

**Blitz 9/2018 : 07/02/2018**

**Changing HOW**  
**they are learning**  
= *accommodation*

**SAOU (GAUTENG) WORKSHOP: ASSESSMENT ACCOMMODATIONS**

During 2017 the SAOU received numerous requests for training of members in Assessment Accommodations. We are happy to announce that training has been organized for 10 March 2018 in collaboration with the University of Johannesburg. Teachers completing the workshop will receive a Certificate of Completion from the SAOU, which has been quality controlled by UJ. The workshop will provide an overview of Assessment Accommodations and focus on practical applications as described in the programme content (see below) and DBE procedural requirements (not IEB).

The details are as follows:

**Theme**

University of Johannesburg: Short learning programme on Assessment Accommodations

**Date**

Saturday, 10 March 2018

**Venue**

SAOU Auditorium, 278 Serene Street, GARSFONTEIN

**Duration of Course: 6 hours**

08:00 – 08:30 Registration, tea and coffee

08:30 – 11:30 Training

11:30 – 12:00 Light Lunch

12:00 – 15:00 Training

15:00 - 15:15 Final arrangements and adjournment

### **Number of delegates**

Only 80 delegates can be accommodated – Registrations will be on a first-come-first-served-basis

### **Requirements**

Delegates must have a teaching qualification. You will be required to bring a certified copy of your qualification to the training

### **Cost**

**R480-00 pp (SAOU members)**

**R550-00 pp (non-members)**

(The fee includes UJ administration and faculty levy, the course fee, facilitators' fee, quality control of content material, temporary website for e-material, certificates, refreshments and lunch)

### **Language medium**

The workshop will be presented in **English**

**The closing date for electronic registrations will be 16 February 2018.**

### **Programme Content**

The purpose of this short learning programme is to train delegates with integrated theoretical and practical skills in order to develop designing, implementing, reporting and managing alternative assessment practices to accommodate candidates who experience various barriers to learning and have specialized assessment needs.

- 1) Policy Framework and Educational structure for inclusive education (Education White Paper 6, 2001; CAPS – Guidelines for responding to learner diversity in the classroom, 2011; Screening, Identification, Assessment and Support, 2014; Assessment Accommodations manual).
- 2) The role of the Institutional Level Support Team, School Assessment Team; working in multi-disciplinary teams.
- 3) Principles of alternative assessments practices in an inclusive education system.
- 4) Rights of candidates eligible for assessment accommodations. Ethical and confidentiality issues.
- 5) Identification procedures of eligible candidates with respect to specific learning difficulties. Motivational letters and application forms. Training of candidates; Staffing and venue requirements.
- 6) Range of barriers which candidates may encounter: reading, writing, spelling, mathematics difficulties; written expression; attention-deficit/hyperactivity disorder; visual, auditory, physical impairments; emotional disorders, emergency trauma.

- 7) Types of assessment accommodations: time; readers; scribing, technology; varied print; planning and organising aids; rephrasing; dictionaries; interpreters; alternative questioning; separate venue; etc.
- 8) Practical implementation, administration, recording and reporting on assessment accommodations in complex, real-life educational contexts

**10 March 2018 Click here to register for the Workshop : Assessment Accommodations**