

New  Brunswick

Provincial Examination Program

Guidelines for Exemptions and Accommodations

Provincial Assessments and Examinations

Department of Education
P. O. Box 6000
Fredericton, NB

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High School Examinations

Eligibility: High School Examinations

Total Exemptions

Total exemptions should be considered for the following students:

- students who have a cognitive deficit, multiple handicapping conditions or a specific Learning Disability, as previously identified and documented at the district level, to such a degree as would render the assessment inappropriate and/or emotionally harmful to the student;
- students who are on a Special Education Plan (modified) and therefore are receiving a Modified Credit for the given course.

To receive an 111/112 or 113 credit, students are expected to attempt the Provincial Examination.

All students who are to be exempted as the result of a learning disability must have been documented as learning disabled by the school district and have a current Special Education Plan.

Exemptions may also be granted in the case of serious illness, sudden bereavement, or other exceptional circumstance. In these cases, application should be made to the Assistant Director of Evaluation as soon as the circumstance arises. The principal and Assistant Director of Evaluation will determine whether the student should be completely exempted or write the examination at a later date.

Accommodations

Additional time Students may be allowed additional time in which to complete the assessment. Any unusual extension of time (more than one hundred percent extra) should be discussed with the Assistant Director of Evaluation prior to administration. Requests for an examination to be administered in more than one session should be confined to students with specific Learning Disabilities and/or identified processing difficulties, and must be agreed to in advance by the Assistant Director of Evaluation.

Alternative setting An alternative setting may be provided for students whose learning difficulties make concentration a problem, or whose behaviour may distract other students.

Provision of test in different format, e.g., large print, Braille, audio tape. A student with a **documented** specific need may request an appropriate form of the examination.

Extended use of technology where appropriate and where normally used by special needs students in their educational program. Students with physical disabilities, for example, may respond entirely by computer even in sections of an examination normally completed by hand, or they may choose to respond using a scribe and a tape recorder.

Use of Sign Language or personal FM system

Verbatim scribing of responses

Sessions which are scribed must be taped, and the tape submitted with the student's examination booklet. These tapes will be made available for marking committees to refer to when there is minimal or no evidence in the booklet (i.e., no outline, draft copy, webbing) of the student's thoughts.

Scribes may be used in cases where a student's writing is deemed **completely illegible** and where a student is unable for some physical or psychological reason to write or to use a computer to respond to examination questions.

The scribe should write **exactly** what the student dictates; no interventions are appropriate. Editing and proof-reading changes should be only those suggested by the student. Scribes should not make any suggestions, give any advice, nor imply that changes or additions are required.

The scribe must not provide nor answer questions which request interpretation or elaboration of the assessment requirements. The scribe may not summarize or paraphrase information presented.

Wherever possible, scribes should be trained before-hand, and each scribe must be provided with a copy of the **Guide for Scribes** sheet (see appendix). As a general rule, a scribe for a student should not be subject specific nor a parent or immediate family member.

All students needing a scribe **must** have been registered prior to the administration of the examination, other than in emergency situations such as a broken arm. In such instances, a note should accompany the examination.

Process

Total Exemptions

The required exemption forms (see appendix) should be completed by the Resource teacher in consultation with appropriate teachers and the school principal, and signed by the principal and a parent or guardian. Completed forms should be sent to the district Director of Education for confirmation of documentation and for signature. The Director of Education will then forward them to the Evaluation Branch.

It is important that parents be fully informed of the implications of exemption from the Provincial Examinations in cases where this will affect the student's high school credits. Other than in exceptional circumstances, students not writing the examination will receive a modified credit for the course.

Accommodations

The required forms should be completed by the Resource teacher in consultation with appropriate teachers, and signed by the principal.

Completed forms should be returned to the Evaluation Branch with copies sent to the Director of Education.

Middle Level Assessments/Reassessments

Eligibility: Middle Level Assessments/Reassessments

Total Exemptions

Total exemptions should be considered for students who have a cognitive deficit, multiple handicapping conditions or a specific Learning Disability to such a degree as would render the assessment inappropriate and/or emotionally harmful to them.

Exemption from Middle Level Assessments will be allowed for students who have been identified with exceptionalities and have current Special Education Plans which document the need for exemption.

Exemptions may also be given in the case of **serious** illness, bereavement or other exceptional circumstances. In those cases, application should be made to the Assistant Director of Evaluation as soon as the circumstance arises. In the case of the English Language Proficiency Assessment, such a student would be expected to write the assessment at a future administration.

Students may be exempted from the Middle Level English Language Proficiency Assessment or the Middle Level Mathematics Assessment only with the approval of their parents and with the appropriate forms signed.

Parents must be informed by the school of the possible implications of exemption for the student's high school diploma: to receive a New Brunswick high school diploma, students must succeed on the Middle Level English Language Proficiency Assessment or the Reassessment, or achieve a score of 50% or better on the Provincial Examination in English.

Please note: a student who is exempted from the Middle Level English Language Proficiency Assessment is not automatically exempted from the Reassessment in high school.

Accommodations

Additional time Students may be allowed additional time in which to complete the assessment. Any unusual extension of time (more than one hundred percent extra) should be discussed with the Assistant Director of Evaluation prior to administration.

Alternate setting An alternate setting may be provided for students whose learning difficulties make concentration a problem, or whose behaviour may distract other students.

Provision of test in different format, e.g., large print, Braille, audio tape. A student with a **documented** specific need may request an appropriate form of the examination.

Extended use of technology where appropriate and where normally used by special needs students in their educational program. Students with physical disabilities, for example, may respond entirely by computer even in sections of an examination normally completed by hand.

Use of Sign Language or personal FM system

Verbatim scribing of responses

Sessions which are scribed must be taped, and the tape submitted with the student's examination booklet. These tapes will be made available to marking committees for reference when there is minimal or no evidence in the booklet (e.g., outline, draft copy, webbing) of the student's thoughts.

Scribes may be used in cases where a student's writing is deemed **completely illegible** and where the student is unable for some physical or psychological reason to write, or to use a computer to respond to examination questions.

The scribe should write **exactly** what the student dictates; no interventions are appropriate. Editing and proof-reading changes should be only those suggested by the student. Scribes should not make any suggestions, give any advice, nor imply that changes or additions are required.

The scribe must not provide nor answer questions which request interpretation or elaboration of the assessment requirements. The scribe may not summarize or paraphrase information presented.

Wherever possible, scribes should be trained before-hand, and each scribe must be provided with a copy of the **Guide for Scribes** sheet (see appendix). As a general rule, a scribe for a student should not be subject specific nor a parent or immediate family member.

All students needing a scribe **must** have been registered prior to the administration of the examination, other than in emergency situations such as a broken arm. In such instances, a note should accompany the examination.

Reading Component, Middle Level English Language Proficiency Assessment/Reassessment

Please note that on the Middle Level English Language Proficiency Assessment/ Reassessment, no reading passages or questions may be read aloud to students. A taped version of the reading components may be requested for an eligible student (that is, an individual with a **documented** specific need).

Process

Total Exemptions

The required forms (see appendix) should be completed by the Resource teacher in consultation with appropriate teachers and the school principal, and signed by the principal and a parent or guardian. Completed forms should be sent to the Director of Education for confirmation of documentation and signature. The Director of Education will then forward them to the Evaluation Branch.

Accommodations

The required forms should be completed by the Resource teacher in consultation with appropriate teachers, and signed by the principal.

Completed forms should be returned to the Evaluation Branch with copies sent to the Director of Education.

Elementary Assessment Program

Eligibility: Elementary Assessments

Total Exemptions

Total exemptions from an Elementary Assessment should be considered for those students who have a cognitive deficit, multiple handicapping conditions or a specific Learning Disability to such a degree as would render the assessment inappropriate and/or emotionally harmful to them. Exemptions will be allowed for students who have been identified with exceptionalities and have current Special Education Plans, which document the need for exemption.

Partial Exemptions

Partial exemptions may be considered for students who are unable to attempt specific components of the assessments.

Accommodations

Teachers and principals should make every effort to enable students with special needs to participate in the assessment to the best of their ability with their peers. Appropriate accommodations should be provided to preserve students' self-respect and sense of belonging. Schools are encouraged to include as many students in the assessment as possible.

Scribes

The use of scribes is not considered appropriate for an assessment of young children which aims at reporting students' **writing abilities**. An exemption from the writing section should be considered for students completely unable to write.

Scribes may be allowed when appropriate for constructed responses on **mathematics** assessments. Scribes should be provided with the **Guides for Scribes** sheet (see appendix), and should receive training beforehand.

A scribe should write **exactly** what the student dictates; no interventions are appropriate. A scribe should not ask leading questions, offer advice, nor in any way suggest changes or elaboration to the student's responses. As a general rule, a scribe for a student should not be a parent or immediate family member.

Additional time The elementary assessments are not timed tests in the way that many of those later in the school system are. By and large, all students can take the time they need to finish the various parts of the assessment. Additional time may be requested for students who need it, such as those with identified processing difficulties.

Alternate setting An alternate individual or small group setting may be provided for students whose learning difficulties make concentration a problem, or whose behavior may distract other students.

Provision of test in different format, e.g., large print, Braille.

Extended use of technology where appropriate; for example, documented students may respond exclusively using a word processor.

For reading assessments, verbatim reading of **directions** only. (Reading comprehension passages and questions accompanying them may not be read out loud to students.) Partial exemptions may be requested for students completely unable to read, where ongoing documentation exists at the district office.

Use of Sign Language or personal FM system

Verbatim scribing of responses (see **Scribes** above)

Process

Total and Partial Exemptions

The required forms should be completed by the Resource teacher in consultation with appropriate teachers and the school principal, and signed by the principal and a parent or guardian.

Completed forms should be sent to the district Director of Education for confirmation and signature. The Director of Education will then forward them to the Evaluation Branch.

Accommodations

The required forms should be completed by the classroom teacher or Resource teacher and signed by the principal.

Completed forms should be returned to the Evaluation Branch with copies sent to the Director of Education.

Appendix

Guidelines/Forms for Exemptions and Accommodations

PROVINCIAL EXAMINATIONS IN GRADE 11 ENGLISH AND MATHEMATICS

Guidelines for Accommodations

1. School Principals are responsible for identifying students who will require accommodations in order to write the Provincial Assessment.
2. Once the students who require accommodations are identified, they must be registered on the enclosed form(s), one student per form. **A copy of each form submitted should be forwarded to the Director of Education of the school district.**
3. In most cases, only persons who have been identified by the school district as an exceptional student can qualify for accommodations.
4. The following assistive technology or procedures may be used to allow special needs students to be tested:
 - A. Large print tests
 - B. Braille versions
 - C. Taped versions
 - D. Personal FM systems
 - E. Interpretors "signing"
 - F. Scribe
 - G. Any electronic communication device currently used by a test candidate
 - H. Extended time
 - I. Other*
- * Other forms of assistance may be required depending on the particular needs of the student. Determination of the use of other types of assistive technology or procedures will be made on an individual basis by the school in cooperation with the Assistant Director of Evaluation at the Evaluation Branch, Department of Education.
5. The term scribe refers to a person who will transcribe an individual's dictation for a candidate who is unable to write the examination responses. Directions may also be read aloud to a candidate. It will be the school's responsibility to secure the services of a scribe, to instruct the scribe as to the limits of his/her role and to provide adequate examination space for him/her and the test candidate. Scribing sessions must be taped and the tape submitted with the student's examination.
6. Students on a Special Education Plan who require additional time to write a test shall have it. The amount of time beyond one hundred percent extra will be determined on an individual basis by the district in cooperation with the Assistant Director of Evaluation at the Department of Education.
7. **All students following provincially prescribed level 1, 2 or 3 course work in grade 11 mathematics and/or grade 11 English and expecting an 111, 112 or 113 credit for the course(s), MUST take the Provincial Examination(s).**

Request for Exemption Form

GRADE 11 PROVINCIAL EXAMINATIONS



PRINCIPAL

I recommend that _____
(name of student) (N. B. Medicare No.)

be granted an exemption from writing

- | | |
|---|---|
| <input type="checkbox"/> English 111/112 Provincial Examination | <input type="checkbox"/> Mathematics 111/112 Provincial Examination |
| <input type="checkbox"/> English 113 Provincial Examination | <input type="checkbox"/> Mathematics 113 Provincial Examination |

- write the Provincial Examination at the next administration.
 have the formula, as in section 6.3 of the Policy and Procedures Manual, applied.

REASON:

COMMENTS:

SCHOOL: DISTRICT NO: SCHOOL NO:

PRINCIPAL'S SIGNATURE: _____ DATE: _____

SIGNATURE OF PARENT OR GUARDIAN: _____

Please submit completed form to your Director of Education.

I confirm that a Special Education Plan and documentation exist to support this exemption.

Director of Education

SPECIAL REGISTRATION

PROVINCIAL EXAMINATIONS

Request for Accommodations

Name: _____

Medicare #: _____

School: _____

District #:

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School Phone Number: _____

School #:

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Exam to be written: **English 111/112**

English 113

Accommodations Required: (Please check appropriate box)

Large print

Braille

Taped examination

Alternate location

Scribe

Extra time

Personal FM system

Other

Please add details below:

Completed by: _____

Principal's Signature

**Upon completion, please return with the registrations to
Evaluation Branch
Department of Education
250 King St., Place 2000
1st Floor, Room 118
Fredericton, NB
E3B 1E2**

*** Please send a copy to your Director of Education.**

SPECIAL REGISTRATION

PROVINCIAL EXAMINATIONS

Request for Accommodations

Name: _____ Medicare #: _____

School: _____ District #:

School Phone Number: _____ School #:

Exam to be written: **Mathematics 111/112** **Mathematics 113**

Accommodations Required: (Please check appropriate box)

- Large print Braille Personal FM system Other
 Scribe Extra time Alternate location

Please add details below:

Completed by: _____

Principal's Signature

Upon completion, please return with the registrations to

**Evaluation Branch
Department of Education
250 King St., Place 2000
1st Floor, Room 118
Fredericton, NB
E3B 1E2**

*** Please send a copy to your Director of Education.**

MIDDLE LEVEL ENGLISH LANGUAGE PROFICIENCY ASSESSMENT/REASSESSMENT

POLICY STATEMENTS

- Exemptions

The Provincial English Language Proficiency Assessment is compulsory for all students presently enrolled in the eighth grade in a New Brunswick school. Students who are unsuccessful at their first attempt are required to write the Reassessment in grade 10. The assessment is meant to be as inclusive as possible. **Successful completion of this assessment or equivalent is required of every student who intends to graduate from a New Brunswick high school.** The school principal should consider requesting an exemption for a student only if it is not conceivable for the student to respond with at least minimal success to the assessment instruments or if participation would be harmful to the student. Any decision to exempt a student must be made in conjunction with that student's parents or guardians. Students with special needs should be considered for exemption only if their capabilities would not enable them to perform at least at a WEAK level, or to demonstrate any of the skills described for that level. **Students are required to complete all parts of the assessment.**

A recommendation for exempting an individual student should be provided using the appropriate form and bearing the principal's signature. A copy of each exemption form submitted should be forwarded to the Director of Education for the school district. Otherwise, the student's English Language Proficiency Assessment report will designate the candidate as not officially excused and therefore UNRATEABLE.

- Accommodations

Altering the administration procedures may be considered to enable students that require accommodations to participate. Generally, the Guidelines for Accommodations should be followed. For students who have physically handicapping conditions or specific Learning Disabilities, it may be necessary to have someone in the school act as a scribe. These students may also use any special equipment which they are accustomed to using at school. **Additional working time may be provided.** Students who might disrupt the class or who have difficulty concentrating for extended periods of time may be allowed to work in an alternate location. Forms are provided for registering such students and describing the special provisions made. (Sample enclosed.)

Notwithstanding these guidelines, any assistance provided to students must be restricted to clarifying directions and procedures and helping students to record their responses. Since this assessment involves reading and writing, students must not receive assistance in understanding the content or in constructing their written work. Passages chosen to test comprehension should not be read to students.

MIDDLE LEVEL ENGLISH LANGUAGE PROFICIENCY ASSESSMENT/REASSESSMENT

Guidelines for Accommodations

1. School Principals are responsible for identifying students who will require accommodations in order to write this Provincial Assessment.
2. Once the students who require accommodations are identified, they must be registered on the enclosed form(s), one student per form. **A copy of each form submitted should be forwarded to the Director of Education of the school district.**
3. In most cases, only persons who have been previously identified by the school district as exceptional students can qualify for accommodations.
4. The following assistive technology or procedures may be requested to allow special needs students to be tested:
 - A. Large print tests
 - B. Braille versions
 - C. Taped versions
 - D. Personal FM systems
 - E. Interpreters 'signing'
 - F. Scribe
 - G. Any electronic communication device currently used by a test candidate
 - H. Extended time
 - I. Other*
- * Other forms of assistance may be required depending on the particular needs of the student. Determination of the use of other types of assistive technology or procedures will be made on an individual basis by the school principal in cooperation with the Assistant Director of Evaluation at the Department of Education.
5. The term scribe refers to a person who will transcribe an individual's dictation for a candidate who is unable to write the examination responses. **Directions** may also be read aloud to a candidate. It will be the school's responsibility to secure the services of a scribe and to provide adequate space for him/her and the test candidate. Scribing sessions must be taped and the tape submitted with the student's assessment.
6. Students on a Special Education Plan who require additional time to write an assessment shall have it. The amount of time beyond one hundred percent extra will be determined on an individual basis by the school in cooperation with the Assistant Director of Evaluation at the Department of Education.

MIDDLE LEVEL ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

REQUEST FOR EXEMPTION



PRINCIPAL

I recommend that _____
(Name of Student) (N. B. Medicare No.)

be granted an exemption from writing the Middle Level English Language Proficiency Assessment

REASON:

COMMENTS:

SCHOOL: _____ DISTRICT NO:

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 SCHOOL NO:

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PRINCIPAL'S NAME (Please print): _____

PRINCIPAL'S SIGNATURE: _____ DATE: _____

SIGNATURE OF PARENT OR GUARDIAN: _____

Please submit completed form to your Director of Education.

- I confirm that a Special Education Plan and documentation exist to support this exemption.

Director of Education

SPECIAL REGISTRATION

MIDDLE LEVEL ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

Request for Accommodations

Name: _____ Medicare No.: _____

School: _____ District No.:

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School Phone Number: _____ School No.:

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Accommodations Required: (Please check appropriate box.)

- | | | |
|--------------------------------------|---|---|
| <input type="checkbox"/> Large print | <input type="checkbox"/> Extra time | <input type="checkbox"/> Alternate Location |
| <input type="checkbox"/> Scribe* | <input type="checkbox"/> Taped Examination | <input type="checkbox"/> Other |
| <input type="checkbox"/> Braille | <input type="checkbox"/> Personal FM System | |

Please add details below:

***ANY SESSION DURING WHICH A STUDENT'S WORK IS SCRIBED MUST ALSO BE RECORDED ON TAPE.**

Completed by: _____

Principal's Signature

Upon completion, please return with the registrations to:

**Evaluation Branch
Department of Education
250 King Street, Place 2000
Fredericton, NB
E3B 9M9**

Please send a copy to your Director of Education.

ENGLISH LANGUAGE PROFICIENCY REASSESSMENT

REQUEST FOR EXEMPTION



Principal

I recommend that _____
(Name of Student) (N. B. Medicare No.)

be granted an exemption from writing the English Language Proficiency Reassessment

REASON:

COMMENTS:

SCHOOL: _____ DISTRICT NO: SCHOOL NO:

PRINCIPAL'S NAME (Please print): _____

PRINCIPAL'S SIGNATURE: _____ DATE: _____

SIGNATURE OF PARENT OR GUARDIAN: _____

Please submit completed form to your Director of Education

- I confirm that a Special Education Plan and documentation exist to support this exemption.

Director of Education

SPECIAL REGISTRATION

ENGLISH LANGUAGE PROFICIENCY REASSESSMENT

Request for Accommodations

Name: _____ Medicare No.: _____

School: _____

District No.:

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School Phone Number: _____

School No.:

--	--	--	--

Accommodations Required: (Please check appropriate box.)

- | | | |
|--------------------------------------|---|---|
| <input type="checkbox"/> Large print | <input type="checkbox"/> Extra time | <input type="checkbox"/> Personal FM system |
| <input type="checkbox"/> Scribe* | <input type="checkbox"/> Taped Examination | <input type="checkbox"/> Other |
| <input type="checkbox"/> Braille | <input type="checkbox"/> Alternate Location | |

Please add details below:

***ANY SESSION DURING WHICH A STUDENT'S WORK IS SCRIBED MUST ALSO BE RECORDED ON TAPE.**

Completed by: _____

Principal's Signature

Upon completion, please return with the registrations to:

**Evaluation Branch
Department of Education
250 King Street, Place 2000
Fredericton, NB
E3B 1E2**

Please send a copy to your Director of Education.

MIDDLE LEVEL MATHEMATICS ASSESSMENT

POLICY STATEMENTS

- Exemptions

The Provincial Middle Level Mathematics Assessment is compulsory for all students presently enrolled in the eighth grade in New Brunswick schools. The assessment is meant to be as inclusive as possible. The school principal should consider requesting an exemption for a student only if it is not conceivable for the student to respond with at least minimal success to the assessment instruments or if participation would be harmful to the student. Any decision to exempt a student must be made in conjunction with that student's parents or guardians. Students with special needs should be considered for exemption only if their capabilities would not enable them to perform at least at a WEAK level, or to demonstrate any of the skills described for that level. **Students are required to complete all parts of the assessment.**

Exemption from the Middle Level Mathematics Assessment will be allowed for students who have been identified with exceptionalities and have current Special Education Plans which document the need for exemption.

A recommendation for exempting an individual student should be provided using the appropriate form and bearing the principal's signature. Exemption forms should be forwarded to the Director of Education for the school district. Otherwise, the student's Middle Level Mathematics Assessment report will show an INCOMPLETE, confirming that the candidate was not officially excused.

- Accommodations

Altering the administration procedures may be considered to enable students that require accommodations to participate. Generally, the Guidelines for Accommodations should be followed. For students who have physically handicapping conditions or specific Learning Disabilities, it may be necessary to have someone in the school act as a scribe. These students may also use any special equipment they are accustomed to using at school. **Additional working time may be provided.** Students who disrupt the class may be allowed to work in an alternate location. Forms are provided for registering such students and describing the special provisions made. (Sample enclosed)

Notwithstanding these guidelines, any assistance provided to students must be restricted to clarifying directions and procedures and helping students to record their responses. Students must not receive assistance in understanding the content or in constructing their work.

MIDDLE LEVEL MATHEMATICS ASSESSMENT

Guidelines for Accommodations

1. School Principals are responsible for identifying students who will require accommodations in order to write this Provincial Assessment.
2. Once the students who require accommodations are identified, they must be registered on the enclosed form(s), one student per form. **A copy of each form submitted should be forwarded to the Director of Education of the school district.**
3. In most cases only persons who have been previously identified by the school district as exceptional students can qualify for accommodations.
4. The following assistive technology or procedures may be requested to allow special needs students to be tested:
 - A. Large print tests
 - B. Braille versions
 - C. Personal FM systems
 - D. Interpreters 'signing'
 - E. Scribe
 - F. Any electronic communication device currently used by a test candidate.
 - G. Extended time
 - H. Other*
- * Other forms of assistance may be required depending on the particular needs of the student. Determination of the use of other types of assistive technology or procedures will be made on an individual basis by the school principal in cooperation with the Assistant Director of Evaluation, Department of Education.
5. The term scribe refers to a person who will transcribe dictation for a candidate who is unable to write the examination responses. **Directions** may also be read aloud to a candidate. It will be the school's responsibility to secure the services of a scribe, and to provide adequate space for him/her and the test candidate. Scribing sessions must be taped and the tape submitted with the student's assessment.
6. Students on a Special Education Plan who require additional time to write an assessment shall have it. The amount of time beyond one hundred percent extra will be determined on an individual basis by the school in cooperation with the Assistant Director of Evaluation, Evaluation Branch, Department of Education.

MIDDLE LEVEL MATHEMATICS ASSESSMENT

Request for Exemption



PRINCIPAL

I recommend that _____
(name of student) (N. B. Medicare No.)

be granted an exemption from writing the Middle Level Mathematics Assessment

REASON:

COMMENTS:

SCHOOL: _____ DISTRICT NO: SCHOOL No:

PRINCIPAL'S NAME (Please print): _____

PRINCIPAL'S SIGNATURE: _____ DATE: _____

SIGNATURE OF PARENT OR GUARDIAN: _____

Please submit completed form to your Director of Education

- I confirm that a Special Education Plan and documentation exist to support this exemption.

Director of Education

SPECIAL REGISTRATION

MIDDLE LEVEL MATHEMATICS ASSESSMENT

Request for Accommodations

Name: _____ Medicare No.: _____

School: _____ District No.:

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School Phone Number: _____ School No.:

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Accommodations Required: (Please check appropriate box.)

- | | | |
|--------------------------------------|---|---|
| <input type="checkbox"/> Large print | <input type="checkbox"/> Extra time | <input type="checkbox"/> Alternate Location |
| <input type="checkbox"/> Scribe* | <input type="checkbox"/> Personal FM system | <input type="checkbox"/> Other |
| <input type="checkbox"/> Braille | | |

Please add details below:

***ANY SESSION DURING WHICH A STUDENT'S WORK IS SCRIBED MUST ALSO BE RECORDED ON TAPE.**

Completed by: _____

Principal's Signature

Upon completion, please return with the registrations to:

**Evaluation Branch
Department of Education
250 King Street, Place 2000
Fredericton, NB
E3B 9M9**

Please send a copy to your Director of Education.

GRADE 9 FRENCH SECOND LANGUAGE ASSESSMENT

Guidelines for Accommodations

1. School Principals are responsible for identifying students who will require accommodations in order to write this Provincial Assessment.
2. Once the students who require accommodations are identified, they must be registered on the enclosed form(s), one student per form. **A copy of each form submitted should be forwarded to the Director of Education of the school district.**
3. In most cases only persons who have been previously identified by the school district as exceptional students can qualify for accommodations.
4. The following assistive technology or procedures may be requested to allow special needs students to be tested:
 - A. Large print
 - B. Braille
 - C. Extra time
 - D. Personal FM System
 - E. Alternate location
 - F. Other*
- * Other forms of assistance may be required depending on the particular needs of the student. Determination of the use of other types of assistive technology or procedures will be made on an individual basis by the school principal in cooperation with the Assistant Director of Evaluation, Department of Education.
5. The term scribe refers to a person who will transcribe dictation for a candidate who is unable to write the examination responses. **Directions** may also be read aloud to a candidate. It will be the school's responsibility to secure the services of a scribe, and to provide adequate space for him/her and the test candidate. Scribing sessions must be taped and the tape submitted with the student's assessment.
6. Students on a Special Education Plan who require additional time to write an assessment shall have it. The amount of time beyond one hundred percent extra will be determined on an individual basis by the school in cooperation with the Assistant Director of Evaluation, Evaluation Branch, Department of Education.

GRADE 9 FRENCH SECOND LANGUAGE ASSESSMENT

Request for Exemption



PRINCIPAL

I recommend that _____
(name of student) (N. B. Medicare No.)

be granted an exemption from writing the Grade 9 French Second Language Assessment

REASON:

COMMENTS:

SCHOOL: _____ DISTRICT NO:

--	--

 SCHOOL No:

--	--	--	--

PRINCIPAL'S NAME (Please print): _____

PRINCIPAL'S SIGNATURE: _____ DATE: _____

SIGNATURE OF PARENT OR GUARDIAN: _____

Please submit completed form to your Director of Education

- I confirm that a Special Education Plan and documentation exist to support this exemption.

Director of Education

REQUEST FOR PARTIAL EXEMPTION FORM

**GRADE 9 FRENCH SECOND LANGUAGE
ASSESSMENT**



Principal

I recommend that _____
Name of Student N.B. Medicare No. (D.O.B. if unavailable)

be granted an exemption from participation in the _____
component of the Grade 9 French Second Language Assessment.

REASON:

SCHOOL: _____ DISTRICT #: SCHOOL NO.:

PRINCIPAL'S NAME (Please print): _____

PRINCIPAL'S SIGNATURE: _____ DATE: _____

SIGNATURE OF PARENT OR GUARDIAN: _____

Please submit completed form to your Director of Education.

- I confirm that a Special Education Plan and documentation exist to support this exemption.

Director of Education

SPECIAL REGISTRATION

GRADE 9 FRENCH SECOND LANGUAGE ASSESSMENT

Request for Accommodations

Name: _____ Medicare No.: _____

School: _____ District No.:

--	--

School Phone Number: _____ School No.:

--	--	--	--

Accommodations Required: (Please check appropriate box.)

- | | | |
|--------------------------------------|---|---|
| <input type="checkbox"/> Large print | <input type="checkbox"/> Extra time | <input type="checkbox"/> Alternate Location |
| <input type="checkbox"/> Braille | <input type="checkbox"/> Personal FM system | <input type="checkbox"/> Other |

Please add details below:

Completed by: _____

Principal's Signature

Upon completion, please return with the registrations to:

**Evaluation Branch
Department of Education
250 King Street, Place 2000
Fredericton, NB
E3B 1E2**

Please send a copy to your Director of Education.

ELEMENTARY ASSESSMENTS

Guidelines for Accommodations

1. School Principals are responsible for identifying students who will require accommodations in order to write this Provincial Assessment.
2. Once the students who require accommodations are identified, they must be registered on the enclosed form(s), one student per form. **A copy of each form submitted should be forwarded to the Director of Education of the school district.**
3. In most cases, only persons who have been previously identified by the school district as exceptional students can qualify for accommodations.
4. The following assistive technology or procedures may be requested to allow special needs students to be tested:
 - A. Large print tests
 - B. Braille versions
 - C. Personal FM systems
 - D. Scribe (for mathematics)
 - E. Any electronic communication device currently used by a test candidate
 - F. Extended time
 - G. Other*
- * Other forms of assistance may be required depending on the particular needs of the student. Determination of the use of other types of assistive technology or procedures will be made on an individual basis by the school principal in cooperation with the Assistant Director of Evaluation, Department of Education.
5. The term scribe refers to a person who will transcribe dictation for a candidate who is unable to write the examination responses. **Directions** may also be read aloud to a candidate. It will be the school's responsibility to secure the services of a scribe, and to provide adequate space for him/her and the test candidate.
6. Exceptional students (having been so registered) who require additional time to write a test shall have it. The amount of extra time will be determined on an individual basis by the district in cooperation with the Assistant Director of Evaluation, Department of Education.

REQUEST FOR COMPLETE EXEMPTION FORM

PROVINCIAL ASSESSMENT: **GRADE 3**



Principal

I recommend that _____
Name of Student N.B. Medicare No. (D.O.B. if unavailable)

be granted a complete exemption from participation in the Provincial Assessment at Grade 3.

REASON:

SCHOOL: _____ DISTRICT #: SCHOOL NO.:

PRINCIPAL'S NAME (Please print): _____

PRINCIPAL'S SIGNATURE: _____ DATE: _____

SIGNATURE OF PARENT OR GUARDIAN: _____

Please submit completed form to your Director of Education.

- I confirm that a Special Education Plan and documentation exist to support this exemption.

Director of Education

REQUEST FOR PARTIAL EXEMPTION FORM

PROVINCIAL ASSESSMENT: **GRADE 3**



Principal

I recommend that _____
Name of Student N.B. Medicare No. (D.O.B. if unavailable)

be granted an exemption from participation in the _____
component of the Provincial Assessment at Grade 3.

REASON:

SCHOOL: _____ DISTRICT #: SCHOOL NO.:

PRINCIPAL'S NAME (Please print): _____

PRINCIPAL'S SIGNATURE: _____ DATE: _____

SIGNATURE OF PARENT OR GUARDIAN: _____

Please submit completed form to your Director of Education.

- I confirm that a Special Education Plan and documentation exist to support this exemption.

Director of Education

SPECIAL REGISTRATION

PROVINCIAL ASSESSMENT at GRADE 3

Request for Accommodations

Name: _____

Medicare No.: _____

School: _____

District No.:

--	--

School Phone Number: _____

School No.:

--	--	--	--

Accommodations Required: (Please check appropriate box)

Large print

Scribe

Personal FM system

Extra time

Braille

Alternate location

Other

Please add details below:

Completed by: _____

Principal's Signature

**Please return completed form with the registrations to
the Evaluation Branch**

Please send a copy to your Director of Education.

REQUEST FOR COMPLETE EXEMPTION FORM

PROVINCIAL ASSESSMENT: **GRADE 5**



Principal

I recommend that _____
Name of Student N.B. Medicare No. (D.O.B. if unavailable)

be granted a complete exemption from participation in the Provincial Assessment at Grade 5.

REASON:

SCHOOL: _____ DISTRICT #: SCHOOL NO.:

PRINCIPAL'S NAME (Please print): _____

PRINCIPAL'S SIGNATURE: _____ DATE: _____

SIGNATURE OF PARENT OR GUARDIAN: _____

Please submit completed form to your Director of Education.

- I confirm that a Special Education Plan and documentation exist to support this exemption.

Director of Education

REQUEST FOR PARTIAL EXEMPTION FORM

PROVINCIAL ASSESSMENT: **GRADE 5**



Principal

I recommend that _____
Name of Student N.B. Medicare No. (D.O.B. if unavailable)

be granted an exemption from participation in the _____
component of the Provincial Assessment at Grade 5.

REASON:

SCHOOL: _____ DISTRICT #: SCHOOL NO.:

PRINCIPAL'S NAME (Please print): _____

PRINCIPAL'S SIGNATURE: _____ DATE: _____

SIGNATURE OF PARENT OR GUARDIAN: _____

Please submit completed form to your Director of Education.

- I confirm that a Special Education Plan and documentation exist to support this exemption.

Director of Education

SPECIAL REGISTRATION

PROVINCIAL ASSESSMENT AT GRADE 5

Request for Accommodations

Name: _____

Medicare No.: _____

School: _____

District No.:

--	--

School Phone Number: _____

School No.:

--	--	--	--

Accommodations Required: (Please check appropriate box.)

Large print

Scribe

Personal FM system

Extra time

Braille

Alternate location

Other

Please add details below:

Completed by: _____

Principal's Signature

**Please return completed form with the registrations to
the Evaluation Branch**

Please send a copy to your Director of Education.