



International Baccalaureate®
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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.

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Overview

1.1 The International Baccalaureate (IB) believes in an inclusive approach to education that is designed to remove or reduce barriers so that every student can fully participate in, and develop through, IB programmes.

1.2 This *Access and inclusion policy* aims to establish standards and best practices in access and inclusion in IB World Schools so that all students can fully participate in their IB education. All schools are expected to draw upon the principles and practice of provision of access arrangements from this policy to formulate their internal school inclusion policy and practice for learning, teaching and assessment.

1.3 This table shows how this policy is applicable to the delivery of IB programmes.

Programme	School internal inclusion policy	Learning and teaching (including formative assessment)	School end of year assessments	IB assessments
Primary Years Programme (PYP)	Yes	Yes	Yes	n/a
Middle Years Programme (MYP)	Yes	Yes	Yes	eAssessments only
Diploma Programme (DP)	Yes	Yes	Yes	Yes
Career-related Programme (CP)	Yes	Yes	Yes	Yes

1.4 In IB assessments, all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. For Middle Years Programme (MYP) eAssessment, the Diploma Programme (DP) and Career-related Programme (CP), this document sets out the policy for provision of access arrangements for IB assessments that schools must comply with. However, access arrangements for assessments must reflect student experiences in learning. For this reason, this policy states that access arrangements must be applied in learning and teaching to then align with acceptable arrangements in the assessment context.

1.5 Barriers are all the obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning, teaching and assessment. Access and inclusion must be considered when a learner is facing a long-term challenge.

1.6 Primary barriers are the key elements that impact a student's learning. Often, there are also associated secondary barriers that are causally related to the primary barrier. Both primary and secondary barriers must be considered when planning the access arrangements for a student.

1.7 The following are primary barriers.

- Additional language (first or best language is not the language of instruction)
- Cultural variations
- Hearing
- Intellectual exceptionalities
- Movement and coordination
- Medical

- Mental health
- Numeracy
- Processing
- Reading
- Seeing
- Social–emotional
- Speech and language
- Writing

1.8 All requests for access arrangements for IB assessments must be:

- based on the usual way of learning and teaching in the classroom
- in line with the eligibility criteria stated in this policy
- submitted along with supporting documents as evidence
- submitted by the deadline stated in the *Assessment procedures* for the relevant programme(s).

Purpose and scope

1.9 This policy aims to articulate the role of access and inclusion during learning and teaching, as well as for all IB assessments.

1.10 The purpose of this policy is to support the practice of access and inclusion in IB schools to enable all students to participate fully in learning, teaching and assessment (formative and summative) by reducing and removing barriers using appropriate and well-planned access arrangements. This policy follows the whole-school approach to inclusion, where all educators are involved in access and inclusion, and it is not only the work of the learning support teacher/team. It is intended for all school leaders, programme coordinators and IB educators.

1.11 This policy is to be used along with the guidance on access and inclusion in the relevant *Assessment procedures* that advises schools on the process of requesting authorization of access arrangements from the IB.

1.12 This policy does not cover the practice of inclusive education in its entirety. It only covers creating a pedagogical culture of inclusion and removing or reducing barriers during learning and teaching and IB assessments through the provision of access arrangements.

1.13 **This policy does not cover adverse circumstances.** These include family bereavement, civil unrest or a natural disaster that could affect a student either during the preparation of work for assessment or during examinations. Medical conditions that occur within the three-month period before the examinations are also considered adverse circumstances. Please refer to the *Adverse circumstances policy* for further details.

Principles

What is access and inclusion?

1.14 “Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” (*Learning diversity and inclusion in IB programmes*, 2016)

Access refers to providing equitable educational opportunities in learning, teaching, evaluation/assessment and all other aspects of school life to all students by making space and provision for the characteristics that each person brings.

What are access arrangements?

1.15 Access arrangements are changes or alterations introduced to learning, teaching 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 a range of barriers and enable the student to work around them.

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

Who is supported by this policy?

1.16 This policy is intended to cover the entire range of diversity of IB students. It addresses provision of support where required due to issues and challenges. These may be related (but not restricted) to difficulties due to barriers of language, ability, emotional and mental wellness, economic deprivation, gender and sexual identity, ethnicity, medical issues, impairments and/or other long-term challenges.

Cross-programme policy

1.17 It is expected that all IB schools across all four IB programmes, PYP, MYP, DP and CP, draw upon the principles and practice of provision of access arrangements from this IB *Access and inclusion policy* to formulate their internal school inclusion policy and practice for learning, teaching and assessment.

For the MYP eAssessment schools and DPCP, this document also sets out the policy for provision of access arrangements for IB assessment.

Application to learning and teaching

1.18 Access arrangements must be available as required for a student throughout their course of study. This policy aims to guide teachers in all IB programmes in their plans to meet the access requirements of students during their educational journey in the school. It explains the principles that translate to best practice when planning and applying access arrangements for teaching, learning and assessment. It also provides a list of access arrangements that can be applied as required for an individual student during learning and teaching. This list is not exhaustive and other access arrangements may need to be considered to meet the unique access requirements of students (necessary arrangements will be considered by the IB on a case-by-case basis for IB assessments for MYP eAssessment and DP and CP students).

Formative assessment

1.19 Formative assessment is embedded in curriculum and instruction, with the purpose of generating constructive feedback and suggestions that can best help students to learn.

1.20 Formative assessment needs to cater for the diversity of learners and learning experiences in the classroom. IB teachers are encouraged to make use of universally designed assessments to create fair and inclusive formative assessments for all learners.

Good formative assessment designs allow teachers to understand the strengths and opportunities for improvement of individual learners and to identify possible next steps to move learning forward. This process supports teachers to identify barriers to learning and to find out the best ways to remove and reduce such barriers. Formative feedback also aims to build appropriate scaffolding for individual learners as they develop their concepts, skills and understanding.

1.21 IB teachers are encouraged to design formative assessment tasks and questions that are construct relevant and minimize assessment biases. One way to do this is to adopt a balanced approach to assessment design, using a variety of assessment types and formats to ensure students with diverse strengths and needs have equal opportunities to demonstrate their understanding.

1.22 It is also important to remember that formative assessment is an ongoing process embedded in the learning and teaching cycle, with the purpose of monitoring learning and tracking progress. One fundamental principle is that learning is not constant and barriers to learning may also change over time. Formative assessments allow teachers to identify these developing and changing needs, and to adapt the access allowances and learning support accordingly. For further details on universally designed formative assessments, please refer to the IB publication *Teaching and learning informed by assessment in the Diploma Programme*.

Application to IB assessments

1.23 Standard assessment conditions may put some students at a disadvantage by preventing them from demonstrating their level of attainment. Access arrangements may be applied in these circumstances if it is observed that they could remove and reduce barriers for the student.

1.24 In principle, access arrangements for assessments should reflect the student experiences in learning. This policy states that the access arrangements that can and should be applied in learning and teaching for all IB programmes should align with acceptable arrangements in the assessment context.

1.25 This policy provides a list of access arrangements that can be used for IB assessments in the MYP, DP and CP. While some of the arrangements will require authorization from the IB, there are others that can be put in place by the school. Eligibility criteria for access arrangements that are to be authorized by the IB are clearly stated in the policy. Please refer to the *Assessment procedures* for the relevant programme for information on the procedure and deadlines for submitting requests for access arrangements.

1.26 The underpinning principle of the application of the policy is that assessment is a part of learning and teaching and therefore 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).

Introduction

2.1 Barriers are all the obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning and teaching and assessment. While learners may experience any number of fleeting or transient barriers that may disturb their learning for a few days (such as an emotional barrier due to an altercation with peers, or a medical issue), access and inclusion needs to be considered when it is observed that a learner is facing a long-term challenge (such as barriers in the areas of reading, hearing or mental health). For medical issues, an illness or condition that lasts for more than 12 weeks is usually considered chronic and the school should consider access arrangements for learning, teaching and assessment where required.

2.2 Access arrangements should remove or reduce barriers that impact the educational journey of a student.

Primary and secondary barriers

2.3 Primary and secondary barriers and their associated sub-areas are as follows. This is not an exhaustive list and there may be barriers not included that IB World Schools will be able to communicate to the IB for requests for access arrangements.

Primary or secondary barrier	Sub-area
Additional language (first or best language is not the language of instruction)	English/French/German/Japanese/Korean/Spanish (the IB response languages) as an additional language (first or best language is not the language of instruction)
Cultural variations	New or unfamiliar environmental contexts
	Socio-communication
Hearing	Mild or moderate hearing loss
	Severe or profound hearing loss
Intellectual exceptionalities	Cognitive delays
	Gifted and talented
Movement and coordination	Fine motor
	Neurological (cerebral palsy)
	Oral/verbal
	Physical/spatial
Medical	Asthma
	Cancer
	Crohn's disease/irritable bowel syndrome (IBS)
	Diabetes
	Epilepsy
	Muscular dystrophy
	Rheumatism
Mental health	Anxiety
	Depression
	Eating disorder
	Obsessive compulsive disorder
	Post-traumatic stress
Numeracy	Mathematical anxiety
	Numerical operations/Mathematical fluency
Processing	Attention and executive processing
	Auditory processing
	Information processing

Primary or secondary barrier	Sub-area
	Language processing
	Long-term retrieval
	Scotopic sensitivity (Irlen syndrome)
	Short-term memory
	Visual–motor
	Visual–spatial
	Working memory
Reading	Reading comprehension
	Reading fluency
Seeing	Blindness (total)
	Colour blindness
	Low or partial vision
	Nystagmus
Social–emotional	Emotional disturbances (depressive, stress, etc.)
	Gender identity related
	Neurodevelopmental (autism, Asperger’s, etc.)
	Sexuality related
	Withdrawal/isolation
Speech and language	Expressive language
	Receptive language
	Stammer/stutter
Writing	Handwriting/typing speed
	Spelling
	Written expression/fluency

2.4 The following table lists some examples of some primary barriers, their sub-areas and the associated secondary barriers.

	Primary barrier	Sub-area of primary barrier	Secondary barrier	Sub-area of secondary barrier
Student 1	Processing	Language processing	Social–emotional	Withdrawal/isolation
Student 2	Reading	Reading comprehension	Processing	Working memory
Student 3	Reading	Reading fluency	Reading	Reading comprehension
Student 4	Social–emotional	Gender identity related	Mental health	Anxiety
Student 5	Cultural variations	Socio-communication	Social-emotional	Emotional disturbances

	Primary barrier	Sub-area of primary barrier	Secondary barrier	Sub-area of secondary barrier
Student 6	Speech and language	Expressive language	Writing	Writing fluency

Removing and reducing barriers

Access to learning and teaching

2.5 Once a student is admitted into a school, it is the responsibility of the school to meet the student's learning needs. This includes provision of access to learning and teaching with suitable access arrangements.

2.6 As access arrangements serve to reduce or remove barriers to learning, the first step in planning for access arrangements is to identify the barriers. Observation of the student in the classroom, information from past teachers, parents/legal guardians or the student about previously identified challenges, anecdotal information from parents/legal guardians about what they currently observe at home, combined with reports from professionals such as psychologists and doctors will all help to identify the barriers.

2.7 The inclusive access arrangements provided for a student must:

- be carefully individualized, evaluated and monitored
- be applied throughout the course of study
- reflect the optimal support that the student requires
- be based on current, not past, requirements
- be drawn from 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).

2.8 The access arrangements for a student must be based on the principle of optimal support, which means that they must be accurately planned to remove or reduce barriers during teaching, learning and assessment. They must neither be more nor less than what the student requires.

2.9 Inclusive access arrangements must be put in place as soon as the need for additional support is identified by a professional such as a psychologist, observed (at school or at home) or after learning about a previously identified challenge (such as when the student enters an IB programme).

2.10 The inclusive access arrangements for a student must be in place throughout the course of learning and teaching, including for all formative assessments.

2.11 Access arrangements must be considered in instructional planning as part of universal design for learning (UDL). To learn about UDL and how it can be used in the IB classroom, please refer to the publication *Using Universal Design for Learning (UDL) in the IB classroom*.

2.12 While some inclusive access arrangements may apply to the classroom context, others may also be applicable for IB summative assessment.

2.13 In some instances, a student may require an access arrangement for one subject but not another. For example, a student may require support with a graphic organizer for writing history essays but would not need the same type of support while working in science subjects. Sometimes, a barrier may exist within one learning and assessment construct and a student may require a specific type of scaffolding in addition to use of access arrangements. For example, a student with partial vision working on the visual elements of the language and literature course will require enlarged papers and also scaffolding to understand language through visual media.

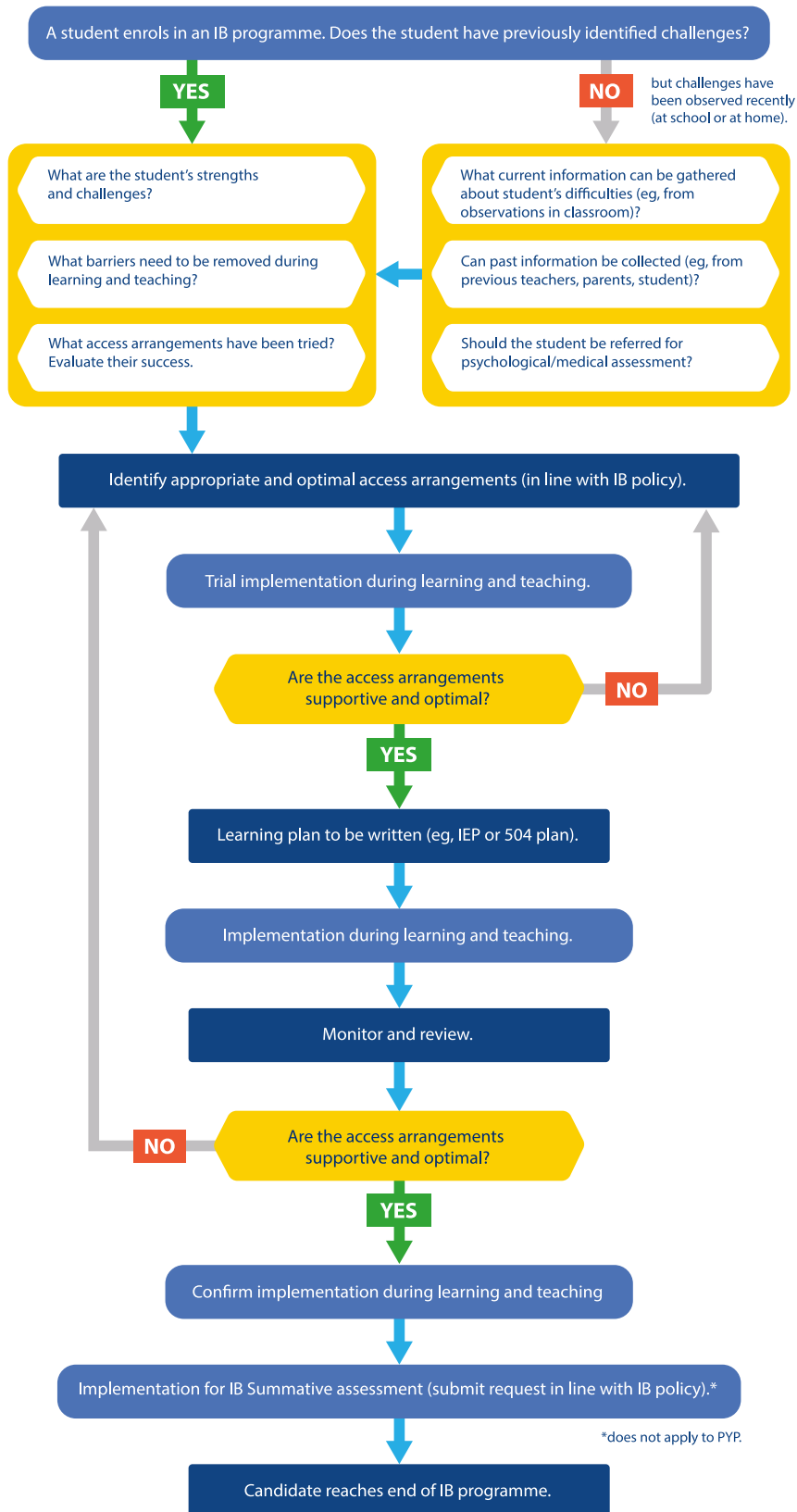
2.14 A student's access requirements may change over the course of their study. Their challenge or condition may worsen (such as a medical condition) or improve (such as mental health difficulties), which would alter their access requirements. For this reason, inclusive access arrangements for a student must be

monitored, evaluated and reviewed at periodic intervals, so that they continue to provide the optimal level of support.

2.15 Figure 1 provides a decision-making framework for educators to plan access arrangements for their students. The framework starts with provision of arrangements during learning and teaching and continues to requests for arrangements for IB summative assessments.

Figure 1

The decision pathway for inclusive access arrangements
Inclusive access arrangements: Decision pathway



Please note: Access arrangements and learning plans should be monitored and reviewed throughout a student's IB programme. If at any point further or new challenges are observed, you must re-visit the decision pathway above.

Access to IB assessments

Compliance with policy

- 2.16 All access arrangements planned for a student for IB assessments must be consistent with this policy.
- 2.17 A school must first consult the IB if they intend to plan access arrangements for IB assessments that do not comply with the eligibility criteria stated in this policy, including when these are requested by parents/legal guardians.
- 2.18 No assumption can be made that the IB will authorize arrangements that do not meet the eligibility criteria of this policy even if that has been the usual way of working. The IB will not take responsibility for an outcome emanating from failure to comply with this principle.
- 2.19 The IB will only in exceptional and unusual cases authorize a request for inclusive access arrangements that are not the usual way of working and/or that have been put in place to support the student only in the last six months of study, just prior to the examinations.
- 2.20 The purpose of access arrangements is to remove or reduce barriers. Under no circumstances should it give the student an undue advantage.
- 2.21 If the access requirements for a student as observed in the classroom do not match the eligibility criteria for IB assessments as stated in this policy (for example, if the student is eligible for 50% additional time as per this policy but in the classroom teachers observe that the student requires 25% or vice versa), then the school must add this information to the educational evidence provided to the IB.

Maintaining standards

- 2.22 The IB must ensure that a grade awarded to a student in any subject is not a misleading description of that student's level of attainment, so the same standards of assessment are applied to all students.
- 2.23 The access arrangements requested for a student must not give that student an advantage in any assessment.
- 2.24 The inclusive access arrangements described in this document are intended for students with the aptitude to meet all assessment requirements leading to the completion of the programme.
- 2.25 In the case of internal assessments, marks must always be awarded based on the student's work in accordance with the assessment criteria. Under no circumstances must teachers consider other factors such as the student's challenges or difficulties.
- 2.26 A subject result means the student has met the requirements of that subject—that is, they have been able to demonstrate what was being assessed. Therefore, IB policy is that exemptions—which would still yield a subject result—must only be made where access arrangements and reasonable adjustments cannot be applied to an assessment or assessment component. For example, given that there is no fair way to assess a student with total blindness or significantly low vision in the visual question of the language A: language and literature course paper 1, a bespoke paper with two predominantly or exclusively verbal texts is offered as a modified examination at both standard level (SL) and higher level (HL). Please refer to section [“Flexibility in presentation of material and resources/reception of content”](#). However, for students with profound deafness the only route available for fair access to assessment is exemption from the listening comprehension component of the language B examination.
- 2.27 As a rule, exemptions are a very last resort and must only be applied in exceptional cases. The IB will use its discretion in evaluating requests for exemptions.
- 2.28 All students, including those with specific learning challenges, are required to study two languages without any exemption. There are no exceptions to this rule.

Consistency for all students

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

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

2.31 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.

Confidentiality

2.32 The IB treats all information about a student 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

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

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

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

2.36 The person invigilating the student's examination must not be a relative of the student, or any other person with whom there may be an apparent or perceived conflict of interest.

Using the right policy

2.37 The IB has a policy for supporting students who face adverse circumstances that are beyond their control during IB assessments. This includes medical conditions/illness such as injury, anxiety, exceptionally difficult family circumstance with onset or occurrence up to three months before the IB examinations in May/November. It may also include events that affect the whole-school community, such as a natural disaster. Please refer to [Adverse circumstances policy](#) for further information.

2.38 A long-term challenge must be supported through access and inclusion whereas one that has its onset/occurrence up to three months before the written examinations must be supported through the adverse circumstances policy and process. However, there may be instances where there is an exacerbation of a long-term challenge during the examination, when the student may require mitigations provided through the adverse circumstances policy. For example, a sudden increase in symptoms a month before the examinations in a student with long-term mental health difficulties.

For further details and examples, please refer to the infographic [Supporting your student: Adverse circumstances or Access and inclusion?](#) on the Programme Resource Centre.

Procedure

3.1 The coordinator must submit the application for inclusive access arrangements on behalf of the student. Although a teacher may complete the application, it is ultimately the coordinator's responsibility to submit the completed form to the IB.

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

3.3 All requests for access arrangements for IB assessments must be:

- based on the usual way of learning and teaching in the classroom
- in line with the eligibility criteria stated in this policy
- submitted along with supporting documents as evidence
- submitted by the deadline stated in the *Assessment procedures* for the relevant programme(s).

3.4 Please refer to the *Assessment procedures* for the relevant programme for information on procedures related to authorization of access arrangements.

Supporting documentation

3.5 Two forms of supporting documentation are required when submitting a request for access arrangements for IB authorization.

- An official report.

This includes:

- a psychological/medical report
- evidence from a language test for additional language learners.

- Educational evidence from the school.

3.6 Access arrangements are based on a student's current access requirements. The supporting evidence must therefore justify that access arrangements are necessary for the current assessment.

3.7 All psychological/medical reports must be undertaken within three years of the intended examination that the request relates to and dated accordingly. However, the IB can be flexible with the date of medical reports for students with permanent sensory and/or physical challenges.

3.8 The language test for additional language learners must be conducted no earlier than one year before an IB assessment and the report must be dated accordingly.

Psychological/medical reports

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

3.10 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 student to write or be involved in the writing of the report.

3.11 Online standardized psychological tests (not screening tests) can be used if the school has a member of staff with the relevant expertise to conduct the tests and sign the reports.

3.12 All psychological reports from external professionals must:

- be legible, on a document with a letterhead, signed and dated
- be accompanied by a translation into English, French or Spanish, if it is not written in one of these IB working languages
- state the title, name and professional credentials of the person(s) who has undertaken the testing or who is writing the report
- state the student's performance on 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.

3.13 A full psychological test report testing all areas is not required. The IB only requires scores in the areas that have been observed or identified as challenging for the student.

Language test reports

3.14 All language test reports for additional language learners must state:

- the standardized language test used

- the language proficiency and performance benchmark results from the testing and the alignment with the proficiency criteria stated in the “[Guidance for additional language learners](#)” section of this publication.

Educational evidence

3.15 Educational evidence can be a letter/observational report from the coordinator and/or the student’s subject teacher(s) outlining any difficulties that may be apparent in the classroom, plus a summary about the arrangements provided to the student 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).

Note: 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.

Documents that are legally binding in a country

3.16 In some countries, medical statements or individual learning plans are legally binding and may state the access arrangements that are to be provided for the student. In these cases, the following will apply.

Legally binding psychological/medical documents created without school involvement

3.17 Sometimes the national practice of the country is to issue a brief medical statement/certificate from a hospital after a specialist has identified a long-term challenge. This document usually states the name of the challenge and the access arrangements that are to be put in place for that student. For example, some countries in Europe—such as Poland and Denmark—follow this approach.

Learning challenges

3.18 Hospital-issued medical statements typically do not report psychological scores. In these cases, the IB requires a psychological/medical report with the standard scores to understand the challenge and its severity. If this is not available, the IB will expect schools to comply with providing more information such as further detailed education evidence as needed to process the requests.

Medical challenges

3.19 Schools must submit educational evidence that indicates that the student’s access requirements have been carefully observed and have been planned as per this policy. For example, a medical statement advises 25% additional time for arthritis, but observation during learning and teaching may indicate that the student is supported better with rest breaks and a word processor. In these cases, the IB expects the school to work with the student and determine the most appropriate and optimal access arrangement.

Legally binding psychological/medical documents created with school involvement

3.20 In some countries, the school is part of the team that is involved in planning the support that is captured in a document legally binding in that country. The Individualized Educational Plan (IEP) and the 504 plan in the USA are examples where the school is part of a team planning the access arrangements and detailing them in a legally binding document. In all these cases, schools must comply with this *Access and inclusion policy* when planning the access arrangements for the student that form the legally binding document. This means that:

- if a student is within three years of the intended IB examination that the request relates to, any existing legally binding document (such as the IEP/504 plan) must be reviewed to align with the IB *Access and inclusion policy*
- if a new legally binding document is written after the student has started an IB programme, it must be in alignment with the IB *Access and inclusion policy*. The school should carefully consider the student's requirements, and the access arrangements and eligibility criteria stated in this policy. Please refer to "Figure 1" in the section "[Removing and reducing barriers](#)". Access arrangements that are appropriate and optimal should be put in place during learning and teaching. They must be monitored and evaluated on a regular basis
- For students who have learning challenges (such as specific learning difficulties or ADHD), where it is possible, schools must include scores from psychological testing in the legally binding educational plans they create for their students. If scores are not included, the IB will expect schools to comply with providing more information to process the requests.

In all of the above cases, the IB understands that the evidence submitted is legally binding and the student's challenge has been established. The IB is not seeking further evidence to confirm the presence of a medical or learning challenge but to understand the severity of the characteristics so that optimal and appropriate access arrangements can be authorized in line with IB policy.

Further, if it is observed in the classroom that the access requirements for a student do not match the eligibility criteria stated in this policy (for example, if the student is eligible for 50% additional time as per this policy, but in the classroom teachers observe that the student requires 25% or vice versa), then the school must communicate this to the IB in the supporting documentation. In order to process this request, the IB needs to know about the process adopted to determine the appropriate access arrangement (that is not as per the criteria stated in this policy).

Anticipated and retake students

3.21 For anticipated and retake students, all authorizations for inclusive access arrangements (except those for additional language learners) are applicable to all future examination sessions.

3.22 Changes to access arrangements for anticipated and retake students would not normally be authorized. Only in exceptional circumstances would changes to authorized arrangements be made for retake students.

3.23 If a student's registration has been deleted 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.

3.24 For anticipated students, the access arrangements must be considered for teaching, learning and IB assessments for all the subjects for the entirety of the programme. All requests for access arrangements must also be made for all the subjects and not only for the assessment of subjects that the student is registered for during the anticipated session. Failure to do this will impact authorization of access arrangements.

Consent

3.25 Before submitting appropriate documentation to the IB, the school must obtain consent from the student if they are of the age of consent in their country, or from the student's parents/legal guardians.

3.26 The school must also inform all individuals (who give consent for a school to submit documents to the IB) that if a student transfers to another school for their 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.

3.27 Further, the school must also inform students and parents/legal guardians that if they wish to withdraw the request for inclusive access arrangements before a transfer, the school must be informed of this at the time of transfer. Then, the coordinator of the current school and the coordinator of the new school must inform the IB in writing.

Rescheduling examinations

3.28 For students who have been approved additional time, the school must reschedule examinations if the number of examination hours in a single day is in excess of 6 hours and 30 minutes.

3.29 It is the responsibility of the school to request examination rescheduling for the student where required.

3.30 To request rescheduling, schools must follow the process stated in the *Assessment procedures* for the relevant programme.

Challenging an IB decision

Requesting a re-evaluation

3.31 If a school wishes the IB to reconsider the decision on authorization of request for access arrangements for a student, then a re-evaluation must be submitted within one month of the school receiving the IB decision. Requests for re-evaluations will take a minimum of four weeks to be processed by the IB.

3.32 The justifications for the re-evaluation should be clearly articulated in updated supporting documentation or a statement from the school.

3.33 The IB cannot process requests for re-evaluation submitted at any time—including after mock or practice examinations—that do not contain evidence for altering or adding access arrangements for the student.

3.34 A statement that broadly states that the altered or new arrangements would benefit the student is not considered as sufficient evidence by the IB.

3.35 The school must provide evidence of why the approved arrangements are not optimal for the student, and how the new or altered arrangements have been supportive for learning, teaching and assessment.

3.36 Letters or statements from parents/legal guardians will not be considered as supporting documents.

3.37 For more information on how to submit a request for re-evaluation please refer to the *Assessment procedures* for the relevant programme

Appeals

3.38 Following the re-evaluation, the appeals process is the next step to address concerns or dissatisfaction regarding a decision on access arrangements for a student. All appeals to the IB must follow the procedure stated in *Diploma Programme Assessment appeals procedure*.

Administration of access arrangements during examinations

3.39 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).

3.40 The person providing support must not be another student, a relative of the student, the subject teacher or a representative from an advisory service where a conflict of interest may be apparent or perceived.

3.41 The IB will not pay a fee or expenses to any person providing support.

3.42 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.

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

3.44 The school is responsible for ensuring that the student is familiar with any assistive equipment/software that is requested as an inclusive arrangement.

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

Guidance for additional language learners

3.46 The eligibility criteria and supportive documentation for provision of access arrangements for additional language learners differs from all the other arrangements offered through this policy.

3.47 This policy uses the linguistic competence of a student to identify an additional language learner. Additional language learners are students whose current course of study and assessment is delivered in a language that is not their first or best language and whose language ability is below the level that is deemed linguistically competent.

3.48 A linguistically competent student is very accomplished in the use of the language. However, their use of language may be formal and not equal to the expertise and fluency of a first-language speaker.

3.49 The linguistically competent level is defined as one where the student 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.

(WIDA Performance Definitions adapted with permission from WIDA)

3.50 The eligibility for inclusive access arrangements will be based on standard scores on a standardized language test—conducted not earlier than one year before the intended examination that the request relates to—and the educational evidence submitted.

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

3.52 The school is responsible for providing all the required evidence needed to demonstrate clearly that the score in the language test used is below the linguistically competent level (as defined in “4. List of inclusive access arrangements”).

3.53 The IB does not specify the standardized language test that must be used for the language assessment.

3.54 Some examples of widely used language proficiency and performance benchmarks and their alignment with the criteria of linguistic competence stated are as follows. 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 4.0 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).

Note: Additional language learners who have been authorized for inclusive access arrangements will be eligible for the bilingual MYP certificate.

For anticipated and retake students, requests for inclusive access arrangements as an additional language learner must be submitted (with evidence of current language testing) every session.

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.
- An MYP language acquisition placement would not eliminate the requirement of submitting scores from a standardized language test.
- Access for additional language learners does **not** apply to examinations in language and literature and language acquisition.

DPCP only

- Access for additional language learners does **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 DPCP core components.
- Additional language learners who have been authorized inclusive access arrangements will be eligible for the bilingual diploma or certificate.

Introduction

4.1 The principle in the provision of access arrangements is to identify the alterations that are needed to reduce and remove barriers.

4.2 These access arrangements must be considered for each individual student's requirements.

4.3 The types of flexibilities and the associated access arrangements available for learning, teaching and assessment are listed in this section.

4.4 The following tables detail the standard access arrangements that can be provided in IB assessments. This is not an exhaustive compilation of the arrangements that can be put in place for removal of barriers during learning and teaching in an IB education. However, it can be used as an indication for IB World Schools seeking to support students and develop innovative ways to remove or reduce barriers during learning and teaching.

4.5 The section also details a list of rules that schools must comply with, and guidance on good practice.

Flexibility in duration

Access arrangement	When will it be applied?	Applicable programmes for IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
Additional time (10%)	Learning and teaching IB assessments	MYP DP CP	Yes <ul style="list-style-type: none"> Not available for listening comprehension examinations 	<ul style="list-style-type: none"> A standard score of 90–100 in one or more cognitive processing measures that affect speed of working (e.g., working memory, processing speed, long-term/short-term retrieval, visual–motor coordination, etc.) A standard score of 90–100 on an assessment of reading (reading fluency and/or reading comprehension) A standard score of 90–100 on an assessment of writing (writing fluency and/or written expression) A physical, sensory, psychological/medical challenge due to which additional time is required
Additional time (25%)	Learning and teaching IB assessments	MYP DP CP	Yes <ul style="list-style-type: none"> Only applicable for written examinations Available for listening comprehension examinations for producing written responses but only if there is no request for additional time for listening 	<ul style="list-style-type: none"> A standard score of 90 or less on one or more cognitive processing measures that affect speed of working (e.g., working memory, processing speed, long-term/short-term retrieval, visual–motor coordination, etc.) A standard score of 90 or less on an assessment of reading (reading fluency

Access arrangement	When will it be applied?	Applicable programmes for IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
			<ul style="list-style-type: none"> • Not available for studies in language and literature and language acquisition examinations for additional language learners 	<ul style="list-style-type: none"> and/or reading comprehension) and there is no request for additional time for listening • A standard score of 90 or less on an assessment of writing (writing fluency and/or written expression) and there is no request for additional time for listening • A physical, sensory, psychological/medical challenge due to which additional time is required and there is no request for additional time for listening • A language test composite standard score in reading and writing that is below competency level • A language test composite standard score in reading and writing, listening and speaking that is below competency level
Additional time (50%)	Learning and teaching IB assessments	MYP DP CP	<p>Yes</p> <ul style="list-style-type: none"> • Only applicable for written examinations • Not applicable for additional language learners • Available for listening comprehension examinations for producing written responses 	<ul style="list-style-type: none"> • A standard score of 75 or less in one or more cognitive processing measures that affect speed of working (e.g., working memory, processing speed, long-term/short-term retrieval, visual-motor coordination, etc.) • A standard score of 75 or less on an assessment of reading (reading fluency and/or reading comprehension)

Access arrangement	When will it be applied?	Applicable programmes for IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
				<ul style="list-style-type: none"> • A standard score of 75 or less on an assessment of writing (writing fluency and/or written expression) • Standard scores below 90 in at least three measures (where at least one includes a score on an assessment of reading or writing) that affect speed of working and there is no request for a scribe or reader/ screen reader • A physical, sensory, psychological/medical challenge due to which additional time is required
Additional time for oral examinations (25%)	Learning and teaching IB assessments	MYP DP CP	<ul style="list-style-type: none"> • Yes • Available for oral examinations including in the core subjects • Is applicable to both preparation and delivery of the oral examination but the additional time needs to be split between the two 	<ul style="list-style-type: none"> • A standard score of 90 or less in processing speed measures that affect expressive and/or receptive speech, long-term/ short-term memory or auditory processing • A standard score in a language test in speaking and/or listening that is below competent • Speech and communication challenges (e.g., stuttering) or psychological challenges (e.g., social phobia, anxiety, etc.)
Additional time for mathematics—applicable to mathematics and subjects that require	Learning and teaching IB assessments	DP CP	<p>Yes</p> <ul style="list-style-type: none"> • Only applicable to students with challenges in mathematical operations 	<ul style="list-style-type: none"> • A standard score of 90 or less in a test of mathematical fluency

Flexibility in duration

Access arrangement	When will it be applied?	Applicable programmes for IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
mathematical calculations (25%)			<ul style="list-style-type: none"> Not applicable to students who require additional time for all subjects 	
Additional time for listening in listening comprehension (25%)	Learning and teaching IB assessments	MYP DP CP	Yes	<ul style="list-style-type: none"> A mild or moderate hearing condition or auditory processing disorder due to which the student would require additional time for listening and there is no other request for additional time
Rest breaks	Learning and teaching IB assessments	MYP DP CP	No	<ul style="list-style-type: none"> A physical, sensory, psychological/medical challenge or any other difficulty due to which rest breaks are required
Deferral	IB assessments	MYP DP CP	Yes	<ul style="list-style-type: none"> A physical, sensory, psychological/medical challenge or any other difficulty that would require the student to defer the examination to the next or future session
Extensions to IB submission deadlines	IB assessments	MYP DP CP	Yes	<ul style="list-style-type: none"> A physical, sensory, psychological/medical challenge or any other difficulty that requires this access arrangement
Additional retakes (exceptional—provided on a case-by-case basis)	IB assessments	MYP DP CP	Yes	<ul style="list-style-type: none"> A severe physical, sensory, psychological/medical challenge or any other difficulty that requires this access arrangement Access arrangements have been in place for the first three examination sessions
Extensions to homework and	Learning and teaching	Not applicable for IB assessments		

Access arrangement	When will it be applied?	Applicable programmes for IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
assignment deadlines				

Rules and guidance for IB assessments

Additional time: Rules

4.6 The IB criteria for additional time may differ from the practice followed in the country of the school.

4.7 The IB will process requests based on the eligibility criteria stated in this policy and not on the standard practice of a country or region.

4.8 For periods of less than one hour, additional time should be given on a pro rata basis.

4.9 In cases of physical, sensory, psychological/medical challenge—where standard scores would not apply—the standard 25% additional time would be applicable for most students. If the severity of challenge is specifically mentioned in the medical documentation, 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 student to access classwork, tests and mock examinations.

4.10 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.

4.11 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.

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

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

Additional time: Guidance

4.14 Additional time of 10% is applicable for all mild challenges.

4.15 In exceptional cases, or for students with visual challenges working with Braille who have a requirement for a substantial amount of additional time, 100% or more additional time may be given for assessments upon authorization from the IB.

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

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

4.18 For students 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.

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

4.20 The IB strongly recommends the use of a prompter for students who have authorized additional time for the listening examination where they require support with time management. Please refer to “5.4 Instructions for a prompter” in the “Appendices” for further information.

4.21 For additional language learners, the extra time is primarily authorized for the repeated use of a bilingual dictionary during written examinations.

Rest breaks: Rules

4.22 The amount of time permitted for stop-the-clock rest breaks is not counted towards the duration of the student’s examination.

4.23 During a rest break, the student is not permitted to read, respond to the examination paper or write notes of any kind. Students may be allowed to leave the room under supervision for all or part of the rest period.

4.24 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 students.

4.25 The amount of rest time and number of breaks permitted must be pre-determined and will depend upon the student’s circumstances, although 10 minutes per hour is the general recommendation.

4.26 For a student with diabetes, a rest break can be provided to check blood sugar or to take food or drink.

4.27 A rest break does not need approval from the IB. However, if during a break, a mobile phone or tablet is needed to measure the student’s blood sugar, this must be approved by the IB. At no time during the examination can the phone or tablet be in the possession of the student—it must be placed on the invigilator’s desk.

Deferral: Rules

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

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

4.29 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.

4.30 Students 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.

4.31 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 student must complete the programme.

4.32 In exceptional instances, a request can be made to support an extension of the duration of the programme for a student. This means extending the period of course of study for the student by splitting the learning and teaching of the subjects. In these cases, schools can request that the IB allow the student to take their assessments in some subjects in one session (beyond any usual anticipated subjects) and the rest of the subjects in a later session. Such requests will be processed on a case-by-case basis and will require supporting evidence—for example, the extended learning plan for the student.

Extensions to IB deadlines: Rules

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

4.34 The IB is responsible for advising an examiner that a student’s work will arrive after the normal deadline, not the coordinator.

4.35 If the student's work arrives after the normal deadline, there may be a delay in the issue of results.

Flexibility in presentation of material and resources/ reception of content

Access arrangement	When will it be applied?	Applicable programmes in IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
Modified paper-based examinations (see full list of modifications)	Learning and teaching IB assessments	DP CP	Yes	<ul style="list-style-type: none"> A physical, sensory, psychological/medical challenge or any other difficulty due to which the access arrangement is required and is the usual way of working
Modified on-screen examinations (see full list of modifications)	Learning and teaching IB assessments	MYP	Yes	
Vision aids and devices	Learning and teaching IB assessments	MYP DP CP	No	
Hearing aids and devices	Learning and teaching IB assessments	MYP DP CP	No	
Memory devices, organizers, written list of instructions and other visual aids	Learning and teaching	MYP DP CP	No	
Sign language interpreter	Learning and teaching IB assessments	MYP DP CP	No	
Text of audio content	Learning and teaching IB assessments	MYP DP CP	Yes	
Image descriptions or other adaptations to questions (for total or severe)	Learning and teaching IB assessments	MYP DP CP	Yes	

Access arrangement	When will it be applied?	Applicable programmes in IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
visual impairment)				
Adaptation to questions due to colour blindness	Learning and teaching IB assessments	MYP DP CP	Yes	
Designated person for colour naming (for colour blindness)	Learning and teaching IB assessments	MYP DP CP	Yes	
Reader	Learning and teaching IB assessments	MYP DP CP	Yes Available for listening comprehension examinations	• A standard score on a psychological test of 90 or less in reading speed/accuracy/comprehension
Reading software	Learning and teaching IB assessments	DP CP	Yes	• A standard score on a language test in reading that is below competent
Reading pen	Learning and teaching IB assessments	DP CP	Yes	• A medical, physical or sensory condition due to which a student either cannot read/has difficulty in reading
Script reader (for lip reading) For listening comprehension examination in the DPCP	Learning and teaching IB assessments	DP CP	Yes	• A mild or moderate hearing condition that requires the student to lip read
Audio recordings of texts and lessons	Learning and teaching	Not applicable for IB assessments		

Note: During IB examinations, it is a breach of regulations if students are found in possession of any device **that has not been put in place by the school or authorized by the IB**. This applies even if the device was intended to act as an aid for the student.

Types of modifications available for paper-based IB examinations (DPCP)

4.36 These are the types of modifications available for DP and CP examinations.

- Enlarged paper and print: 18, 24, 36 and 48 points on an A3 (29.7 × 42.0 cm) enlargement.
- Enlarged font: 16 point on an A4 (21.0 × 29.7 cm) enlargement.

- Single-sided printing (of the standard examination and the modified formats of 18, 24, 36 and 48 point on A3 and 16 point on A4).
- Double space (in the standard examination and the modified formats of 18, 24, 36 and 48 point on A3 and 16 point on A4).
- Modifications for colour blindness considered on a case-by-case basis.
- Examinations printed on coloured paper: Refer to “5.9 Colour options” in the “Appendices” for the choice of colours that the IB offers. These options must be used to plan the colour of the paper needed for the student. The selected colour choices must also be used for classroom work and tests. This will maintain consistency and be in line with the principle of usual way of working.
- Image descriptions of visuals: This arrangement would be applicable to students with visual impairment who require image descriptions of visuals to be read aloud to them by a reader. (This is not an option for paper 1 of the language A: language and literature examination. Please refer to “Modification provision for DP language and literature paper 1” regarding the bespoke paper provision.)
- Electronic (PDF) examination: A non-writable electronic (PDF) version of the examination can be provided upon request where required.

Students with reading or visual challenges who require access to reading software will need an electronic (PDF) version of the examination.

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

If a student 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.

Modification provision for DP language and literature paper 1

4.37 Students with significantly low vision or total visual impairment can request a bespoke language A: language and literature paper 1 examination. This bespoke option is available to ensure there is a way for students to access these papers as it is not possible to describe the images of the visual text type question (or produce tactile graphics or representations) fairly in the examination situation. Since the IB is able to support with modified papers, such as enlarged or coloured papers, this option can only be requested for students with total visual impairment or significant low vision where the assessment cannot be accessed via these standard access arrangements.

4.38 The bespoke paper will contain two predominantly or exclusively verbal texts. This means there will be no visual text type questions as seen on the standard paper. SL students will have a choice between the two texts and HL students will respond to both questions.

4.39 Requests for this bespoke option must be submitted 18 months before the intended examination session. For further details, please refer to [Diploma Programme Assessment procedures](#).

4.40 Where double line spacing and/or an enlarged font has been requested, please be advised that it is not possible for the IB to produce these for this examination. In these cases, the IB will provide an enlarged version of the examination paper(s)—18 point on A3 paper with standard single line spacing.

Types of modifications available for on-screen IB examinations (MYP)

4.41 These are the types of modifications available for MYP on-screen examinations.

- Alternative accessible font (Lexie Readable)
- Alternative text/background colour
 - 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 on black (RGB: 255, 255, 0).

Note: When a student requires enlarged fonts or images, the zoom feature may be used. When a student requires a large zoom factor, a higher screen resolution is required. Further, a larger screen is also advised. For a zoom of 150%, a high definition (HD) screen (1,920 pixels wide) is recommended.

Rules and guidance for IB assessments

Modified examinations: Rules

4.42 The IB cannot guarantee modified examinations if requests are submitted after the deadline stated in the *Assessment procedures* for the relevant programme.

4.43 The coordinator must inform the IB if there are any changes, including subject levels, made to course registrations after the authorization of modified examinations. Modified examinations cannot be guaranteed if this procedure has not been followed.

4.44 There will be no modification to the assessment criteria when developing adapted questions for students with visual impairment.

Paper-based examinations only

4.45 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.

4.46 The IB does not accept requests for modified versions of data and formula booklets. Schools may adapt these booklets to produce enlarged, Braille or colour versions of these materials. Modification to content is not permitted.

4.47 Schools must produce modified versions of case studies (without any change to content) as required for students.

4.48 Students who are authorized to use answer booklets on dark blue paper must use black ink when writing their answers.

Modified examinations (paper-based and on-screen): Guidance

4.49 The access arrangement "Image descriptions or other adaptations to questions (for total or severe visual impairment)" in the above table, refers to questions that require visual processing. In these cases, the IB will make every attempt to adapt the question for a student with visual impairment. For example, questions based on an illustration (such as a cartoon or photograph) may be presented non-visually but will assess the same objectives.

4.50 There is some content within examinations that cannot be presented non-visually without invalidating the nature and purpose of the assessment. In these instances the IB would plan the best way that would not disadvantage the student. It should be noted that sometimes the only action that the IB can take is to provide an exemption for the student from part of a component or an assessment criterion.

4.51 The IB does not produce bespoke modified examinations for students who require simplified language, but instead applies universal design in the authoring of all assessments. Universal design of assessment is an approach that considers accessibility and inclusivity from the very start of development of the examinations, hence making the standard examination accessible to all students. Using universal design, simplified language and visuals are considered during the design and development of the test questions.

4.52 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 student's requirement and the context of the test question.

Reader: Rules

4.53 The designated reader must be available for the student to familiarize themselves with this access arrangement during learning and teaching.

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

4.55 The teacher for the subject concerned should not be appointed as the reader. The only exception to this rule is in subjects such as language acquisition if there are no readers available for the language of the examination.

4.56 The reader must be familiar with the subject to be able to read subject-specific terminology. This is especially pertinent to reading notations in mathematics accurately.

4.57 The designated reader should be an individual whose speech is easily understood by the student.

4.58 A student's family member or friend cannot be appointed as a designated reader.

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

4.60 For students who require access to reading due to severe or total visual impairment, the examination may be modified to adapt questions that require visual processing. The modified examination may also carry instructions for the reader.

4.61 Refer to "5.1 Instructions for a reader" in the "Appendices" for further information. It is the school's responsibility to provide the reader with these instructions. Failure on the part of the reader to follow these rules will lead to the IB not marking the student's examination.

Reading pen: Rules

4.62 Reading pens must not have any data storage facility, in-built dictionary and/or thesaurus. Examples of reading pens include C-Pen ExamReader and Wizcom Exam Pen.

Note that this arrangement is **only** applicable to DPCP.

Script reader (for lip reading): Rules

4.63 The school must designate a script reader in advance to read out the text script to the student for the listening comprehension examination. This must not be the invigilator.

4.64 The designated script reader must be available for the student to familiarize themselves with this access arrangement during learning and teaching.

4.65 All students who require access to lip reading will automatically be approved for 25% additional time for the listening comprehension examination. The student must be well practised at lip reading from the designated script reader and with the use of this additional time.

4.66 The IB will provide the school with a script for the script reader to use.

4.67 Refer to "5.3. Instructions for a script reader (for lip reading)" in the "Appendices" for further information. It is the responsibility of the school to provide script readers with these instructions and ensure that the student has practice with this access arrangement during teaching and learning. No allowance will be made by the IB for any disadvantage caused to the student where these instructions have not been followed during the final examination.

Flexibility in response

Access arrangement	When will it be applied?	Applicable programmes in IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
Word processor	Learning and teaching IB assessments	DP CP	Yes	<ul style="list-style-type: none"> • A physical, psychological/medical or sensory condition due to which a student requires this access arrangement • A standard score in a language test in writing that is below competency level
Scribe	Learning and teaching IB assessments	MYP (for the eAssessment, the scribe will type for the student) DP CP	Yes	<ul style="list-style-type: none"> • A standard score on a free writing speed test that is below average for the student's age • A standard score of 90 or less in written expression/spelling/information processing/working memory • Handwriting that is largely illegible to someone who is not familiar with it • A medical, physical or sensory condition
Speech recognition software	Learning and teaching IB assessments	DP CP	Yes	<ul style="list-style-type: none"> • A standard score on a free writing speed test that is below average for the student's age • A standard score of 90 or less in written expression/spelling/information processing/working memory • Handwriting that is largely illegible to

Access arrangement	When will it be applied?	Applicable programmes in IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
				<ul style="list-style-type: none"> someone who is not familiar with it A medical, physical or sensory condition
Graphic organizer	Learning and teaching IB assessments	MYP DP CP	Yes	<ul style="list-style-type: none"> A standard score of 90 or less in written expression/information processing/working memory A medical, physical or sensory condition
Four-function calculator	Learning and teaching IB assessments	DP CP	Yes	<ul style="list-style-type: none"> A standard score of 90 or less in mathematical fluency
Text to speech	Learning and teaching IB assessments	MYP DP CP	Yes	<ul style="list-style-type: none"> A challenge with speech that requires the student to use this assistive technology for the oral component of the course
Transcriptions	Learning and teaching IB assessments	DP CP	Yes	<ul style="list-style-type: none"> A medical, physical or sensory condition that causes difficulties in accessing scantron (bubble sheets) answer sheets
Talking calculator	Learning and teaching IB assessments	MYP DP CP	Yes	<ul style="list-style-type: none"> A medical, physical or sensory condition that causes difficulties in accessing standard calculators
Audio recording of responses	Learning and teaching	Not applicable for IB assessments		

Rules and guidance for IB assessments

Word processor

4.68 Refer to “5.5 Rules and guidance for use of a word processor” in the “Appendices” for further information.

Scribe: Rules

4.69 The scribe must be available for the student to familiarize themselves with this access arrangement during learning and teaching.

4.70 The student's examination must be conducted in the presence of an invigilator, in addition to the scribe.

4.71 The teacher for the subject concerned should not be appointed as the scribe. The only exception to this rule is in subjects such as language acquisition if there are no scribes available for the language of the examination.

4.72 A student's family member or friend cannot be appointed as a designated scribe.

4.73 For mathematics subjects, the scribe must be familiar with writing notations accurately.

4.74 For the DPCP, a scribe is only allowed to hand write the dictated responses of the student. A scribe must not type the responses using a word processor.

4.75 A separate room and seating must be planned for the student to ensure that the dictated responses are not overheard by other students.

4.76 If the student is allowed access to any other human assistance in addition to a scribe, the same person should fulfil both roles whenever possible.

4.77 Refer to "5.2 Instructions for a scribe" in the "Appendices" for further information. It is the school's responsibility to provide the scribe with these instructions. Failure on the part of the scribe to follow these rules will lead to the IB not marking the student's examination.

Graphic organizers: Rules

4.78 Electronic graphic organizers cannot be used in the MYP on-screen examinations.

4.79 All paper-based graphic organizers must be clean copies with no annotations, provided by the school at the start of the examination. Electronic graphic organizers cannot contain any pre-populated words or sentences.

4.80 Paper-based graphic organizers should be destroyed immediately after the completion of the examination. Content typed into electronic graphic organizers should be deleted immediately after the completion of the examination.

4.81 If an electronic graphic organizer is used, it must not have grammar check or word/sentence prediction enabled and/or produce any words or sentences.

4.82 The output from the graphic organizer must only contain the student's writing, without any reorganization of sentence structure or word order. No other additional word, sentence, image or material must be added to the student's own writing.

4.83 Once the student 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.

4.84 Under no circumstances will the IB accept any content that is in the graphic organizer as part of the student's response.

Four-function calculator: Rules

4.85 A four-function calculator is a basic calculator performing only the functions of addition, subtraction, multiplication and division.

4.86 It can be used in subjects requiring mathematics calculations (as decided by the IB) where a calculator is otherwise not allowed in the examination. Please refer to the *Assessment procedures* for the relevant programme for a full list of examinations where a four-function calculator can be allowed.

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

Text to speech: Rules

4.88 A student using this arrangement will need to be exempt from the criteria that involve speech production such as articulation. The IB will generate a missing mark for this from the performance in available criteria that can be assessed.

4.89 Students should not be allowed to delete and/or go back to an earlier word or sentence when writing. This is as in speech, where other students are not able to take back words that they speak.

4.90 To mark language fluency, the teacher must pay attention to the student's pauses when typing. Any long pause should be picked up as hesitation and marked accordingly in fluency.

Use of human assistance

Access arrangement	When will it be applied?	Applicable programmes in IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
Care assistant	Learning and teaching IB assessments	MYP DP CP	No	<ul style="list-style-type: none"> A sensory or medical challenge or any other difficulty that requires a care assistant
Practical assistant	Learning and teaching IB assessments	MYP DP CP	No	<ul style="list-style-type: none"> A physical, sensory, psychological/medical challenge or any other difficulty that requires a practical assistant
Spelling assistant	IB assessments	MYP	Yes	<ul style="list-style-type: none"> Difficulty in spelling due to learning, psychological or other difficulties
Prompter	Learning and teaching IB assessments	MYP DP CP	No	<ul style="list-style-type: none"> A physical, sensory, psychological/medical challenge or any other difficulty that requires a prompter
Communicator (to clarify instructions or directions)	Learning and teaching IB assessments	MYP DP CP	No	<ul style="list-style-type: none"> A sensory or medical challenge or any other difficulty that requires a communicator
Designated person for colour naming	Learning and teaching IB assessments	MYP DP CP	No	<ul style="list-style-type: none"> Colour blindness
Designated person reading aloud, or oral language modifications	Learning and teaching	Not applicable for IB assessments		
Sign language interpreter	Learning and teaching	Not applicable for IB assessments		
Reader	Refer to the section "Flexibility in presentation of material and resources/reception of content"			
Script reader (for lip reading)				
Scribe	Refer to the section "Flexibility in response"			

Rules and guidance for IB assessments

Use of human assistance: Rules

4.91 Family members cannot be appointed as assistants for a student during an examination. This rule applies under all circumstances, including when a request has been made for an alternative venue for examinations to be conducted at home.

Practical assistant: Guidance

4.92 For the DPCP, a practical assistant can be used to support the student during the internal assessment (for example, practical work in the sciences or geography fieldwork). This arrangement is particularly suited to situations where there is a concern for a student's health or safety. For practical work in the sciences, the assistant should be familiar with the apparatus that is used for the task.

4.93 If required, a practical assistant can be provided to help students with visual impairment with aids and equipment such as magnified devices and talking calculators. However, if the student has been authorized the use of a scribe or reader, the designated person must also provide the practical assistance.

4.94 If a student requires a practical assistant for MYP on-screen examinations, it is suggested that the practical assistant is also familiar with the on-screen examination environment.

Spelling assistant (MYP only): Guidance

4.95 The spelling assistant can either check spellings as the student is working or at the end of the on-screen examination. This decision must be based on student preference during learning and teaching. Any additional time that is required for the spellcheck must be included in the usual way of working and be authorized by the IB.

Prompter: Guidance

4.96 For maximum benefit and support, it is best practice to use a prompter for regular class activity and tests rather than only introducing this at the time of the examinations. Please refer to ["5.4 Instructions for a prompter"](#) in the "Appendices" for further information.

4.97 For students who have difficulty with concentration, a prompter often works much better than additional time because the student is directed to attend to the task on hand rather than getting additional time that they may not use effectively.

Prompter: Rules

4.98 The student must be familiar with this access arrangement during learning and teaching.

4.99 The student must practise sitting for an examination (class tests or mock examinations) with the designated prompter to familiarize themselves with working with this access arrangement.

4.100 The use of the prompter should not disturb other students.

4.101 The coordinator or invigilator may act as a prompter, but the examination must be conducted according to IB regulations.

4.102 Refer to ["5.4 Instructions for a prompter"](#) in the "Appendices" for further information. It is the school's responsibility to provide the prompter with these instructions. Failure on the part of the prompter to follow these rules will lead to the IB not marking the student's examination.

Flexibility in equipment, setting or location

Access arrangement	When will it be applied?	Applicable programmes in IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
Separate room (within the school) for class tests and IB examinations	Learning and teaching IB assessments	MYP DP CP	No	A physical, sensory, psychological/medical challenge or any difficulty due to which this arrangement is required
Specific seating location	Learning and teaching IB assessments	MYP DP CP	No	
Special lighting	Learning and teaching IB assessments	MYP DP CP	No	
Alternative venue (away from school) for IB examinations	IB assessments	MYP DP CP	Yes Policy covered in <i>Assessment procedures</i> for relevant programme	
Noise-cancelling headphones	Learning and teaching IB assessments	MYP DP CP	No	
Adapted desk or seat	Learning and teaching IB assessments	MYP DP CP	No	
Medical aids and equipment	Learning and teaching IB assessments	MYP DP CP	No	
Small-group setting	Learning and teaching	Not applicable for IB assessments		

Rules and guidance for IB assessments

Noise-cancelling headphones: Rules

4.103 Before the examination, the invigilator must check that the noise-cancelling headphones do not have a Bluetooth and/or Wi-Fi connection.

Medical aids and equipment: Rules

4.104 If a care assistant is needed to help with aids and equipment, this provision must be made in advance.

4.105 If a student usually uses a mobile phone or tablet to monitor glucose levels, the school can permit this during the examinations. However, the IB must be informed in advance so it is known in the case of an unannounced inspection. The mobile phone or tablet must always be kept on the invigilator's desk. Under no circumstances must the mobile phone or tablet be in the possession of the student during the examination. All examinations for this student must take place in a separate room to minimize disruption should the phone alarm go off and an injection administered or food eaten.

Reasonable adjustments

4.106 Any flexibility introduced to learning, teaching and assessment that is not covered in the standard list of inclusive access arrangements is termed as a reasonable adjustment.

4.107 This flexibility is unique to a student based on factors such as requirement, way of working, strengths and difficulties.

4.108 If the reasonable adjustment being considered for a student is also to apply to IB assessments, then the school must consult with the IB before planning the adjustment. This is to make sure that what is being planned is viable and appropriate for IB assessments. The IB will engage with the school to authorize the most appropriate, supportive, fair and optimal reasonable adjustment.

5.1 Instructions for a reader

The role of a reader is to read the examination aloud to a student accurately, without any alteration or explanation or interpretation to wording.

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

A reader must pronounce words very clearly.

A reader may read back the student's answers, when requested, but without emphasis on any errors.

Reading 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.

A reader must not advise the student regarding which questions to answer, prompt the student (unless the reader is also a designated prompter), nor suggest the student move on to the next question or help with the order in which questions should be answered.

A word that appears in the examination may be spelled out for the student, but otherwise the reader must not help the student with spellings or grammar.

A reader can repeat the instructions or questions in an examination when a student indicates a specific need for this.

For students with visual impairment, the reader:

- may enable a student to identify diagrams, graphs and tables, but all assistance must be of a descriptive nature
- must read text scripts of visuals in modified examinations without any explanation or alteration to wording
- must not give any information that is not accessible to a sighted student nor offer any suggestions
- should pay attention to any bespoke instruction for a reader that is part of a modified paper.

Except for language subjects, a student who is not working in their best language may ask the reader to consult a bilingual dictionary. An entry can be read to the student but no further explanation should be given.

In mathematics examinations for sighted students where the role of the reader is to read text, the reader must point to all notations. In mathematics examinations for students with visual impairment, the reader must read the notation without interpreting it or expanding on it for the student.

5.2 Instructions for a scribe

The role of a scribe is to transcribe (type in MYP eAssessment or write in DPCP) accurately verbatim what a student has said at a reasonable speed. There must be no alteration to the dictated wording.

Where there are visual responses (such as graphs, maps or diagrams), the scribe must produce them exactly according to the instructions of the student.

A scribe must 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.

A scribe may read back and edit answers as requested by the student.

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

A 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 student.

5.3 Instructions for a script reader (for lip reading)

General administration

The IB will provide the school with a script for the script reader to use. This will be emailed to the school as a PDF file at 7.00am on the day of the listening comprehension examination. The designated script reader must practise with this script to ensure they are familiar with it and able to read it according to the approximate timings provided in the *Language acquisition listening comprehension examinations user guide* (excluding pauses and additional repetition requested by the student).

Content that is not part of the spoken text of the script will be in the language of instruction of the school. This includes cover instructions to the student, descriptions of sounds (such as “dog barking”), and instructions to pause the reading.

If the designated script reader is not familiar with the language of instruction of the school, dual reading must be put in place as follows.

- The school must plan for another individual to read out the parts of the examination that are in the language of instruction of the school.
- To ensure a continuous and seamless listening experience for the student, it is expected that the dual reading is practised during learning and teaching with the student. In addition, the two readers must practice with the examination script once this is made available to the school by the IB.

The script reader must sit or stand so that the student can lip read from them clearly but is unable to read the transcript themselves.

The script reader should be familiar with the structure of the standard examination for all students. This structure will be flexible for students who use lip reading to allow for the approved additional time to be incorporated. However, the examination must be managed within the total approved time.

Cover instructions

The script will include the cover instructions for the student. These instructions must be read out either by the designated script reader or by the invigilator. As in the standard examination for all students, this reading time is not counted towards the examination time.

Dialogue

When the script is a dialogue between two or more characters:

- either a script reader for each character can be provided, or
- the single designated script reader can provide the student with a visual cue to a change in character. For example, the script reader could put their hand up when they are reading character 1 and keep it down when they are reading character 2.

Note: The preferred option will depend on the student and the resource capabilities of the school. The IB recommends that the student practises this scenario during learning and teaching so that they can identify which option works best for them and the school can plan accordingly.

Additional character information

Some scripts may start with additional character information that states the name(s), gender and/or age of the characters. When this information is included, it should be read out to the student at the start.

Sound effects

The script may contain information about a sound. The script reader is not required to produce the sound but must read out the sound as mentioned in the script. For example, the script reader will read out “doorbell rings” or “dog barking” when it is mentioned in the script. The script reader must pause for a couple of seconds following reading this out, to allow the student to process the sound in the script.

Depending on the student’s preference, when reading out the sounds in the script, the script reader can also hold a card/paper with the sound written out (such as “doorbell rings”). In this case, the script reader must:

- write the sound(s) on individual cards/paper before the examination
- write the sounds as mentioned in the script in the language of instruction and not the target language
- practise reading the script along with holding the card/paper before the examination.

Transition pauses

All scripts will clearly state where a script reader must pause during the reading of the script. The approximate time of each pause will also be mentioned.

These are pauses that are indicators to students to move to the next set of questions. The duration of these pauses is approximately 30 seconds.

Where there are transition pauses, the script will state “Pause for approximately 30 seconds”.

Repetitions during reading

Repeating lines

The reader can repeat a line for the student on request. The sign for the student to tell the reader to pause and repeat must be decided between the student and the reader during learning and teaching.

Repeating the entire script

For the standard examinations, the audio of the text is repeated twice for language B and three times for language ab initio. Additional repetitions are permitted for students who use lip reading. However, the number of repetitions must be managed within the time that is approved for the student.

5.4 Instructions for a prompter

The role of a prompter is to support a student in staying focused and paying attention to the examination. Under no circumstances should the prompter provide any form of assistance or draw the student's attention to any part of the examination paper or script.

The designated prompter must be available to the student for practice before the examinations. A member of the student's family cannot be appointed as a prompter for examinations.

It is essential that the nature of the prompt is planned before the examination.

Students who use prompts should have done so during learning and teaching—that is, use of a prompter is their usual way of working. In a classroom situation, it is likely that the teacher would play the role of the prompter. It would be best for the designated examination prompter to offer the same prompts to the student during the examination.

The prompt must not be given verbally. A gentle tap on the student's arm or on the desk or table is the most common prompt. It is important that students are familiar with the kind of prompt that they will receive from the prompter. How often the student should need to be prompted depends on what has been effective for the student during learning and teaching, and the student's preferred way of working with prompts. Some students benefit from being prompted at regular intervals (for example, once every 15 minutes) and some only need to be prompted when they lose focus on the task. For the latter, prompters should be familiar with the student's behaviour so that they can correctly identify when the student is off task.

5.5 Rules and guidance for use of a word processor

This policy uses the term “word processor” rather than specifying electronic devices, such as laptop or PC, because the authorization solely relates to the function of word processing.

The following applies when a student has been approved to use a word processor for their DP or CP examinations.

Before the examinations

Under this policy, students can only use a word processor in examinations when authorization has been given by the IB.

If a student submits word-processed responses for an examination where no authorization has been given by the IB, this will be reviewed with regard to possible academic misconduct.

Where a student has been authorized use of a word processor by the IB, they can have the option to use the spellcheck functionality if it is their usual way of working. This can be put in place by the school without prior authorization from the IB. However, a student must not have access to the internet; any additional information or notes stored on the computer hard drive, USB flash drive, external hard drive, CD or other media; a thesaurus, predictive text, electronic dictionary; and/or other electronic device that may give an advantage. The grammar check functionality must be turned off.

Before the examination, the student 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. The IB does not provide a list of prescribed software (reading, speech recognition, and so on) that students may use with their word processor. The responsibility for identifying and obtaining software rests with the teachers and coordinator.

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 student.

The coordinator is responsible for ensuring that a student does not have access to stored information or an unauthorized electronic device. Either the student’s personal word processor or a school word processor can be used, but in either case the school would need to ensure that all personal folders and files have been deleted. The word processor should be handed in to the coordinator after each examination and kept in a secure place or locked cupboard at school and not taken home by the student.

It may be prudent to have a spare word processor standing by in case of any technical problems on the day of examination.

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

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.

When a word processor has been approved and the student’s usual way of working is using a “Pinyin” keyboard for language examinations, then this may also be used in IB examinations. All other IB word processor requirements must be adhered to.

The use of a word processor is not permitted for language acquisition listening examinations.

During the examinations

The student must type their IB personal code on each typed sheet of paper that they submit. No other personal information should be included on their word-processed responses.

Either single or double spacing is acceptable.

The student may choose the font and font size in line with their usual way of working.

The student may choose to either type all their answers or they may type some answers and hand write some answers into their structured/semi-structured examination paper according to their preference.

The student must type details of the question they are answering for every single question, for example: "Section A, question 2".

The automatic save option should be used during the examination to ensure that the student's work is regularly saved to the device.

At the discretion of the coordinator, it is permissible for a student to print their 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.

After the examinations

The student's work must be printed at the earliest opportunity after the examination.

The school must keep securely stored copies of all the student's word-processed responses until after the issue of results.

When all word-processed answers have been printed, they should be added to any structured/semi-structured examination papers that have also been written on. All items must be securely attached to the coversheet.

This should then be packed up with all the other students' scripts. The coversheet should make no reference to access arrangements or a student's challenges to learning.

All documents should be sent to the school's allotted scanning centre in the usual way.

The failure to store, retrieve and/or print the student'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.

5.6 Examples

This section contains examples of possible access arrangement scenarios. It is intended as guidance only and schools should contact the IB if there is any doubt about procedures they must follow.

Example A

A student, whose primary barrier to learning is in the area of reading, has always used a reader for working during tests and lessons in school. In the DP, the student wishes to be more independent and works with their teachers to use reading software rather than a reader. This arrangement works well, and the student uses it for classwork and tests. With supporting documentation of a learning plan (educational evidence) and a standard score of 80 in reading fluency (psychological documentation), use of reading software and electronic version (PDF) of the examination is approved for IB assessments.

Solution: This arrangement requires authorization for IB assessments.

Example B

A student with scotopic (Irlen) syndrome has barriers to reading. Their teachers explore if the student would be supported by additional time and use of coloured overlays. It is evident that the student does not need the additional time. With the use of coloured overlays, the student can work well during teaching and learning, including formative assessments. The same arrangement is planned by the school for IB assessments.

Solution: This arrangement does not require authorization for IB assessments.

Example C

An MYP student, whose primary barrier to learning is reading, has been introduced to the font Lexie Readable and use of an off-white background (rather than white) for all on-screen work during teaching and learning in school. The student finds reading accessible with these alterations and their engagement in classwork and performance in formative assessments improves. Upon request, the IB delivers the student's on-screen examinations with these alterations.

Solution: This arrangement requires authorization for IB assessments (in order for the changes to be made to the student's on-screen examinations).

Note: If prior authorization has not been requested, the school can put the alternative font in place at the time of the examination via the invigilator console.

Example D

A student has significant difficulties in written expression. The school provides 50% additional time for formative assessments and the same is requested for IB assessments. With a psychological test report that states a standard score of 68 in written expression, and educational evidence of usual way of working, this request is in line with IB policy and approved for IB assessments.

Solution: This arrangement requires authorization for IB assessments.

Example E

A student has difficulty with written tasks and the psychological report states that the standard score in written fluency is 84. Based on the IB eligibility criteria, the school puts in place 25% additional time for classwork and formative assessments. Upon monitoring, it is concluded that the provision is supportive for the student. The school submits the psychological test report and the student's individualized learning plan to the IB. The access arrangement is approved for IB assessments.

Solution: This arrangement requires authorization for IB assessments.

Example F

A student, whose primary barrier is hearing, uses lip reading to access speech. In the classroom the student has a specific seating location so that they can use lip reading during teaching and learning. For the listening comprehension examinations in language acquisition, the student is allowed to use a script reader for lip reading the text scripts of the audio.

Solution: This arrangement requires authorization for IB assessments.

Example G

A student with attention challenges needs support to remain focused on the task at hand. The school notes that additional time does not help because the student loses focus during the given length of time. Access to a prompter is found to be the most suitable access arrangement during teaching and learning for the student to be directed back to their task. As this provision works well for the student, the school plans for this for IB assessments.

Solution: This arrangement does not require authorization for IB assessments.

Example H

A student with diabetes is provided rest breaks to check blood sugar levels and take medication during teaching and learning. This is also allowed during their IB assessments.

Solution: This arrangement does not require authorization for IB assessments. However, because the student's usual way of measuring blood sugar is via an app on their mobile phone or tablet, the school must inform the IB in advance as specified under "[Medical aids and equipment: Rules](#)". The student must not be in possession of the phone at any time during the examination; it must be placed on the invigilator's table.

Example I

A student's primary barrier to learning is processing, with difficulties in maintaining attention and organization. Given the student's difficulties in organizing written content, the school makes a provision for use of a graphic organizer for writing essays and long responses in the classroom as well as for homework. The school requests the same arrangement for IB assessments, submitting educational evidence and a psychological test report that indicates a processing speed of 83. The same graphic organizer that is the usual way of working is authorized for IB assessments.

Solution: This arrangement requires authorization for IB assessments.

Example J

An MYP student with barriers to learning 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 student 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.

Solution: This arrangement requires authorization for IB assessments.

5.7 Glossary

Access arrangements (also referred to as inclusive access arrangements)	<p>Changes or alterations introduced to learning, teaching 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 a range of barriers and to enable the student to work around them.</p> <p>At a fundamental level, they address equal access and fairness to learning and teaching and in addition, validity and meaningfulness to assessment.</p>
Access requirements	A student with access requirements is one who requires access arrangements in teaching, learning and assessment.
Additional language learners	Students whose medium of instruction and assessment is not their first or best language.
Additional or extra time	A specific percentage of examination time authorized to a student with access requirements that is more than the standard duration of time allocated to the examination in IB assessments and to other tasks in classwork.
Exceptional circumstances	Circumstances that are not commonly within the experience of other students 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	<p>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.</p> <p>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 difficulties) 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.</p>
Reasonable adjustments	Changes or additional conditions to the assessment process that may not be standard and are 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)	Terminology specific to the subject being tested. It may be the target of the assessment and must be known by the student to understand the subject fully. Refer to <i>Developing academic literacy in IB programmes</i> (2014) which outlines cognitive academic language proficiency (CALP).
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 colour model 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 on-screen examinations.
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5.8 References

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5.9 Colour options

This [downloadable chart](#) indicates the available colour options for IB assessments in the DP and CP.