# Candidates with assessment access requirements

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**Diploma Programme**

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First published May 2009
Updated May 2011, September 2013, and July 2014

Published on behalf of the International Baccalaureate Organization, a not-for-profit educational foundation of 15 Route des Morillons, 1218 Le Grand-Saconnex, Geneva, Switzerland by the

International Baccalaureate Organization (UK) Ltd
Peterson House, Malthouse Avenue, Cardiff Gate
Cardiff, Wales CF23 8GL
United Kingdom
Website: www.ibo.org

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# IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

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

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

# IB learner profile

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

## As IB learners we strive to be:

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

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

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

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

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

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

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

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

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

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

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**

# Contents

# Introduction

This document states the policy of the International Baccalaureate (IB) for Diploma Programme candidates with assessment access requirements. The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive assessment arrangements may be authorized in these circumstances. This policy applies to candidates with long-term or permanent challenges. All inquiries should be directed to IB Answers.

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

All requests for inclusive assessment arrangements must be submitted using the online application in IBIS. It is mandatory to register a candidate before submitting requests for inclusive assessment arrangements.

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

# Terminology

## Assessment component

Each subject and level for the Diploma Programme is divided into assessment components, for example, paper 1, paper 2 and internal assessment. Some components are comprised of discrete tasks that are undertaken separately. These separate tasks within a component are referred to in this document as a "part" of an assessment component.

## Exceptional circumstances

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

## Invigilator

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

## Inclusive assessment arrangements

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

## Assessment access requirements

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

## Learning support requirements

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

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

- Autism spectrum/Asperger's syndrome

- Learning disabilities

- Medical conditions

- Mental health issues

- Multiple disabilities

- Physical and/or sensory challenges

- Social, emotional and behavioural difficulties

- Specific learning difficulties

- Speech and/or communication difficulties

## Standard score

A score, which allows for comparisons, that is based on a scale with a constant statistical mean and standard deviation. Publishers of psychological tests report standard scores with a mean of 100 and standard deviation of 15.

## Technical language

This refers to terminology specific to the subject being tested. It may be the target of the assessment and must be known by the candidate to understand fully the subject.

# 1 Principles

All inclusive assessment arrangements that may be authorized by the IB are based on the following principles.

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

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

1.3   The inclusive assessment arrangements described in this document are intended for candidates with the aptitude to meet all assessment requirements leading to the award of the diploma or course results.

1.4   If inclusive assessment arrangements are necessary for a candidate during the course of their study of the Diploma Programme or practice examinations, the school may provide the arrangements. If the arrangements are required for assessment, this document lists the arrangements that do not require prior authorization from the IB. For all other arrangements, prior authorization from the IB Assessment centre is mandatory. Similarly, if a Diploma Programme candidate has difficulties meeting the requirements for creativity, action, service (CAS), IB Answers must be consulted.

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

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

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

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

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

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

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

1.12      If it can be demonstrated that a candidate's lack of proficiency in his or her response language(s) arises from an identified learning support requirement, inclusive assessment arrangements may be authorized. (For subjects in groups 3 to 6, all candidates are allowed to use a translating dictionary in the written examinations.)

1.13      If inclusive assessment arrangements are authorized for internal assessment, the IB may require the candidate's work to be submitted to the IB Assessment centre for review.

1.14      A school must not inform an examiner of a candidate's condition or adverse circumstance. Similarly, in the case of internally assessed work, teachers must not make any adjustments when marking a candidate's work. If appropriate, the IB will ensure that reasonable adjustments are applied.

1.15      The list of inclusive assessment arrangements available is revised regularly. The IB will consider alternative arrangements proposed by a coordinator, provided those arrangements could be made available to all candidates with similar requirements.

1.16      According to the document *General regulations: Diploma Programme*, a Diploma Programme candidate may participate in three examination sessions to be awarded the diploma. At the discretion of the IB, a candidate with learning support requirements may be allowed additional sessions.

1.17      If the nature of a candidate's challenge and/or the authorized inclusive assessment arrangement might disturb other candidates during an examination, the candidate must take the examination in a separate room and be supervised according to the regulations governing the conduct of Diploma Programme examinations.

1.18      Written examinations must be invigilated according to the regulations governing the conduct of Diploma Programme examinations. The person invigilating the candidate's examination must not be a relative of the candidate, or any other person with whom there may be an apparent or perceived conflict of interest.

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

# 2 Guidelines

The following guidelines supplement the procedures for requesting special arrangements explained in the *Handbook of procedures for the Diploma Programme.*

## 2.1 Responsibilities of the school

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

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

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

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

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

2.1. 6   The inclusive assessment arrangements that are requested should be a candidate's usual way of working; the coordinator must ensure that a candidate is, or becomes, familiar with those arrangements. The candidate must be familiar with any assistive equipment, including a computer and any software authorized for use in an examination. If support from a scribe, reader, prompter, practical assistant/aide or communicator is required, the candidate must practise with the person acting in this capacity in advance of the examination.

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

2.1.8   Before submitting appropriate documentation to the IB Assessment centre, the school must obtain consent from the candidate, provided he or she is at the age of consent in their country, or from the candidate's parent(s) or legal guardian. The school must also inform all individuals, who give consent for a school to submit documents to the IB, that if the candidate transfers to another school for the examination, the online application for the request for inclusive assessment arrangements along with the supporting documents including authorization, if applicable, will be visible to the

coordinator of the new school. Further, the school must also inform the candidate, parent(s) or legal guardian that if they wish to withdraw the request for inclusive assessment arrangements before a transfer, they must inform the school of this at the time of transfer. Then, the school IB coordinator must immediately inform the IB Assessment centre of this request in writing.

2.1.9    An application for inclusive assessment arrangements must be submitted on behalf of a candidate by the coordinator using the online request form. Although, a teacher who specializes in teaching students with learning support requirements may complete and save the online application, it is ultimately the coordinator's responsibility to submit the competed form.

2.1.10    The school is responsible for making all arrangements for approving and appointing a scribe, reader, prompter, practical assistant/aide or communicator. The person providing support must not be another candidate, a relative of the candidate, or a representative from an advisory service where a conflict of interest may be apparent or perceived. The IB does not pay a fee or expenses to a person providing support.

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

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

## 2.2    Applications for inclusive assessment arrangements

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

2.2.2    All requests for inclusive assessment arrangements must be submitted six months prior to an examination session. That is, November 15th for candidates registering for the May examinations session and by May 15th for candidates registering for the November examinations session. The IB Assessment centre cannot guarantee modified papers if requests are submitted after this date.

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

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

2.2.5    For anticipated and retake candidates, authorizations for inclusive assessment arrangements for a candidate are applicable to all future examination sessions (for instance, for a retake or anticipated candidate).

# 2.3    Supporting documentation

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

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

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

All psychological/psycho-educational/medical reports must:

- be legible, on paper with a letterhead, signed and dated

- state the title, name and professional credentials of the person (or persons) who has undertaken the evaluation and diagnosis of the candidate

- state specifically the nature of the learning support requirement, and the tests or techniques used to arrive at the identification

- be consistent with the coordinator's request for assessment arrangements

- be accompanied by a translation into English, French or Spanish, if it is not written in one of the IB working languages.

All psychological/psycho-educational reports must:

- be based on the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)

- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents

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

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

2.3.1    Assessment arrangements are based on a candidate's current assessment access requirements. The coordinator must therefore justify that assessment arrangements are necessary for the current assessment. For this reason, a medical or psychological evaluation must have been undertaken no earlier than the previous academic year before the start of the candidate's study of the Diploma Programme. Some flexibility will be allowed for candidates with permanent sensory and/or physical challenges.

2.3.2    All supporting documentation must be uploaded with the online application. Original certificates or reports are not required.

2.3.3    In the majority of cases, upon submission of the online request with the attached supporting documentation, automatic approval of the request will be granted. In other cases, the requests will be referred to the IB Assessment centre. Most of the referred requests will be evaluated based on the information and evidence provided, but for some, discussion between the coordinator and IB Assessment centre may be necessary to decide on the most suitable arrangement(s) for the candidate.

# 3 Arrangements not requiring authorization

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

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

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

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

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

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

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

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

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

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

3.10    A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions. The amount of time permitted for rest breaks is not counted towards the duration of the candidate's examination. Rest breaks must be supervised to ensure that the security of the examination is maintained. There must be no communication with, or disturbance to, other candidates. The amount of rest time and number of breaks permitted must be pre-determined and will depend upon the candidate's circumstances, although 10-minutes per hour is the general recommendation. During a rest break, the candidate is not permitted to read, respond to the

examination paper or write notes of any kind. Candidates may be allowed to leave the room for all or part of the rest periods. For example, a candidate with diabetes may be provided rest breaks to check blood sugar levels and take medication. If a candidate's personal examination timetable is such that, with rest periods and additional time more than six and a half hours of examinations would take place in one day, rescheduling should be requested.

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

3.12    At the discretion of the coordinator, a candidate may be given additional time to complete assignments during the two-year programme (for example, the extended essay, the theory of knowledge (TOK) essay) without authorization from the IB. However, if an extension to the deadline for the submission of work for assessment is required, the coordinator must contact IB Answers (See section 4.8 Access to extensions and exemptions).

# 4 Inclusive assessment arrangements

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

## 4.1 Access to modified papers

Modifications can normally be made to examination papers for candidates with visual challenges or specific learning difficulties. Some content within examination papers cannot be presented non-visually at present without invalidating the nature and purpose of the assessment. However, the IB may provide alternatives such as different questions to those based on an illustration (for example, cartoons or photographs) that can be presented non-visually and assess the same objectives.

### Examination papers in Braille

4.1.1    The IB will undertake to transcribe examination papers into the Braille code normally used for the language concerned. While the IB will make every effort to provide the examination papers in the required Braille code, it cannot guarantee to do so because of the variety of Braille codes used in different countries. For this reason, it is important to contact the IB Assessment centre before a candidate embarks on the Diploma Programme to ensure that the appropriate Braille code(s) will be available for the examinations.

4.1.2    If a candidate changes his or her choice of subjects, or withdraws, the IB Assessment centre must be informed immediately. Any costs incurred in producing examination papers in Braille that are no longer required by the candidate may be passed on to the school.

4.1.3    Raised diagrams can normally be supplied with examination papers in Braille.

4.1.4    A school must ensure that the candidate is familiar with the Braille code used for each examination paper (for example, Nemeth Braille Code for science and mathematics notation).

4.1.5    It is the responsibility of the school to submit printed copies of the candidate's answers for assessment. The printed copies should be in the language of registration for the subject and level concerned. The original Braille (if available) should be retained by the school until after the issue of results. The IB reserves the right to request the original Braille.

### Changes to the print on examination papers

4.1.6    Enlarged print and/or a change of font may be requested for candidates with visual challenges and other processing issues for which they require this arrangement. Standard modifications of font sizes are 18 and 24 points on an A3 (29.7 x 42.0 cm) enlargement and 16 point on A4 (21.0 x 29.7 cm).

4.1.7    The coordinator should provide the IB Assessment centre with the specification and examples of the required paper and print size. The candidate must already be familiar with using the specification requested.

### Printing on coloured paper

4.1.8    The coordinator can choose the colour option in the online application. Samples may be submitted along with the supporting documents.

## Modifications to the visual complexity

4.1.9    Simplifications to the layout or visual complexity of an examination paper can normally be made.

4.1.10   The visual content will only be simplified if this can be achieved without compromising the assessment objectives of the examination paper.

## Modifications to the language of examination papers

4.1.11   This normally involves the restructuring and simplification of language, and the rephrasing of questions, without alteration to the technical language or vocabulary specific to the subject or literary text.

4.1.12   For candidates requesting modified papers, if an examination paper requires a candidate to select options and if it is acceptable to the candidate, the coordinator may indicate the candidate's options and only those options would be modified and not the entire paper. The modification of the candidate's options alone will only be done where it does not reduce the candidate's choice in the examination.

# 4.2    Access to additional time

4.2.1    Additional time may be authorized for written examinations and for certain activities connected to internal assessment according to the candidate's assessed needs. The amount of additional time given to a candidate is directly linked to the degree of the access requirement. This would range from 10% additional time (6 minutes for each hour of the examination) for candidates with mild challenges to 25% additional time (15 minutes for each hour of the examination) or the standard applicable to most candidates to 50% additional time (30 minutes for each hour of the examination) for candidates with more severe challenges. In exceptional cases, or for candidates with visual impairment working with Braille who have a requirement for substantial amount of additional time, 100% or more additional time may be given for assessments upon authorization from the IB. For periods of less than one hour the additional time should be given on a pro rata basis.

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

## Additional time (10%)

4.2.3    A candidate may be authorized 10% additional time if there is evidence of one of the following:

– If the standard score is between 90 and 100 on one or more cognitive processing measures that affect speed of working (for example, working memory, processing speed, phonological or visual processing, long term retrieval, short term retrieval, visual/motor coordination, and so on) or on an assessment of reading (reading fluency and/or reading comprehension) and/or an assessment of writing (writing fluency and/or written expression).

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

## Additional time (25%)

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

–    If the standard score is 90 or less on one or more cognitive processing measures that affect speed of working (for example, working memory, processing speed, phonological or visual processing, long term retrieval, short term retrieval, visual/motor coordination, and so on) or on an assessment of reading (reading fluency and/or reading comprehension) and/or an assessment of writing (writing fluency and/or written expression).

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

## Additional time (50%)

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

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

–    Standard scores are below 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/ word processor or reader/screen reader.

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

## Additional time (25%, mathematics)

4.2.6    A candidate may be authorized 25% additional time for mathematics and subjects that require mathematics calculations if the standard score is 90 or less in a test of mathematical fluency.

> Note: If the standard additional time applicable for all subjects is requested such as Additional time (25%), a separate request for Additional time (25%, Mathematics) is not necessary.

## Additional time (25%, orals)

4.2.7    A candidate may be authorized 25% additional time for orals if the standard score is below 90 in processing speed measures that affect expressive and/or receptive speech.

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

## Additional time (further points)

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

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

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

4.2.11   At the discretion of the coordinator, a candidate may be given additional time to complete assignments during the two-year programme without authorization from the IB (for example, the extended essay, the theory of knowledge essay). However, if an extension to the deadline for the submission of work for assessment is required, an email to IB Answers is mandatory. (See section 4.7 Access to extensions and exemptions to deadlines).

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

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

4.2.14   If a candidate's personal examination timetable is such that, with additional time and/or rest breaks, more than six and a half hours of examinations would take place in one day, rescheduling should be requested. All regulations and procedures that normally apply to rescheduling examinations must be adhered to. Information on rescheduling can be found in the *Handbook of procedures for the Diploma Programme*.

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

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**Examples of how inclusive assessment arrangements for additional time would apply**

- A candidate has difficulty with written tasks and the psychological report states that the standard score on written fluency is 84. The candidate is allowed up to 25% extra time in written papers.

- A candidate with Asperger's syndrome requires 25% additional time due to difficulties in linguistic processing speed. This is the candidate's usual way of working in class. There is evidence to document the history and need for access and the candidate is authorized 25% additional time.

- A candidate who requires minimal learning support in reading and has a standard score of 95 on reading comprehension may be allowed up to 10% additional time, depending on the candidate's needs, to allow for mild and residual issues.

- A candidate with fine motor coordination issues has a below average speed of writing for which a word processor has been authorized. The candidate's request for additional time is not authorized as the word processor would remove the candidate's disadvantage with the writing speed. Additional time combined with a word processor would give undue advantage.

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## 4.3    Access to writing

Candidates who require inclusive assessment arrangements to access writing may be authorized a scribe, word processor, word processor with spell checker/speech recognition software and transcripts.

### Computers

4.3.1    The IB recognizes that for many candidates with learning support requirements, a computer, or other microprocessor-controlled device, provides a highly effective means of communication. For this reason, computers and other forms of assistive technology are normally permitted for written examinations if a candidate is unable to provide a handwritten response. The use of computers in other areas of assessment, such as the extended essay and internal assessment, is accepted without question where the IB also places no restrictions on the use of software aids such as spellcheckers.

4.3.2    Dependent upon authorization, computers may be used for access to the word processor, word processor with spell checker, speech recognition software or reading software. If authorization has been obtained, it may be applied for both internal and external components of the assessment. Authorization for a word processor does not imply an automatic authorization to enable the function of a spell checker or to use the speech recognition software or reading software which require prior and independent authorization from the IB Assessment centre.

4.3.3    No facility of the software, unless authorized by the IB, may be used that gives an advantage over other candidates. Therefore, a candidate must not have access to:

– information stored in the memory of the computer, USB flash drive, external hard drive, or on CD

– a thesaurus, spellchecker or other electronic device that may give an advantage.

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

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

4.3.6    In examinations where the answers to questions require more than text (for example, mathematics, the sciences and economics), prior consultation with IB  Assessment centre is  advisable to determine the suitability of the software. Under no circumstances must the software give the candidate an advantage.

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

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

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

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

4.3.11   Before the examination, the candidate must be proficient in the use of the computer and its software.

4.3.12    At the discretion of the coordinator, it is permissible for a candidate 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.

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

4.3.14    A printed version of the candidate's work should be submitted for assessment, not a CD. The CD should be retained by the coordinator until after the issue of results.

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

## Word processor

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

– A standard score on a free writing speed test that is below average for their age.

– A standard score of 90 or less on written expression/spelling/information processing/working memory.

– A medical, physical or sensory condition which renders the candidate incapable of writing or writing for long periods of time as demanded by the assessment task.

– Handwriting that is largely illegible to someone who is not familiar with it which may be caused due to underlying mild processing or coordination challenges. In such circumstances, a letter from the learning support/inclusion coordinator or specialist teacher will be acceptable in lieu of a medical or psychological report. A sample of the candidate's writing in classroom writing task or an earlier test may be submitted as educational evidence.

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

> **Examples of using word processors**
> - A candidate who produces illegible writing because of mild dysgraphia and uses a word processor as the usual way of working in school may be allowed to use a word processor for the assessment.
>
> - A candidate who has always used a word processor at home feels that his or her work will be more attractive and writing speed much faster if the use of a word processor in the examination is permissible. This is not the candidate's usual method of working in the school setting and the candidate is not allowed to use a word processor for the assessment.
>
> - A candidate whose standard score on working memory in a psychological test is 86 and who uses a word processor as the usual way of working may be allowed to use a word processor.

## Word processor with spell checker

4.3.17    Some candidates with learning support requirements may need a spell checker to produce written work. For these candidates, coordinators should request for a word processor with spell checker. The spell check function must only be enabled if there has been prior authorization from the IB Assessment centre.

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

## Speech recognition software

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

– A standard score on a free writing speed test that is below average for their age and below average speed for their age in typing.

– A standard score of 90 or less on written expression/spelling/information processing/working memory and below average speed for their age in typing.

– A medical, physical or sensory condition which renders the candidate incapable of writing/typing or writing/typing for long periods of time as demanded by the assessment task.

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

## Scribes

A scribe (amanuensis) is a person who writes down the dictated response of a candidate for the requirements of an internal and/or external assessment component. The use of a scribe is permitted for all forms of assessment where a candidate is unable to provide a handwritten response or use a computer.

4.3.20    In order to be eligible to use a scribe as an access arrangement, a candidate must show evidence of at least one of the following:

– A standard score on a free writing speed test that is below average for their age or a standard score of 90 or less on written expression/spelling/information processing/working memory.

– A medical, physical or sensory condition which renders the candidate incapable of writing or writing for long periods of time as demanded by the assessment task.

– Handwriting that is largely illegible to someone who is not familiar with it and which may be caused due to underlying mild processing or coordination challenges. In such circumstances, a letter from the learning support/inclusion coordinator or specialist teacher will be acceptable in lieu of a medical or psychological report. A sample of the candidate's writing in classroom writing task or an earlier test may be submitted as educational evidence.

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

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

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

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

4.3.25    The scribe must:

– transcribe the candidate's responses verbatim

– draw all visual material (for example, diagrams, maps and graphs) according to the exact instructions of the candidate

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

4.3.26 The scribe may:

– read back answers at the request of the candidate

– alter or delete answers at the request of the candidate.

4.3.27 A candidate's answers to a multiple-choice question paper may be recorded in a form that is most convenient to the candidate and scribe. However, the candidate's answers must be submitted for marking on a multiple-choice answer sheet, regardless of how they were initially recorded.

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

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

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

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**Examples of how inclusive arrangements for a scribe would apply**

• A candidate who has severe dyspraxia has a standard score of 83 on written expression and cannot use a word processor because of poor motor skills may be authorized the use of a scribe.

• A candidate has a standard score of 80 on a test of writing speed. Since he/she is not proficient in typing, the school requests for a scribe for his/her assessment and this may be authorized.

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## Transcriptions

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

4.3.32 In order to be eligible use transcriptions as an access arrangement, a candidate must show evidence of at least one of the following:

– A medical, physical or sensory condition that causes writing challenges such that a candidate's written work is largely illegible or incomprehensible to someone not familiar with it and where a candidate cannot use a computer.

– A medical, physical or sensory condition that causes difficulties in accessing the scantron (bubble sheets) answer sheets.

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

4.3.34    Regardless of whether the examination requires candidates to write responses on the examination paper itself, the transcription must be on a piece of paper separate from the candidate's script. The transcription must clearly indicate that it is a transcription and include the printed name and signature of the transcriber. The candidate's actual script must not be annotated: this is to avoid confusing the words of the transcriber with those of the candidate or examiner.

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

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

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

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

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

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

# 4.4    Access to reading

4.4.1    Candidates who require inclusive assessment arrangements to access reading may be authorized a reader or reading software.

## Reader

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

– A standard score on a psychological test of 90 or less on reading speed/reading accuracy/reading comprehension.

– A medical, physical or sensory condition due to which a candidate either cannot read or has difficulty in reading.

4.4.3    The role of a reader is to read the examination paper to a candidate and to read back the candidate's answers if requested to do so. However, the assistance of the reader is not confined to the written examinations; a reader may assist a candidate with all internal and external assessment components.

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

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

4.4.6    If there is more than one candidate for the same examination requiring a reader, they may be grouped together. However, if a candidate requests that his or her answers be read out loud, that candidate must take the examination separately.

4.4.7    If the candidate is allowed both a scribe and a reader, the same person should fulfill both roles whenever possible.

4.4.8    The candidate's examination must be conducted in the presence of an invigilator, in addition to the reader. This is to ensure the proper conduct of the examination, so that no questions arise regarding appropriateness of the assistance.

4.4.9    The reader must be familiar with the terminology used in the subject, as any mispronunciation could be confusing or unsettling for the candidate. The reader must pronounce words clearly and should be someone whose speech is easily understood by the candidate. However, the candidate's own teacher for the subject concerned should not be appointed as the reader.

4.4.10   At the request of the candidate, the reader can slow down the speed of reading. Furthermore, all questions or parts of a question can be read more than once. Also at the request of the candidate, words appearing in the examination paper can be spelled out. However, the reader must not:

- explain a question

- reword a question

- emphasize any part of the examination paper

- give advice on how to answer a question or which questions to answer (other than stating the relevant rubric)

- advise on when to move on to another question

- advise on the order in which questions should be answered.

4.4.11   For examinations in groups 3 to 6 subjects, a candidate who is not working in his or her best language may ask the reader to consult a translating dictionary. An entry can be read to the candidate, but no further explanation should be given.

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

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

## Reading software

4.4.14   Reading software must be used with a computer (see section on computers in section 4.3 Access to writing). Independent reading pens and any other electronic devices cannot be used for reading.

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

- A standard score on a psychological test of 90 or less on reading speed/reading accuracy/reading comprehension.

- A medical, physical or sensory condition due to which a candidate cannot read or has difficulty reading text.

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

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**Examples of how inclusive assessment arrangements for readers/reading software would apply**

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

- A candidate with low vision uses reading software to access text for all classroom work and examinations. Upon request, the candidate may be permitted the same arrangement for the assessment.

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# 4.5 Access to speech and communication

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

## Communicators

4.5.1 A communicator is someone who is able to convey information to a candidate with a hearing impairment through the use of lip-speaking, finger-spelling or sign language. In order to be eligible to use a communicator as an access arrangement, a candidate must show evidence of hearing impairment.

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

4.5.3 If a communicator is required so that a candidate can access the questions in an examination, prior authorization from the IB is required. Authorization will only be given if the communicator is a teacher with a qualification in hearing impairment who must be able to finger-spell all technical words.

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

4.5.5 Authorization may be given to a candidate to give signed responses to questions that are a part of the internal or external assessment if an interpreter is available at the same time. However, this is not available for internal assessment in group 2 where an alternative means of communication must be explored.

## Augmentative communication device

4.5.6 In order to be eligible to use an augmentative communication device as an access arrangement, a candidate must show evidence of speech difficulties. It is mandatory that this has been the candidate's usual way of communicating in classroom tasks and tests. The supporting documentation provided when submitting a request to use this arrangement must also cover details of the device.

# 4.6    Access to calculators and practical assistance

## Calculators

4.6.1    A standard score of 90 or less in a test of mathematical fluency entitles a candidate to be eligible to use a four function calculator (basic calculator performing only the functions of addition, subtraction, multiplication and division) as an access arrangement in subjects requiring mathematics calculations where a calculator is otherwise not allowed in the examination. It is a breach of regulations if the candidate is found in possession of a calculator other than a four function calculator.

## Practical assistance

4.6.2    In order to be eligible to use practical assistance as an access arrangement, a candidate must show evidence of a physical, sensory or medical challenge. This arrangement is normally confined to the requirements of internal assessment (for example, practical work in science or geography fieldwork). It is particularly suited to situations where there is a concern for a candidate's health or safety.

4.6.3    The assistant/aide must not perform a task on behalf of the candidate in a manner that will provide an advantage in the assessment component. The assistant/aide must carry out a task exactly as instructed by the candidate, unless there are safety considerations.

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

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

4.6.6    The assistant/aide should be familiar with the apparatus being used, and therefore may be a teacher of the subject, but preferably not the candidate's teacher. The person must not be another candidate or a relative of the candidate.

# 4.7    Access to extensions and exemptions

## Extensions to deadlines

4.7.1    In order to be eligible to use extensions to deadlines as an inclusive assessment arrangement, a candidate must show evidence of a medical or psychological challenge that has genuinely prevented them from completing work in time for the coordinator to submit the work (or marks to the IB Assessment centre in the case of internal assessment).

4.7.2    An extension will normally be authorized for a period of four weeks, although a longer period will be considered in exceptional circumstances.

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

4.7.4    The IB Assessment centre is responsible for advising an examiner that a candidate's work will arrive after the normal deadline, not the coordinator.

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

## Exemptions from assessment

4.7.6　Exemptions are not normally granted for any assessment component of the Diploma Programme. However, if an assessment component or part demands a physiological function that a candidate is not able to perform, an exemption may be authorized. Before submitting a request for an exemption from a component, careful consideration should be given to whether all reasonable adjustments have been considered.

4.7.7　Authorization for an exemption will only be given when there are substantial grounds for an exemption. A candidate's inability to perform the functions required by the component must be clearly and fully documented.

4.7.8　All Diploma Programme candidates are required to take two languages, without exception. A Diploma Programme candidate with severe dyslexia will not be exempt from the requirement to take a second language.

4.7.9　If a Diploma Programme candidate is unable to complete all requirements for CAS (creativity, action, service) owing to a medical condition, the coordinator must contact the IB Assessment centre for advice.