

# **Candidates with assessment access requirements**

## **at the Nazareth High School in Warsaw**

### **I. Rationale**

Teachers of the Nazareth High School in Warsaw work individually with every candidate, according to their educational and developmental needs as well as their psychophysical abilities. Psychological and pedagogical help available to the candidates consists in acknowledging and meeting their individual developmental and educational needs. The basis of these actions is the School Mission, as well as the Directive of the Ministry of Education, dated August 17<sup>th</sup>, 2017 and the IB philosophy: “The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put some candidates at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive access arrangements may be applied in these circumstances if it is observed that they could reduce or minimize barriers for the candidate” (*Access and Inclusion Policy*, 2018: 1).

### **II. Guidelines**

1. Candidates with assessment access requirements may have learning support due to one or more of the following:
  - 1.1. Learning difficulties
  - 1.2. Disabilities
  - 1.3. Exceptional talents
  - 1.4. Medical conditions
  - 1.5. Side effects of experienced crises or traumatic situations
  - 1.6. Social and environmental difficulties
  - 1.7. Adaptation difficulties.
2. Formal requirements concerning the certification of the existence of special educational needs:
  - 2.1. An opinion issued by a guidance and counselling centre
  - 2.2. A doctor’s opinion
  - 2.3. Positive opinion of the Teachers Council:
    - a) Issued upon the request of the candidate’s teacher or a specialist responsible for the psychological and pedagogical help at school;
    - b) Issued upon the request of a teacher of a candidate who is using psychological and pedagogical help because of adaptation difficulties associated to the earlier education abroad, language communication disorder, a crisis or a traumatic situation, after consultation with parents (legal guardians) or the candidate herself, if she is of age;
    - c) Issued upon the request of the candidate’s parents (legal guardians) or the candidate herself, if she is of age, who was using psychological and pedagogical help at school because of adaptation difficulties associated

to the earlier education abroad, language communication disorder, a crisis or a traumatic situation.

3. Identification of exceptionally talented candidates:
  - 3.1. A teacher noticing a candidate with exceptional talents in their subject field should submit a request for a detailed diagnosis to the school psychologist;
  - 3.2. The candidate's teachers receive a *Talented Candidate Identification Paper* from the psychologist, who also interviews the candidate and her parents (legal guardians), and, if need be, cooperates with a guidance and counselling centre;
  - 3.3. The psychologist analyses the results and specifies the areas of the candidate's exceptional talents as well as her diagnosed difficulties and presents them to the Teachers Council;
  - 3.4. Teachers, in cooperation with the psychologist and the candidate's form teacher, work out special educational requirements for the exceptionally talented candidate;
  - 3.5. The psychologist discusses the new work plan with the candidate and her parents (legal guardians).

### **III. Final examination in the International Baccalaureate Diploma Programme (IB DP)**

1. Arrangements that do not require IB authorization:
  - 1.1. Assigning a separate examination room
  - 1.2. Arrangement for appropriate seating in the examination room
  - 1.3. Creating a possibility of taking medicines or eating if the candidate's state of health requires it
  - 1.4. Presence of a nurse or a psychologist
  - 1.5. Using devices that the candidate uses every day, e.g. hearing aids
  - 1.6. Using extra help of the examination committee with:
    - a) Reading the instructions in an examination paper and explaining the conduct of the examination individually for candidates with a hearing condition;
    - b) Naming colours on an examination paper (e.g. on a map in a geography examination) for the colour blind candidates;
    - c) Clarifying test directions and help with focusing on the examination exercises for candidates with difficulties in reading or attention.
  - 1.7. Rest breaks if required due to the candidate's medical, physical, psychological or other conditions
  - 1.8. Giving additional time to the candidate to complete the extended essay, the TOK essay and school Internal Assignments
  - 1.9. Enabling the candidate to use helps that are a result of their hearing or sight impairments, hearing hypersensitivity and other, confirmed by tests and being normal practices in the candidate's school life.
2. Arrangements that require IB authorization (Specified in the *Diploma Programme Assessment Procedures* for every examination session):
  - 2.1. Modifying the examination papers: changing font size, colour of the papers

- 2.2. Giving additional time
  - 2.3. Permitting the use of devices or presence of persons that help the student during the examination
  - 2.4. Extensions to deadlines
  - 2.5. An exemption from an assessment component.
3. Should any adverse circumstances arise that could unfavourably influence candidate's performance in assessment, the IB coordinator, on candidate's behalf, submits a request for inclusive assessment arrangements.
  4. The request must be submitted no later than 10 days after the last component has been written. Proper documentation and a statement from the IB coordinator must be attached.
  5. If the case described in the request is found valid, the IB may permit one or more of the following:
    - 5.1. Extensions to deadlines – concerning IB examination components (e.g. the extended essay, or the TOK essay) and the Internal Assessment components as well.
    - 5.2. Consideration – If a candidate's circumstances are deemed "adverse" and therefore qualify for consideration an adjustment will be made to the candidate's total mark in the affected subject(s) and/or diploma requirement(s). The grade may be raised only if the candidate is within specified number of scaled marks of the next higher grade boundary.
    - 5.3. Incomplete assessment procedure - If a candidate has not completed a written examination owing to adverse circumstances the IB may derive an estimate for the missing mark based on available information. However, the candidate must have completed at least 50% of the assessment for the relevant subject, which must include a written externally assessed component. If more than one examination is missed, it will be at the discretion of the final award committee whether a grade is issued to the candidate in the subject(s) concerned. Note that the "missing mark procedure" and "consideration" will not be applied to the same subject/level being assessed.
    - 5.4. Deferral of external assessment to a future session - Where a candidate has not completed the required 50% of the assessment that includes an externally assessed component for a subject(s) it may be possible to defer one or more subjects to a future examination session.
  6. Before starting the programme, the IB coordinator informs the candidates and their parents (legal guardians) about the possible inclusive assessment arrangements that are at the discretion of the Director and in line with the IB requirements.
  7. Candidate who is requesting special, inclusive assessment arrangements is required to:
    - 7.1. Present an opinion from a guidance and counselling specialist centre (issued not earlier than a year before the candidate starts the programme) to the IB coordinator before starting the programme. It should contain:
      - a) Date and signature of the person who conducted the test
      - b) Name of the organisation in which the test was being conducted
      - c) Name, surname and function of the person conducting the test
      - d) Description of the diagnosed problem
      - e) Recommendations for the methods of special examination arrangements and adaptations
    - 7.2. By the end of September of IB 2 present to the IB coordinator the following:

- a) A sworn translation of the abovementioned document into English
  - b) A written opinion of a teacher/teachers, issued in English, or any other chosen documentation (e.g. tests, classroom work) that confirms the effectiveness and validity of the established arrangements and adaptations.
8. The coordinator presents their own justification and sends required documentation via e-mail by the deadline determined by the IB, though not later than six months before the start of the examination session.
  9. The final decision concerning the available special examination arrangements and adaptations is at the discretion of the IB only and is based on the provided documentation.

#### **IV. Final examination at the end of the National Programme (LO)**

1. Arrangements that do not require the authorization of Central Examination Board (CKE):
  - 1.1. Assigning a separate examination room
  - 1.2. Arrangement for appropriate seating in the examination room
  - 1.3. Creating a possibility of taking medicines or eating if the candidate's state of health requires it
  - 1.4. Using devices that the candidate uses everyday, e.g. hearing aids
  - 1.5. Modifying the examination papers, e.g. changing the font size
  - 1.6. Altering the workspace to fit the candidate's particular needs
  - 1.7. Giving additional examination time for the standard papers:
    - a) History, civics, sciences and foreign language (standard level) – no more than 20 minutes each
    - b) Polish language, mathematics – no more than 45 minutes each
    - c) Foreign language (higher level) – no more than 30 minutes
  - 1.8. Marking the answers on the paper and not on the answers card
  - 1.9. Presence of a specialist during the examination (as a member of the examination committee), if necessary to maintain proper contact with a candidate – on the basis of an opinion stating that the candidate has special educational needs
  - 1.10. Enabling the candidate to use helps that are a result of their hearing or sight impairments, hearing hypersensitivity and other, confirmed by tests and being normal practices in the candidate's school life.
2. Arrangements that require OKE authorization:
  - 2.1. Applying specific assessment criteria to the open exercises in a Polish language examination for students with particular learning difficulties
  - 2.2. Applying specific assessment criteria to the oral exercises in a Polish language examination
  - 2.3. Presence of a specialist during the examination (as a member of the examination committee), if necessary to maintain proper contact with a candidate
  - 2.4. A teacher's help with reading or writing
  - 2.5. Examination paper recorded on a CD in the form of files
  - 2.6. A foreign language examination CD with longer pauses for writing down answers

- 2.7. In particular cases, with permission of the local OKE Director the examination may be conducted in a place other than school (e.g. at home, in a hospital). Permission may be granted by the local OKE Director only in response to a proper request, submitted by the school Director.
3. Candidate who is requesting special, inclusive assessment arrangements is required to present to the school psychologist an opinion from a guidance and counselling specialist centre or a medical certificate of a long-term illness issued by a doctor:
  - 3.1. Before September 30<sup>th</sup> of the current school year – students of the 3<sup>rd</sup> grade of high school (the documentation may be supplemented by February 7<sup>th</sup> of the current school year)
  - 3.2. No later than by February 7<sup>th</sup> of the current school year – alumnae.

## **V. Division of responsibility**

1. Responsibility of a candidate and her parents (legal guardians):
  - 1.1. To report to the school psychologist any learning difficulties
  - 1.2. To get to know any formal requirements of certifying the reported difficulties in the Junior High School, the National Programme (LO) and the IB DP respectively;
  - 1.3. To provide the required documentation by the deadlines set by the school;
  - 1.4. To sign a statement that a candidate used or didn't use any assigned adaptations and arrangements; in the Junior High School (concerning the Final Exam) – before November 28<sup>th</sup> and in the National Programme (concerning Matura) – before February 7<sup>th</sup>.
2. Responsibility of the teachers:
  - 2.1. Adapting the educational requirements
  - 2.2. Monitoring and evaluating any employed adaptations
  - 2.3. Identifying any difficulties that might appear and reporting them to the form teacher and school psychologist
  - 2.4. Cooperation with the school psychologist concerning all problematic areas and necessary forms of supporting a candidate
  - 2.5. Helping a candidate with assessment access requirements with proper choice of subjects in IB DP and advanced level subjects in LO
  - 2.6. Ensuring that a candidate has been using all the arrangements and adaptations that she is requesting for the time of the examination session daily
  - 2.7. Issuing at a candidate's request a written opinion in English confirming the effectiveness and validity of the established arrangements and adaptations
  - 2.8. Pointing out all the possible methods of making special examination arrangements and adapting forms of conducting an examination in the National Programme to fit candidates' needs and capabilities according to the OKE Director's Statement based on a positive opinion of the Teachers Council
3. Responsibility of the school psychologist:
  - 3.1. Informing a candidate and her parents (legal guardians) about possible special examination arrangements in the Junior High School and the National Programme (LO)

- 3.2. Cooperation with teachers and form teachers in the area of supporting a candidate with assessment access requirements
- 3.3. Supervising the process of actualisation of an opinion from the guidance and counselling centre for the IB candidates
- 3.4. Cooperation with a guidance and counselling centre in the area of diagnosing candidates
- 3.5. Before November 24<sup>th</sup>, in writing, informing the parents (legal guardians) of a Junior High School candidate – on the school Director’s behalf – about the arrangements and adaptations and forms of conducting an examination that have been made to fit her needs
- 3.6. On the school Director’s behalf – informing the candidates about the arrangements made immediately after the Teachers Council points out all the possible methods of making special examination arrangements and adapting forms of conducting an examination in the National Programme and after agreeing with the Director of the local OKE about any particular cases.
4. Responsibility of the Coordinator:
  - 4.1. Informing the candidates and their parents (legal guardians) about possible special examination arrangements in the IB DP
  - 4.2. Acquiring a written consent of a candidate and her parents (legal guardians) to start a procedure for granting special examination arrangements
  - 4.3. Acquiring the school Director’s attestation on a request for special examination arrangements
  - 4.4. Collecting the documentation and submitting a request to the IB.
5. Responsibility of the school Director:
  - 5.1. Providing necessary substantive support and teacher training courses in the area of working with a candidate with assessment access requirements
  - 5.2. Providing candidates and teachers with a constant support of a school psychologist and tutor
  - 5.3. Controlling if the tasks that teachers undertake are consistent with the MEN and IB requirements
  - 5.4. Ensuring realisation of all the arrangements granted during examinations
  - 5.5. In particular cases, including those not described in the OKE Director’s Statement, deciding about methods of making special examination arrangements and adapting forms of conducting an examination to fit a candidate’s needs – after consulting it with the Teachers Council – on the basis of a written agreement with the local OKE Director.

## **VI. Other documents regarding specific issues of working with candidates:**

1. Specific guidelines regarding conditions and methods of adapting the final exam after the Junior High School are to be found in a Statement of the CKE Director for the current school year.
2. Specific guidelines regarding conditions and methods of adapting the IB diploma examination are to be found in the “Diploma Programme Assessment Procedures” for the current school year.
3. Specific guidelines regarding conditions and methods of adapting the Matura examination in the LO are to be found in the Statement of the CKE Director for the current school year.
4. International Baccalaureate Organisation. (2018) *Access and inclusion policy*. Cardiff: Peterson House.

5. International Baccalaureate Organisation. (2019) *Meeting student learning diversity in the classroom*. Cardiff: Peterson House.
6. "School system of identification and work with a talented candidate" - a school's policy
7. "Specific learning difficulties. Adapting educational requirements" - a school's policy