

# Educational Assessment Unit

## Access Arrangements in National Examinations

### **Definition of Access Arrangement:**

Provisions to allow eligible students to gain access to assessments and demonstrate their achievements without having an unfair advantage on their peers

### **Eligibility:**

Students can be given Access Arrangements only if stipulated in the professional report presented to schools by the parents and/or after being assessed by a person appointed by the Specific Learning Difficulties (SpLD) Service, School Psychological Service and/or any other professional body. When more than one report of the same student is presented, the most recent report concerning the particular learning difficulty/challenge is to be given more consideration.

### **Provision of Access Arrangements:**

All measures should be taken by schools to ensure the provision of these arrangements. However, Access Arrangements can only be granted if the school has the resources are required.

### **Range of Access Arrangements**

These are the most common access arrangements offered in the various school exams and assessments. A definition for each access arrangement is given together with further information that is applicable to the specific arrangement.

		Examination Sessions			
Access Arrangement	Support Provided	Primary Years (Including Alternative Papers)	End of Primary Benchmark Assessments	Middle School Years (Including CCP papers)	Senior School Years (Including CCP & ALP papers)
Amanuensis	<p>This provision is given to students who cannot write at all, due to injury in hands, hand sutures, etc... The Amanuensis will write in <b>green</b> the student's dictated answers to questions. The Amanuensis must <b>write down answers exactly as they are dictated.</b></p> <p>The Amanuensis must draw or add to maps, diagrams and graphs strictly in accordance with the student's instructions.</p> <p>In the creative writing tasks, after the student dictates the whole passage, s/he will spell every <b>tenth word</b> and the Amanuensis will write the word in blue ink. In some language exercises, it will be more feasible if students spell the word first and the Amanuensis writes straight away in blue ink.</p> <p>The Amanuensis, at the student's request, must read back what has been written, when the student can't read the Amanuensis' hand writing.</p>	✓	✓	✓	✓
Communicator	<p>This service is carried out by a teacher of the Hearing Impaired, who is very careful not to give any extra information. The questions in the examination papers are modified at source and includes the simplification of the language. S/he may sign read the questions for students who are normally taught through sign language, if access to questions is not possible through other means.</p>	✓	✓	✓	✓

Access Arrangement	Support provided	Primary Years (Including Alternative Papers)	End of Primary Benchmark Assessments	Middle School Years (Including CCP papers)	Secondary School Years (Including CCP & ALP papers)
Enlarged Print	<p>Due to visual impairment, the student may need an enlarged examination paper (in A3 format). These enlarged papers will be provided by the Educational Assessment Unit. No specific font sized examination paper can be provided for individual students.</p> <p>Students with dyslexia may also benefit from enlarged print, instead of having the provision of a Reader, if indicated in the report of the professional report. However, this applies only up to the middle school years.</p>	✓	✓	✓	✓
Extra Time	<p>If not stated otherwise, extra time is 25% of the time allocated for the examination. If longer time is deemed necessary, care must be taken not to tire the student beyond good performance. Granting extra time should never mean that the confidentiality of the paper is jeopardized or that the collection of scripts at the end of the session is unorderly.</p> <p>* This arrangement is not applicable for the End of Primary Benchmark papers as extra time is embedded in the papers.</p>	✓	*	✓	✓
Multiplication Tables	Some students require the multiplication tables during the Mathematics examinations.	✓ (Written Paper only)	✓ (Written Paper only)	✓	

Access Arrangement	Support Provided	Primary Years (Including Alternative Papers)	End of Primary Benchmark Assessments	Middle School Years (Including CCP papers)	Senior School Years (Including CCP & ALP papers)
<p>Prompter</p>	<p>This is required to draw the student’s attention back to work. The prompter works as unobtrusively as possible by using a light tap on the student’s arm or shoulder or desk or pointing back to examination paper. Verbal prompting should be subtle and the prompter should observe the student’s behaviour and not their work</p> <p>In the End of Primary Benchmark, the class teacher invigilating the class should act as prompter when necessary.</p>	<p>✓</p>		<p>✓</p>	
<p>Reader</p>	<p>The Reader is to read accurately <b>all</b> the paper to the students <b>without explanation, translation, simplification or clarification</b>. The reading is spaced in such a way that the student’s pace of work is respected. Reading should be done without explanation, translation or clarification.</p> <p>For <b>language Reading Comprehensions</b>, unless the reading text can be read with a reading aid device, the text is to be read to the students. *This should be endorsed in the reporting of the result.</p> <p>In the <b>language examinations, in the Listening Comprehension papers</b>, students may ask to have the questions read when time is allocated for the students to check their work.</p>	<p>✓</p> <p>* ✓</p> <p>✓</p>	<p>✓</p> <p>(Only in the Written Maths Paper)</p>	<p>✓</p> <p>* ✓</p> <p>✓</p>	<p>✓</p> <p>* ✓</p> <p>(CCP &amp; ALP only)</p> <p>✓</p>

Access Arrangement	Support Provided	Primary Years (Including Alternative Papers)	End of Primary Benchmark Assessments	Middle School Years (Including CCP papers)	Senior School Years (Including CCP & ALP papers)
Reader with Assistance	<p>Applicable only in the Maltese and English Reading Comprehensions of the End of Primary Benchmark. During the reading component, each of the tasks/texts and the questions will be read twice, electronically. Whilst being read, the text is highlighted and projected on the interactive white board (on the wall or laptop). Pauses during the reading will allow students to complete their answers required. The students are also to be given a script like other students which they can access any time.</p> <p>*This is endorsed on the result report</p>		<p>* ✓ (Only in the Reading Comprehension Component)</p>		
Reader when Requested	<p>The Reader reads accurately to the student any part of the paper as and when requested by the student. <b>Reading should be done without explanation, translation or clarification.</b></p>	✓		✓	✓
Rest Periods (Supervised)	<p>The students will stop working every now and then, take a short break and then continue. The duration of this period will not be deducted from the time allocated to the examination.</p>	✓		✓	✓
Separate/ Distraction free Room	<p>Some students need to be placed in a separate room. Up to six students may be grouped together in each quiet room. Access arrangements with one student should not disturb other students.</p> <p>* In the End of Primary Benchmark, the school should provide this arrangement if student's professional reports state so.</p>	✓	*	✓	✓

Access Arrangement	Support Provided	Primary Years (Including Alternative Papers)	End of Primary Benchmark Assessments	Middle School Years (Including CCP papers)	Senior School Years (Including CCP & ALP papers)
Scribe/ Transcription of illegible words	The Scribe will transcribe illegible words. When the student finishes the task set, the Scribe will read through the student's written text and check for any illegible words. The Scribe is to ask the student what s/he intended to mean by the illegible words. Using a green biro, the Scribe is to write the words correctly on top of the illegible words only, without asking the student to spell the words. This will ensure that the marker of the script will have access to the ideas and writing of the student.	✓	✓  (Only in the Maltese and English Writing Components)	✓	✓

**Access Arrangements Providers must not give factual help nor offer any suggestions to the students. It is strictly prohibited to explain, clarify or translate into Maltese or English, any part of the examination paper to the candidate.**

**Access Arrangements Providers must not advise the student regarding which questions to do, when to move on to the next question, nor the order in which questions should be answered.**