typing speed is poor, the school requests for a scribe for his or her assessment and this may be authorized.

DP only

Word processor

4.3.24 In order to be eligible to use a word processor as an access arrangement, a candidate must show evidence of at least one of the following.

- The standard score on a free-writing speed test is below average for his or her age.
- The standard score on written expression/spelling/information processing/working memory is 90 or less.
- The candidate has a medical, physical or sensory condition that renders him or her incapable of writing or writing for long periods of time as demanded by the assessment task.
- The candidate's handwriting is largely illegible to someone who is not familiar with it, which may be caused by underlying mild processing or coordination challenges. In such circumstances, a letter from the learning support/inclusion coordinator or specialist teacher will be acceptable in lieu of a medical or psychological report. A sample of the candidate's writing in classroom writing task or an earlier test may be submitted as educational evidence.

In addition to one of the above, it is necessary that the use of a word processor must be the candidate's usual way of working in class.

Word processor with spellchecker

4.3.25 Some candidates may need a spellchecker to produce written work. For these candidates, coordinators should request for a word processor with spellchecker. The spellcheck function must only be enabled if there has been prior authorization from the IB.

4.3.26 In order to be eligible to use a word processor with spellchecker as an access arrangement, a candidate must show evidence of a standard score that is below 90 on spelling in a psychological test.

Examples of how inclusive access arrangements for word processors would apply

- A student has a standard score on working memory in a psychological test of 86 and uses a word processor for classwork. The school requests the same access for IB assessments and this is approved by the IB.
- A student who produces illegible writing because of mild dysgraphia and uses a word processor as the usual way of working in school may be allowed to use a word processor for the assessment.
- A candidate feels that his or her work will be more attractive and writing speed much faster if the use of a word processor in the examination is permissible. This is not the usual method of working in the school setting and the request to use a word processor is denied for IB assessments.
- A student has difficulties with spelling and a standard score of 83 in spelling on the psychological report. Use of the spell check is the usual way of working in class. The student is authorized a word processor with spell check for the examinations.

Word processors (supplementary points)

4.3.27 Authorization for a word processor does not imply an automatic authorization to enable the function of a spellchecker or to any software that require prior and independent authorization from the IB. If authorization has been obtained, it may be applied for both internal and external components of the assessment.

4.3.28 Unless authorized by the IB, a candidate must not have access to:

- the internet
- any additional information or notes stored in the memory of the computer, USB flash drive, external hard drive, CD or other media
- a thesaurus, spellchecker or other electronic device that may give an advantage.

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

4.3.30 Coordinators are advised to check that the word processor and all peripherals, such as a printer, are working properly at the time of the examination. The automatic save option should be used during the examination to ensure that the candidate's work is regularly saved onto the hard disk.

4.3.31 The failure to store, retrieve and/or print the candidate's work may result in no marks being awarded for the component. While the IB will consider whether any compensation can be made for the missing component, if there are insufficient marks on which to award a grade for the subject, no grade will be awarded.

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

4.3.33 It is recommended that a candidate who is using a word processor takes the examination in a separate room, to avoid any distraction to other candidates. This arrangement does not require prior authorization from the IB

4.3.34 Before the examination, the candidate must be proficient in the use of the word processor and any software that has been authorized by the IB for use in the examinations.

4.3.35 At the discretion of the coordinator, it is permissible for a candidate to print his or her work during the examination for scrutiny. However, this is not encouraged, and no additional time is permitted for this activity regardless of any computer or printer malfunction.

4.3.36 The candidate's work should be printed at the earliest opportunity after the examination. The candidate should be present to verify and sign that the printed copy is a complete copy of his or her work produced during the examination.

4.3.37 A printed version of the candidate's work should be submitted for assessment, not a soft copy.

4.3.38 For a candidate who requires access to writing and uses a word processor as the usual way of working, there are circumstances where this arrangement is not appropriate for certain components (for example, in a multiple-choice examination paper). In these circumstances, other inclusive access arrangements (such as a scribe) may need to be requested.

Speech recognition software

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

- The standard score on a free-writing speed test is below average for his or her age and below average speed for his or her age in typing.
- The standard score on written expression/spelling/information processing/working memory is of 90 or less and below average speed for his or her age in typing.
- The candidate has a medical, physical or sensory condition that renders him or her incapable of writing/typing or writing/typing for long periods of time as demanded by the assessment task.

In addition to at least one of the above, it is mandatory that use of the requested speech recognition software is the candidate's usual way of working in classroom tasks and tests.

The IB does not provide a list of prescribed software that candidates may use. The responsibility for identifying and obtaining software rests with the teachers and coordinator.

Examples of how inclusive access arrangements for speech recognition software would apply
• A student has a standard score of 83 on written expression and 85 on writing fluency. The student needs access to writing. The student, teachers and parents try the use of speech recognition software which would help towards more independence than use of a scribe. The student is able to conveniently use the new software, and this becomes the usual way of working in school. When requested, the IB authorizes this same arrangement for the student's examinations.
• A student has a standard score of 80 on a test of writing speed. The student usually uses a scribe to access writing but a couple of weeks before the examinations the teachers think that speech recognition software may be better for the student. However, when requested the IB denies this because it has not been the usual way of working.

Transcriptions

4.3.40 A transcript is a candidate's response to an assessment component submitted in a form other than the candidate's own handwriting. Transcription is not available to candidates with poor handwriting and no identified challenge.

4.3.41 To be eligible to use transcriptions as an access arrangement, a candidate must show evidence of at least one of the following.

- The candidate has a medical, physical or sensory condition that causes writing challenges such that his or her written work is largely illegible or incomprehensible to someone not familiar with it and where a candidate cannot use a computer.
- The candidate has a medical, physical or sensory condition that causes difficulties in accessing the Scantron (bubble sheets) answer sheets.

4.3.42 It is not necessary to transcribe the whole of a candidate's script. Only those sections or words that are extremely difficult to read need to be transcribed.

4.3.43 Regardless of whether a transcriber is used to transcribe the entire script, a section or just a few words, the script must state that transcription has been applied and must bear the printed name and signature of the transcriber.

4.3.44 The transcription must be on a piece of paper separate from the candidate's script. This also applies to examinations where candidates are to write responses on the examination paper itself.

4.3.45 The candidate's actual script must not be annotated, this is to avoid confusing the words of the transcriber with those of the candidate or examiner.

4.3.46 The transcript must be produced immediately after the examination under secure conditions—the process is strictly confidential. The candidate must not be consulted, even if some of the handwriting is illegible.

4.3.47 The transcript must be produced by a teacher who is familiar with the candidate's handwriting. The teacher must not be a relative of the candidate or a teacher of the subject.

4.3.48 The transcript must be produced verbatim, with no corrections to the candidate's spelling, grammar or content of the answer. Diagrammatic material must not be transcribed. The assessment of such material will be based on the candidate's own work.

4.3.49 The transcript should indicate the subject, level and paper of the examination, and the candidate's registration category and code.

4.3.50 The examiner will be instructed to mark the candidate's script, and only refer to the transcript if the candidate's actual work cannot be read. For this reason, the original script must be sent for marking with the transcription.

4.3.51 The production of a transcript must not delay the submission of other candidates' scripts to an examiner. The transcript must be included with the other scripts.

An example of how inclusive access arrangements for transcription would apply
A student with fine motor challenges has illegible handwriting and does not have good typing skills. The teachers understand the student's writing and have transcribed the student's writing when needed. They are concerned that it would not be legible to an examiner who is unfamiliar with the writing. At the request of the school, the IB authorizes the use of transcriptions for the examinations.

4.4 Access to reading

Reader

4.4.1 Candidates may require support to read the text in the examinations. Difficulties in reading text may arise due to learning challenges, visual processing challenges, attention challenges, visual challenges or any other medical issue that may affect vision.

4.4.2 To be eligible to use a reader as an access arrangement, a candidate must show evidence of at least one of the following.

- The standard score on a psychological test on reading speed/reading accuracy/reading comprehension is 90 or less.
- The candidate has a medical, physical or sensory condition due to which he or she either cannot read or has difficulty in reading.

4.4.3 The role of a reader is to read the examination to a candidate and to read back the candidate's answers if requested to do so.

4.4.4 An examination must be read out loud without any alteration to its wording. Explaining instructions and answering questions about the rubrics of the examination (for example, how many questions to

answer, the time available for the paper) are permitted; however, the reader must not interpret or explain questions on the paper.

4.4.5 An examination must be read aloud using an even vocal intonation and inflection, which does not divulge any cues to the candidates.

4.4.6 If the candidate is allowed access to any other human assistance in addition to a reader, the same person should fulfil both roles whenever possible.

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

4.4.8 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 unless this has been authorized by the IB for an exceptional circumstance.

4.4.9 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 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 instructions)
- advise on when to move on to another question
- advise on the order in which questions should be answered.

4.4.10 With the exception of language subjects, a candidate who is not working in his or her best language may ask the reader to consult a bilingual dictionary. An entry can be read to the candidate, but no further explanation should be given.

4.4.11 Unless there has been a prior decision by the school to use a prompter as an access arrangement for the candidate, the reader must not prompt the candidate during the examination. 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.

4.4.12 Some assistance may be given if the candidate is having trouble in using information that is visually enhanced or presented in a tactile format. However, this assistance must be of a descriptive nature and must be confined to providing the same information that is accessible to a sighted candidate.

4.4.13 Readers must be aware that for candidates who require access to reading due to severe/total vision impairment, the examination may be modified to adapt questions which require visual processing.

MYP only

4.4.14 When required for the assessment, candidates who require a reader due to total vision impairment will be provided with adapted examinations. This will include text script of images and other visuals and/or adapted text when there is visual processing needed for the response to the standard question. There will be no modification to the assessment criteria when developing adapted questions.

DP only

Reading software

4.4.15 Reading software must be used with a word processor and the two are linked together as inclusive access arrangements.

4.4.16 In order to be eligible to use reading software as an access arrangement, a candidate must show evidence of at least one of the following.

- The standard score on a psychological test on reading speed/reading accuracy/reading comprehension is 90 or less.
- The candidate has medical, physical or sensory challenges due to which he or she cannot read or has difficulty reading text.

In addition to at least one of the above, it is mandatory that use of the requested reading software is the candidate's usual way of working in classroom tasks and tests.

Examination (reading) pen

4.4.17 To be eligible to use an examination (reading) pen as an access arrangement, a candidate must show evidence of at least one of the following.

- The standard score on a psychological test on reading speed/reading accuracy/reading comprehension is 90 or less.
- The candidate has medical, physical or sensory challenges due to which he or she either cannot read or has difficulty in reading.

In addition to at least one of the above, it is mandatory that use of the requested examination (reading) pens is the candidate's usual way of working in classroom tasks and tests.

Examination (reading) pens must not have data storage facility, in-built dictionary and thesaurus. Examples include C-pen examination reader and Wizcom examination pen.

Examples of how inclusive access arrangements for readers/reading software/examination (reading) pens 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 student with visual challenges uses reading software to access text for all classroom tasks and tests. Upon request, the candidate may be permitted the same arrangement for the assessment.
• A student with reading difficulties has a reading fluency score of 80. The student is given access to a reading pen for classwork and tests. As per the IB access and inclusion policy, for tests the student uses a reading pen that does not store data or contains a dictionary or thesaurus. For the IB examinations, the student is authorized to use the same arrangement.

4.5 Access to speech and communication

While additional time for the oral examinations or a communicator to convey the oral instructions of an invigilator may be the only access required for some candidates with speech and hearing challenges, others may need further inclusive access arrangements. These include the use of sign language or augmentative communication device.

Sign language interpreters

4.5.1 Authorization may be given to a candidate with hearing challenges to have access to sign language interpreters in order to receive and respond to questions that are a part of the internal or external assessment. It is mandatory that this has been the candidate's usual way of communicating in classroom tasks and tests.

However, signed responses are not permitted for any assessment task in language acquisition. Where this is required, schools must contact the IB for advice.

Augmentative communication device

4.5.2 To be eligible to use an augmentative communication device as an access arrangement, a candidate must show evidence of speech challenges. It is required 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 device.

4.5.3 Access to augmentative communication device cannot be applied to some of the assessment criteria in language acquisition. Schools must contact the IB for further advice.

An example of how inclusive access arrangements for access to speech and communication would apply
A candidate with hearing challenges uses sign language and an interpreter is available in school. For oral examinations, upon request from the school, the candidate is authorized a sign language interpreter for all the oral examinations. However, the authorization does not apply to language acquisition for which the school must consult the IB to plan alternative arrangements or reasonable adjustments.

4.6 Access to practical assistance

A candidate with a physical, sensory or medical challenge may require access to a practical assistant for tasks that require physical manipulation or movement.

4.6.1 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.

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

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

4.6.4 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.

4.6.5 Whenever possible, the candidate should be left to perform the activity without assistance, but under supervision if health or safety is a consideration. The presence of an assistant/aide does not mean that the candidate should necessarily be given assistance throughout.

The practical assistant may be a teacher of the subject, but preferably not the candidate's teacher. The person must not be another candidate or a relative of the candidate.

4.6.6 The practical assistant will not apply to tasks where physical manipulation is the construct that is being tested, such as playing a musical instrument.

MYP only
The arrangement is normally confined to support with motor movements (such as moving the mouse) that are difficult for the candidate during the on-screen examinations.
It is suggested that the practical assistant is familiar with the on-screen examination environment.

DP only
This arrangement is normally confined to the requirements of internal assessment (for example, practical work in the sciences or geography fieldwork). It is particularly suited to situations where there is a concern for a candidate's health or safety.
For practical work in the sciences, the assistant/aide should be familiar with the apparatus that are used for the task.

4.7 Access to calculators

4.7.1 A standard score of 90 or less in a test of mathematical fluency entitles a candidate to be eligible to use a four-function calculator (basic calculator performing only the functions of addition, subtraction,

multiplication and division) as an access arrangement in subjects requiring mathematics calculations (as decided by the IB) where a calculator is otherwise not allowed in the examination.

It is a breach of regulations if the candidate is found in possession of a calculator other than a four-function calculator unless specified for that particular examination.

An example of how inclusive access arrangements for access to a calculator would apply
A candidate with difficulties in mathematics calculations has a standard score of 83 in mathematical fluency. Upon request from the school, use of a four-function calculator is authorized that for subjects that require mathematics calculations.

4.8 Access to extensions to deadlines

4.8.1 To be eligible to use extensions to deadlines as an inclusive access arrangement, a candidate must show evidence of a medical or psychological challenge that has genuinely prevented them from completing work in time for the coordinator to submit the work (or marks to the IB in the case of internally assessed work).

4.8.2 A request for an extension to a deadline must be received at the IB before the normal deadline. An extension to a deadline will not be authorized retrospectively.

4.8.3 The IB is responsible for advising an examiner that a candidate's work will arrive after the normal deadline, not the coordinator. If the candidate's work arrives after the normal deadline, there may be a delay in the issue of results.

4.9 Access to deferral of external assessment

4.9.1 Deferral of one or more subjects to the next or future examination session may be possible for a candidate if:

- their study has been greatly affected during the programme
- deferral gives better access to the IB programme as it allows them to complete the requirements over a longer period.

4.9.2 To be eligible for a deferral a candidate must show evidence of a learning, medical or psychological challenge that makes a deferral necessary for the candidate to access the programme requirements.

4.9.3 A decision to defer can be made at the start of the programme and advice can be sought from the IB for this. However, the formal request for deferral can only be made to the IB after registration for the examination session. Candidates can be registered 20 months before the examination session after which the IB can process the request to defer one or more subjects to the next or future examination session.

4.9.4 The registration and subject fees for the subject(s) concerned will be carried forward and the deferred session will not count as one of the available three sessions in which the candidate must complete the IB programme.

4.10 Additional opportunities to retake exams

4.10.1 A candidate may participate in a maximum of three examination sessions to successfully attain their IB qualification. At the discretion of the IB, a candidate with learning support requirements may be allowed additional sessions.

4.11 Access to alternative venues

4.11.1 Although it is more likely to be applied to emergency situations (and hence managed under adverse circumstances rather than the access and inclusion policy), alternative venues for examinations may be one of the measures used especially for a candidate with temporary medical conditions.

4.11.2 The policy for alternative venues is covered under the examinations section of the relevant *Assessment procedures* publication.

4.12 Access to reasonable adjustments

4.12.1 Reasonable adjustments are changes or additional conditions to the assessment process which may not be covered in the standard list of inclusive access arrangements. They are unique to a candidate based on their requirements.

4.12.2 Schools must consult with the IB before planning any reasonable adjustments for a candidate.

4.12.3 The decision on the most appropriate reasonable adjustment will be made by the IB after engaging in discussions with the school.

4.12.4 The IB will only authorize reasonable adjustments where no other inclusive access arrangement can be applied to meet the purpose.

MYP only

4.12.5 Reasonable adjustment can only be applied to ePortfolio summative assessment tasks and the personal project.

An example of how inclusive access arrangements for access to reasonable adjustments would apply
A candidate with moderate to severe learning challenges 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.

DP only

An example of how inclusive access arrangements for access to reasonable adjustments would apply
A candidate with social phobia and anxiety has difficulty in delivering the oral presentation in front of the class and also individually in front of the teacher. A reasonable adjustment is made for the candidate to deliver the presentation from home and over skype to the teacher.

5 Access for additional language learners

5.1 Additional language learners are candidates whose current course of study and assessment is delivered in a language that is not their first, best or native language and whose language ability is below the level that is deemed linguistically competent.

5.2 The candidate with linguistic competence is very accomplished in the use of the language. However, his or her language may be formal and not on par with the expertise and fluency of a native/ first language speaker.

5.3 The linguistically competent level is defined as one where the candidate will interact with, process, understand, analyse, produce or use:

- technical language of content areas
- fluent and flexible language as per the demands and nature of communication, such as for social or academic purposes
- language of varying linguistic complexity across genres and topics, including meanings that are both explicit and implicit, in extended oral or written material such as essays, reports, case studies and presentations
- oral or written language that is comparable to that of peers who have skills in the language to work with the academic material required for the course of study.

    (Adapted with permission from WIDA, WIDA Performance Definitions, English Language Proficiency Levels 5)

5.4 The eligibility for inclusive access arrangements will be based on standard scores on a standardized language test that is conducted not earlier than one year before the examination session and the educational evidence submitted.

5.5 The standardized language test will measure skill levels in speaking, listening, writing and reading in the response language.

5.6 It is the responsibility of the school to provide all the required evidence (see 5.4, 5.5, and 2.4) needed to clearly demonstrate that the score in the language test used is below the linguistically competent level (as defined in 5.3).

5.7 The IB does not specify the standardized language test that should be used for the language assessment.

5.8 Some examples of widely used language proficiency and performance benchmarks and their alignment with the criteria of linguistic competence stated (see 5.2 and 5.3) are below. In these examples, the eligibility for inclusive access arrangements would be based on a score or rating on a standardized language test.

- WIDA—a score of 4 and below
- ACTFL—advanced mid, advanced low and below
- CEFR—B2.1 and below (B2.2/B2+ would be rated as "competent" according to this policy).

MYP only
• An MYP language acquisition placement would not eliminate the requirement of submitting scores or ratings on a standardized language test.   • Access for additional language learners does not apply to examinations in language and literature and language acquisition.

MYP only
•   Access for additional language learners can apply to examinations in individuals and societies, sciences, mathematics, arts, physical and health education, design and the programme core components.
•   Additional language learners who have been authorized for inclusive access arrangements will be eligible for the bilingual MYP certificate

DP only
•   Access for additional language learners do not apply to oral or written examinations in studies in language and literature and language acquisition. An exception to this is classical languages in the language acquisition group, where the response language must be in English, Spanish or French.
•   Access for additional language learners can apply to oral or written examinations in individuals and societies, sciences, mathematics, the arts and the DP/Career-related Programme core components.
•   Additional language learners who have been authorized inclusive access arrangements will be eligible for the bilingual diploma or certificate.
•   For anticipated and retake candidates, requests for inclusive access arrangements as an additional language learner must be submitted (with evidence of current language testing as per section 5.4) every session.

Extra time (25%, written examinations)

5.9 As an additional language learner, a candidate may be authorized 25% extra time for written examinations if there is:

- evidence of a composite score from a standardized language test that indicates language ability that is below the level defined as linguistically competent (see 5.2 and 5.3) in speaking, listening, writing and reading, or in reading and writing

- educational evidence from the school that clearly states that the candidate receives language support and that the arrangements requested are the usual way of working (see 2.5).

Extra time will not be authorized for the five minutes' reading time that precedes written examinations.

Extra time for different challenges or circumstances is never cumulative. It is always only the largest requirement that applies. For example, a candidate cannot be granted 25% extra time as an additional language learner as well as 25% additional time for their reading challenges, to double the total additional time to 50%.

The extra time is primarily authorized for the repeated use of a bilingual dictionary during written examinations.

Extra time (25%, oral examinations)

5.10 "Oral examinations" refers to all assessments that focus on what the candidate says verbally.

5.11 As an additional language learner, a candidate may be authorized 25% extra time for oral examinations if there is:

- evidence of a score from a standardized language test that indicates language ability that is below the level defined as linguistically competent (see sections 5.2 and 5.3) in speaking and/or listening

- educational evidence from the school that clearly states that the candidate receives language support and that the arrangements requested are usual way of working (see section 2.5).

The authorized extra time for orals can be divided between preparation and the oral delivery. The total additional time should not exceed the time that has been authorized by the IB.

MYP only

Reader

5.12 As an additional language learner, a candidate may be authorized use of a reader if there is:

- evidence of a score from a standardized language test that indicates a language level that is below the level defined as linguistically competent (see sections 5.2 and 5.3) in reading
- educational evidence from the school that clearly states that the candidate receives language support and that use of a reader is the usual way of working (see section 2.5).

DP only

Reader/reading software

5.13 As an additional language learner, a candidate may be authorized use of a reader or reading software if there is:

- evidence of a score from a standardized language test that indicates a language level that is below the level defined as linguistically competent (see sections 5.2 and 5.3) in reading
- educational evidence from the school that clearly states that the candidate receives language support and that use of a reader/reading software is the usual way of working (see section 2.5).

Word processor with spellchecker

5.14 As an additional language learner, a candidate may be authorized use of a word processor with spellchecker if there is no request for additional time and there is:

- evidence of a score from a standardized language test that indicates a language level that is below competent (see sections 5.2 and 5.3) in writing
- educational evidence from the school that clearly states that the candidate receives language support and that use of a word processor with spellchecker is the usual way of working (see section 2.5).

Appendices

Colour options

The following chart indicates the available colour options for the Diploma Programme. This chart can also be downloaded as a PDF.

References and bibliography

Council of Europe. 2018. *Common European Framework of Reference for Language Teachers: Learning, Teaching, Assessment (CEFR).* Retrieved from https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale. Accessed 17 April 2018.

Georgia Department of Education. 2010. *LinguaFolio Self-Assessment Grid.* P 65. Retrieved from https://www.georgiastandards.org/standards/GPS%20Suport%20Docs/ModLang_GPS_K-5_FINAL_01-05-10.pdf

WIDA (2014). *WIDA Performance Definitions.* Retrieved from https://www.wida.us/standards/RG_Performance%20Definitions.pdf.

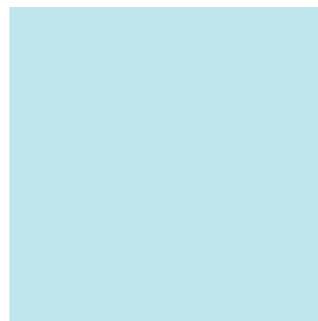# Request for modified papers: Colour options

Dark green
C: 62 %
M: 0 %
Y: 100 %
K: 0 %
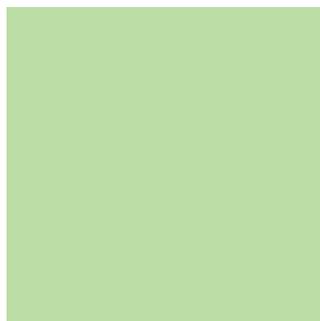
Light green
C: 27 %
M: 0 %
Y: 45 %
K: 0 %
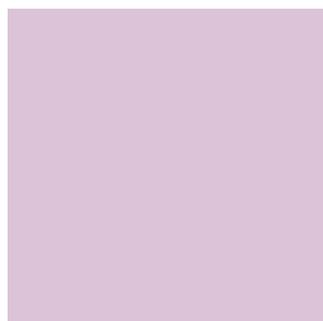
Light Blue
C: 23 %
M: 0 %
Y: 6 %
K: 0 %

Dark Blue
C: 60 %
M: 0 %
Y: 8 %
K: 0 %

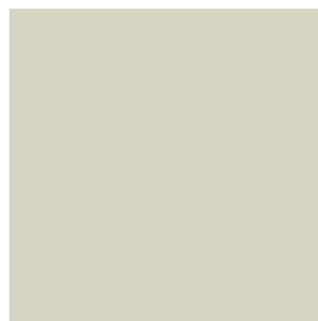**Beige**
C: 2 %
M: 0 %
Y: 38 %
K: 0 %

Lavender
C: 11 %
M: 24 %
Y: 3 %
K: 0 %

Pink
C: 0 %
M: 25 %
Y: 0 %
K: 0 %

Grey
C: 16 %
M: 11 %
Y: 22 %
K: 0 %

Light yellow
C: 4 %
M: 0 %
Y: 64 %
K: 0 %

Dark Yellow
C: 2 %
M: 11 %
Y: 100 %
K: 0 %

Key: (colour % values)
C: Cyan
M: Magenta
Y: Yellow
K: Key (Black)

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