ALTERNATIVE AND ADAPTIVE METHODS OF ASSESSMENT FOR LEARNERS EXPERIENCING BARRIERS TO LEARNING

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On-line registration
e-manual
e-certificate
Type 3 activity

CPTD POINTS
A concession is:

a) A method of lowering of the promotion requirements

b) A method used to assist learners during tests and exams

c) A season ticket to watch cricket and rugby games

d) Alternative methods of assessment to allow learners to demonstrate their knowledge and skills
A school based support team is:

a) Responsible to support learners who do not meet the promotion requirements

b) A team of therapists working at a school

c) District officials monitoring the school’s management team

d) centrally involved in identifying “at risk” learners and addressing barriers to learning
SIAS is:

a) The niece of ANA
b) A policy used to refer learners in Special Schools
c) A document utilised when applying for concessions
d) A policy document directing learner support in a school
Any adaptation to the standard form of:

- Teaching
- Assessment (including external assessment) or,

Conditions relating to assessment that are put in place to address barriers experienced by some learners during:

- Teaching
- Learning
- Assessment processes
CONCESSIONS: LEGISLATIVE FRAMEWORK

- National Education Policy Act, 1996
- South African Schools Act, no. 84 of 1996
- **Education White Paper 6: Special Needs Education (Building an Inclusive Education and Training System),** (Notice No 703 of 27 July 2001)
- Higher Education Act (101/1997): Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor’s Degree Programmes requiring a National Senior Certificate (NSC)
CONCESSIONS: LEGISLATIVE FRAMEWORK

• CAPS Subject Policies
• Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12
• National Protocol for Assessment Grades R – 12
• Policy on Screening, Identification, Assessment and Support (SIAS)
• National Policy on the Conduct, Administration and Management of the National Senior Certificate Examination (Annexure C1)
CONCESSIONS: LEGISLATIVE FRAMEWORK

• Guidelines for Inclusive Teaching and Learning (2010)
• Guidelines for Responding to learner diversity in the classroom through curriculum and Assessment Policy statements (2012)
• Guidelines for Full-Service/Inclusive Schools
• Guidelines to ensure quality education and support in Special Schools and Special School Resource Centres
NCS: CONCESSIONS

IMMIGRANTS

LEARNERS EXPERIENCING BARRIERS TO LEARNING
An immigrant learner is:

- A child or dependant of a diplomatic representative of a foreign government accredited in SA or
- A person who:
  - first enrolled at and entered a SA school in Gr 7 or a more senior grade, or
  - having begun schooling in SA, has attended school outside SA for two or more consecutive years after Gr 3 or its equivalent and has subsequently returned to SA.
CONCESSIONS: IMMIGRANTS

Gr 4 – 9:

An Immigrant learner must:

• Must offer the two required official languages and comply with the School-based assessment requirements of both official languages offered.

• Pass one of the required two official languages on at least FAL level and obtain a rating of Moderate Achievement (Level 3) in that language; and

• Must comply with the Intermediate and Senior Phase promotion requirements.

National Policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R - 12
Gr 10-12:
may offer only one (1) official language on at least First Additional Language Level, provided it is the language of learning and teaching, and obtain a rating of 30% level in that language, provided that another subject from Group B is offered in lieu of the one official language that is not offered, provided further that the immigrant candidate complies with the promotion requirements as contemplated in paragraph 29(1).
(c) However, instead of offering another subject from Group B in lieu of the one official language that is not offered, an immigrant candidate may, subject to subparagraph (b), offer his or her home language in lieu of that one official language,
“Barriers to learning refer to difficulties that arise within the education system as a whole, the learning site and/or within the learner him/herself, which prevent access to learning and development.”
CAUSES OF BARRIERS TO LEARNING

INTERNAL/CHILD
- Neurological
- Physiological
- Genetic

ENVIRONMENT
- Socio-economic

SCHOOL
- Specific barriers to learning

SAOU
“Barriers might in one way or another prevent the learner from giving a true account of his/her knowledge and skills when assessed and might require adaptive methods of assessment.”

WHY CONCESSIONS?

- To **maximise the academic development** of these learners on an equal basis with others (Convention on the Rights of Persons with Disabilities, Article 24)

- To **equalise opportunities** for all learners by addressing barriers learners may experience

- To provide support for learners that will enable them to **give a true account** of their knowledge and skills

There should be high expectations of learners, and the **standard of assessment must not be compromised**, nor should the learner be given an unfair advantage over his/her peers.
Three types of alternate assessments are as follows:

• Based on **alternate** attainment of knowledge (reduced depth, breadth and complexity of content, concepts, and skills). Target learners can include learners with intellectual disabilities some of who are enrolled in special schools or schools of skill.

• Based on **modified** attainment of knowledge (require more time to master the content, concepts, and skills or a reduced work load for learners who have a moderate intellectual disability and are working on grade-level)

• Based on **Grade-level** attainment of knowledge for learners with disabilities or learning difficulties who need testing formats or procedures that provide them with equal opportunities at the same grade-level as the general assessment (target learners can include learners who are blind, have communication, physical disabilities, dyslexia or hearing loss)
• Learners with special needs may either be accommodated in special schools or in ordinary schools where appropriate support is offered.

• Special Schools are schools that provide education to learners who need high-level individualised and specialised support on a high frequency basis. The role of these schools is:
  - full-time provision of appropriate and quality education and support for those learners who are enrolled at these schools, and
  - providing advice, guidelines, training and mentoring on a consultative and part-time basis to both teachers and learners in ordinary schools with regard to curriculum, assessment and instruction matters.
The following learners are regarded as learners with special needs for whom measures should be taken in ordinary as well as special schools:

- learners who have **neurological barriers**, such as barriers to learning, reading, spelling, dysgraphia, mathematical calculations and numeracy skills and the understanding of the written word.
CONCESSIONS: BARRIERS

- Learners (deaf and hard of hearing) whose hearing impairments present barriers to learning and for whom learning should be facilitated through sign language.

- Learners who have severe visual barriers to learning (blind and partially sighted) and for whom learning should be facilitated through individualised support measures, the use of Braille equipment and other specialised devices.

- Learners who have physical barriers to learning and whose level of functioning is restricted.
- Learners who experience **mild to severe intellectual barriers** to learning, whose specific educational needs should be met in mainstream schools, but only by accommodation in special schools through curriculum differentiation or adaptation.

- Learners with **multiple barriers** to learning

- Severe **behavioural and emotional barriers** to learning

- Learners with any **medical assessed special need** that may not fall under the above categories.
<table>
<thead>
<tr>
<th>Category barriers to learning in Main Stream</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific learning disorders</td>
<td>26 029</td>
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<tr>
<td>ADHD</td>
<td>23 981</td>
</tr>
<tr>
<td>Low vision</td>
<td>19 658</td>
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<tr>
<td>Moderate intellectually disabled</td>
<td>19 704</td>
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<td>Hard of hearing</td>
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<td>1209</td>
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<tr>
<td>Psychiatric disorders</td>
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<td>Blind</td>
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<td>Cerebral disabled</td>
<td>422</td>
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<tr>
<td>Deaf/blind</td>
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</tr>
<tr>
<td>Multiple disabled</td>
<td>138</td>
</tr>
</tbody>
</table>
Deaf learners and learners with communication and language impairments

Gr 4-9:
- Must offer the two required official languages (SASL is considered an official language)
- May obtain an Elementary achievement (level 2) in the second official language, and
- Comply with the other promotion requirements
Deaf learners and learners with communication and language impairments
Gr 10-12

-may offer one (1) official language at First Additional Language level which is the language of learning and teaching, provided that another subject from Group B is offered in lieu of the one official language that is not offered.
Deaf learners and learners with communication and language impairments:
- Must offer the two required official languages (SASL is considered an official language)
- Must pass one of the required two official languages on at least FAL level – level 3 (moderate achievement)
- Elementary achievement (level 2) in the second official language, and
- Comply with the other promotion requirements
SPECIFIC LEARNING DISORDER

DSM V:

• Difficulties learning and using academic skills, as indicated by the presence of at least one of the following symptoms that have persisted for at least 6 months, despite provision of interventions that target those difficulties:
SPECIFIC LEARNING DISORDER

1. Inaccurate or slow and effortful word reading
2. Difficulty understanding the meaning of what is read
3. Difficulty with spelling
4. Difficulties with written expression
5. Difficulties mastering number sense, number facts, or calculation
6. Difficulties with mathematical reasoning
Specify:

• SLD with impairment in reading
  – Word reading accuracy
  – Reading rate and fluency
  – Reading comprehension
    • Alternative term: Dyslexia

• SLD with impairment in written expression
  – Spelling accuracy
  – Grammar and punctuation accuracy
  – Clarity or organization of written expression
Specify:

• **SLD with impairment in mathematics**
  – Number sense
  – Memorizing of arithmetic facts
  – Accurate or fluent calculation
  – Accurate math reasoning
    • Alternative term: Dyscalculia
Dyscalculia

• In FET phase learners may be exempted from the offering of Mathematical Literacy or Mathematics, provided that another subject from Group B is offered in lieu of these subjects

• Must further comply with the promotion requirements
Determination of learners who are eligible for differentiated assessment and accommodations in Grades 10 to 12 should have been done as early as the Foundation Phase or at least by October of their Grade 10 year, except in a situation where need arises at a later stage.
SCREENING, IDENTIFICATION, ASSESSMENT AND SUPPORT
SIAS process:
• Learner Profile
• In the classroom – during formal and informal assessment (SNA 1, Individual Support Plan)
• Parents
• SBST (SNA 2)
• DBST (SNA 3)

BUILD UP A PORTFOLIO OF EVIDENCE FOR THE LEARNER
INTERVENTION STRATEGIES

Background of Experience
What does the learner know?
Where does she come from?

Barriers to learning
"in" the learner
"around" the learner

Interests
Strengths
Expertise
Aspirations

Profile
Multiple intelligences
Learning modalities
Learning styles
School Based Support Team replaces:

- Site Based Support Team
- Institutional Level Support Team

The SBST is centrally involved in identifying “at risk” learners and addressing barriers to learning.

**The role of the SBST:**

Support educators and caregivers by providing opportunities for regular, collaborative problem-solving around areas of concern and facilitating the provision of support where needed.
Support teaching and learning process by:

- **Linking SBST to other school based management structures** and processes – integrating them to facilitate the co-ordination of activities and avoid duplication

- **Identify school needs**, in particular, barriers to learning at learner, educator, curriculum and institutional levels

- **Developing strategies** to address these needs and barriers to learning (focus on teacher development and parent consultation and support)

- Drawing in the **resources** needed (within or outside of the school) to address these challenges

- **Monitoring and evaluating** the work of the team – action reflection framework
SBST FUNCTIONS

• Study report provided by educator on barriers identified and support provided/implemented and the impact of the support
• Assess support needed and develop a programme for educator and parents
• Provide training/support to be implemented in classroom if necessary
• Evaluate/monitor after the proposed programme has been implemented
• Identify further SBST assets and mobilise help
• Encourage collegial/peer support
• Determine the level of support needed
It is the responsibility of the principal to establish the SBST and to ensure that the team is functional and supported.

- Teacher involved with the teaching of the learner(s) who experience barriers to learning.
- Teachers with *specialised skills* and knowledge in areas such as learning support, life skills or counselling.
- Teachers from the school:
  - volunteer because of their interest, or
  - represent various levels of the programme e.g. Foundation Phase, or various learning areas e.g. language
- Teachers who are involved directly in the management of the school
- Teachers on the staff with *particular expertise* to offer around a specific need or challenge
- **Non-educators**: administrative staff or caregivers
- **Learner representatives**: to encourage peer support
• **Parents/caregivers** – the inclusion of interested and specifically skilled parents could strengthen the team
• Specific members of the district-based support team (DBST), including special schools/resource centres
• Members of the **local community** who have a particular contribution to make to specific challenges
• Teachers from other schools, particularly from **full-service schools** and those that may be in a “cluster” relationship with the school concerned.
THE ROLE OF THE SBST IN THE SIAS PROCESS

- Provide the DBST with evidence of support provided to the learner at school level
- Discuss recommendations with learner and parents
- Determine what materials/equipment/staff will be needed to implement special concessions
- Determine what practical arrangements must be made for the implementation of the concessions
- Compile a list of the learners with the exact concession(s) needed by each learner
- Monitor and report the process
- Where high-level support at school level cannot be organised in any practical or cost effective way, refer to DBST
THE ROLE OF THE SBST IN THE SIAS PROCESS

• Complete and submit the necessary application forms to the DBST with all the relevant supporting documents.

• In terms of the policy, the decision as to whether an accommodation will be granted, **lies with the PDE and not with the teacher.**

• An accommodation/concession decision may be appealed only once within two months of receipt of the original decision. Only the original application will be considered on appeal. No additional information will be considered.

• All decisions made by the SBST must be included in the Learner Profiles which accompany learners throughout their school career.

• Identify and obtain members of the community to assist in the implementation of special concessions.
BARRIERS THAT MAY REQUIRE DIFFERENTIATED ASSESSMENT AND ACCOMMODATIONS

- Sensory Impairments:
  - Visual impairment (blindness, partial sightedness/low vision, colour blindness)
  - Deaf and hard of hearing
  - Deaf-blindness
- Physical impairments
- Speech or communication impairments
- Learning difficulties
- Expressing own knowledge in written form, particularly difficulty with spelling and/or grammar
- Difficulties with numbers and numerical concepts
- Behaviour and Psycho-Social barriers
- Autistic Spectrum, Anxiety and Attention Deficit Disorders
- Specific Medical Conditions
• Learners with **low cognitive functioning**
• Learners with **poor language competency** because the language of assessment is not the home language of the learner (immigrants excluded)
PRINCIPLES

• **Fairness** (Comply with assessment criteria)
• Do not *compromise* the **standard** of assessment
• No **unfair advantage** over fellow learners
• Apply same **academic requirements** for all learners
• **Equalise opportunities** to give true account of knowledge and skills
• Granted to learners with **potential to benefit**
• Based on **support needed**, not on categories of disability or learning difficulty
• **Address** the barrier, **do not compensate** for it
• Provide support as **early** as possible
ADAPTED ASSESSMENT

- Adaptation of questions
- Additional time
- Digital player/recorder
- Braille
- Computer/voice to text/text to voice
- Enlarged print
- Handwriting
- Medication/Food intake
- Oral examination
- Personal assistant
ADAPTED ASSESSMENT

- Prompter
- Reader
- Rest breaks
- Scribe
- Separate venue
- Sign Language Interpreter
- Spelling
- Transcription of Braille
- Video/DVD/recorder/webcam
A Reader refers to a person who reads all text in an examination paper to a learner.

A reader is used with learners with poor reading skills causing tension and loss of time.

For learners with the following barriers to learning:
- Visual - Learners who cannot read braille
- Physical - Learners who cannot read independently
- Learning difficulties
Learning difficulties

Criteria

Reading to a learner/group of learners is done when:

- Reading problems are due to problems with the **tempo** at which reading takes place
- Reading problems such as an inadequate reading rate are due to **decoding** and word recognition, which **distort comprehension**, as well as other disabilities or barriers which prevent a learner from reading according to his/her potential

  - Word recognition – less than 110 words per minute
  - Reading with comprehension – less than 90 words per minute
  - Language proficiency – less than 20 words per minute
The reader should preferably be a qualified teacher, not necessarily from the same centre, and could be drawn from a panel of readers identified and trained by PDE.

- Learner may request sections of text to be reread.
- The reader remains neutral and impartial when reading the question paper.
- The reader can read the text to one or more candidates simultaneously. Both the reader and the learners have question papers.
- The reader (teacher if possible) remains neutral and impartial when reading the assessment task/question paper.
- A separate room or venue is required for this accommodation.
- A rest break not exceeding 20 minutes after two hours may be considered, (10 min for every hour).
The Reader can be “replaced by:

- Tape /CD aid
- Dictaphone (DP)/Digital voice recorder (DVR)

Guidelines for using technology:

- Assessment must be conducted in a separate room
- Learners should receive the printed assessment task/question paper as well as Tape/CD/DP/DVC
- Reading tempo should suit the age of the learner
- Mark allocations and activity/question number must be read out clearly
Guidelines for using technology (cont.):

- Extension cables and adaptors must be provided in the assessment room
- Headphones are permissible in order not to create a disturbance
- Keep an extra set of batteries
- If learners type their responses – provide a computer – possibly in a different venue to avoid disturbance

NB: Learners being granted this concession SHOULD receive all work on CD/tape etc.
A scribe writes down verbatim the responses that the learner dictates orally or through a sign language interpreter.

This will happen in cases where:

- the learner’s reading/writing ability prevents him or her from giving a true account of his or her knowledge and/or competence, or
- where the learner cannot write the examination question paper due to the severity of the disability.
• A scribe should be an educator, but should not be a member of staff of the centre concerned, nor may the scribe be related to the candidate.
• A scribe should be drawn from a panel of readers identified and trained by the Province.
• A separate room or venue is required for this accommodation.
• The scribe and the learner must receive a question paper.
• A rest break not exceeding 20 minutes after two hours may be considered, (10 min for every hour).
Rules for assistance by scribe

- It is not expected of the candidate to spell words unless spelling is tested
- Only when punctuation is tested will the learner provide information on when to use capital or small letters
- Candidate indicates the start of a new paragraph
• SBST notifies parents
• SBST train parents and learners
• Parents sign consent form
• Before test/examination, reader/scribe must introduce him/herself to the learner and inform the learner of the venue for the test/exam
• Need two copies of the paper – one for you and one for the learner
• Sign that you received it (make sure that it is the correct question paper)
• The paper is your responsibility now – do not leave it lying around
• Supply writing material and stationery (just in case)
• Collect the learner from the venue (sign out)
• Allow the learner to take out stationery
• Take the learner to the venue
• On your way to the venue chat to the learner (ease nerves) BUT NOT about the subject
• Place a sign on the door (do not disturb) informing people that a test/examination is in process
• Once seated, give the learner a copy of the paper and keep one for yourself
• Never leave the learner alone
• Tell the learner the time allocation and explain that he/she will have additional time should they need it
• Tell the learner not to rush, to think before he/she answers
• Read the instructions (reader)
• Tell you what to write - exactly as they would have written it (scribe)
• **Should:**
  - Remain neutral and impartial during the examination
  - Keep in mind that the correctness of an answer might be betrayed by:
    - Tone of voice
    - Facial expression
    - Body language etc.
  - Be pleasant
  - Reflect word for word what the learner said without any change or correction (scribe)
• **Should not:**
  - Create the impression that he/she has trouble in taking down the answers
  - Become impatient or hurried (it could have a negative effect on the performance of the learner)
  - Give the candidate an advantage over other candidates e.g. rephrase or explain the meaning of the question or a word
Explain to the learner that you can in no way help him/her

- Listen to the mark allocation for each question, it will help you decide how much to say

- Please indicate when I have to start a new paragraph, or when you want me to use brackets or inverted commas

- If we have time left, I can read your answers to you as soon as we have finished so that you can check if I have recorded your answer correctly.

- I may not explain the meaning of word or the questions
SCRIBE: PROCESS

• You may write the numbers of the questions – the learner do not have to tell you to write it
• Any errata should be clearly marked on the cover of the question paper
• Write down verbatim what the learner say
• If the answer is too short for the mark allocation, you are NOT allowed to ask for more information
• If the learner does not know the answer and would like to come back to it, circle the question number on both papers and go on. At the end of the paper, ask the learner if he would like to go back.
• If the learner forgets that he has left anything out, you may not remind him.
• Drawings: The learner draw – you label
• It is not expected of the learner to spell the words unless spelling is indicated.
• At the end you may offer to change any answers that the learner may want to change. If not, the exam is ruled off and all answers remain as they stand.

• When the learner has completed the test/exam and is pleased that he/she has answered questions to his/her satisfaction – fill in the declaration supplied.

• You, and the learner will need to sign the papers.

• Hand in the answer sheet and the question papers (sign for it)

• Take the learner back to the venue
I, ........................................................ hereby declare that _______________________
(Reader/Scribe/Planning aid)

was used by the candidate .......................................................... during this test/exam

exam no ............................................................... during this test/exam

Subject/Learning Area ..................................................................................

Paper ................................................................................................................

........................................            ................................          ..........................
Reader/Scribe/Planning Aid     Signature                      Date

.......................................            ..................................          ..........................
Chairperson: ILST                Signature                       Date

...............................................            .................................         ..........................
Chief Invigilator                   Signature                       Date
A handwriting accommodation means that a sticker is placed on the answer script of each learner who has been granted this accommodation. This indicates to the marker that untidy writing must be accommodated.
• A spelling accommodation is awarded when there is a significant discrepancy between the chronological age and spelling age of the learner and the learner’s ability to express thoughts adequately is thus compromised.

• A spelling sticker is placed on the answer book of the learner. The marker must ignore the spelling as long as what is written is phonetically correct.

• Note that the languages in paper 1 where textual editing is examined and spelling is part of content knowledge, spelling will count.
Additional time will be granted as follows:

- Physical Disability – 5 to 10 minutes per hour to accommodate slower writing speed.
- Learning Disability – 20 minutes per hour for perusal/formulating/writing/checking answers
- Chronic pain – 15 minutes per hour for standing and/or moving around
- Vision Impairment – Double time for learners who are blind, and time and a half for learners who have low vision
- Hearing Loss – 20 minutes per hour for perusal/formulating/writing/checking answers
- Any other disability not identified in the above list, may use the above-mentioned time allocation, not exceeding 20 minutes per hour
- NB: NOT for learners struggling to complete Maths and Accounting Papers on time

**How to determine:**
Can be determined during a test or exam (preferably)
Allowed time expired – learner stop writing
Draw a line with a red pen – record the time
Learner continue writing
Finished – draw another line – record the time
Two consecutive exams
Remember: 5 / 10 / 15 min per hour is allowed
For learners who require assistance in personal and/or practical ways during the course of an examination.

- The personal assistant may be required to provide assistance with manual tasks at the learner’s instruction, e.g., turning pages, inserting a disk into the computer, removing the learner’s jacket, as well as with personal care tasks during rest breaks.

- The personal assistant may be familiar with the learner, but must not teach the subject.

- The personal assistant should not discuss any matters with the learner during the assessment session unless it relates to the learner’s need for personal care or assistance with manual tasks.

- A separate venue is required for this accommodation.
- The function of a prompter is to refocus a learner who is easily distracted. This may be done using a verbal or physical cue.

- The prompter may not interfere with the learner’s answers to the examination
- A separate venue is required for this accommodation.
USE OF COMPUTERS IN NON-IT ASSESSMENTS

Learners may be given approval to utilise a computer to present their answers in typed form.

• Standard formatting is acceptable but the computer may not contain any stored information, nor may a database be utilised.

• A learner may not utilise predictive text software, grammar check, spell check or thesaurus.

• Where there is more than one learner in a venue using a computer, the computers may not be connected to each other or to the intranet or internet.

• The work must be printed out at the end of the assessment and the learner must verify that it is his/her work. Access to a printer is therefore essential.

• A separate venue is required for this concession.
PLANNING AID

- Refers to the learner who has difficulty planning their paper.
- Explain the layout and explain mark allocation and approximate time dedicated to each section.
- Remind the learner if he/she appears to be falling behind.
- Allow learner to estimate which section they may get the most marks from and make an informed decision.
- Teacher may read sections or words but are not allowed to explain how to answer a question or define unknown words.
Encourage learners to:
- plan for story type answers
- complete matching columns in rough first
- answer what they know first and later filling in what they are not sure of

Normal exam procedure
• Learners may require an opportunity to take medication during an examination and/or have access to food and beverages used to maintain sugar levels and treat low blood sugars.
• Rest breaks should also be applied for in conjunction with this accommodation.
• A separate venue is usually required when this accommodation is granted.
• A rest break is a period of time when the learner is not required to be at his desk but must remain in the examination venue.
• Rest break time does not count as extra writing time.
• The rest break time used will be added to the examination session.
• A separate venue may be required when this accommodation is granted.
This applies in cases of pregnancy or in cases of injury, trauma, hospitalisation and imprisonment just before or during assessment or external assessment.

- An ad hoc decision should be taken by the head of the assessment body.
- Support will include arrangements for the learner to write in a venue other than the assessment centre at which the learner is registered or the postponement of assessment until the supplementary or following assessment period.
- In emergency cases, documents may be delivered three (3) days after the decision has been taken.
Learners who experience one or more of a range of barriers to learning may not fit comfortably within a particular phase or grade. In such cases straddling must be implemented. Straddling is when a learner or group of learners at a specific grade or level work towards attaining assessment standards from more than one grade within learning areas or learning programmes.

In terms of curriculum differentiation where learner accessed the knowledge, concepts and skills on a lower level (straddling) the report card has to reflect on the levels on which knowledge has been gained and skills mastered.
Do take note that in cases where no curriculum modifications take place but only concessions in terms of assessment procedures (e.g. amanuensis), **NO ALTERATION TO EXISTING REPORT CARDS** should be undertaken and **CONCESSIONS IMPLEMENTED** should **NOT** be reflected. However, all documentation on history and reasons why concessions had been granted, have to be recorded in the **LEARNER PROFILE**.
ENDORSED NSC

- National Policy Pertaining to the Programme and Promotion Requirements (2012, bl 24)
- Regulations Pertaining to the conduct, administration and management of the National Senior Certificate Examination (2014)

Gr 10-12 learners either in:
- Special Schools who experience extensive barriers to learning, or
- Who are in ordinary schools and experience barriers to learning, or
- Learners who experience barriers to learning who were unsuccessful in obtaining a NSC, or who cannot meet the programme and/or promotion requirements
Must offered and completed the internal and external assessment requirements in not fewer than five (5) subjects:
(i) Three (3) subjects from Group A in this document,
- One (1) official language selected from Annexure B, Table A1, provided that the official language is offered on at least First Additional Language level, and provided further that the language is the language of learning and teaching.
- Mathematics or Mathematical Literacy
- Life Orientation
- A minimum of any two (2) subjects selected from Group B Annexure B
• Portfolio of evidence
• Copies
• Concession commissions (PAC)
• Learners will lose the privilege of concessions if:
  - Problems with writing but refusing to be trained to use a computer
  - Problems with reading but do not collect / use CD’s to study
  - Ignore interventions e.g. classes to improve reading
  - Do not hand in assignments on time
  - Do not prepare for tests
• Train learners on how concessions work
• Cognisant of the fact that a learner’s accommodation needs may change over time, the accommodations must be progressively re-evaluated.
Let US shut the back door!!!