



## *Accommodating Students with Learning Difficulties in the EST*

The EST is a standardized admission test designed for students in international programs. The EST accommodates students with mild learning difficulties covering the following cases:

Case	Brief Description
<b>ADHD</b>	<b>ADHD</b> ; Attention Deficit/Hyperactivity Disorder is a neurodevelopmental disorder defined by impaired levels of attention, disorganization, and/or hyperactivity-impulsivity. ADHD often persists into adulthood, with resultant impairments of social, academic, and occupational functioning.
<b>Autism Spectrum Disorder</b>	<b>Autism Spectrum Disorder</b> ; is characterized by persistent deficits in social communication and social interaction across multiple contexts, and skills in developing, maintaining, and understanding relationships.
<b>Communication Disorder</b>	<b>Communication Disorder</b> ; include Language Disorder, Speech Sound Disorder, Social Communication Disorder, and Stuttering. The first three are characterized by deficits in the development and use of language, speech and social communication respectively. Stuttering is characterized by disturbance of the normal fluency and motor production of speech.
<b>Specific Learning Disorders</b>	<b>Specific Learning Disorders</b> ; is diagnosed when there are specific deficits in an individual's ability to perceive or process information efficiently and accurately. This neurodevelopmental disorder is characterized by persistent and impairing difficulties with learning foundational academic skills in reading, writing, and/or math.
<b>Physical/Medical Disorders</b>	<b>Physical/Medical Disorders</b> ; Cerebral Palsy, Diabetes, Neurofibromatosis, Lyme Disease, Muscular Dystrophy, Crohn's Disease, Cancer, Epilepsy/Seizure Disorder, Sickle Cell Disease, Chronic Fatigue Syndrome, Syncope, Hydrocephalus, Spina Bifida,...
<b>Psychiatric Disorders</b>	<b>Psychiatric Disorders</b> ; Bipolar Disorder, Depressive Disorder, Anxiety Disorder, Obsessive Compulsive Disorder, Psychotic Disorders, Personality Disorders, Substance-Related and Addictive Disorders, Conduct Disorder, Social Anxiety Disorder,...
<b>Tic Disorders / Tourette's</b>	<b>Tic Disorders / Tourette's</b> ; Tics are sudden, rapid, recurrent, nonrhythmic motor movement or vocalization.
<b>Other Disabilities</b>	<b>Other Disabilities</b> ; Developmental Coordination Disorder, Skin Diseases, Traumatic Brain Injury, Head Injury, ...
<b>Visual Impairment</b>	<b>Visual Impairment</b> ; is a severe reduction in vision that cannot be corrected with standard glasses or contact lenses and reduces a person's ability to function at certain or all tasks. Children with early onset severe vision impairment can experience delayed motor, language, emotional, social and cognitive development, with lifelong consequences.
<b>Hearing Impairment</b>	<b>Hearing Impairments</b> ; Hearing impairment is defined as "an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance." It can affect one ear or both ears, and leads to difficulty in hearing conversational speech or loud sounds.



To ensure fair treatment to all students, the EST Board will create a committee tasked with reviewing medical files, psychoeducational evaluation and/or medical reports, for students with learning difficulties as per the table below. In addition, all students will be required to submit their accommodation report (إفادة الدمج) provided by the Ministry of Education and Technical Education.

The committee will ensure to provide the best testing environment for all students by assessing each case individually and catering for the needs of the student based on students' disability and the accommodations being requested.

Case/Brief Description	Supporting Documents/validity dates
<b>ADHD</b>	<ul style="list-style-type: none"><li>-Medical Evaluation (1 year)</li><li>-Psychiatric Evaluation: the initial diagnosis report and a current updated not more than 1 year old</li><li>-Neurological Evaluation (1 year)</li><li>-Psychoeducational Evaluation (5 years)</li><li>-Formal Education Plan (IEP or 504 plan) of the current academic year</li><li>- Summary of the student's developmental, educational, and/or medical history (current academic year)</li></ul>
<b>Autism Spectrum Disorder</b>	<ul style="list-style-type: none"><li>-Psychoeducational Evaluation (5 years)</li><li>-Teacher Observation (current academic year)</li><li>-Standardized test scores, including standard and scaled scores. Use national norms to support both the diagnosis and functional limitation (5 years)</li><li>-Summary of the student's developmental, educational, and/or medical history (current academic year)</li></ul>
<b>Communication Disorder</b>	<ul style="list-style-type: none"><li>-Speech and Language Therapy report/assessment (Initial diagnosis report and a current update)</li><li>-Psychoeducational Evaluation (5 years)</li><li>- Summary of the student's developmental, educational, and/or medical history (current academic year)</li><li>-Neurological Evaluation (1 year)</li><li>-Standardized test scores, including standard and scaled scores. Use national norms to support both the diagnosis and functional limitation (5 years)</li><li>-Teacher Observation (current academic year)</li><li>-Formal Education Plan (IEP or 504 plan) of the current academic year</li></ul>



<b>Specific Learning Disorders</b>	<ul style="list-style-type: none"><li>-Psychoeducational Evaluation (5 years)</li><li>-Formal Education Plan (IEP or 504 plan) of the current academic year</li><li>-Summary of the student's developmental, educational, and/or medical history (current academic year)</li><li>-Teacher Observation (current academic year)</li><li>-Standardized test scores, including standard and scaled scores. Use national norms to support both the diagnosis and functional limitation (5 years)</li><li>-Speech and Language Therapy report/assessment (Initial diagnosis report and a current update), where applicable</li><li>-Occupational therapy evaluations (Initial diagnosis report and a current update), where applicable</li></ul>
<b>Physical/Medical Disorders</b>	<ul style="list-style-type: none"><li>-Summary of the student's developmental, educational, and/or medical history (current academic year)</li><li>-Teacher Observation (current Academic year)</li><li>-Detailed information regarding the frequency, duration, and intensity of the student's current symptoms (current academic year)</li><li>-Occupational therapy evaluations (Initial diagnosis report and a current update), where applicable.</li><li>-Medical Evaluation (1 year)</li><li>-A description of the student's symptoms, including their frequency, intensity, and duration (current academic year)</li><li>-Copies of testing and reports from medical examinations used to diagnose the student and evaluate the need for accommodations (1 year)</li><li>-The effect of medication or treatment on the student's disability and ability to take the EST (1 year)</li><li>-Copies of assessment procedures and evaluation instruments (1 year)</li></ul>
<b>Psychiatric Disorders</b>	<ul style="list-style-type: none"><li>-Psychiatric Evaluation, the initial evaluation in which the disorder was diagnosed and a current psychiatric update, completed within the past year, if the initial diagnosis is more than one year old.</li><li>-Neuropsychological Evaluation (1 year)</li><li>-Psychoeducational Evaluation (1 year)</li><li>-Full description of the current symptoms, including their frequency, duration, and intensity (current academic year)</li><li>-Teacher observations (current academic year)</li><li>-The effect of medication or treatment on the student's disability and ability to take the EST (1 year)</li></ul>



<b>Tic Disorders / Tourette's</b>	<ul style="list-style-type: none"><li>-Psychological Evaluation (5 years)</li><li>-Teacher observation (current academic year)</li><li>- Summary of the student's developmental, educational, and/or medical history (current academic year)</li><li>-The student's response to medication and other interventions (1 year)</li><li>-Psychiatric Evaluation if needed (1 year)</li><li>-A detailed description of the student's current tics, including their frequency, duration, and severity (current academic year)</li><li>-Evidence of impairment in the academic setting, particularly when performing tasks relevant to exams (current academic year)</li></ul>
<b>Other Disabilities</b>	<ul style="list-style-type: none"><li>-Medical Evaluation (1 year)</li><li>-Speech and Language or Occupational therapy evaluations (Initial diagnosis report and a current update), where applicable.</li><li>-The effect of medication or treatment on the student's disability and ability to take the EST (1 year)</li><li>-Teacher observations (current academic year)</li><li>-Psychoeducational evaluation (5 years)</li><li>-Standardized test scores, including standard and scaled scores. Use national norms to support both the diagnosis and functional limitation (5 years)</li><li>-Neurologist or Neuropsychologist Evaluations (Initial diagnosis report and a current update), where applicable.</li></ul>
<b>Visual Impairment</b>	<ul style="list-style-type: none"><li>-Medical Evaluation (Initial diagnosis report and a current update)</li><li>-Teacher observations (current academic year)</li><li>-Summary of the student's developmental, educational, and medical history (current academic year)</li></ul>
<b>Hearing Impairments</b>	<ul style="list-style-type: none"><li>-Medical Evaluation (Initial diagnosis report and a current update)</li><li>-Teacher observations (current academic year)</li><li>-Summary of the student's developmental, educational, and medical history (current academic year)</li><li>-Speech and Language or Auditory Processing evaluations (Initial diagnosis report and a current update)</li><li>-Psychoeducational evaluation (5 years)</li><li>-Standardized test scores, including standard and scaled scores. Use national norms to support both the diagnosis and functional limitation (5 years)</li></ul>



Based on the student's documentation of his/her disability, the student will receive a letter of eligibility listing the accommodations. This list will be a combination from the accommodations below:

Case	ADHD	Autism Spectrum Disorder	Communication Disorder	Specific Learning Disorders	Physical/Medical Disorders	Psychiatric Disorders	Tic Disorders / Tourette's	Other Disabilities	Visual Impairment	Hearing Impairment
<b>Extra or extended breaks</b>	Yes	Yes		Yes	Yes	Yes	Yes	Yes		Yes
<b>Supervised intermittent breaks</b>	Yes	Yes			Yes	Yes	Yes	Yes		
<b>Permission to take medication</b>	Yes				Yes	Yes				
<b>Permission to eat</b>					Yes					
<b>Permission to test blood sugar</b>					Yes					
<b>Preferential seating</b>	Yes	Yes			Yes	Yes	Yes		Yes	Yes
<b>Small group setting</b>	Yes	Yes		Yes	Yes	Yes	Yes		Yes	Yes
<b>Late start testing</b>	Yes	Yes			Yes	Yes		Yes		
<b>Large print test book</b>				Yes					Yes	
<b>Large print answer sheets</b>	Yes			Yes			Yes	Yes	Yes	



<b>Record answers in test booklet</b>	Yes			Yes				Yes	Yes	
<b>Use highlighter</b>	Yes	Yes	Yes	Yes		Yes			Yes	
<b>Extended time</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Colored overlays</b>	Yes		Yes	Yes				Yes	Yes	
<b>Magnification device</b>									Yes	
<b>Word processing function for essays</b>			Yes	Yes			Yes	Yes		
<b>Augmentative communication device</b>			Yes							Yes
<b>Basic calculator for non-calc sections</b>				Yes						
<b>Wheelchair accessibility</b>					Yes			Yes		



The below table shows a brief description of the list of accommodations that the EST will be providing on the examination day.

Accommodation	Description
<b>Extra or extended breaks</b>	<p>They are appropriate for students who need more breaks than those given to all test-takers. A student can be permitted extra or extended break if required to do so due to medical, physical, psychological or other conditions (e.g. a student's blood sugar drops, multiple urgent extended bathroom breaks are needed). Breaks must be supervised to ensure that the security of the examination is maintained.</p> <p><b>Extra breaks</b> have a standard length (usually 5 minutes) and are given at scheduled times.</p> <p><b>Extended breaks</b> between sections or subjects are usually twice the standard time. There must be no communication with, or disturbance to, other test takers. Students can leave the room for all or part of the break time allowed.</p> <p>The "clock" measuring testing time is topped until the end of the break. Students receive extra time to address a specific, nonacademic need.</p>
<b>Supervised intermittent breaks</b>	<p>There is a set length of predetermined number of breaks based on the total length of the exam and an understanding of the student's needs (e.g. 10 minutes per 1 hour of exam). Other students must not be distracted by the student's supervised intermittent breaks.</p>
<b>Permission to take medication</b>	<p>Students with medical or physical disabilities can benefit from this accommodation, it includes the use of medical equipment during the test e.g. a student with diabetes may be provided rest breaks to check blood sugar levels and take medication.</p> <p>For students at risk of a severe allergic reaction, Epinephrine auto-injectors (e.g., EpiPens) are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student's desk during testing.</p>
<b>Permission to eat</b>	<p>Students with medical or physical disabilities can benefit from this accommodation, e.g. students with low blood sugar levels. This can take place inside the testing room, without any disturbance to test takers, or students can be permitted supervised breaks outside the testing room.</p>
<b>Permission to test blood sugar</b>	<p>Students with medical or physical disabilities can benefit from this accommodation, it includes the use of medical equipment during the test e.g. a student with diabetes may be provided rest breaks to check blood sugar levels and take medication.</p> <p>This can take place inside the testing room, without any disturbance to test takers, or students can be permitted supervised breaks outside the testing room.</p>
<b>Preferential seating</b>	<p>Students can choose where to sit in the testing room, at the front, rear seat, next to the door, next to the window, or away from distraction.</p>
<b>Small group setting</b>	<p>The number of students can reach up to 10 in the testing room and a minimum of 3 students per group with similar time and setting accommodations.</p>
<b>Late start testing</b>	<p>For students with medical reasons, they can start their test late. They can start at 9:00 am or 10:00 am if the official time is at 8:00 am</p>

<b>Large print textbook</b>	<p>Enlarged print and/or a change of font may be requested for students with visual impairment and other processing issues for which they require this arrangement. Standard modifications of font sizes are:</p> <ul style="list-style-type: none"> <li>• 18 and 24 points on an A3 (29.7 × 42.0 cm) enlargement</li> <li>• 16 points on an A4 (21.0 × 29.7 cm) enlargement.</li> </ul> <p>Modified test books do not have different or easier questions.</p>
<b>Large print answer sheets</b>	<p>Enlarged print of the answer sheet booklet for students with visual impairment and/or poor motor skills (18 point bold on an A4 sheets). No bubbles.</p>
<b>Record answers in test booklet</b>	<p>Allow the student to record their answers in a specific section of the exam in the test booklet to avoid missing and/or misplaced answers in the answer sheet booklet.</p>
<b>Use highlighter</b>	<p>Students can use highlighter pens on question papers or question sections of combined question and answer booklets.</p>
<b>Extended time</b>	<p>When requesting additional or extended time per subject/section, it is important consider that too much time may be tiring for a student and counterproductive. Therefore, there are different percentages (25% - 50% - 75% 100%) and the amount of extra time being requested must be suitable for the student's needs. The standard 25% should meet the needs of most students, however, there are other students who have a major impairment and are in need of extended time that sometimes can reach up to 100% e.g. the exam can be administered over two days. Requests must specify which of these competencies creates the need for extended time:</p> <ul style="list-style-type: none"> <li>Reading</li> <li>Mathematical calculation</li> <li>Written expression</li> <li>Listening</li> <li>Speaking</li> </ul> <p>Students might not need extended time for every section or test. For instance, a student with a disability impacting mathematical calculation may not need extended time for a critical reading section.</p>
<b>Colored overlays</b>	<p>For dyslexic students, they can bring their own tinted glasses or colored plastic overlays reading sheets where appropriate to their needs.</p>
<b>Magnification device</b>	<p>Zoom and/or bigger font size it depends if it is electronic or non-electronic magnification device.</p>
<b>Word processing function for essays</b>	<p>A word processor is a typewriter, an electronic typewriter or word-processing software on a computer or tablet. There are two different types of word processor:</p> <ul style="list-style-type: none"> <li>-word processor with spellcheck (this is not allowed in syllabuses testing spelling punctuation and grammar)</li> <li>-word processor without spellcheck.</li> </ul>



	<p>Word processors must not have grammar check, predictive typing, phonetic conversion from English, or thesaurus features enabled in any assessment unless it was requested and the student was approved for this.</p> <p>The word processor must not be connected to the center’s network, the internet, or any other means of communication and must be clear of any stored data.</p> <p>Word processors must not include voice-activated software unless the student has the permission to use a scribe and/or relevant software.</p>
<b>Augmentative communication device</b>	<p>For the oral examinations or a communicator to convey the oral instructions of a proctor may be the only access required for some students with speech and hearing impairments.</p> <p>A student must show evidence of speech impairments and that this has been his/her usual way of communicating in classroom tasks and tests.</p>
<b>Basic calculator for non-calc sections</b>	<p>The four-function calculator accommodation is appropriate for students who have a disability that impacts their ability to perform mathematic calculations; for example, a student diagnosed with specific learning disorder with impairment in mathematics, or dyscalculia.</p> <p>Graphing calculators may not be used. Only calculators that are limited to performing addition, subtraction, multiplication, and division, square-root and percent may be used.</p>
<b>Wheelchair accessibility</b>	<p>For students with physical disabilities, the test center should be accessible for a wheelchair. To ensure that eligible students with disabilities face no barriers when taking its exams.</p>

The report was written by a group of experts who relied on international standards for accommodating students with special needs covering:

- DSM-5: Diagnostic and Statistical Manual of Mental Disorders (5<sup>th</sup> Edition)
- College Board Services for Students with Disabilities (SSD)
- Cambridge International Handbook 2021 Access Arrangement
- International Baccalaureate (IB) Access and Inclusion Policy (2018)

Case/Brief Description	Reference/s
<b>ADHD</b>	DSM-5 , 314.01 (F90.2) 314.00 (F90.0) 314.01 (F90.1) College Board – SSD <a href="https://accommodations.collegeboard.org/">https://accommodations.collegeboard.org/</a> Cambridge International Handbook 2021 – Access Arrangement section 1.3 IB – Access and Inclusion Policy (2018) sections 3 & 4
<b>Autism Spectrum Disorder</b>	DSM-5 , 299.00 (F84.0) College Board – SSD <a href="https://accommodations.collegeboard.org/">https://accommodations.collegeboard.org/</a> Cambridge International Handbook 2021 – Access Arrangement section 1.3 IB – Access and Inclusion Policy (2018) sections 3 & 4
<b>Communication Disorder</b>	DSM-5 , 315.39 (F80.9) - 315.39 (F80.0) - 315.35 (F80.81) College Board – SSD <a href="https://accommodations.collegeboard.org/">https://accommodations.collegeboard.org/</a> Cambridge International Handbook 2021 – Access Arrangement section 1.3 IB – Access and Inclusion Policy (2018) sections 3 & 4
<b>Physical/Medical Disorders</b>	College Board – SSD <a href="https://accommodations.collegeboard.org/">https://accommodations.collegeboard.org/</a> Cambridge International Handbook 2021 – Access Arrangement section 1.3 IB – Access and Inclusion Policy (2018) sections 3 & 4
<b>Psychiatric Disorders</b>	DSM-5 College Board – SSD <a href="https://accommodations.collegeboard.org/">https://accommodations.collegeboard.org/</a> Cambridge International Handbook 2021 – Access Arrangement section 1.3 IB – Access and Inclusion Policy (2018) sections 3 & 4
<b>Physical/Medical Disorders</b>	College Board – SSD <a href="https://accommodations.collegeboard.org/">https://accommodations.collegeboard.org/</a> Cambridge International Handbook 2021 – Access Arrangement section 1.3 IB – Access and Inclusion Policy (2018) sections 3 & 4

<b>Tic Disorders / Tourette's</b>	DSM-5 , 307.23 (F95.2) College Board – SSD <a href="https://accommodations.collegeboard.org/">https://accommodations.collegeboard.org/</a> Cambridge International Handbook 2021 – Access Arrangement section 1.3 IB – Access and Inclusion Policy (2018) sections 3 & 4
<b>Other Disabilities</b>	College Board – SSD <a href="https://accommodations.collegeboard.org/">https://accommodations.collegeboard.org/</a> Cambridge International Handbook 2021 – Access Arrangement section 1.3 IB – Access and Inclusion Policy (2018) sections 3 & 4
<b>Visual Impairment</b>	WHO – Medical Dictionary College Board – SSD <a href="https://accommodations.collegeboard.org/">https://accommodations.collegeboard.org/</a> Cambridge International Handbook 2021 – Access Arrangement section 1.3 IB – Access and Inclusion Policy (2018) sections 3 & 4
<b>Hearing Impairments</b>	IDEA – WHO College Board – SSD <a href="https://accommodations.collegeboard.org/">https://accommodations.collegeboard.org/</a> Cambridge International Handbook 2021 – Access Arrangement section 1.3 IB – Access and Inclusion Policy (2018) sections 3 & 4