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

MANUAL

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Table of Contents

INTRODUCTION .................................................................................................................. 3
ACCOMMODATING BARRIERS TO LEARNING ........................................................................... 3
POLICY FRAMEWORK ............................................................................................................ 3
ROLES AND RESPONSIBILITIES OF ROLEPLAYERS .............................................................. 4
  CLASS TEACHER .................................................................................................................. 4
  SCHOOL BASED SUPPORT TEAM ..................................................................................... 6
  DISTRICT BASED SUPPORT TEAM .................................................................................. 6
  PARENTS ............................................................................................................................ 7
  LEARNERS ....................................................................................................................... 8
CONCESSIONS ....................................................................................................................... 8
  IMMIGRANT LEARNERS ...................................................................................................... 9
  LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING .................................................. 10
  TYPES OF CONCESSIONS ................................................................................................. 10
    Assessing learners in a class who have different levels of attainment ..................................... 17
  AD HOC CONCESSIONS ..................................................................................................... 20
CONCESSION PROCEDURE ................................................................................................. 20
APPEAL .................................................................................................................................... 22
ADDITIONAL DOCUMENTATION ......................................................................................... 23
  DECLARATION BY THE LEARNER .................................................................................... 23
  PARENTAL CONSENT FORM ............................................................................................. 23
  DECLARATION ................................................................................................................... 24
CONCESSIONS TRAINING FOR LEARNERS ......................................................................... 24
  Extra Time ......................................................................................................................... 24
  Process to follow for scribing: .......................................................................................... 24
  Process to follow for reading: ........................................................................................... 27
  Planning Aid: .................................................................................................................... 29
INTRODUCTION

Every learner needs support, but some learners, for whatever reason, may require additional support for learning. Additional support needs can arise from any factor that causes a barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic, disability, or family and care circumstances. Some additional support needs are long term while others are short term. The effect they have varies from child to child.

Differentiation in assessment and accommodations are designed to equalise opportunities for all learners by addressing barriers which learners may experience. The purpose of alternative and adaptive methods of assessment is to enable learners to give a true account of their knowledge and/or skills.

ACCOMMODATING BARRIERS TO LEARNING

Curriculum differentiation is a key strategy for responding to the needs of learners with diverse learning styles and needs. It involves processes of modifying, changing, adapting, extending and varying teaching methodologies, teaching strategies, assessment strategies and the content of the curriculum. It takes into account learners’ levels of functioning, interests and backgrounds. Curriculum differentiation can be done at the level of content, teaching methodologies, assessment and learning environment.

POLICY FRAMEWORK

- National Educational 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) 2001
- SIAS Policy (2014) Screening, Identification, Assessment and Support
- National policy pertaining to the conduct, administration and management of examinations and assessment for the National Senior Certificate Annexure C1: Assessment for learners who experience barriers to learning and assessment
- CAPS Subject Policies
ROLES AND RESPONSIBILITIES OF ROLEPLAYERS

CLASS TEACHER

It is, first of all, the responsibility of the class teacher to gather information and identify learners at risk of learning breakdown and/or school dropout. The first level of intervention is to provide teacher-developed classroom-based interventions to address the support needs of identified learners. When a learner has been identified through the initial screening as being vulnerable or at risk (as pointed out in the Learner Profile), it is the responsibility of the teacher to assume the role of a case manager, driving and coordinating the support process.

The parent/caregiver and the learner (from the age of 12 as far as possible) must be involved throughout in the decision-making process of the SIAS. The teacher will be guided by the SIAS forms, starting with the completion of the Support Needs Assessment form 1 (SNA1). School Needs Assessment form 1 (SNA 1) is used to plan and record support. Once the class teacher has exhausted all strategies and support options, a referral to the School based support team must be made.
## 3. INDIVIDUAL SUPPORT PLAN (COMPLETED BY CLASS TEACHER AND SBST)

List the area(s) in which the support needs to be provided: Communication; Learning; Behaviour and social competence; Health, Wellness and personal care; Classroom and school; Family, home and community; Teacher development/training; etc. (See SNA1)

<table>
<thead>
<tr>
<th>Area(s) in which support is needed</th>
<th>Target to be achieved</th>
<th>Strategy of intervention</th>
<th>Responsible person</th>
<th>Time frame</th>
<th>Review date (to assess achievement of the target)</th>
<th>Comment on progress made in achieving target(s)</th>
</tr>
</thead>
</table>
| E.g. Behaviour and social competence | Stop bullying behaviour | • Assign a mentor teacher to support learner  
• Raise awareness during assemblies  
• Review school conduct policy  
• Call in the parents/legal caregivers | Principal | Within a week | 15 April 20... |                                               |
**SCHOOL BASED SUPPORT TEAM**

School-based Support Teams are teams established by schools as a school-level support mechanism, whose primary function is to put co-ordinated school, learner and teacher support in place. Leadership for the SBST is provided by the school principal to ensure that the school becomes an inclusive centre of learning, care and support.

The role and responsibility of the School based support team is:

a. to respond to teachers’ requests for assistance with support plans for learners experiencing barriers to learning.

b. to review teacher-developed support plans, gather any additional information required, and provide direction and support in respect of additional strategies, programmes, services and resources to strengthen the Individual Support Plan (ISP).

c. where necessary, to request assistance from the DBST to enhance ISPs or support their recommendation for the placement of a learner in a specialised setting.

d. Fill in the SNA 2.

**DISTRICT BASED SUPPORT TEAM**

A District Based Support Team is a management structure at district level, of which the responsibility is to coordinate and promote inclusive education through: training; curriculum delivery; distribution of resources; infrastructure development; identification, assessment and addressing of barriers to learning. The DBST must provide leadership and general management to ensure that schools within the district are inclusive centres of learning, care and support.

Once the district based support team receives the SNA 1 and SNA 2 from the school, they then need to:

a. respond to requests for assistance from SBSTs.

b. assess eligibility of requests made by SBST by gathering any additional information and/or administering relevant assessments, conducting interviews and/or site visits. This is done through the SNA 3 form.

c. provide direction in respect of any concessions, accommodations, additional strategies, programmes, services and resources that will enhance the school-based support plan.

d. identify learners for outplacement into specialised settings, e.g. special schools, to access specialised support services attached to ordinary or fullservice schools or to access high-level outreach support.
PARENTS

The parents play an important role in the identification and support of their child.

The SIAS outlines the responsibility of parents/caregivers as the following:

a. Parents/caregivers need to take responsibility for the support of their children in the most inclusive setting possible.

b. Parents/caregivers should be empowered to understand how the potential of their child can be optimally developed.

c. They need access to information on the kinds of support needed by their child.

d. They must know their rights in terms of accessing available support.

e. Parents/caregivers must make every effort to ensure that their child has access to an appropriate early-intervention programme which is available in their area.

f. Parents/caregivers who suspect that their child has additional support needs, but has not accessed early-intervention programmes prior to the child turning 3 years old, must report to the local ordinary school as early as possible but no later than the age of 5 years.

g. They must ensure that the relevant sections of the Support Needs Assessment are completed in respect of the child’s needs.

h. Documentation to be included in the child’s application for Support Needs Assessment may consist of any appropriate reports such as social or medical records, the Health and Disability Assessment Form, or reports from early intervention support providers.

i. The local school must complete the relevant forms in consultation with the parent/caregiver.

j. Parents/caregivers must play a meaningful role in forming a partnership with the teacher to ensure that the support outlined in the Individual Support Plan is successfully implemented.

k. Parent/caregiver participation in the SIAS process is not a matter of choice, but is compulsory.
LEARNERS

The learning needs, social relationships and emotional growth of learners need to be taken into account when decisions are made about the site where they are to receive additional support. Such decisions cannot be made without consulting the learners themselves. The learner (from the age of 12 as far as possible) must be involved throughout in the decision-making process of the SIAS. Where possible, obtain explicit consent if the information held is sensitive. Explicit consent can be oral or written. Written consent is preferable, e.g. through a signature on the SNA Forms. If there is on-going contact, the consent should be reviewed regularly.

CONCESSIONS

“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.”

**The purpose of a concession is to:**

- 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.

**The following learners are excluded from concessions:**

- 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 of assessment**

- **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

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.

The National Policy Pertaining to the Programme and Promotion requirements deals with two types of concessions, namely for immigrant learners and learners experiencing barriers to learning.

IMMIGRANT LEARNERS

According to the National Policy pertaining to the programme and promotion requirements, page 37-38,

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
  – began schooling in SA, attended school outside SA for two or more consecutive years after Gr 3 and has subsequently returned to SA

In Gr 4 – 9, an Immigrant learner must:

• Offer the two official languages as required, and comply with the School-based assessment requirements.

• Pass one of the required two official languages at on at least First Additional Language level and obtain a rating of Moderate Achievement (Level 3) in that language and comply with the Intermediate and Senior Phase promotion requirements.

• may offer his or her home language in lieu of one official language, provided that it is an officially approved non-official language, provided further he or she complies with the Intermediate and Senior Phase promotion requirements
In Gr 10-12 an immigrant candidate 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.

However, instead of offering another subject from Group B in lieu of the one official language that is not offered, an immigrant candidate may offer his or her home language in lieu of that one official language, subject to the following:
(i) Such language is listed on Home Language level in Table B4 at Annexure B.

LEARNERS WHO EXPERIENCE 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.

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.

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

TYPES OF CONCESSIONS

Please consult Annexure C1, Assessment for learners who experience barriers to learning and assessment, to the policy document National policy pertaining to the conduct,
administration and management of examinations and assessment for the National Senior Certificate.

<table>
<thead>
<tr>
<th>Differentiation Strategy or Accommodations</th>
<th>Visual impairment/colour blindness</th>
<th>Deaf/ Hard of Hearing/ Deaf Blind</th>
<th>Physical Barriers</th>
<th>Learning Difficulty</th>
<th>Behaviour, Anxiety, ADD/ ADHD/ Autism/ Psycho Social Disorders</th>
<th>Limited Functional Speech</th>
<th>Other Medical Conditions</th>
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<td>Transcription of Braille</td>
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<tr>
<td>Video/DVD recorder/Webcam</td>
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<td>✓</td>
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</tbody>
</table>
Additional time will be granted as follows:

(a) Physical Disability/Repetitive Strain Injury – 5 to 10 minutes per hour to accommodate slower writing speed.

(b) Learning Disability - 20 minutes per hour for perusal / formulating/ writing/ checking answers.

(c) Chronic Pain - 15 minutes per hour for standing and/or moving around.

(d) Vision Impairment - Double time for learners who are blind, and time and a half for learners who have low vision.

(e) Hearing Loss - 20 minutes per hour for perusal/ formulating/ writing/ checking answers.

(f) Any other disability not identified in the above list, may use the above-mentioned time allocation, not exceeding 20 minutes per hour.

Use of a person as additional support during assessment

(a) Use of a Reader

(i) A reader refers to a person who reads all text in an examination paper to a learner. This method is used with candidates with poor reading skills causing tension and loss of time.

(ii) The learner may request sections of text to be reread.

(iii) The reader should preferably be a qualified teacher, but not necessarily from the same centre and could be drawn from a panel of readers identified and trained by the Provincial Education Department. The reader remains neutral and impartial when reading the question paper.

(iv) The reader can read the text to one or more candidates simultaneously. Both the reader and the candidates have question papers.

(v) A separate room or venue is required for this accommodation.

(vi) A rest break not exceeding 20 minutes after two hours may be considered and a ten minute rest break for every hour exceeding a two hour paper.

(b) Use of a Scribe

(i) 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 a disability.

(ii) 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.

(iii) A scribe could be drawn from a panel of readers identified and trained by the Province.

(iv) A separate room or venue is required for this accommodation.

(iv) A rest break not exceeding 20 minutes after two hours may be considered and a ten minute rest break for every hour exceeding a two hour paper.

(c) **Use of a Personal Assistant**

(i) A learner who requires assistance in personal and/or practical ways during the course of an examination may require a personal assistant. 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.

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

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

(iv) A separate venue is required for this accommodation.

(d) **Use of a Prompter**

(i) The function of a prompter is to refocus a learner who is easily distracted. This may be done using a verbal or physical cue.

(ii) The prompter may not interfere with the learner’s answers to the examination.

(iii) A separate venue is required for this accommodation.

(3) **Use of Computers/Word Processors in Non-IT Assessments**

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

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

(d) A separate venue is required for this accommodation.

(4) Accommodations that require alternate formats, differentiated content, and accommodations in marking

(a) Braille
   (i) When the learner has been educated using Braille, examination papers must be provided in the appropriate Braille code.
   (ii) Prior to translation into braille, the examination papers must be adapted by examiners working in collaboration with experts in education for learners with visual impairment.
   (iii) Debrailling must be done under controlled circumstances.
   (iv) During the marking process, the adapted memoranda as well as braille experts must be available.

(b) Enlarged Print
   (i) Papers in enlarged print must be made available on hard or in electronic copy for learners who require this.

(c) Handwriting
   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.

(d) Spelling
   (i) 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.
   (ii) A spelling sticker is placed on the answer books of each learner who has been granted this accommodation. The marker must ignore the spelling as long as what is written is phonetically correct.
(iii) Please note that in the languages Paper 1 where textual editing is examined and spelling is part of content knowledge required at Grade 12 level, spelling will count.

(e) Medication / food intake

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.

(f) Rest breaks

A rest break is a period of time when the learner is not required to be at his/her 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 with invigilation may be required for this accommodation.

(g) Specific Equipment

The Head of the assessment body or his or her representative must be notified of any specific equipment required. In circumstances where the use of specific equipment may distract others, a separate venue may be requested.

Curriculum Differentiation (Straddling)

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.**
ANNEXURE C
FORM DBE 125: CURRICULUM DIFFERENTIATION SCHEDULE

To report on the learner’s functioning level, to alleviate the barrier(s) to learning experienced by the learner.

This schedule can be used to track the progression of a learner who has been assessed and needs differentiation, and she/he functions more than a grade below his/her age cohort in the curriculum.

Name of Learner: ______________________________ Date: 20.../.../... 

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>Key</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
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</tr>
<tr>
<td>First Additional Language/Literacy</td>
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<tr>
<td>Mathematics/Numercy</td>
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<tr>
<td>Life Orientation/Life Skills</td>
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<td>Natural Sciences</td>
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<td>Social Sciences</td>
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Signatures:

Principal
SSST Coordinator
Parent/Legal Caregiver
DBE Co-ordinator
Assessing learners in a class who have different levels of attainment

<table>
<thead>
<tr>
<th>Subject: Name of Educator</th>
<th>Grade</th>
<th>1 0-29</th>
<th>2 30-39</th>
<th>3 40-49</th>
<th>4 50-59</th>
<th>5 50-69</th>
<th>6 70-79</th>
<th>7 80-100</th>
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<td>Enrich Group:</td>
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<td>Enrich knowledge, concepts, and skills that allow for access to enriched learning</td>
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<td>Knowledge, concepts and skills attained on an advanced/enriched level</td>
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<td>On grade level</td>
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<td>Unmodified Group:</td>
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<td>Knowledge, concepts, and skills that allow access to grade level learning</td>
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<td>Knowledge, concepts and skills attained on grade level</td>
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<td>Unwinding Group</td>
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<td>Scaffold knowledge, concepts, and skills that allow access to scaffold learning</td>
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<td>On part of grade level</td>
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<td>Knowledge, concepts and skills attained on a scaffold/grouped more attainable level</td>
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<td>On part of grade level</td>
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<td>Straddle knowledge, concepts, and skills to allow access to learning on a lower grade or phase</td>
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<td>Grade (lower)</td>
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<td>Knowledge, concepts and skills have been attained on a lower grade/phase level</td>
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<td>Grade (lower)</td>
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<td>SUBJECT</td>
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<td>Grade level</td>
<td>Level of achievement</td>
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<td>Language:</td>
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<td>4: Learner had been taught according to his own levels of competence. He is currently displaying good progress and all appropriate assessment standards were achieved satisfactorily</td>
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<td>First Additional Language</td>
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Learner had been taught according to his own levels of competence. He is currently displaying good progress and all appropriate assessment standards were achieved satisfactorily.

In order to promote number concept and skills, it had not been expected from learner to achieve assessment standards in full yet.

All outcomes were achieved satisfactorily.
Endorsed National Senior Certificate Examination

The following learners qualify to apply for the Endorse National Senior Certificate Examination

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

(National Policy Pertaining to the Programme and Promotion requirements, p 42-43)

Learners may be issued with a National Senior Certificate with Endorsement, provided they have met the following programme and promotion requirements:

- Offered and completed the internal and external assessment requirements in not fewer than five (5) subjects selected as follows from Annexure B contained in this document.

- Three (3) subjects from Group A in this document, selected as follows:
  - 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 selected from Annexure B, Table A2.
  - Life Orientation in Annexure B, Table A3.

- A minimum of any two (2) subjects selected from Group B Annexure B, Tables B1-B8 as outlined in the NPPPR.

Subject to subparagraph (4), a National Senior Certificate with Endorsement shall be issued to a candidate who experiences barriers to learning who has achieved 30% in five subjects. Should a learner who has enrolled for the National Senior Certificate with Endorsement offer a sixth subject, such a learner must achieve 30% in five of the six subjects, one of which is an official language on at least First Additional Language level, provided the School-Based Assessment component is submitted in the sixth subject.
Concessions regarding immigrant learners and learners who experience barriers to learning related to deafness and mathematical disorder such as dyscalculia, as contemplated in paragraph 33 of the NPPPR, will also be applicable to the learners enrolling for the National Senior Certificate with Endorsement.

AD HOC CONCESSIONS

This applies in cases of pregnancy or in cases of injury, trauma, hospitalisation and imprisonment just before or during assessment or external assessment.

CONCESSION PROCEDURE

1. Normal mark review discussion procedure:

During any mark review discussion, keep a record relating to each learner that has possible barriers so that this can be placed in each learners’ file as evidence for later use. It can be used to prove a track record of underachievement and implemented assistance strategies.

2. Mark review discussion of learners still underachieving despite implementation of assistance strategies.

Learners who potentially require alternative or adaptive assessments like concession(s) are discussed at the beginning of each term.

Should a teacher(s) be convinced that the learner will benefit from the use of a concession(s) then he/she should complete the application form as thoroughly as possible.

An application for a scribe must be accompanied by a sample of the learners’ written work. E.g. an essay the learner has written.

Teachers must explicitly state which subjects the learner has difficulty with.

It is the responsibility of the Head of Department, for each division, to have the necessary application forms at hand during mark review discussions.

3. Deadline:

Seven days after the mark review discussion took place a completed application has to be submitted to the Head of Department. In the case of using a scribe the application has to be accompanied by a sample of the learners’ written work. (Staff members have to abide by this deadline; no late applications must be accepted). Sufficient time must be allowed for testing to be done by co-opted persons, the final decision to be made by the concession team as well as the compilation and completion of the concessions list. An application for the use of a scribe will expire should it not be accompanied with an example of written work.
4. Testing by the support team:
- Completed application forms have to be submitted to the SBST coordinator by each Head of Department.
- The SBST coordinator examines the forms to determine which teachers will form part of the concession team for each learner.
- The SBST coordinator compiles a list of names of teachers who will form part of the concession team. This list is then sent to the different departments in order to give ample notice as to which learners will be discussed. This will give teachers time to prepare for the concession team meeting.
- The SBST coordinator notifies all necessary persons of the meeting during which it will be determined who will be co-opted on an ad hoc basis to assist in the testing of the various learners involved. This includes all therapists, educational psychologists and remedial teachers. **Ensure that all parties are aware of who will be responsible for the payment of the abovementioned professional persons.**
- Learners are tested and recommendations are made. Attach a timeframe for when this must be completed.

5. Concession team meeting:
- The SBST coordinator must arrange a date when the concessions team should meet in order to discuss the recommendations made by co-opted persons as well as deciding on final recommendations.
- Only learners where there are differences in opinion with regards to applications and recommendations need to be discussed.
- All team representatives have to be present during this meeting, regardless of whether they were involved in the testing process. The final decision will be made by the whole team. Minutes of these meetings need to be recorded.

6. Recordkeeping
- The SBST coordinator must file the application forms with the final recommendations in each learner’s file.

7. Consent from the parent
- The SBST coordinator must inform parents and the consent form must be signed and filed.

8. Training of the parent and learner
- The person responsible for training the parent and learner regarding the process of concessions including Amanuenses must arrange a date. During training, it is important to emphasise that although the school have implemented interventions to assist the
learner, the parent/guardian must implement similar interventions in order to further support the learner.

- Upon completion of training the learner has to sign a declaration which states that the learner will ensure that the necessary effort with regards to tests and assignments will be made. Furthermore, the declaration states that it is a privilege to gain a concession and not a right.
- Interventions can be classes with a remedial teacher, a reading program that the learner must follow, occupational therapy, etc.

9. Certified copies, consent from the District and filing

- Consent forms and declaration forms, accompanied by final recommendations, are filed by the SBST coordinator.
- Certified copies of ALL documents that can be used as evidence that the learner qualifies for a concession must be made. The copies are sent to the District.

10. Reconsideration of concession

It is advisable to reconsider an approved concession after a year. It is essential that the learner must benefit from the concession. The intervention strategies also have to be reconsidered and evaluated in order to determine whether a positive difference has been made. Modify intervention strategies should it be necessary.

APPEAL

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. The Department reserves the right to request further assessment.
ADDitional documentation

Declaration by the Learner

Declaration by learner

I, ____________________________ hereby take full responsibility for my own learning.

I will submit assignments on time and make a serious effort to prepare for tests and exams.

I will give my full cooperation towards any planned intervention implemented to assist me.

I was trained on how concessions work and I understand the process.

I understand that concession are re-evaluated annually.

Signature: ____________________________

Date: ____________________________

Parental Consent Form

Parental Consent Form

I __________________________________ parent/guardian of

_______________________________ (learner name) hereby give consent that he/she
may be granted concession(s).

Although the school provides support for my child I take full responsibility for all academic
support necessary for tests and assignments.

I understand how concessions work and thus understand that it is valid for one year
whereafter the application needs to be reconsidered.

Concessions are a privilege and not a right.

_______________________________ ______________________________
**DECLARATION**

**DECLARATION: ALL GRADES EXCLUDING 12**

*(ATTACHED TO EXAM PAPER)*

I, ........................................................................ hereby declare that _____________ was used by the candidate ................................................................. during this test/exam

Subject................................................................................................................................................................................

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

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<th>Reader/Scribe/Prompter</th>
<th>Signature</th>
<th>Date</th>
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<th>Head of Department</th>
<th>Signature</th>
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<th>Chairperson SBST</th>
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**CONCESSIONS TRAINING FOR LEARNERS**

**Extra Time**

You will write the examination in the same venue as the other learners.

You will start at the same time as all the other learners.

You will have 5/10/15 minutes per hour extra to complete your question paper. This means that when the other learners hand in their papers, you will still have an extra 5/10/15 minutes per hour.

There will be an invigilator on duty until the 5 /10/15 minutes per hour extra time has expired.

**Process to follow for scribing:**

- You or a group of learners will be collected from the venue. **You must have everything you need with you because you will not be allowed to go collect things from your bag once the exam has started.** E.g. calculator, maps, protractor, pens, pencils etc. You will need writing material in case the examiner does not have. It is
not their responsibility to provide you with stationery so try to remember to have all that you need (pens x 2, pencil, ruler, rubber, highlighters, sharpener, etc. No tip-ex is allowed to be used)

- Remember the examiner is older than you and has volunteered their time to offer you this help, please treat them with respect.
- You will need to sign out of the venue. Leave your bag and cell phone (off) behind.
- Remember to take your ID and exam number with you.
- Once you have been collected you may chat to the examiner, but do not refer to the subject you are writing etc. The exam situation has already begun and the situation is formal. You will be taken to the venue where the amanuensis will take place. This is usually an office where you will have privacy.
- You will be allowed to take out stationary etc and place your bag against the wall if you have brought it with you. ALL CELL PHONES MUST BE SWITCHED OFF. A sign will be placed on your door informing people that you are in an amanuensis and ask that you are not to be disturbed. Once seated you will be given a copy of the paper and the examiner will have their own copy too.
- Ensure that you have the right paper, subject etc before beginning e.g. 1st/2nd language or 1st paper/2nd paper.
- Check the time allocation, you will have a rest break not exceeding 20 minutes after two hours, and a 10 minute rest break for every hour exceeding a two hour paper. Do not rush, think your answers through and tell the examiner exactly what to write. They can in no way help you.
- At this point the examiner will start to record the session.
- Instructions:
  - You will read the paper yourself.
  - The examiner will write down the answers for you.
  - If you wish you may first plan or write answers down for him/her to re write in the answer book.
  - Look at the mark allocation for each question, it will help you decide how much to say.
• With longer passages **tell the examiner when you want him/her to start a new paragraph, or when you want them to use brackets or inverted commas.**
• You may read the recorded answers when you are finished and still have time to do so and add if you wish to do so.
• They **may not explain the meaning of words or the questions.** So don’t ask them to.
  o The answer sheet must have the following information on it: Your Name, class, the subject, the date as well as your examiners name. E.g. Scribe: Debbie Smart. In finals it will only have your exam code.
  o Any errata (changes that may be on the paper) that exist should be clearly marked on the cover of the exam question paper. They will be shown to you by the examiner.
  o With comprehensions do not try answer the questions from memory, **find the answer in the answer sheet.**
  o **Say exactly what they must write.** Remember writing is usually more formal than casual speech.
  o Feel free to **write on or highlight in your answer book** as the examiner reads, this is especially valuable for summaries.
  o If the answer is too short for the mark allocation the examiner cannot ask you for more information, the rule is usually two marks one full fact.
  o If you are asked to draw anything, **you must draw it in the answer sheet** and then the examiner may label the picture for you. If the question required a table to be drawn up the examiner may draw it for you. You will need to ask her to do this for the taping purposes. Matching columns may be easier to complete in pencil on the question paper first, then reading the answers out once you are sure.
  o **Spelling can be written for you unless stipulated in the paper.** For example for plurals and other things in language papers especially, the spelling may count, you will then need to write the word down and the examiner will copy it to the exam paper (it is very difficult to spell aloud don’t try it!).
You may write information, plans for essays and summaries in rough first if you please and then read it to the examiner to re write. In finals this will be done on the blank side of your exam booklet. ALL ROUGH WORK IS HANDED IN.

If you forget that you have left anything out you may not be reminded by the examiner. If you want to leave the answer blank the examiner will just put a short line under the question.

At the end you may ask the examiner to change any answers that you may want to replace. If not the exam is ruled off and all answers remain as they stand.

You will be signed back into the venue by the examiner when you are done with your exam.

Once the paper is complete, the two exam question papers and the written answers are to be handed in. You cannot keep the exam paper. If the papers are not stapled together please make sure your name is on the top of each paper and that the pages are numbered. In finals there will be a booklet.

You will accompany the examiner to hand and sign the papers and tapes in. You will also need to sign in.

The concession process is confidential, the examiners have offered their time to help you and want you to do your best. Relax, take your time and think through your answers – you can do it!

Process to follow for reading:

You or a group of learners will be collected from the venue. You must have everything you need with you because you will not be allowed to go collect things from your bag once the exam has started. E.g. calculator, maps, protractor, pens, pencils etc. You will need writing material in case the examiner does not have. It is not their responsibility to provide you with stationery so try to remember to have all that you need (pens x 2, pencil, ruler, rubber, highlighters, sharpener, etc. No tip-ex is allowed to be used)

Remember the examiner is older than you and has volunteered their time to offer you this help, please treat them with respect.

You will need to sign out of the venue. Leave your bag and cell phone (off) behind.

Remember to take your ID and exam number with you.
Once you have been collected you may chat to the examiner, but do not refer to the subject you are writing etc. The exam situation has already begun and the situation is formal. You will be taken to the venue where the amanuensis will take place. This is usually an office where you will have privacy.

You will be allowed to take out stationary etc and place your bag against the wall if you have brought it with you. ALL CELLPHONES MUST BE SWITCHED OFF. A sign will be placed on your door informing people that an examination session is in process and ask that you are not to be disturbed. Once seated you will be given a copy of the paper and the examiner will have their own copy too.

Ensure that you have the right paper, subject etc before beginning e.g. first / 2nd language or SG/LG.

Check the time allocation; you may have a rest break not exceeding 20 minutes after two hours, and/or a ten minute rest break for every hour exceeding a two hour paper. Do not rush, think your answers through. The examiner can in no way help you.

In this case question papers are read to you but you are expected to write your answers down for yourselves. Generally the examiner reads the instructions clearly and then gives a general outline of the papers sections and related topics. For ease, reading will occur in the order of the questions however you may choose the order in which you answer the questions. The text for the question is read, then the related sub-questions are read and finally the text can be read again. Questions are read one section at a time if the sections are short or one question at a time if they are longer questions. This will be determined by the examiner in relation to the style of paper.

After a question is read the examiner waits the approximate allocated time and then moves to the next question. The examiner will judge when the majority of you are finished if RTC is completed in a group.

If some learners are ahead and some behind the examiner may need to read to the candidate privately while the others continue.

You may request at any time that questions or passages may be re-read to you.
You may not speak to each other and are to remember that this too is a formal exam and the rules of the exam hall apply to you as well. If you need the examiners attention put up your hand.

All the candidates must remain in the exam venue until they are all complete. If you finish early you may rest your head on the desk but are to remain silent during this exam situation until all papers are complete and handed in.

When complete you will have to accompany the examiner to hand in and sign for your paper.

The concession process is confidential, the examiners have offered their time to help you and want you to do your best. Relax, take your time and think through your answers – **you can do it!**

**Planning Aid/Prompter:**

- You or a group of learners will be collected from the venue. **You must have everything you need with you because you will not be allowed to go collect things from your bag once the exam has started.** E.g. calculator, maps, protractor, pens, pencils etc. You will need writing material in case the examiner does not have. It is not their responsibility to provide you with stationery so try to remember to have all that you need (pens x 2, pencil, ruler, rubber, highlighters, sharpener, etc. No tip-ex is allowed to be used)

- Remember the examiner is older than you and has volunteered their time to offer you this help, please **treat them with respect.**

- You will need to sign out of the venue. Leave your bag and cell phone (off) behind.

- **Remember to take your ID and exam number with you.**

- Once you have been collected you may chat to the examiner, but do not refer to the subject you are writing etc. The exam situation has already begun and the situation is formal. You will be taken to the venue where the amanuensis will take place. This is usually an office where you will have privacy.

- You will be allowed to take out stationary etc. and place your bag against the wall if you have brought it with you. **ALL CELLPHONES MUST BE SWITCHED OFF.** Once seated you will be given a copy of the paper and the examiner will have their own copy too.
Ensure that you have the right paper, subject etc. before beginning e.g. first / 2nd language or SG/LG.

In planning aid the examiner can explain the lay out of the paper and read through the instructions. They will explain the mark allocation for each section and the approximate time dedicated to each section. They may remind you of the time if you appear to be falling behind.

In cases where choices of sections are required, you should read through the sections and read the questions. Estimate which section you can get the most marks from and then make an informed choice. Try to make a plan for essay or story type answers and complete matching columns in rough first. Answer first what you know and later fill in what you are not sure of.

You may ask the examiner to read sections or words but they are not allowed to explain how to answer a question or define unknown words.

In cases where planning aid is completed in a group the examiner may need to read or assist individual candidates quietly if required. Put up your hand for assistance.

You are to remain silent, you are not to communicate with each other in any way and you have to remain in the exam venue until all candidates are complete and all papers are handed in.

You will need to accompany the examiner to hand in and sign your papers.

The concession process is confidential, the examiners have offered their time to help you and want you to do your best. Relax, take your time and think through your answers – you can do it!