

CJD Braunschweig

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Parents Information about students with learning disabilities

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This paper is to inform you about some special regulations in tests for students with learning disabilities at the International School.

We prepare our students to be successful in the Cambridge Tests and want them to get used to the conduct of examination set by CIE. At our school we have decided to follow the CIE regulations for Assessment Tests in all subjects.

These rules might be different from the way in which children with learning disabilities are treated, i.e. in the German school system.

Children whose doctor's report is received by the school can be granted access arrangements. **Students who sit a Cambridge Primary Checkpoint Test, Checkpoint Test or IGCSE exam need a doctor's report dated within three years of the exam.**

What are access arrangements?

Access arrangements are made to allow candidates with substantial and long term disabilities access to the examination and the opportunity to demonstrate their attainment. Access arrangements may include:

- an extra time allowance
- the provision of specially adapted papers
- assistance with reading or writing etc.
- the usage of word processor without spell check

Students with learning disabilities may be granted an **extra time of 25%** of the set test time. This means: 22 minutes for a 90 minutes test, 15 min for a 60 min test and 11 min for a 45 min test. Students should be supervised all the time.

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When a **reader** has been granted, the person should read out the test paper at the beginning of the test, and then the student may join their class. When reading is a part of the assessment criteria, i.e. in the languages, the test papers are not read out to the students. Children with learning disabilities in Primary classes y3,4 and beginning of y5 still might need some extra support and we do accept a reader for all test instructions. No extra explanation about instructions or questions should be given to the students. If later the student asks to have a particular sentence read out again, the invigilators can do so.

In general, we do not penalise spelling in comprehension tasks. A correct answer should always be awarded full marks even if spelling or grammar is wrong'. Spelling is not penalised as long as the incorrect spelling does not produce another word with a different meaning thereby leading to an incorrect response. However, we do assess spelling within the language writing assessments using banded mark schemes for the different stages. These show that by the end of Primary the best students will spell correctly most of the words that they use. Similarly, for Checkpoint, the syllabus states that students should aim to 'spell correctly most of the words that they use'.

Whereas spelling is a separate criterion for Primary and Checkpoint, for IGCSE English/ German/ Spanish writing assignments it is assessed as part of the overall mark for language depending largely on the interference of error with communication.

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