

Background

This two-sided A4 leaflet explains the principles of assessment arrangements and the types of assessment arrangement a learner might receive. On the reverse side of the leaflet, in addition to the title 'Access to Assessment Arrangements: Guide to staff, learners and parents', the list of AAs continues (covering Scribe, Supervised Breaks or rest periods, Transcription, Word processor and English as an Alternative language). There are also links to useful websites.

Good practice

- This leaflet is both high level (principles) and detailed (list of assessment arrangements)
- The explanation of each assessment arrangement and when (and why) it is appropriate provides a written back-up to conversations the centre will have had with the learner and parent, and to which they can refer to before contacting the centre if they have any questions

How could you personalise this for your centre?

- Would you re-phrase any of the statements?
- Would you provide contact details or encourage learners/parents to contact the centre if they had any further questions?

ACCESS TO ASSESSMENT ARRANGEMENTS

Arrangement	Code	Definition/Example
Scribe	S	<ul style="list-style-type: none"> • A human will record a candidates responses verbatim • Scribe will not enhance or refine a candidates responses • Used for candidates who have substantial difficulty in writing and is unable to use other means eg ICT • Not allowed for Modern Languages, Gaelic or National Literacy units
Supervised Breaks or Rest Periods	RB	<ul style="list-style-type: none"> • Candidate will indicate to the invigilator that they wish to take a break • Invigilator will stop the exam and allow time for the break before recommencing • Candidate will be under supervision at all times during the break • Offered for pupils with health or mental health needs eg ME, anxiety • Also used for longer exams for certain pupils eg severely dyslexic where the extended length causes fatigue
Transcription	T	<ul style="list-style-type: none"> • Candidates whole exam will be written out in full for them by a human transcriber • Used for candidates who have writing that is illegible due to high frequency of spelling or punctuation errors or it is unreadable due to handwriting • Candidate may qualify for transcription with correction of spelling and punctuation or without correction (written out as it shown)
Word Processor	ICT	<ul style="list-style-type: none"> • Use of ICT and Word package to key in the answers for an exam • Candidate may qualify for Spell Check if a significant spelling difficulty has been identified
English as an Alternative Language	EAL	<ul style="list-style-type: none"> • Use of a first language dictionary to support understanding of the content and questions appearing in the exam paper • Candidate will also qualify for an additional 10 minutes per hour to compensate for the time taken to look up dictionary

Guide to Staff, Students and Parents

USEFUL WEBSITES

PRINCIPLES OF OUR ASSESSMENT ARRANGEMENTS POLICY

PRINCIPLE	RATIONALE
Candidates for whom assessment arrangements are provided should potentially have the ability to achieve the National Standards, but are unable to do so using the typical assessment arrangements	Assessment arrangements are designed to remove barriers for candidates and allow them to demonstrate their attainment
The integrity of the qualification must be maintained	Assessment arrangements cannot give a candidate an unfair advantage over others who do not qualify for this eg it is not possible for a candidate to use a scribe in an exam whereby individual writing skills are being assessed ie Literacy
Assessment arrangements should be tailored to meet a candidates individual needs	Assessment arrangements is judged subject by subject and an arrangement used in one subject will not necessarily be required in another
Assessment arrangements should reflect the candidates normal way of learning and producing work	Assessment arrangements should be used regularly in classroom practice to demonstrate a continuity between learning and assessment

EXAMPLES OF ASSESSMENT ARRANGEMENTS

Arrangement	Code	Definition/Example
Adapted Question Paper	AP	<ul style="list-style-type: none"> • Change of font and size • Double line spacing on paper • Printed on a coloured paper • Raised diagrams • Braille question paper
Digital Paper	DP	<ul style="list-style-type: none"> • Question paper created using ICT so that it is displayed on screen. Candidate will complete the exam on screen • Candidate will also be given a printed paper for reference or to complete any section that would be difficult to complete digitally eg a calculation in Physics • Candidate can use an on-line text reader in conjunction with this eg IVONA
Extra Time	ET	<ul style="list-style-type: none"> • Additional minutes added to the end of the exam • Only for candidates who have been identified as having a particular difficulty of disability • The amount of extra time may vary according to a candidates individual needs
Calculator	C	<ul style="list-style-type: none"> • Use of a calculator in an exam which would not normally allow this eg non-calculator paper in Maths • Only for candidates who have a recognised disability in numbers eg dyscalculia
Practical Assistant	PA	<ul style="list-style-type: none"> • Carries out some tasks in a practical assessment under the explicit instruction of the candidate • Suited to candidates with physical impairment
Prompters	P	<ul style="list-style-type: none"> • Prompter will tap on desk or use a cue card to bring candidate back to take • Ensures candidates stays on task for a candidate who has little or no sense of time or difficulty concentrating
Reader	R	<ul style="list-style-type: none"> • A human reader will read out the text and question to the candidate • Reader will only repeat any parts when instructed to do so • Used for candidates who have substantially difficulty in reading text and cannot access the material through text screen readers • This arrangement is not possible for National Literacy units or Standardised Assessments (SNSA) when the skill being assessed in reading skills