

Po Yan Oblate Primary School

The Whole School Approach to Integrated Education

Assessment Accommodations

***Principles for English Dictation, Assessment and Examination Adaptations***

***Ways of adaptations:***

1. a. Longer ***preparation time*** b. Longer ***answering time***
2. ***Large print*** examination papers
3. ***Read aloud the rubrics*** of the examination papers
4. ***Highlight the keywords***
5. Adopt ***different ways to answer*** the questions

Ways of adaptations Papers	1a	1b	2	3	4	5
Listening		✓	✓	✓	✓	
Speaking/ Oral	✓	✓	✓	✓	✓	
Dictation		✓	✓	✓		✓
Reading & Writing (GE)		✓	✓	✓	✓	✓

***Points to Note:***

1. All special arrangements ***should not affect the contents and assessment focuses*** of the assessment.
2. ***Dictation***
  - Cannot fill in letters or part of the words. Should write the whole words.
  - ***Dictation syllabus:***  
Formal dictation: can be varied  
Dictation examination: can be varied
  - ***Dictation content:***  
Formal dictation: can be varied  
Dictation examination: can be varied
3. ***GE***
  - ***Highlight*** the keywords/ main points in the examination papers.
  - Permit students to write down the ***numbers*** instead of the words to show the answers. Examples: Fill in the blanks, rearrange sentences...etc.
  - For comprehension, ***short answers*** are allowed.
4. ***Exemption*** permitted according to the report from EP or authorized persons.

## General Principles and Strategies

For a better understanding of students' ability and hence appropriate expectations can be set and feedback can be provided, teachers may also make reference to the following general principles and strategies in addition to the Basic Education Curriculum Guide - Building on Strengths (Primary 1 to Secondary 3).

1. Content of the summative assessment should not deviate from that of the ordinary students, but schools can cater for students' learning differences through setting compulsory examination areas, weighting of difficult and easy questions, diversified question types and various modes of answering, etc. For formative assessment which helps to review the learning progress, greater flexibility is allowed in the adaptation of the content.
2. Flexible assessment arrangements can be made according to students' special learning needs to ensure that they have equal opportunities to display the knowledge acquired in the assessment. This may involve the provision of aids, special design for the format of examination papers and answer sheets, arrangements for appropriate examination venues, the adaptation of examination time and breaks, etc. It is important that the special arrangements should not affect the content and aims of the assessment. For example, longer answering time can be given to students with dyslexia and writing difficulties. Aids or enlarged examination papers, etc can be provided to physically disabled or visually impaired students.
3. Taking into account students' learning difficulties, they should be assessed according to their situations, so that fair assessment can be made. For instance, students with serious and profound hearing impairment can be exempted from listening examinations or Putonghua examinations; the dictation marks of the students with dyslexia are not counted, etc. If the assessment involves communication skills like listening and speaking, and the students under assessment encounter difficulties in receiving and handling messages, teachers may have to adjust the length and speed of playing the audiotapes. The school should identify whether the problems arise from a lack of knowledge or communication difficulties. When conducting oral assessment, more time for response should be given. It should be ensured that students have sufficient time to respond and express themselves in group discussions.
4. With reference to students' assessment records and through meetings of the Student Support Team, specialist staff of the school, teachers who teach the students and the parents concerned can be invited to jointly decide on the special examination arrangements so required by the students. The decisions and recommendations should be filed so that explanation can be made to the students' parents and other parents.
5. In addition to the special arrangements, schools should also provide remedial teaching and train up students' test-taking skills. Schools can make the following arrangements according to students' needs before conducting the assessment:
  - ☉ Train students to behave properly in examination, such as sitting quietly, paying full attention when answering questions, not peeping at others' examination papers, etc;
  - ☉ Teach students to highlight the main points in examination papers, so that they can grasp the focus of the message.
  - ☉ Explain to students clearly the format and details of assessment, such as modes of answering questions, time limit, etc before the assessment begins. Give direct and clear instructions. Highlight the keywords and provide examples in the examination papers.





6. Teachers can make flexible seating arrangements during invigilation. For instance, students who need individual assistance should be seated in the front row, so that cues (to instruct students to concentrate on writing the answers and to look over the answers, to alert students to complete the examination when they seem to have inadvertently missed out working on some questions of the examination paper) and encouragement can be provided as appropriate.
7. If students would make noise and disturb other classmates when they use the aids to answer questions, assessment conducted in another room may be considered. There should be enough spacing between seats or larger desktops should be provided, so that the required aids can be placed on them.
8. The schools should conduct regular review of the special assessment arrangements for individual students with special needs. Teachers should consider whether the assessment results are reflecting incompetence, inadequate effort, environmental influence or special learning difficulties. For example, a P1 pupil requiring assistance in "reading out questions" does not imply that he/she needs so forever.
9. Diversified assessment strategies should be adopted, e.g. the overall performance of students can be reflected in various areas and from different perspectives such as participation in class, involvement in group activities, student portfolios, etc.
10. Formative assessment can be adopted to assess students' overall performance more comprehensively, e.g. to record students' general performance so as to supplement the information of test results.
11. To discuss with parents about the appropriate arrangements to cater for students' individual needs.



## Additional Considerations for Students with different Educational Needs

**In formulating internal assessment policy, schools should also consider the following suggestions with reference to the various special educational needs of students in addition to the general principles and strategies.**

### Students with hearing impairment

- ⊗ Students with mild or moderate hearing impairment should be allowed to sit near the teacher or the source of the sound during assessment. For students with more severe and profound hearing impairment, other special arrangements or exemption from assessment like dictation, music or listening tests, etc. should be considered.
- ⊗ To face students when giving instructions to facilitate lip reading and reception of messages.
- ⊗ Writing should be adopted more often to facilitate communication. Special announcements should be written on the blackboard.
- ⊗ To encourage students to wear hearing aids, use FM system or other ancillary hearing aids.



## Students with visual impairment



- ☛ Clear instructions should be given in conducting assessment. It should be considered whether oral presentation of the examination questions, tables, charts, forms, etc is necessary to help students understand the requirements and the information provided in the examination papers.
- ☛ To take into account individual students' receptiveness to lighting, e.g. their seats should be away from direct sunlight or strong light. General brightness is sufficient and table lamps can be provided when necessary.
- ☛ In preparing examination papers, Braille or large print examination papers as well as suitable answer books or answer sheets can be prepared according to students' needs. As for font size, enlargement to level 14 to 18 may be considered.
- ☛ Reference can be made to the daily performance of relevant students when extension of time is to be made. In general, extra 5-15 minutes can be given to mildly visually impaired students for each hour of examination time and extra 20-30 minutes for the moderately and severely visually impaired and the blind students. A 5-10 minutes break can also be arranged halfway during the examination when necessary.

## Students with physical disability

- ☛ The format and time adopted in tests and examinations involving students with physical disability should be handled in a flexible manner. Teachers may arrange writing speed tests in daily teaching so as to understand how much extra time is needed and adjust the examination time accordingly. Students in need may also be allowed to answer with the aid of computers or other aids.



## Students with intellectual disability

- ☛ In designing examination questions, the questions should be broken into small parts as appropriate. More situational questions and illustrations should be included so that students can easily grasp the meaning and gain marks according to their individual abilities.
- ☛ To achieve the assessment objectives by adopting diversified types of questions and allow different ways of expression, such as to use multiple-choice or "True or False" questions to assess students' abilities in reading comprehension, allow students to express their views on a story orally or by circling the correct answers, and permit them to write down just the sentence number instead of the whole sentence in assessment of sentence sequencing.
- ☛ Teachers may provide appropriate prompts to students verbally e.g. in the listening tests or by using visual strategies in the test papers (such as highlighting the key words).
- ☛ If students find it difficult to understand the questions, suitable amount of prompts, including audio, visual, gestural or physical prompts, etc. can be given.





## Students with attention deficit and hyperactivity disorder

- ☛ To give instructions, prompts or explanations only when students are attentive.
- ☛ If students are found to be distracted during assessment, they should be reminded to be attentive as far as possible.

## Students with autism



- ☛ Assessment instructions must be simple, direct and clear with concrete examples. If necessary, diagrams and signs which are familiar to students can be included in examination papers to help students identify the various parts of the examination papers, understand the questions and the procedure of testing.
- ☛ If possible, students should be given another assessment item after they have finished the preceding one.
- ☛ If the performance of students in assessment is affected by their obstinate behaviour, such as stop answering the questions when they do not know how to answer, or cannot finish the examination papers within the specified time because of the repeated corrections for neat writing, the teachers responsible for invigilation should offer guidance to them patiently.
- ☛ Under special circumstances, arrangements can be made for special teachers, such as those who are familiar with autistic students, to be responsible for invigilation. Students should be allowed to sit for the examinations individually.



## Students with speech impairment

- ☛ When the assessment involves communication skills, e.g. oral examinations in language subjects, or the "listening" and "speaking" domains of various subjects, teachers should identify whether the problems arise from a lack of knowledge or the speech difficulties of students (e.g. articulation defects, difficulties in comprehension or expression, fluency).
- ☛ Students having great difficulties in presenting oral reports should be allowed to use an outline or index cards. If necessary, teachers may use pictures to help them organize their ideas from the sequence of the pictures.
- ☛ Teachers should, taking into account the seriousness of students' speech problems, adapt the assessment accordingly, such as giving students extra time to finish their speech. Furthermore, focus should be placed on the content and key points of their speech, instead of deducting marks simply because of articulation defects or non-fluent speech.
- ☛ Students having difficulties in receiving information or understanding speeches (e.g. hearing impairment, difficulties in comprehension) should be provided with extra time to grasp the meaning of the questions or instructions during assessment. If necessary, teachers should repeat the questions or instructions with simple words, stress the keywords or even explain the questions to them lest their performance may be affected by misinterpretation of the questions.

## Students with dyslexia



- ⊗ Avoid adopting too much rote memorization to assess students' performance.
- ⊗ If the ideas given by students are correct, avoid deducting too many scores for wrong words or poor handwriting.
- ⊗ Enlarge the size of the words in accordance with students' needs and leave enough space for answers. Questions and space for answers should be put on the same page. Avoid the use of separate answer sheets, particularly for young students.
- ⊗ Flexibly reduce the use of copying for answering questions, e.g. use numbers when placing fragmented sentences in the correct sequence; circle or underline the correct answers in the passage for reading comprehension.
- ⊗ It takes more time for many dyslexic students to retrieve words from the memory, and also longer time for them to read and answer questions. If the objective of assessment is to test students' mastery of content, it will be a fair arrangement to provide them with sufficient time for tests or examinations. Most dyslexic students are able to finish their test or examination papers with an additional time allowance of up to 25%.
- ⊗ For cases in which students demonstrate extreme writing difficulties, the schools may consider allowing reading the questions to students, using computers as a tool for writing (however, spell checks, thesaurus or similar electronic devices should not be permitted), and arranging for another person to write down their answers.
- ⊗ Schools may allow verbal expressions or use games to replace dictation. However, if there is a practical need to keep it, teachers may consider the following suggestions:
  - ★ Reduce the amount required for dictation e.g. reduce the amount required for revision and dictate only words or paragraphs as specified, include some frequently used words or words which have been assessed before, etc.
  - ★ For students with greater difficulties, teachers may consider using "fill in the blanks" instead of dictating the whole paragraph. In case students have extreme learning difficulties and a poor accuracy in recognizing words, teachers may even provide them with a choice of words instead of dictation. Teachers may also let students set their own "confident words" (words with double scores).
  - ★ Schools may adopt the system of giving marks for the right answers instead of deducting marks for errors so as to sustain the learning motivation of students.
  - ★ As there is considerable discrepancy between learning abilities and dictation abilities among dyslexic students, schools may consider waiving their dictation marks in the calculation of the total scores in language subject examinations.

## Useful Websites



- 1** Curriculum Development Institute, Education and Manpower Bureau  
<http://cd.emb.gov.hk/en/>
- 2** Curriculum Development Council  
<http://cd.emb.gov.hk/cdc/en/>
- 3** Special Education Resource Centre  
<http://serc.emb.gov.hk/eng/aboutus.php>