LALOR SECONDARY COLLEGE

Modified Assessment Policy

2014 -2015

AIM

The Modified Assessment policy aims to ensure all students have a chance of success in Assessment Tasks

Date ratified by School Council: 15th August 2013
Review date: June 2015
MODIFIED ASSESSMENT GUIDELINES

PURPOSE:
- To increase confidence for participating students.
- To ensure all students are provided with the opportunity for success in Assessment Tasks.
- To increase the skills of participating students to perform well in Assessment Tasks.
- To provide a high-quality and tailored school education and a genuine opportunity to succeed.

PRINCIPLES

The key objective of Lalor Secondary College is to make reasonable adjustments to eligible* students in order to facilitate the development and achievement of learning outcomes and Assessment Tasks.

Lalor Secondary College will endeavour to make reasonable adjustments to maximise the learning opportunities of students with additional learning needs through adapting teaching and learning strategies to develop students’ knowledge, skills and behaviours in a range of domains and contexts.

It is intended that the CONTENT of assessments are NOT altered, but rather the way in which the students understanding is demonstrated. This can be achieved through the use of a range of targeted questioning techniques, the mode in which the assessment task is delivered and/or the extension of time. All modified assessment tasks will be clearly highlighted on the students’ semester reports; and as VELS is a teacher judgement, the modification would not impact on this judgement.

*ELIGIBILITY:

To be eligible, the student must meet one of the criteria listed below:
- ‘Integration status’
- ‘EAL status’ in a category pertaining to learning difficulties.
- ‘Other’ students may be eligible who are experiencing significant difficulties in coping with the ‘common’ assessments.

Modified assessments would only be made available to these ‘other’ students after consultation with the classroom teachers in conjunction with the Well-being team, Sub School Leaders and parents.

In all cases parents/guardians will be involved in this process and have to approve their son/daughters work to be modified – Lalor Secondary College acknowledges that ‘the parent/guardian/carer involvement is central to achieving student success. Involving the family in curriculum planning is an approach that recognises the student as a functioning member of the broader community. Acknowledging and involving the student’s family can establish positive relationships and promote communication’.

PLEASE NOTE - Additional considerations will need to be addressed, such as:

Students who already qualify for the DEECD Program for Students with Disabilities will automatically be eligible for modified assessment. This will be discussed with parents at the regular Student Support Group Meetings. Students who have additional learning needs, but do not fit DEECD criteria for the Program for Students with Disability will still have the option of accessing modified assessment. However, this decision is to be made in consultation with the classroom teacher, sub school leader, well-being team and parents. (Parents are required to consent to this process by signing appendix A)
POSSIBLE MODIFICATION PROTOCOLS

- Exams could be read to the student
- Information given with visual aids i.e. diagrams
- Signposts or prompts
- More structure provided i.e. template, tables
- Additional time

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<thead>
<tr>
<th>Quantity * ●</th>
<th>Time *</th>
<th>Level of Support *</th>
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<tbody>
<tr>
<td>Adapt the number of items that the student is expected to learn or number of activities student will complete prior to assessment. For example: Reduce the number of Science terms a student must learn at any one time. Add more practice activities or worksheets for revision.</td>
<td>Adapt the time allotted and allowed for learning, task completion, or testing. For example: Individualise a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</td>
<td>Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult-student relationship; use physical space and environmental structure. For example: Assign peer buddies or Learning Support Officers. Specify how to interact with the student or how to structure the environment.</td>
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<tr>
<th>Input *</th>
<th>Difficulty * ●</th>
<th>Output *</th>
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<td>Adapt the way instruction is delivered to the learner. For example: Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in small groups, pre-teach/give students access to key concepts or terms before the lesson.</td>
<td>Adapt the skill level, problem type, or the rules on how the learner may approach the work. For example: Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.</td>
<td>Adapt how the student can respond to instruction. For example: Instead of answering questions in writing, allow a verbal response, allow students to show knowledge with hands on materials.</td>
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<tr>
<th>Participation *</th>
<th>Alternate Goals ●</th>
<th>Alternative Curriculum ●</th>
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<td>Adapt the extent to which a learner is actively involved in the task. For example: In geography, have a student hold the globe, while others point out locations. Ask the student to lead a group.</td>
<td>Adapt the goals or outcome expectations while using the same materials. When routinely utilised, this is only for students with moderate to severe disabilities. For example: In a social studies lesson, expect a student to be able to locate the colors of the states on a map, while other students learn to locate each state and name the capital.</td>
<td>Sometimes called “functional curriculum” Provide different instruction and materials to meet a learner’s individual goals. For example: Student has a completely alternative/different task to complete than the rest of the class.</td>
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* This adaptation is an accommodation if the student can demonstrate mastery of the standard on an assessment. The key concept is: Will the student ultimately master the same material but demonstrate that mastery in alternate ways or with alternate supports? If standards are not fundamentally or substantially altered, then this adaptation is an accommodation to a learning or performance difference.

● This adaptation is a modification if the student will not demonstrate mastery of the standard on an assessment. If routinely utilized, these adaptations are modifications and require individualized goals and assessment.

PROMOTION/ VCE/ VCAL
Modification is no way intended to provide easy alternative for students. The modified tasks do not equate (in terms of value) to the value given to mainstream assessment. This will be considered when looking at student promotion. VCE choices may be limited as results to the modification. It is also not a replacement for the considerations process at VCE level. The application for Special Provision at VCE is administered by the Victorian Curriculum Assessment Authority (VCAA). More information and applying for VCE special provision is managed by the VCE student Managers. More information can be located at: [http://www.vcaa.vic.edu.au/vce/exams/specialprovision/specialprovision.html](http://www.vcaa.vic.edu.au/vce/exams/specialprovision/specialprovision.html)

The assessment modification will not impact on the student’s selection when applying for the VCAL program at Years 11 and 12. The main focus for selection for this program is facilitated via an interview process where the student’s aptitude towards the VCAL objectives is determined.
Classroom Teacher recommends if PSD/EAL student requires modified assessment according to the Modification Policy Guidelines.

Classroom Teacher discusses with Well Being Team and/or Student Programs Leader the difficulties the student is experiencing. Possible modifications for the assessment are discussed.

Classroom Teacher completes Modified Assessment Intention Form. Form given to Sub School Leader.

Sub School Leader contacts parents with regards to Modification Process. Parent Approval is sought by SSL and entered on Student Management Tool (SMT). Modified Assessment Intention Form placed in student file. Permission letter sent home to parents. Sub School Leader and parents to notify student that they will be undertaking a Modified Assessment.

When advised by Sub-school Leader, Classroom Teacher develops the modified assessment, incorporating the recommendations as agreed by KLA leader/Curriculum Leader supports the classroom teacher if assistance is required.

Student completes Assessment Task

Classroom Teacher gives copy of mainstream and modified assessment to KLA Leader/Student Programs Leader to ensure monitoring and consistency of scheme across KLA areas.

Modified Assessment must be commented on, within ‘Student Performance’ on reports. Teacher ensures that AusVELS judgements are determined by multiple sources including classwork and data.
MODIFIED ASSESSMENT INTENTION FORM

Student Name: ______________________________ Home Group: __________

Integration Status:  Y or N  EAL Status:  Y or N  Other Status:  Y or N

Subject to be modified:________________________________________________________

Assessment Task to be modified:________________________________________________

REASON FOR MODIFICATIONS:
________________________________________________________________
________________________________________________________________
________________________________________________________________

MODIFICATIONS TO BE IMPLEMENTED:
________________________________________________________________
________________________________________________________________
________________________________________________________________

ADDITIONAL INFORMATION:
________________________________________________________________
________________________________________________________________

Classroom Teacher

Sign: ___________________________ Initials: _________ Date: __________

Student Programs Leader/Well Being Leader

Sign: ___________________________ Initials: _________ Date: __________

Sub School Leader

Sign: ___________________________ Initials: _________ Date: __________

Sub School Leader use only

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<tr>
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<th>Y</th>
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<td>Parent Contacted</td>
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<tr>
<td>Parent Consent for Modification given</td>
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<tr>
<td>Staff informed if Modification can occur or not</td>
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<tr>
<td>If Modification goes ahead, staff member provided modified assessment for file</td>
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<tr>
<td>Letter sent home to parent to confirm parent’s decision in writing</td>
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<td>Date of assessment:</td>
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Lalor Secondary College

Modified Assessment Permission Slip

I hereby give permission for my child to undertake a modified assessment in the subject/s

of .................................................................................................................................

I acknowledge that I have read the Lalor Secondary College Modified Assessment Policy and
agree to all of the procedures and recommendations outlined within the policy.

My child has been informed of these procedures and also agrees to the procedures and
recommendations outlined.

Student Name:- ........................................... Student Signature:- ..............................................................

Parent Name:- ............................................... Parent Signature:- ..............................................................

Date: