

Sarasota High School

Cambridge Assessment Access Arrangements Form

Read the information below before completing a request form.

"Access arrangements" are pre-exam accommodations made on behalf of a candidate with particular needs. The purpose of an access arrangement is to remove any unnecessary barriers to the standard assessment, without compromising the standards being tested, so that the candidate can receive recognition for their attainment without compromising the integrity of the examination. Access arrangements ensure that all candidates have equal access to exams.

Cambridge requires medical/professional recommendations be **documented** (dated within 36 months of the exam) and **be on file on campus**. They require us to hold documentation showing that a professional has made a recommendation for extra time on an exam and that the student's disability is a significant barrier to assessment. They are looking for documentation that outlines that very specifically.

- If a student has a 504-plan established at the school, the documentation that supports the 504 must be dated within the last three years
- If a student has an IEP, the documentation should also be updated with annual meeting documentation/notes regarding the need for the accommodation.

Cambridge allows for students with supportive documentation to receive 25% extra time. If a student would like to request MORE than 25%, that student must meet one of the following criteria:

- 1. multiple disabilities**
- 2. severe physical handicaps**
- 3. blindness**

In very rare instances, additional time above 25% may be approved.

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What access arrangements are available?

Hearing impairment - list requested arrangement(s) on request form

- Headphones for listening examinations.
- A version of the question paper where the language has been modified: for candidates with severe hearing loss.
- An exemption for either the listening or the speaking paper in a language exam.
- Extra time for listening and speaking exams.
- Extra time for written papers: if the candidate has literacy difficulties which mean they are slower to show understanding of written questions.
- A transcript with live speakers: for candidates who are used to lip reading.
- Sign language: to help candidates read the question paper but not to provide any other support. Sign language must not be used in language examinations.

Visual impairment - list requested arrangement(s) on request form

- Modified or enlarged papers in Braille, or A4 modified papers reprinted in 18-point bold print with simplified visual information.
- Between 25% and 100% extra time to enable candidates to finish the papers, particularly for those candidates using Braille.
- A reader: for candidates who do not read Braille and cannot read independently.
- A scribe: for candidates who are unable to write independently.
- Supervised rest breaks: for those candidates who find it a strain to read and/or write a paper as a result of their visual impairment. You may decide to arrange rest breaks instead of extra time. The invigilator can stop the timing of the examination and re-start it when the candidate is ready to continue.
- A word processor or a Braille and print machine: for candidates who normally use this equipment.
- A practical assistant: for blind candidates, to lift equipment or pour liquids during practical examinations. In this case candidates will only be given the credit for planning, analysis and evaluation.

Other physical disabilities - list requested arrangement(s) on request form

- A scribe or personal assistant: for those candidates who cannot use one or both of their hands.
- Extra time allowance: 25% to 100% depending on physical impairment.
- Supervised rest breaks: for candidates who tire easily or have an illness which could cause them to have a seizure.
- A word processor: for candidates who can type but cannot physically write.
- Separate test location: if a candidate has a medical condition that may distract other candidates and/or is using other access arrangements that could be distracting to others, the candidate may

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Learning difficulties

To make access arrangements for candidates with learning difficulties it is necessary to have a report on file with the AICE coordinator, dated **within three years of the exam**, written by an educational, clinical or occupational psychologist, or by a teacher with a specialist qualification in special needs.

- **A reader**: for candidates who score less than 85 in word reading, reading comprehension or reading speed.
- **A scribe**: for candidates who have a spelling standard score of below 85 or a writing speed of less than 12 words per minute, based on a piece of timed freewriting. If a candidate needs a scribe for a language exam, they will be provided with a recording device so they can dictate their answers. At the end of the exam the candidate will play back the recording, spell each word letter by letter, and provide the punctuation for the scribe to transfer to the answer script. The candidate will be allowed 100% extra time to do this.
- **A word processor**: for candidates who have the difficulty writing described above but can use a word processor, this arrangement may be used rather than providing a scribe. **A word processor cannot be used by a candidate just because they want to type rather than write in exams, they work faster on a keyboard, or they use a word processor at home.**
- **A transcript**: for candidates who can write but whose writing is difficult to read. (Difficulty writing must be part of the student's formal diagnosis indicated on the report from the doctor or specialist) An invigilator will work with the candidate to produce a transcript of all or part of the candidate's answer(s) after the test has concluded. Rules for a scribe, above, will apply for language exams.
- **A prompter**: For students who have severe attention difficulties, a neurological or cognitive disability affecting attention, little or no sense of time, or an obsessive-compulsive disorder which causes them to keep revising a question rather than moving on to other questions, a prompter may be allowed to keep them focused on the task and on the need to answer a question and then move on to the next.
- **Supervised rest breaks**: For candidates who need breaks during the exam, the timing of the exam will be stopped when the candidate starts the rest break and resumed when the rest break is over. The candidate will not have access to the question paper or answer booklet during this time. NOTE: Cambridge does not directly address generalized anxiety or test anxiety as a specific reason to provide access arrangements, but has been known to approve of rest breaks for students who suffer from these conditions as long as they are diagnosed and documented properly.
- **Extra time**: Extra time for learning disabilities must be clearly supported by the evidence provided by the doctor or specialist. The explanation of the need for extra time must clearly explain why supervised rest breaks are not sufficient for the candidate to not be impeded by unnecessary barriers to achievement.
take the exam in a separate location.

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THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
SARASOTA HIGH SCHOOL
2155 BAHIA VISTA STREET, SARASOTA, FL 34239
PHONE (941) 955-0181

CAMBRIDGE ASSESSMENT ACCESS ARRANGEMENTS

Instructions: Parents must provide support from a medical professional stating the specific accommodation and the need for the accommodation to support this request. Student must submit a new application every testing season. The medical professional note can be re-used year after year if it is dated within 3 years of the testing dates. You must attach a copy, even if you provided one in previous years. This form must be completed and returned to Kristina Harshman in the AICE office (13-200), or forms and documentation can be emailed to Kristina.Harshman@sarasotacountyschools.net by October 12, 2023. Failure to return this form by the deadline will result in no accommodations requested to Cambridge for testing in the Spring 2024 testing series.

Centre Number

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Student Name (Print) _____ Student No. _____

Parent/Guardian Name (Print) _____ Email Address _____

I have read and understand the requirements for requesting access arrangements on Cambridge Advanced International Certificate of Education (AICE) exams and (Check one)

- I am declining to request access arrangements for my student on AICE Exams. Go directly to the last page of this document and sign the last page of the form. Return the signed form to the AICE office (13-200) by October 12, 2023.
- I would like to request access arrangements for my student on AICE Exams. I understand that I must provide recent documentation, and I understand that Cambridge has the right to deny my student the accommodations that they may normally receive in their US classroom. Complete the rest of this form and return the signed form to the AICE office (13-200) by October 12, 2023.

Distribution:

Original – Student File

Copy – Parent/Guardian

CAMBRIDGE ASSESSMENT ACCESS ARRANGEMENTS

Student Name (Print) _____ Student No. _____

SECTION A - Access Arrangements - These are the Center-delegated access arrangements (accommodations) offered by our school for Cambridge exams. Check the boxes of the arrangement(s) requested. Provide specifics of arrangements requested for visual, hearing, or physical impairment.

Access Arrangements for Visual Impairment (List) _____

Access Arrangements for Hearing Impairment (List) _____

Access Arrangements for Physical Disability (List) _____

The access arrangements below apply to learning difficulties (Check all that apply)

Reader Scribe Word Processor Transcript

Prompter Supervised Rest Breaks 25% Extra Time

More than 25% Extra Time (Rarely approved. See guidelines and provide details below.
Attach supporting documentation.)

SECTION B - Barriers to Assessment

What is the student's disability/diagnosis? _____

Explain how the student's disability/diagnosis is a barrier to assessment. Be sure to describe how the student's ability to be assessed is negatively impacted by their condition. (e.g., visual impairment results in student's inability to read standard sized font, dysgraphia requires additional time and word processor for written exams, etc.)

