

International Baccalaureate Diploma Inclusive Assessment Policy

Holy Heart of Mary High School

Philosophy

Holy Heart of Mary High School recognizes and endorses the International Baccalaureate's philosophy of making an IB education inclusive and accessible. Holy Heart of Mary also acknowledges the academic rigor of the program and the importance of encouraging students to pursue the full diploma. The school asserts that barriers to student participation can be minimized as teachers strive to meet the educational needs of a diverse population by utilizing a variety of teaching and learning strategies as well as accommodations for assessment.

The Newfoundland and Labrador provincial Department of Education promotes an inclusive education in all K to 12 schools in the province. This policy adheres to the principles directed within the province and provides specific accommodations for candidates as permitted by principles espoused by the International Baccalaureate Organization (see Appendix A).

IB Candidate Inclusive Assessment Arrangements

At Holy Heart of Mary High School students are immersed in an inclusive environment in which a delivery model of services focusing on reasonable, non-intrusive assessment arrangements are provided to students who have assessment access requirements. A collaborative planning structure is employed to make the most effective use of resources and learning opportunities. The student, parents, instructional resource teacher, guidance counselors, school administrators, IB Coordinator, and subject teachers (hereafter referred to as the team) form a collaborative approach to deliver appropriate programming and assessment access requirements. These accommodations are quantified via medical documentation or a comprehensive psycho-educational assessment.

Members of Holy Heart of Mary's teaching staff and all members of the team, who are directly involved with the student maintain confidentiality with regards to the student's assessment access requirements. All inclusive arrangements and differentiated instruction are provided within the regular classroom, as necessary, to ensure the student with assessment access requirements avail of the standards of assessment consistently applied to all IB candidates. A supervised alternate setting is provided within the school for use as needed by the student.

Delivery of Services

At the time of admission to Holy Heart of Mary, a student with assessment access requirements is assigned to an instructional resource teacher (IRT, a special education trained teacher) who becomes the student's case manager; educational and relevant information is provided directly from the feeder school special support services team; the student's cumulative and confidential records are reviewed; discussions are held between the IRT, student, parent and guidance counselor to review the individual case and implications regarding academic, social, and post-secondary planning; and individual meetings are conducted with the student, parent and school team. Early in the school year, the IRT informs subject teachers of instructional and assessment accommodations required for the student; has frequent contact with the student; monitors supports in class instruction and assessment, as required; and ensures any additional required supports outside of regular classroom are provided, e.g., student tutoring, direct instruction, credit recovery, social skill development, speech language services, sign language interpreters, outside agency support, parental contact, access to assistive technology, etc. Subject teachers provide the student with access and assessment arrangements i.e., extended time on tests and assignments and any modifications to materials and instructional practices. The subject teacher conveys any concerns to the student, parents, IRT and/or guidance counselor. The student's case manager (IRT) conducts an annual review, or more frequently as based on the student's individual needs, and evaluation of student supports and progress with relevant team members.

Inclusive Assessment Arrangements

Team members complete a formal IBO request for inclusive assessment arrangements for a candidate. This request is then submitted via IBIS, by the IB Diploma Coordinator, to the IBO at least six months prior to the student writing the IB final exam(s). Supporting documentation, such as a medical certificate or a psycho-educational report, must accompany this request. When the IB Diploma Coordinator is informed of IBO's decision she conveys this information to team members.

Candidates who may require access arrangements (September 2021, updated February 2022) outlines the characteristics of students who may require special assessment arrangements due to one or more of the following:

- Additional Language Learners
- Specific learning difficulties, learning disabilities
 - For example, dyslexia, dysgraphia, dyscalculia, dyspraxia, or information processing difficulties
- Communication and speech difficulties
 - For example, receptive or expressive language impairments, auditory processing difficulties, fluency disorders, verbal dyspraxia/apraxia
- Autism spectrum disorders
- Social, emotional and behavioural challenges
 - Includes: attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD); personality disturbances; emotional/mental health disturbances (for example, eating disorders, depression, excessive stress reaction)
- Physical and sensory challenges
 - For example, fine motor challenges, cerebral palsy, muscular dystrophy, visual or hearing challenges
- medical and mental health difficulties, including temporary medical conditions (with onset or occurrence up to three months before the IB examinations offered in May/November)

The following is a list of accommodation arrangements that maybe granted once IBO has reviewed the required documentation:

- Additional time – 10 to 50% more time is allowed for the candidate, as outlined within the DP Inclusive Assessment Policy.
- Rest periods – supervised rest time maybe allowed, during which time the candidate is not allowed to work on their exam.

- Information and communication technology – a computer could be used to type the answers to the exam instead of hand writing the answers. The student cannot use any software that would the candidate an unfair advantage during the exam. Voice-activated technology or augmentative speech equipment can be requested when this has been the candidate’s normal way of working in the school.
- Scribes – a person who writes down dictated answers from the candidate.
- Readers – a person who reads allowed the questions to the candidate and can also read back answers the candidate has provided. The reader cannot explain a question or give advice on how to answer the question.
- Communicators – a person who is able to convey information to a candidate with a hearing impairment, through the use of lip-speaking, finger-spelling or sign language.
- Prompters – a person who ensures that a candidate is paying attention to the examination. This would normally be authorized for candidates diagnosed as having a neurological or cognitive disability resulting from a severe attention problem.
- Modifications to examination papers – normally made for candidates with hearing or visual issues, such as providing an exam in Braille, enlarged print, printing on colored paper, modifications to the visual complexity of the exam or modifications to the language of the exam paper.
- Audio recordings on examination papers – the IB may provide an exam paper on a CD. This is a limited service and is not available for exams with illustrations, tables, diagrams or sketch maps.
- Audio recordings of responses to examination papers – The candidate dictates answers into an appropriate recording technology. This is used when a scribe is not available and cannot be used for examinations in Groups 1 and 2 or with examinations that require the candidate to produce visual material such as an illustration, table, diagram or sketch map.
- Transcriptions – A candidate’s response to an assessment component is submitted in a form other than the candidate’s own handwriting. Transcription is justified when a candidate with a specific learning issue, or a physical disability, has very poor handwriting skills and cannot use a computer. Transcription is not available to candidates with poor handwriting for whom some form of special need cannot be diagnosed.
- Alternative venues for examinations – if a candidate is too ill to attend school, but on medical advice is able to take the examinations at home or in hospital, authorization may be given for the examination to be taken at an alternative venue. In principle, the examination should be taken at the same time as other candidates in the group. A qualified invigilator must be present.
- Extensions to deadlines – this arrangement applies to cases of illness or accident when a candidate is genuinely prevented from completing work in time for the coordinator to submit the work to the examiner.

- Assistance with practical work – if a candidate has a physical disorder, assistance with practical work can be requested. This arrangement is normally confined to the requirements of internal assessment (for example, practical work in experimental science or geography fieldwork). It is particularly suited to situations where there is a concern for a candidate’s health or safety.
- Exemptions from assessments – exemptions are not normally granted for any assessment component of the Diploma Program. However, if an assessment component or part demands a physiological function that a candidate is not able to perform, an exemption may be authorized.

Resources

Department of Education Government of Newfoundland and Labrador (2014), *Inclusive Practices Guidelines: School Level*

International Baccalaureate Organization (November 2018, updated February 2022), *Access and inclusion policy*, Cardiff: IBO.

International Baccalaureate Organization (September 2021, updated February 2022), *Diploma Programme Assessment Procedures*, Cardiff: IBO.

International Baccalaureate Organization (August 2010), *Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes*, Cardiff: IBO.

Note:

Acknowledged as a working document, Holy Heart of Mary’s IB Diploma Program Inclusive Assessment Policy is reviewed annually by members of the faculty, IB coordinator, administration, and guidance department. Within this context, avenues are explored for professional development that provide a heightened teacher understanding of processes that address students’ differentiated learning and instructional needs. A recent example of professional development that promoted this awareness was a half day in-service for all teaching staff regarding inclusive assessment arrangements and in recent years another relevant in-service entitled, “Helping Struggling Students Succeed”.

The access requirement policy for various schools available online were viewed and it was concluded that in many cases we concurred with their phrasing of some policy components.

Holy Heart of Mary’s IB Diploma Program Inclusive Assessment Policy is available on the school’s website.

Appendix A

All access and assessment arrangements that may be authorized by the IB are based on the following Principles as found in *Access and inclusion policy*, pages 6-7:

Maintaining standards

- 1.1 The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates.
- 1.2 The arrangements requested for a candidate must not give that candidate an advantage in any assessment.
- 1.3 The inclusive access arrangements described in this document are intended for candidates with the aptitude to meet all assessment requirements leading to the completion of the programme.
- 1.4 In the case of internal assessments, marks must always be awarded based on the candidate's work in accordance with the assessment criteria. Under no circumstances must teachers consider other factors such as the candidate's challenges or difficulties.
- 1.5 A subject result means the candidate has met the objectives of that subject, ie they have been able to demonstrate what was being assessed. This means there is no need to grant an exception for the assessment because the student was capable of completing it. Therefore, a request for exemption, which would still yield a subject result, must only be submitted after careful consideration and only where inclusive access arrangements and reasonable adjustments cannot be applied. The IB will use its discretion and only grant exemptions as a very last resort and in exceptional cases. No exemption can be granted for language subjects; all students, including those with specific learning challenges, are required to study two languages without any exception.

Reflecting usual ways of working

- 1.6 Inclusive access arrangements are pre-examination measures to allow a candidate to access the assessment that reflects their experience during learning. As such they cannot be requested retroactively.
- 1.7 Inclusive access arrangements for a candidate must be well planned and put in place throughout the course of learning and teaching including classroom work and formative assessments.
- 1.8 Schools must plan inclusive access arrangements for their candidates based on the IB criteria as stated in this policy and teachers' observations of the candidate in the classroom during classwork and tests. If the school intends to plan inclusive access arrangements for a candidate that are not in line with the eligibility criteria stated in this policy, they must first consult the IB.
- 1.9 The inclusive access arrangements requested for a candidate must be his or her usual way of working during his or her course of study. In almost all instances, if the inclusive access arrangements planned by the school do not follow the eligibility criteria stated in this policy, and have not been previously discussed with the IB (see Section 1.8), they cannot be authorized by the IB even if they have been the candidate's usual way of working. Only in very exceptional and unusual cases will the IB authorize a request for inclusive access arrangements that are not the usual way of working and that have been put in place to support the candidate only in the last six months of study or thereafter, just prior to the examinations.
- 1.10 The IB aims to authorize inclusive access arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IB. It should not be assumed that the IB will necessarily agree to the arrangements requested by a school.

Consistency for all candidates

- 1.11 The IB is committed to an educational philosophy based on international-mindedness. Therefore, the inclusive access arrangements policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with access requirements, the policy represents the result of a consideration of accepted practices in different countries.
- 1.12 The IB will ensure that, wherever possible, arrangements for candidates with a similar type of access requirement are the same. Due to the cultural differences that occur in the recognition of learning support requirements and the nature of access arrangements granted in schools, there may be some compromise that may be necessary to help ensure comparability between candidates in different countries.

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

Confidentiality

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

Maintaining integrity of the assessment

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

1.16 A school must not communicate with an examiner about a candidate's learning support requirements. 1.17 All examinations must be invigilated according to the regulations governing the conduct of examinations for the relevant programme.

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

Exceptional issues

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