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Enquiries: Heads: Inclusive and Specialised Education Support and Assessment and Examination Coordinators

Assessment Management Minute: 0001/2019

To: Deputy Directors-General, Chief Directors, Directors, Circuit Managers, Heads: Curriculum Support, Heads: Inclusive and Specialised Education Support, Chief Education Specialists, Deputy Chief Education Specialists, Senior Education Specialists and Principals

Subject: Amendments to the guidelines on the management of assessment accommodations/concessions for learners who experience barriers to learning and assessment: Grades R–12 and for learners who request immigrant status for assessment purposes: Grades 4–12

1. This minute must be read in conjunction with Circular 0017/2016: *Management of assessment accommodations for learners who experience barriers to learning and assessment: Grades R–12 and for learners who request immigrant status for assessment purposes: Grades 4–12*, dated 19 April 2016, and Assessment Management Minute 0005/2017, dated 16 March 2017, that provided further guidelines.
2. **Before applying for assessment accommodations**
 - 2.1 Teachers must screen all learners and ensure that the learner profile is available and updated. A learner profile is a continuous record of information that gives a holistic impression of a learner and a learner's progress and performance. It should be kept at school and moved from one school to the next when the learner moves to a new school.
 - 2.2 Formative assessments, which includes school-based assessment, or informal assessment must be used to continuously collect information on a learner's progress, i.e. their abilities, strengths and weaknesses, to improve teaching and learning.
 - 2.3 Curriculum differentiation should be done at the level of content, teaching methodologies, assessment and learning environment.

- 2.4 The *Policy on Screening, Identification, Assessment and Support (SIAS)*, Inclusive and Specialised Education Support Minute: 0001/2016, dated 23 March 2016, provides the framework for learners who require additional support.
- 2.5 If initial screening by the teacher results in a learner being identified as being vulnerable or at risk, the teacher must complete a Support Needs Assessment Form 1 (SNA1).
- 2.6 If the strategies to support the learner are not successful, the teacher must request support from the school-based support team (SBST).
- 2.7 The SBST completes a Support Needs Assessment Form 2 (SNA2) for learners who have not adequately benefited from the school-based support plan to request additional support from the district-based support team (DBST).
- 2.8 The DBST will provide direction in respect of any concessions, accommodations, additional strategies, programmes, services and resources that will enhance the school-based support plan.
- 2.9 It is recommended that a learner is granted an assessment accommodation placement for a trial period to ensure the recommended accommodations are suitable for the learner. The SBST should document the impact of the assessment to ascertain whether the application for the assessment accommodation should be formalised on CEMIS. A report should be available to district officials.
- 2.10 The purpose of an assessment accommodation is to enable candidates who experience barriers to learning to demonstrate their true ability in the assessments without modifying the assessment. **Annexure A** provides further guidance on differentiation or accommodations.
- 2.11 Assessment accommodations may only be effected once a letter of approval has been received on CEMIS.
- 2.12 Application for Language exemption, Mathematics exemption or an endorsed National Senior Certificate (NSC) must also be requested on CEMIS with the submission of the necessary documentation.

3. **Immigrant accommodations for the purposes of assessment**

- 3.1 The following documentation is required for a learner to be approved as an immigrant for assessment purposes:
 - 3.1.1 The relevant official documentation issued by the Department of Home Affairs, passports, etc.

3.1.2 The relevant official documentation issued by the school where the learner entered the South African school system for the first time

3.1.3 Study permit

3.2 The assessment coordinators will approve the applications for Grades 1–9 and recommend the applications for Grades 10–12. Final approval for Grades 10–12 will be done by the Directorate: Assessment Management.

3.3 Language concessions may only be effected once a letter of approval has been received via CEMIS.

4. **Approval of applications for assessment accommodations**

4.1 **District Assessment Accommodations Committee (DAAC):**

4.1.1 The DAAC will review all applications, approve Grades 1–9 and recommend Grades 10 – 12.

4.1.2 The average processing time for an application is 12 weeks after receipt by the district.

4.2 **Provincial Assessment Accommodations Committee (PAAC):**

4.2.1 The PAAC will approve Grades 10 –12 applications.

4.2.2 All applications for assessment accommodations must be recorded on CEMIS by the end of October of the Grade 11 year of a learner. **No new applications for further accommodations in Grade 12 will be accepted in 2020.**

4.3 Once an assessment accommodation has been approved, the principal must ensure that the assessment accommodation is consistently implemented during formal assessments and examinations.

5. **Applications that require alternate formats, differentiated content, accommodations**

5.1 Applications for adapted papers and assistive devices (e.g. braille, large font, audio tapes) for learners with special needs should be requested on CEMIS by **October of the Grade 10 year of the learner.**

5.2 Braille of documents and examination question papers will be managed by the school in the grades below Grade 12 and the Department of Basic Education (DBE) in the case of Grade 12. Schools must therefore confirm all applications for adaptations by the end of term 1 in Grade 12. This includes all special schools/resource centres.

6. Principals are requested to bring the contents of this minute to the attention of all teachers and parents to ensure that all role players are informed of the support that is available to learners through assessment accommodations/concessions.

SIGNED: PAD BEETS

DEPUTY DIRECTOR-GENERAL: CURRICULUM AND ASSESSMENT MANAGEMENT

DATE: 2019-01-28



FURTHER GUIDANCE ON DIFFERENTIATION AND ACCOMMODATIONS

1. Additional time will be granted as follows:

DISABILITY	EXTRA TIME GRANTED	REASON
Physical disability/repetitive strain injury	Five to ten minutes per hour	To accommodate slower writing speed
Learning disability	Five to 20 minutes per hour	For perusal/formulating/writing/checking answers
Chronic pain	15 minutes per hour	For standing and/or moving around
Visual impairment	Double time	Learners who are blind
	Time and a half	Learners who have low vision
Hearing loss	20 minutes per hour	For perusal/formulating/writing/checking answers
Any other disability not identified in the above list	May use the abovementioned time allocation, not exceeding 20 minutes per hour.	

2. Use of a person as additional support during assessment

2.1 Use of a reader

- 2.1.1 A reader refers to a person who reads all text in an examination paper to a learner.
- 2.1.2 Candidates who have poor reading skills causing tension and loss of time may use a reader.
- 2.1.3 The learner may request sections of text to be reread.
- 2.1.4 The reader should preferably be a qualified teacher, but not necessarily, from the same centre and must be drawn from a panel of readers identified and trained by the Western Cape Education Department (WCED).
- 2.1.5 The reader remains neutral and impartial when reading the question paper.
- 2.1.6 The reader can read the text to one or more candidates simultaneously. Both the reader and the candidates have question papers.
- 2.1.7 A separate room or venue is required for this accommodation.
- 2.1.8 A rest break not exceeding 20 minutes after two hours may be considered and a ten-minute rest break for every hour exceeding a two-hour paper.

2.1.9 Electronic devices may be used but access to email, internet or documents and applications should be deactivated.

2.2 Use of a scribe

2.2.1 A scribe writes down verbatim the responses that the learner dictates orally or through a sign language interpreter.

2.2.2 This will happen in cases where the learner's reading/writing ability prevents him or her from giving a true account of his or her knowledge and/or competence or where the learner cannot write the examination question paper due to the severity of a disability.

2.2.3 A scribe should be an educator, but should not be a member of staff of the centre concerned, nor may the scribe be related to the candidate.

2.2.4 A separate room or venue is required for this accommodation.

2.2.5 A rest break not exceeding 20 minutes after two hours may be considered and a ten-minute rest break for every hour exceeding a two-hour paper.

2.2.6 Only scribes in possession of a WCED certificate may be used during the end-of-year final examination in Grade 12.

2.3 Use of a personal assistant

2.3.1 A learner who requires assistance in personal and/or practical ways during the course of an examination may require a personal assistant.

2.3.2 The personal assistant may be required to provide assistance with manual tasks at the learner's instruction, e.g. turning pages, inserting a disc into the computer, removing the learner's jacket as well as with personal care tasks during rest breaks.

2.3.3 The personal assistant may be familiar with the learner, but must not teach the subject.

2.3.4 The personal assistant should not discuss any matters with the learner during the assessment session or examination unless it relates to the learner's need for personal care or assistance with manual tasks.

2.3.5 A separate venue is required for this accommodation

2.4 Use of a prompter

2.4.1 The function of a prompter is to refocus a learner who is easily distracted. This may be done using a verbal or physical cue.

2.4.2 The prompter may not interfere with the learner's answers to the examination.

2.4.3 A separate venue is required for this accommodation.

2.5 Use of computers/word processors in non-IT assessments

2.5.1 Learners may be given approval to utilise a computer to present their answers in typed form.

- 2.5.2 Standard formatting is acceptable but the computer may not contain any stored information, nor may a database be utilised.
 - 2.5.3 A learner may not utilise predictive text software, grammar check, spell check or a thesaurus.
 - 2.5.4 Where there is more than one learner in a venue using a computer, the computers may not be connected to each other or to the intranet or internet.
 - 2.5.5 The work must be printed out at the end of the assessment and the learner must verify that it is his or her work.
 - 2.5.6 Access to a printer is therefore essential.
 - 2.5.7 A separate venue is required for this accommodation.
- 2.6** The District Assessment Accommodations Committee (DAAC) must train and identify a panel of scribes and readers or any other person required to assist the learners during the assessment and the examinations.