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LALOR SECONDARY COLLEGE

Modified Assessment Policy Years 7 - 10 2020 - 2022

AIM

To ensure all students have a chance of success in Assessment Tasks.

*Date ratified by School Council: 18th June 2020
Review date: June 2022*

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 education that allows all students 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.

*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. Parents must give written consent for modification to occur.

In all cases parents/carers will be involved in this process and have to approve their son/daughters work to be modified – Lalor Secondary College acknowledges that 'the parents/carers 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 DET Program for Students with Disabilities will 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 DET 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. The ultimate responsibility for the process being fulfilled is the Sub School Leaders (parents are required to consent to this process by signing appendix A). Students who qualify for the DET Program for Students with Disabilities will discuss the relevant modification in

Student Support Group Meetings, and modification will only occur in subjects deemed necessary by the Student Support Group in consultation with parents.

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

<p style="text-align: center;">Quantity * ●</p> <p>Adapt the number of items that the student is expected to learn or number of activities student will complete prior to assessment</p> <p><i>For example:</i> Reduce the number of Science terms a student must learn at any one time. Add more practice activities or worksheets for revision.</p>	<p style="text-align: center;">Time *</p> <p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p><i>For example:</i> Individualise a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</p>	<p style="text-align: center;">Level of Support *</p> <p>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.</p> <p><i>For example:</i> Assign peer buddies or Learning Support Officers. Specify how to interact with the student or how to structure the environment.</p>
<p style="text-align: center;">Input *</p> <p>Adapt the way instruction is delivered to the learner.</p> <p><i>For example:</i> 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.</p>	<p style="text-align: center;">Difficulty * ●</p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p><i>For example:</i> Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.</p>	<p style="text-align: center;">Output * ●</p> <p>Adapt how the student can respond to instruction.</p> <p><i>For example:</i> Instead of answering questions in writing, allow a verbal response, allow students to show knowledge with hands on materials.</p>
<p style="text-align: center;">Participation *</p> <p>Adapt the extent to which a learner is actively involved in the task.</p> <p><i>For example:</i> In geography, have a student hold the globe, while others point out locations. Ask the student to lead a group.</p>	<p style="text-align: center;">Alternate Goals ●</p> <p>Adapt the goals or outcome expectations while using the same materials. When routinely utilised, this is only for students with moderate to severe disabilities.</p> <p><i>For example:</i> 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.</p>	<p style="text-align: center;">Alternative Curriculum ● <i>Sometimes called "functional curriculum"</i></p> <p>Provide different instruction and materials to meet a learner's individual goals.</p> <p><i>For example:</i> Student has a completely alternative/different task to complete than the rest of the class</p>

* 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.

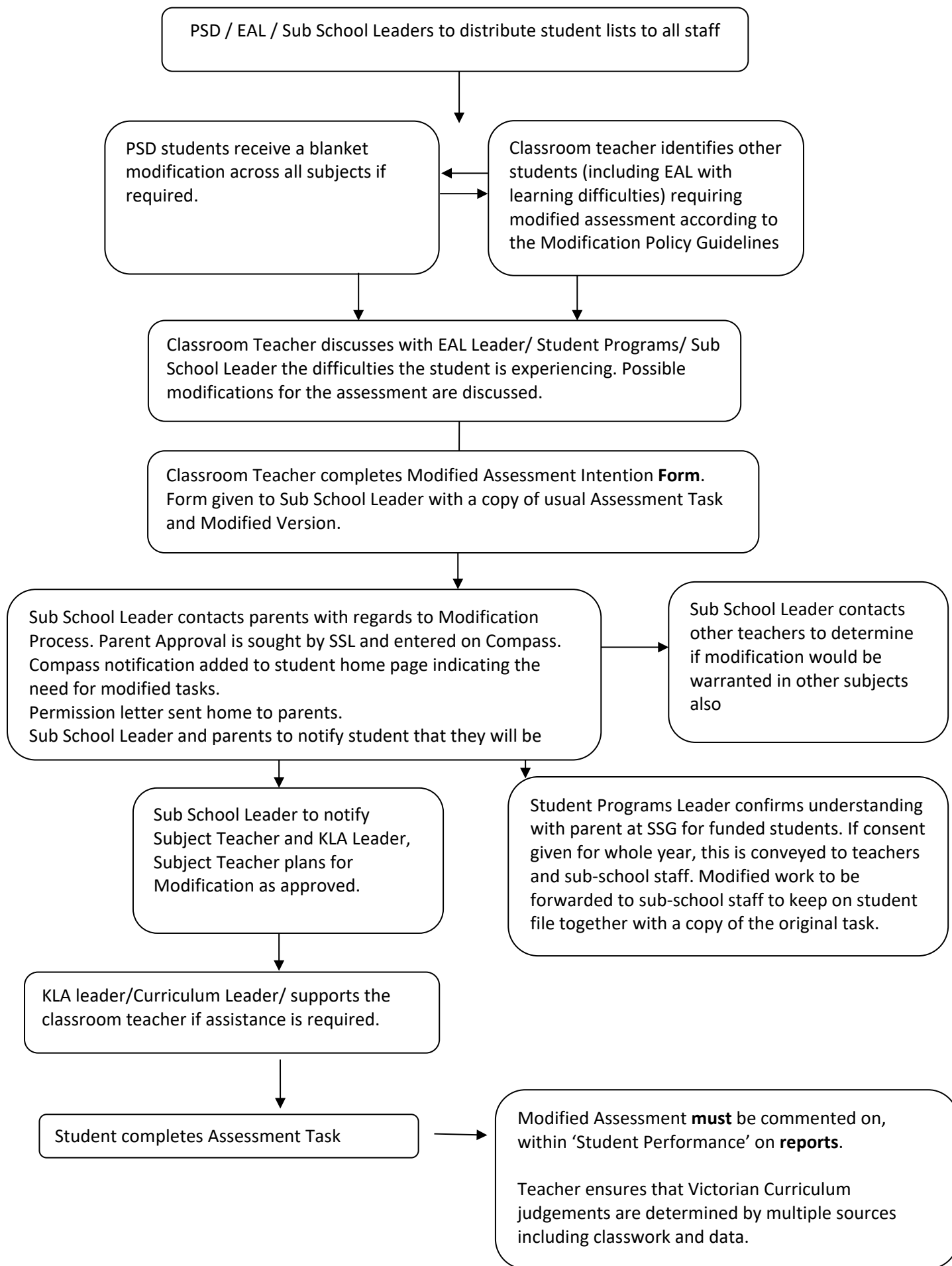
● This adaptation is a modification if the student will not demonstrate mastery of the standard on an assessment. If routinely utilized, these adaptations are modifications and require individualized goals and assessment.

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>

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.



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: _____

KLA Leader

Sign: _____ Initials: _____ Date: _____

Student Programs Leader / EAL Leader

Sign: _____ Initials: _____ Date: _____

Sub School Leader

Sign: _____ Initials: _____ Date: _____

Sub School Leader use only

Parent Contacted	Y	N
Parent Consent for Modification given	Y	N
Staff informed if Modification can occur or not	Y	N
If Modification goes ahead, staff member provided modified assessment for file	Y	N

Letter sent home to parent to confirm parent's decision in writing	Y	N
Date of assessment:		

APPENDIX A

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: