

APPLICANT'S REQUEST FOR ADA TEST ACCOMMODATIONS
FOR THE UBE IN MARYLAND

KEEP THIS FORM AND ITS SUPPORTING DOCUMENTATION SEPARATE FROM YOUR BAR APPLICATION. Action on your request for accommodations may be substantially delayed if this form is mixed up inside your application when received.

Month/Year of Examination for which accommodations are requested: _____

Applicant's Name: _____ NCBE Number: _____
 First MI Last

Daytime/Mobile Telephone: _____ Email Address: _____

Description of Disability: _____

Specific Test Accommodations Sought: _____

Affirmation of Candor and Authorization & Release

I hereby affirm under penalties of perjury that the information provided on this form and in my supporting documentation is complete, true, and correct to the best of my knowledge, information, and belief.

I have attached appropriate supporting documentation as described on the Accommodations Documentation Checklist, which appears on page 2 of this Accommodations Request Form packet. ****

I have read and understand the information on page 3 regarding the format and schedule of the standard administration of the UBE in Maryland and the format of accommodated testing for applicants seeking extended testing time. I agree to accept a modified testing schedule as determined by SBLE.

I agree that I will submit to an independent examination by a professional selected and paid by the State Board of Law Examiners, if so required by the Board to evaluate my alleged disability.

I authorize the State Board of Law Examiners to release a copy of any documentation submitted in connection with this request to one or more professionals selected by the Board to independently evaluate my alleged disability. I hereby release, discharge, and hold harmless the State Board of Law Examiners, its employees, agents, successors and assigns, including any professional(s) engaged by the Board to evaluate my alleged disability, from any and all liabilities of every nature and kind arising out of the furnishing, inspection, receipt and evaluation of any documents, reports, records, or other information or arising out of an independent examination by a professional selected and paid by the Board.

Signature of Applicant and Date of Affirmation/Release

******EXAM REPEATERS: You must complete and submit this form by the filing deadline for each examination you intend to take. However, you need not submit any supporting documentation if you request the same accommodations previously approved for you for a prior examination in Maryland. If you are requesting accommodations not previously approved, including modifications of previously approved accommodations due to remote testing conditions, you must attach relevant documentation, including an updated Evaluation Report by a physician or other appropriate health professional supporting your request for additional or different accommodations.**

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DOCUMENT CHECKLIST

I have attached to this completed, signed, Accommodations Request Form the following required documentation:

1)	Required Evaluation Report and/or other written recommendation from my treating healthcare provider(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No
2)	Required official law school and college transcripts	College: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable because I previously filed my college transcript with SBLE Law School: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable because I previously filed my law school transcript with SBLE
3)	Required score reports for the SAT and/or ACT, LSAT, and the MPRE. <ul style="list-style-type: none"> <i>Standardized test score reports must be included regardless of whether accommodations were granted for those tests (except that standardized test score reports may be omitted only if you took the SAT, ACT LSAT and/or MPRE more than 12 years ago AND did not request accommodations).</i> 	SAT/ACT: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable because I never took either the SAT or ACT OR <input type="checkbox"/> because I took the SAT/ACT more than 12 years ago AND I did not request accommodations on the SAT/ACT. LSAT: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable because I never took the LSAT OR <input type="checkbox"/> because I took the LSAT more than 12 years ago AND did not request accommodations on the LSAT. MPRE <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable because I never took the MPRE OR <input type="checkbox"/> because I took the MPRE more than 12 years ago and did not request accommodations on the MPRE.
4)	Required documentation of my requests for ADA accommodations while at college and/or law school. <ul style="list-style-type: none"> <i>Applicants must supply documentation of the disposition of requests for ADA accommodations made to their college(s) and law school(s) regardless of whether accommodations were granted or denied.</i> 	College: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable because I did not request ADA accommodations in college Law School: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable because I did not request ADA accommodations in law school
5)	Required copies of correspondence regarding test accommodations for Bar examinations in other jurisdictions and for the LSAT, ACT, SAT and/or MPRE <ul style="list-style-type: none"> <i>Applicants must supply documentation of the disposition of requests for ADA accommodations on standardized tests and other bar exams regardless of whether accommodations were granted or denied.</i> 	SAT/ACT: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable because I did not request accommodations LSAT: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable because I did not request accommodations MPRE: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable because I did not request accommodations Other Bar Exam: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable because I did not request accommodations OR <input type="checkbox"/> because have not taken a prior bar examination.
6)	Other supporting documentation (Please describe):	

Signature of Applicant and Date

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Description of the Uniform Bar Examination in Maryland

Applicants - You should provide a copy of this description and the "Evaluation Report to Health Provider – Contents" (on page 4) to the health professional(s) who prepare(s) your Evaluation Report(s).

The Uniform Bar Examination

Maryland administers the Uniform Bar Examination to recent law school graduates and to others deemed eligible to apply for admission by examination pursuant to Maryland Rule 19-201. The standard administration of the Uniform Bar Examination is a two-day test.

In the standard administration of the UBE, the first day consists of a total of six (6) hours of essay testing, divided into two (2) 180-minute sessions. The morning session consists of two (2) 90-minute Multistate Performance Test (MPT) questions. The MPT questions involve a simulated case file and calling for the test candidate to demonstrate fundamental lawyering skills regardless of the area of law in which the task arises. The afternoon session consists of six (6) 30-minute*** Multistate Essay Examination (MEE) questions. The MEE questions require reading comprehension of fact patterns, identification of issues, legal reasoning, and composition of essay style responses to specific legal questions. (****Time allocations are recommendations only and applicants may allocate time as they wish within each 90-minute test session.*) The essay questions will be delivered on paper, and applicants' essay answers may be handwritten or may be typed within the secure testing software provided by a vendor to be determined. Spell-checking and basic word processor formatting functions are available. Scratch paper is provided for all sections of the written examination. Applicants may freely use restroom facilities located adjacent to the examination space while the exam time runs.

The second day of testing consists of the Multistate Bar Examination (MBE), a six-hour, 200-item, multiple-choice standardized test. The MBE will be administered over two (2) 180-minute sessions, with 100 questions per session. The MBE requires reading comprehension of fact patterns, legal reasoning, and the selection of the best answer from four stated alternatives for each item. The 100 multiple-choice questions for each session will be presented in a single paper booklet. Applicants must mark the best answer from four (4) answer choices using a pencil to darken the appropriate bubble on a paper Scantron answer sheet. The MBE is machine scored. Applicants may navigate forward and backward among the 100 questions for that session and may allocate their time as they see fit among the group of questions for that session.

Applicants taking the standard administration will receive a 75 to 90-minute break between morning session and the afternoon session. The standard examination schedule is as follows:

- 8am to 9am – Applicant arrival and morning announcements
- 9am to Noon – Morning session testing
- Noon to 1:15pm – Lunch break (applicants must leave the testing room)
- 1:15pm to 1:30 – Return from lunch
- 1:30 to 2pm – Afternoon announcements
- 2pm to 5pm – Afternoon session testing
- 5pm to 5:30pm – Material collection and dismissal

Standard testing conditions have applicants seated two (2) per table at 72" x 30" tables in a large testing room with up to 1,000 applicants.

Accommodated testing conditions will be on individualized schedules running over two (2), three (3) or four (4) days as determined by SBLE to fit the approved accommodations.

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Evaluation Report by Health Professional - Contents

As a preliminary matter, please review the information on SBLE’s ADA Test Accommodations web page at paragraph 2 under “Documents to Include in Your Request for ADA Test Accommodations.” If the “Exception” in that paragraph applies, you may submit an Evaluation Report provided to your law school to obtain test accommodations in law school within the preceding five (5) years, and you do not need to obtain a new Evaluation Report unless you are requesting different test accommodations as explained in paragraph 2. If the “Exception” does not apply, an Evaluation Report meeting the below content requirements is required.

Evaluation reports written by the applicant’s treating health professional shall be in the form of a letter or other narrative document that must address the following topics (*Items 1 through 5 below are required for all reports; Items 6 and 7 apply only to applicants requesting test accommodation for cognitive disabilities and/or ADD/ADHD*):

1. **Qualifications of diagnostician:** A qualified diagnostician must perform the evaluation and prepare the report. The report should be on the preparer’s letterhead and **must describe the preparer’s academic credentials, licenses, and experiences in working with relevant adult populations that qualify the preparer to make the diagnosis.**
2. **Recent Evaluation and Testing:** If the applicant has not previously been granted testing accommodations in any academic or other setting, reports must be based upon an evaluation and, if applicable, diagnostic testing performed within the preceding three (3) years. When the applicant has a documented history of receiving prior testing accommodations in any academic or other setting, reports may refer to earlier diagnostic test results while explaining why such results continue to support the diagnosis and the requested accommodations.
3. **Diagnostic criteria, diagnostic tests, test results, and interpretation of results:** Diagnostic methods must be appropriate to the disability and reflect current professional practices. Describe the diagnostic procedures and tests used. Include relevant educational, developmental, and medical history. Identify whether the applicant has previously been designated to receive special education services, an individualized education plan, or any other school services evidencing the existence of a disability. **The Evaluation Report must be sufficiently detailed that the Board’s professional evaluators can understand the role and significance of the diagnostic methods in the diagnostic process.**
4. **The candidate’s limitations arising from the diagnosed disability:** Describe specifically what limitations arise from the disability and how these limitations are likely to affect performance on the Uniform Bar Examination in Maryland. The mere existence of a disability does not warrant test accommodations under the Americans with Disabilities Act if the disability does not affect a “major life activity” that is relevant to performance on the Bar Examination. **The Evaluation Report must explicitly explain how the disability would impair examination performance.**
5. **Recommendation of specific accommodations:** Describe the specific accommodations recommended to compensate for the diagnosed disability. Explain why each recommended accommodation is appropriate and necessary notwithstanding treatments (if any) that the candidate has received and/or is receiving. If the applicant has not previously been granted testing accommodations in any academic or other setting, the diagnostician should explain in detail why no accommodations were given in the past and why accommodations are needed now. **The Board may reject a request for accommodation as incomplete if the Evaluation Report does not contain a specific recommendation for accommodations.**
6. **FOR LEARNING DISABILITIES ONLY:** The Evaluation Report should contain a detailed history of developmental and psychoeducational difficulties beginning with the first manifestations of the disability. If applicable, provide comprehensive test data (using standard scores), including IQ, achievement, language, and other cognitive measures that inform the diagnosis. Ordinarily, a diagnosis should be based on persuasive developmental and current test evidence in line with “best practices” and the current Diagnostic and Statistical Manual of Mental Disorders (DSM) criteria. If DSM criteria should not/cannot be applied, the diagnostician should explain why that is the case.
7. **FOR ATTENTION DEFICIT AND HYPERACTIVITY DISORDERS ONLY:** The Evaluation Report should address the full, current DSM criteria for ADHD diagnosis with an explanation of differential diagnosis, an evaluation of

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current impact of symptoms, and a clinical summary supported by a rationale. Ordinarily, a diagnosis should be based on screening and assessment information gathered from multiple sources and not rely solely on the individual’s self-reporting of developmental history and current symptoms. If unable to obtain information beyond the individual’s self-reported history and symptoms, the diagnostician should explain why that is the case.