



Somers High School
An IB World School

Dear IB Student:

You are receiving this letter because you are enrolled in an IB class and scheduled to take an IB exam this coming May, and you have either a 504 plan or an IEP that affords you some testing accommodations. SHS is going to apply to the IB on your behalf to request that the accommodations you currently use for testing be available for your upcoming IB exams (which they call “papers”). Because IB is an international organization and must be sensitive to the needs of students in many different countries, it has its own requirements for allowing students to modify their testing situations*. Many times, the IB allows students to use the same accommodations that they use here in New York. However, we need your permission to upload supporting documentation to their website. Most commonly, this is a (not more than two years old) copy of your IEP or your 504, and sometimes it is also a doctor’s note (which also must not be more than two years old). This may also require updated testing if you are a declassified student who still gets testing accommodations through Document D.

Please note that you will be registered by the deadline, which is November 15, each year. This will incur an assessment fee of \$121 per IB course, which the district will pay on your behalf. Students who withdraw from an IB course after January 15, of the school year in which they test for an IB class, or fail to show up for an assessment in April or May, will be responsible for reimbursement of all IB assessment fees to the district.

If you consent to our uploading of your documentation, please indicate this below.

I, _____, give Ms. Alison Scanlon (IB Coordinator) and
(Your name, please print legibly)
Ms. Colleen DeRenzis (IB Inclusive Education Liaison) permission to upload to the IB website the following applicable documents: (Please check all that apply)

A copy of my IEP

A copy of my 504 Plan

A copy of a doctor’s note indicating a physical, emotional, or medical need. If this is more than one year old, I understand that I will need an updated one before Nov 1. The application deadline for accommodation requests for May exams is Nov 15.

Print Student Name

Print Parent/Guardian Name

Student Signature

Parent/Guardian Signature

Date

Date

*Please see the email you received for information regarding the IB's Inclusive Access Policy for students.

Testing Accommodations that DO NOT require prior authorization from the IB:

1. Separate Location
2. Preferential Seating
3. Access to a nurse or other medical professional
4. Aids such as earplugs, a colored overlay, a Braille slate, a hearing aid, or a visual aid such as a magnifying glass
5. A sign-language interpreter for the DIRECTIONS of an examination
6. Clarification of directions
7. Naming of colors in an examination (for example in a graph or a chart) for a student who experiences whole or partial color-blindness
8. Supervised rest breaks not exceeding 10 minutes per hour (these must be pre-determined and pre-scheduled) for access to medication or for physical, psychological, or other medical reasons. The amount of time permitted for these breaks does not count towards the total time of the student's examination, provided that the student has no access to their examination or notes of any kind during the break.
9. Use of a (human) prompter to redirect and refocus a student with attentional, psychological, or neurological conditions to ensure that the student pays attention to the examination

Testing Accommodations that DO require prior authorization from the IB (request due to be uploaded by November 15, 2024.) These are directly quoted from most recent [Access and Inclusion Policy](#) from the MyIB website.

Access to additional time

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.

4.2.5 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: <ul style="list-style-type: none">• not come from sub-tests• be related to three different areas (so must not all be related to one area, for example, reading)

Additional time	Standard score used to measure eligibility criteria
	<ul style="list-style-type: none"> 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.

Scribe

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.

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

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.

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.

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.

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.

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.

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.

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.

