

SPECIAL PROVISIONS

EXTERNAL ASSESSMENT VARIATIONS

This information sheet explains the variations to external assessments that can be used as special provisions at Stage 2, and describes the associated processes.

The SACE Board policy on special provisions in curriculum and assessment is available on the SACE website (www.sace.sa.edu.au). Refer to Information Sheet 36/12 for general information on special provisions in curriculum and assessment.

Variations to external assessments require approval from the SACE Board.

A panel appointed by the SACE Board considers and approves, where appropriate, requests for appropriate, fair, and reasonable variations to external assessment.

In many cases students will be seeking a variation to the conditions for a final external examination on the grounds of a condition that existed before the current year. In such situations the application is due at the SACE Board by *Thursday 29 March*. Outcomes are usually communicated to the school within 6–8 weeks of receiving a full application.

Schools can also submit applications for students who have long-term disabilities (i.e. pre-existing conditions) in Term 4 of Stage 1. The handwritten school assessment task required for the application (Essay 2) can be obtained from Stage 1 end-of-year examinations or timed summative assessments administered in Term 4, and should be submitted with the current Special Provisions Application for External Assessment Variations form (Form 23/12). In general, the outcome of applications received in Term 4 of one year will be communicated to the school by the end of February the following year.

In this way the student will have the opportunity to work during the year under the conditions that have been approved for a final external examination.

The SACE Board does not automatically adopt a medical/psychological provider's advice or replicate the special provisions that a school may have put in place for school assessments. The SACE Board views applications holistically, basing each decision on the full range of evidence provided.

Applications for external assessment variations should be made on Form 23/12. (See below for information on variations to performance assessments.)

Please note that the SACE Board will notify the student and the school in cases where it has not been able to make a decision about granting access to special provisions in external assessment because of an incomplete application made by a student. The SACE Board will communicate to the student and school that the application will lapse if complete information is not provided by *Monday 27 August*.

EXTERNAL ASSESSMENT

SACE Board approval is required for variation(s) to the following assessments:

- Written examinations that are set and marked by the SACE Board.
- Oral examinations that are marked by the SACE Board.
- Assessments (e.g. an investigation or a research project) that are assessed by the SACE Board.

- Performance assessments that are assessed by the SACE Board on site. Applications for variations to these assessments (listed below) should be made on Form 28/12.

<i>Subject</i>	<i>Assessment Type</i>
Dance	Performance
Drama	Performance
Music — Ensemble Performance	Final performance
Music — Performance Special Study	Final performance
Music — Solo Performance	Final performance

POSSIBLE VARIATIONS

The SACE Board will approve variations to enable an eligible student to undertake an external assessment. These variations may include, for example:

- additional working time (reading or writing time)
- use of a word processor
- rest breaks
- use of a reader or assistive technology
- use of a scribe
- access to medication
- separate invigilation
- enlarged examination papers
- extension to submission dates determined by the SACE Board
- use of the moderated predicted examination result (see Information Sheet 42/12).

EVIDENCE REQUIRED

For special provisions to be approved, evidence is required to:

- establish eligibility on the basis of specific grounds
- determine the most appropriate variations (see page 2 of Form 23/12).

The fact that a student has a diagnosis for a particular condition (i.e. illness, disability, or impairment) does not automatically entitle the student to special provisions. The prime consideration is the impact of the condition on the student's capacity to participate in an assessment.

If a student's application for special provisions on the grounds of a long-term disability (i.e. pre-existing condition) was approved by the SACE Board for Stage 2 external assessment in 2011, and the student is continuing Stage 2 study in 2012, the student must submit Part 1 of Form 23/12. The essays and test results may not be required if the applicant is requesting the same variations.

Evidence to Establish Eligibility

The evidence required will vary but will always include information from the student and the school. It is necessary for the student to authorise the release of a medical report to the SACE Board. In all cases the school must provide evidence of the impact of the illness, impairment, or personal circumstances on the student's capacity to participate in an assessment. Independent evidence may be required from professionals or community members. Medical or psychological evidence needs to be current, and evidence relating to learning disabilities must be no older than 5 years.

Evidence to Determine Most Appropriate Variations

For some variations, specific evidence will be required, as listed below.

Request for Additional Reading Time, a Reader, or Voice-assistive Technology

Applications must include the results of the comprehension test and vocabulary test from *Progressive Achievement Tests in Reading (PAT-R)*, Edition 3 or 4. These tests must be conducted in the current calendar year or in Term 4 of the previous year. See Information Sheet 38/12 for more information.

Request for Extra Writing Time

Applications must generally include two handwritten essays undertaken in the current calendar year or in Term 4 of the previous year. Refer to the instructions on the cover sheets for the essays (Forms 24/12 and 25/12).

Essay 1 — Handwritten Essay

The topic for this handwritten essay is provided by the SACE Board. This essay is administered at school under supervised, timed test/examination conditions. Reading time for this task is 5 minutes and writing time is 30 minutes. The essay is to be written in continuous prose. No special arrangements for the student are to be allowed. The essay, with a cover sheet (Form 24/12) attached, is to be submitted to the SACE Board with the application for external assessment variations (Form 23/12).

Essay 2 — Handwritten School Assessment Task

This is a photocopy of a handwritten assessment that the student has completed under supervised, timed test/examination conditions as part of the school assessment. This assessment should generally be in continuous prose; however, there may be cases where a timed short-answer test or examination is appropriate. Please check with the SACE Board before submitting the application.

The time allowed for this task must be indicated on the cover sheet. Any extra time allowed to the student must also be indicated. The writing time for this essay is a minimum of 30 minutes. The assessment, with a cover sheet (Form 25/12) attached, is to be submitted to the SACE Board with the application for external assessment variations (Form 23/12).

If a student is applying for extra writing time on the basis of medical, psychological, physical, or hearing or vision impairment grounds, a professional report and comments from teachers may be sufficient for the consideration of extra time. Please check with SACE Board staff before submitting an application for extra writing time without the essays.

Request for Use of a Word Processor or a Scribe in an Examination

Applications must include two handwritten essays (Essays 1 and 2 as described above) and one word-processed or scribed essay (Essay 3) undertaken in the current calendar year or in Term 4 of the previous year. Refer to the instructions on the cover sheet for the word-processed or scribed essay (Form 26/12).

Essay 3 — Word-processed or Scribed Essay

The topic for the word-processed or scribed essay is provided by the SACE Board. This essay is administered at school under supervised, timed test/examination conditions. Reading time for this task is 5 minutes and writing (word-processing or scribing) time is 30 minutes. The essay is to be written in continuous prose. No special arrangements for the student, other than the use of a word processor or scribe, are to be allowed. The essay, with a cover sheet (Form 26/12) attached, is to be submitted to the SACE Board with the application for external assessment variations (Form 23/12).

Applications requesting the use of a word processor or scribe on the basis of a spelling disability also require the results of the South Australian Spelling Test (SAST) conducted in the current calendar year or in Term 4 of the previous year. See Information Sheet 38/12 for more information.

Applications requesting the use of a word processor or scribe on the basis of a significant physical or medical condition may not require Essays 1, 2, and 3. Please check with the SACE Board before submitting an application.

Request of Extension to the SACE Board Submission Date

To request an extension to a published SACE Board submission date for external assessments on the grounds of special provisions, an application must be submitted to the SACE Board, through the principal of the school, before the collection date. The application must include supporting evidence, such as a recent medical report.

Students who are eligible for special provisions owing to a recent medical condition or situation beyond their control that may impact on the completion of their external assessment should be given every opportunity to complete the assessment before the submission date. For example, school assessments could be rescheduled to enable the student to complete the external assessment before the due date for submission to the SACE Board.

A student who is unable to complete the external assessment before the submission date may be eligible for an extension on the grounds of special provisions. Applications for an extension on the grounds of special provisions, with supporting evidence, should be made by submitting Form 22/12 to the SACE Board before the submission date for the external assessment. Please note that teacher absences, other teacher-related difficulties, or matters of the student's own choosing (such as holidays) are not grounds for special provisions.

A student may be eligible for the use of a moderated predicted result for the external assessment if an extension to the submission date is not viable owing to the student's ongoing circumstances or illness. A special provisions application (Form 30/12) requesting the use of a moderated predicted result must be submitted to the SACE Board, with supporting evidence, before the submission date for the assessment or any approved extension date. If approval is granted for the use of a moderated predicted result, the teacher will be required to identify evidence from the student on which to base the predicted result.

RESPONSIBILITIES

Student Responsibilities

The responsibility for making an application for special provisions rests with the student. Students are responsible for providing supporting evidence, when appropriate, which may include a statutory declaration. Student applications for special provisions must be forwarded to the SACE Board through the school.

School Responsibilities

Schools are responsible for:

- informing students of Stage 1 and Stage 2 subjects of the availability of special provisions through the special provisions student leaflet available on the SACE website (www.sace.sa.edu.au)
- providing evidence in all applications of how the student's condition affects his or her capacity to participate in an assessment (where possible, the documentation should describe conditions that have been put in place to support the student during previous assessments)
- forwarding student applications for external assessment variations with all the required evidence to the SACE Board

- keeping records of student applications and of any special provisions granted to students for external assessment at Stage 2
- where appropriate, advising students of the progress of their application
- advising students of the outcome of applications made to the SACE Board
- implementing approved variations to conditions for external assessments
- ensuring the variations approved by the SACE Board are available for similar school assessments undertaken by the student.

APPEAL PROCESS

An appeal process is available when a student believes that decisions or other actions taken in relation to special provisions in curriculum and assessment have not been carried out in accordance with the SACE Board's Special Provisions in Curriculum and Assessment policy.

Appeals must be made in writing to the Chief Executive within 14 days of the date of notification of the outcome of a special provisions application, stating details of the decision or action being appealed and the redress sought. In the case of appeals against decisions for the use of the moderated predicted examination result or misadventure in examinations, the appeal must be made within 3 working days of the date of notification of the outcome of a special provisions application.

For more information, see the policy on the SACE website (www.sace.sa.edu.au).