APPLICANT'S REQUEST FOR A.D.A. 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 supporting 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 below 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.
### Applicant’s Request for A.D.A. Test Accommodations

**DOCUMENT CHECKLIST**

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

| 1) | the required **Evaluation Report** from my treating healthcare provider | □ Yes □ No |
| 2) | the required **official law school** and college transcripts | College: □ Yes □ No □ Not applicable because previously filed my college transcript with SBLE. Law School: □ Yes □ No □ Not applicable because I previously filed my law school transcript with SBLE. |
| 3) | The required **score reports for the SAT and/or ACT, LSAT, and the MPRE.**  
- 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 | SAT/ACT: □ Yes □ No □ Not applicable because I never took either the SAT or ACT OR □ because I took the SAT/ACT more than 12 years ago AND I did not request accommodations on the SAT/ACT.  
LSAT: □ Yes □ No □ Not applicable because I never took the LSAT OR □ because I took the LSAT more than 12 years ago AND did not request accommodations on the LSAT.  
MPRE □ Yes □ No □ Not applicable because I never took the MPRE OR □ because I took the MPRE more than 12 years ago and did not request accommodations on the MPRE. |
| 4) | The required **letters** documenting my requests for ADA accommodations while at college and/or law school.  
- 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. | College: □ Yes □ No □ Not applicable because I did request ADA accommodations in college.  
Law School: □ Yes □ No □ Not applicable because I did request ADA accommodations in law school. |
| 5) | the required copies of **correspondence regarding test accommodations for Bar examinations in other jurisdictions and for the LSAT, ACT, SAT and/or MPRE**  
- 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. | SAT/ACT: □ Yes □ No □ Not applicable because I did not request accommodations  
LSAT: □ Yes □ No □ Not applicable because I did not request accommodations  
MPRE: □ Yes □ No □ Not applicable because I did not request accommodations  
Other Bar Exam: □ Yes □ No □ Not applicable because I did not request accommodations OR □ because have not taken a prior bar examination. |
| 6) | **Other supporting documentation (Please describe):** |  

________________________
Signature of Applicant and Date
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 pages 4-5) 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 inexperienced attorneys seeking to be licensed to practice law in Maryland. 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.
Evaluation Report by Health Professional - Contents

Evaluation reports written by the applicant’s treating health professional shall be in the form of a letter or other narrative documents 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 conduct 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: In most cases, reports must reference evaluations conducted within the past three (3) years since many disorders vary in severity over time. In some cases of permanent disabilities, testing conducted within the past five (5) years may be acceptable, but only if the candidate was over eighteen (18) years of age at the time of the testing.

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 how the described limitations arise from the disability and how these limitations are likely to affect performance on the Maryland Bar Examination. 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 the recommended accommodation is appropriate and necessary notwithstanding treatments (if any) that the candidate has received and/or is receiving. If no prior accommodations have been provided, the diagnostician should explain in detail why no accommodations were given in the past and why accommodations are needed now. The Board will reject a request for accommodation as incomplete if the Evaluation Report does not contain a specific recommendation for accommodations.

6. FOR LEARNING DISABILITIES ONLY: Learning disabilities are developmental disorders that emerge in childhood and most often are diagnosed and treated during childhood. Provide a detailed history of developmental and psychoeducational difficulties beginning with the first manifestations of the disability. The diagnosis must be based on evidence that does not rely solely on self-reporting by the candidate. Provide comprehensive test data (using standard scores), including IQ, achievement, language, and other cognitive measures that inform the diagnosis. The diagnosis should be made based on persuasive developmental and current test evidence in line with “best practices” and the current Diagnostic and Statistical Manual (DSM) guidelines (or must explain why DSM guidelines should not/cannot be applied).

7. FOR ATTENTION DEFICIT AND HYPERACTIVITY DISORDERS ONLY: ADHD disorders are manifested developmentally. The Evaluation Report must address the full, standard criteria for ADHD determination with an explanation of differential diagnosis, an evaluation of current impact of symptoms, and a clinical summary supported by a rationale. The diagnosis must be in line with the current DSM criteria. The report must provide evidence that this diagnosis does not rely solely on self-reporting in establishing developmental history, current symptoms, and evidence of clinically significant impairment.