



## 2. Request for Special Testing Accommodations for the December 2017 JLPT

Please check ✓ the appropriate boxes below.

### A. Visual disability

#### A-1 Severe visual disability / Braille user

- Use Braille test papers and answer sheets

(\*Test papers and answer sheets are available in Japanese Braille only.)

Use of personal Braille writing equipment (Examinees must bring their own equipment.)

Separate room and extended test time (See Attachment)

→ (Please choose one.)

- \*Test instructions in Japanese Braille

- \*Test instructions in English Braille

#### A-2 Low vision/ Partial sight

You may choose more than one.

- Bring and use own magnifying glass

- Bring and use own reading lamp

- Use of enlarged test papers (enlarged by 41%, from A4 to A3 size)

- Separate room and extended test time (See Attachment)

- Transcription of answers onto answer sheets

The examinee will write answers directly on the test booklets, and the staff at the host institution will copy the answers onto the answer sheet after the examination has ended.

### B. Hearing Disability

#### B-1 Deaf

- Listening test exemption

\*Please submit documentation (medical certificate from a doctor, audiogram (copies are fine for either)) indicating decibel (dB) hearing level. In principle, levels of 60dB and over are eligible for exemption.

#### B-2 Hard of hearing

Please select one of the following. Extended test time is not an option.

- Seat near the speakers

- Use headphones in separate room

- Listening test exemption

\*Please submit documentation (medical certificate from a doctor, audiogram (copies are fine for either)) indicating decibel (dB) hearing level. In principle, levels of 60dB and over are eligible for exemption.

(Please check if necessary.)

- Use own hearing aids and cochlear implant equipment

### C. Physical (Mobility) Disabilities

Please indicate the testing accommodations requested. You may choose more than one.

#### C-1 Lower limb disabilities

- Bring and use own wheelchair
- Separate room

#### C-2 Upper limb and other disabilities

- Separate room and extended test time  
(Each section : 30% additional testing time (x1.3) (See Attachment))
- Use of enlarged test papers (enlarged by 41%, from A4 to A3 size)
- Bring and use own wheelchair
- Transcription of answers onto answer sheets  
The examinee will write answers directly on the test booklets, and the staff at the host institution will copy the answers onto the answer sheet after the examination has ended.
- An assistant to turn the pages

### D. Developmental Disabilities (LD/ADHD/Others)

Please indicate the testing accommodations requested. You may choose more than one.

- Separate room and extended test time  
(Please select according to the extent of disability.)

→Request extension of test time by 30% (1.3x), 50% (1.5x), 100% (2.0x)

\*Reference for choosing time extension: Mild to moderate disability, 30%(1.3x) extension; moderate to severe, 50%(1.5x); severe to profound 100%(2.0x)

(The extension time allowed differs depending on the extent of disability. For each section: Maximum 1.3x/1.5x/2.0x. See Attachment.)

\*For requests of 50%(1.5x) or 100%(2.0x) time extensions, a medical certificate from a doctor must be submitted.

- Use of enlarged test papers (enlarged by 41%, from A4 to A3 size)
- Transcription of answers onto answer sheets

The examinee will write answers directly on the test booklets, and the staff at the host institution will copy the answers onto the answer sheet after the examination has ended.

### E. Request for Other Accommodations

Please provide precise details. If there is anything else you would like us to take into consideration, please note it here. If necessary, please write on a separate sheet.

3. **Details of the special accommodations made for the applicant during previous examinations including the LPT, entrance examinations and scheduled examinations for schools or other academic institutions, or examinations for miscellaneous qualifications. Please write the name of the examination/test on the left side and the details of the special accommodations on the right side. If necessary, please write on a separate sheet of paper.**

Name of examination for which special testing accommodations were made	Details of special testing accommodations made
<input type="checkbox"/> <b>JLPT</b>  Year of the test: _____  Test level: _____  Test site: _____	<input type="checkbox"/> <b>Use of Braille test papers and answer sheets</b> <input type="checkbox"/> <b>Enlarged test papers</b> <input type="checkbox"/> <b>Time extension</b> <input type="checkbox"/> <b>Transcription of answers onto answer sheets</b> <input type="checkbox"/> <b>Use of personal equipment</b> <input type="checkbox"/> <b>Listening test exemption</b> <input type="checkbox"/> <b>Separate room</b> <input type="checkbox"/> <b>Other</b> ( _____ )
<input type="checkbox"/> <b>Other examinations or tests</b>	

4. **Documents to be attached**

1) **2017 JLPT Application Form**

\* If you chose to register for the test ONLINE, you must send a copy of your registration confirmation email.

2) **If applicants are applying for special testing accommodations for the first time, or for special testing accommodations that differ from those implemented when they previously took the JLPT, please also attach the following documents:**

- a. An explanation of your disability that is written by a teacher at your current or former educational institution, or by a certified specialist such as a medical doctor or caseworker. The explanation may be in any format, but it should include a confirmation of the accuracy of the information on the request form regarding the type and extent of your disability, and an explanation of why the requested special accommodations are necessary.
- b. **A document that includes an audiogram, etc., if you are applying for special accommodations for a hearing disability.**
- c. The Committee for Special Testing Accommodations (CSTA) might request applicants to submit medical documents from a doctor. **(In principle, applicants with mental disorders should provide a diagnosis based on DSM or ICD standards.)**

*Please return this application form with accompanying documents to:*

**AATJ-JLPT**  
**American Association of Teachers of Japanese**  
**1424 Broadway, Campus Box 366, University of Colorado**  
**Boulder, CO 80309-0366**

**The Japanese-Language Proficiency Test - Special Testing Accommodations for People with Disabilities**  
Comparative Table of Extended Test Time

Type of Disability		Test Level / Section		Normal (min.)	Special Testing Accommodations	
					min.	Rate
Visual Disability	Severe visual disability (Braille user)	N1	Language Knowledge & Reading	110	<b>180</b>	Answer speed <b>x2.25</b>
			Listening	60	<b>60</b>	No extension
		N2	Language Knowledge & Reading	105	<b>180</b>	Answer speed <b>x2.25</b>
			Listening	50	<b>50</b>	No extension
		N3	Language Knowledge (Vocabulary)	30	<b>40</b>	Vocabulary answer time <b>x1.8</b>
			Language Knowledge (Grammar) & Reading	70	<b>140</b>	Answer speed <b>x2.5</b>
	N4	Listening	40	<b>40</b>	No extension	
		Language Knowledge (Vocabulary)	30	<b>40</b>	Vocabulary answer time <b>x1.8</b>	
	N5	Language Knowledge (Grammar) & Reading	60	<b>120</b>	Answer speed <b>x2.25</b>	
		Listening	35	<b>35</b>	No extension	
	Low vision (Partial sight)	N1	Language Knowledge & Reading	110	<b>165</b>	<b>x1.5</b>
			Listening	60	<b>80</b>	<b>x1.3</b>
		N2	Language Knowledge & Reading	105	<b>160</b>	<b>x1.5</b>
			Listening	50	<b>65</b>	<b>x1.3</b>
		N3	Language Knowledge (Vocabulary)	30	<b>40</b>	<b>x1.3</b>
Language Knowledge (Grammar) & Reading			70	<b>105</b>	<b>x1.5</b>	
N4		Listening	40	<b>55</b>	<b>x1.3</b>	
		Language Knowledge (Vocabulary)	30	<b>40</b>	<b>x1.3</b>	
N5		Language Knowledge (Grammar) & Reading	60	<b>90</b>	<b>x1.5</b>	
	Listening	35	<b>50</b>	<b>x1.3</b>		
Physical (Mobility) Disabilities	N1	Language Knowledge & Reading	110	<b>145</b>	<b>x1.3</b>	
		Listening	60	<b>80</b>		
	N2	Language Knowledge & Reading	105	<b>140</b>	<b>x1.3</b>	
		Listening	50	<b>65</b>		
	N3	Language Knowledge (Vocabulary)	30	<b>40</b>	<b>x1.3</b>	
		Language Knowledge (Grammar) & Reading	70	<b>95</b>		
	N4	Listening	40	<b>55</b>	<b>x1.3</b>	
		Language Knowledge (Vocabulary)	30	<b>40</b>		
	N5	Language Knowledge (Grammar) & Reading	60	<b>80</b>	<b>x1.3</b>	
		Listening	35	<b>50</b>		
(LDADHD Developmental Disabilities (LDADHD, others))	N1	Language Knowledge & Reading	110	<b>145 / 165</b>	<b>x1.3 / x1.5</b>	
		Listening	60	<b>80 / 90</b>		
	N2	Language Knowledge & Reading	105	<b>140 / 160</b>	<b>x1.3 / x1.5</b>	
		Listening	50	<b>65 / 75</b>		
	N3	Language Knowledge (Vocabulary)	30	<b>40 / 45</b>	<b>x1.3 / x1.5</b>	
		Language Knowledge (Grammar) & Reading	70	<b>90 / 105</b>		
	N4	Listening	40	<b>55 / 60</b>	<b>x1.3 / x1.5</b>	
		Language Knowledge (Vocabulary)	30	<b>40 / 45</b>		
	N5	Language Knowledge (Grammar) & Reading	60	<b>80 / 90</b>	<b>x1.3 / x1.5</b>	
		Listening	35	<b>50 / 55</b>		
N5	Language Knowledge (Vocabulary)	25	<b>35 / 40</b>	<b>x1.3 / x1.5</b>		
	Language Knowledge (Grammar) & Reading	50	<b>65 / 75</b>			
		Listening	30	<b>40 / 45</b>		

Hearing Disability: Generally, no measures for time extension as before.

Physical (Mobility) Disabilities: Generally, 1.3x time extension rte. for each section as before.