

JD-Next Accommodations — Guidance for the Professional Writing This Letter (Category A – Documentation from a Professional)

For employers/supervisors, faculty advisors, disability services staff, vocational counselors, educational therapists, treating clinicians, and other professionals who know the candidate well in an ongoing capacity.

A candidate you know has asked you to write a letter supporting their request for testing accommodations on the JD-Next exam. This page is guidance for you, the writer — it is not a form to fill in. Please write your letter in ordinary prose, on your professional letterhead, organized around the six sections below. There is no minimum or maximum length; the goal is specificity, not volume.

Important: JD-Next does not require a diagnosis, nor are accommodations decisions made solely on the basis of a diagnosis. What is important is your firsthand knowledge of the candidate's current functioning and any barriers you have directly observed. Please provide information based on your knowledge of the candidate rather than restating the candidate's self-reported experiences.

1. Your relationship to the candidate

How do you know the candidate, in what capacity, and for how long? Approximately how often have you interacted with the candidate during the past 12 months? Letters dated more than 12 months before the exam cannot be used. And letters from a friend or family member, regardless of their credentials, cannot be considered.

SUFFICIENT — form to aim for <i>"I have supervised [Name] directly for the past 14 months, with weekly one-on-one meetings and ongoing observation of their work and performance."</i>	INSUFFICIENT <i>"I know [Name] well and can speak to their needs."</i>
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2. Current functioning in the setting where you know them

Describe as specifically as possible how the candidate currently functions in your setting. Focus on your direct observations, not historical information or general impressions.

SUFFICIENT — form to aim for <i>"In timed written assignments, [Name] typically requires 40-50% more time than peers to reach a comparable level of completeness, based on my review of submitted work against deadlines over the past year."</i>	INSUFFICIENT <i>"[Name] struggles with time management and gets overwhelmed easily."</i>
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3. Functional limitations or challenges you have observed

Describe the specific, current limitation have you directly observed. (For example, a formal accommodation plan you administer, performance evaluations, direct day-to-day observations, or standardized assessments)? A diagnosis does not, by itself, establish a limitation.

SUFFICIENT — form to aim for <i>"Based on the accommodation plan I administer for [Name], and my own weekly observation, they consistently require written instructions to be repeated and take substantially longer than colleagues to complete multi-step tasks under time pressure."</i>	INSUFFICIENT <i>"[Name] has ADHD, which explains their difficulties."</i>
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4. Barriers this creates to accessing a timed, high-stakes exam

Connect the limitation described above to the candidate's functioning in a standardized, timed testing environment. Explain what you would expect to observe under exam conditions based on your direct experience with the candidate.

SUFFICIENT — form to aim for <i>"Under strict time pressure without breaks, I would expect the pattern described above to prevent [Name] from completing sections they are otherwise capable of completing accurately."</i>	INSUFFICIENT <i>"Timed tests are hard for people like [Name]."</i>
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5. Accommodations or modifications already in place in your setting

What, if any, accommodations or support does this candidate currently receive from you or your organization as a result of the limitation described above?

6. The specific accommodation(s) you support for the JD-Next exam and why

Identify the specific accommodation(s) you support and explain why each is appropriate based on the functional limitations you described in Sections 3 and 4. Be as specific as possible. (e.g., a specific percentage of extended time, specific breaks, a specific item) and tie it back to Section 3/4. Avoid general requests like "extended time" with no amount, or "whatever helps."

SUFFICIENT — form to aim for <i>"Given the pattern described in Section 3, I support 50% additional time, because that reflects the actual gap I have observed between [Name]'s pace and standard time allotments on comparable timed tasks."</i>	INSUFFICIENT <i>"[Name] should get extra time and any other accommodations that would help."</i>
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Mechanical requirements (To avoid an Incomplete Submission):

To be considered, the letter must:

- Be written on official organizational, institutional, or professional letterhead (or include the organization's identifying information).
- Be signed and dated by the author.
- Be dated within 12 months of the exam date.
- Be written in English.
- Be authored by an impartial professional with direct knowledge of the candidate's current functioning.
- Not be written by a friend or family member, regardless of professional credentials.

Letters that do not meet these requirements may be deemed incomplete and may not be considered as part of the accommodations review process.

Completing every section above does not guarantee that an accommodation will be approved. Every request is reviewed and evaluation based on the specific facts and documentation submitted in support of the request .