

Chapter 7

Adjudication

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See the e-Assessment website for information on:

Guidelines for Readers and Scribes

www.bced.gov.bc.ca/exams/adjudication/

E-Exams Special Needs Format

www.bced.gov.bc.ca/eassessment/eexams.htm

For more information on the adjudication process, please e-mail
Kathleen.Edge@gov.bc.ca.

The Adjudication Process: Adapted Conditions for Provincial Exams

NEW

- I. Responsibility for the adjudication process now lies with districts and schools.
- II. Districts/schools must
 - ensure adjudication decisions are based on documentation in student files
 - apply Ministry standards to decision-making related to adapting exam conditions
 - record adjudication decisions and report adaptations to exam conditions to the Ministry
- III. Updated achievement testing (within two school years) after Grade 7, is no longer required for the use of a spellchecker, text recognition or voice recognition software.
- IV. Requests for Special Format exams are now submitted to the Provincial Resource Centre for the Visually Impaired.

Examination procedures may be adapted for students with special needs who are unable to demonstrate their knowledge using standard examination procedures and formats. The adjudication process ensures adaptations to examinations are provided in an equitable and fair manner to students who qualify for them.

Responsibility for approving adaptations to provincial exam conditions is now a district/school responsibility.

The **purpose of this chapter** is to guide districts/schools through the adjudication process.

In the adjudication process, schools (public and independent) or districts must

- apply Ministry criteria to determine which students are eligible for adapted exam conditions (see Table 1 on page 141).
- apply Ministry criteria to identify
 - adaptations which are permitted (see Table 2 on page 143) and
 - students who may receive specific adaptations (see Table 3 on page 145).
- ensure all decisions regarding adjudication are based on evidence documented in student files.
- record adjudication decisions in student files.

Schools/districts are advised to establish a process for applying Ministry criteria in making decisions about student eligibility for adaptations to exam conditions.

To ensure equitable application of adjudication guidelines, the Ministry will monitor the adjudication process by randomly selecting schools to review documentation used to approve adaptations to exam conditions. Districts/schools must ensure that documentation used to make adjudication decisions is in the student file for this purpose.

The Ministry will continue to provide guidance to schools and districts about the adjudication process.

COMING 2010/2011

Students entering the graduation program in September 2010 will be the final cohort that will have the use of readers and scribes available to them.

In keeping with the standard of optimal independence for students with special needs and the use of minimally intrusive interventions, it is anticipated that all subsequent students who require assistance in reading exams and/or writing their responses will have their needs appropriately addressed through the use of technology. Only in exceptional circumstances will students be permitted a reader or scribe.

The Adjudication Procedures for Adaptations to Provincial Exams

Adaptations to exam conditions are allowed **only** when the specific adaptations relate directly to the individual student's identified special needs and conform to the criteria established by the Ministry:

- the student's special needs must have been identified according to Ministry criteria;
- the specific adaptations must be appropriate for the student's documented special needs; **and**
- the adaptations must be consistent with classroom assessment practices.

Adjudication decisions must be based on documentation in the student file. Personal knowledge of the student and his or her needs does not meet the requirement for documented evidence.

The adjudication process includes five distinct steps:

1. Verify student meets Ministry criteria as a student with special needs (Table 1).
2. Confirm adaptations to exam conditions are allowed by the Ministry (Table 2).
3. Ensure student documentation meets Ministry criteria for adaptations (Table 3).
4. Determine Adjudication Decisions and place in student file.
5. Notify Ministry of students who qualify for adaptations on provincial exams (Appendix 3).

Step One: Verify the Student Meets Ministry Criteria for Special Needs.

A student's eligibility for adaptations to provincial exams must be determined using documents in the student's file. The available documentation should be considered in relationship to Ministry criteria outlined in *Special Education Services: A Manual of Policies, Procedures and Guidelines (2006)*. Updated and revised definitions are **only** available online at: www.bced.gov.bc.ca/specialed/.

The student's special needs must have been identified through the process outlined in *The Manual*, following appropriate assessment standards. Assessment reports must be complete and signed by professionals qualified according to standards outlined in *The Manual*.

Psycho-educational assessment results for students with intellectual or learning disabilities must be **age-based**, reported in **standard scores** or **percentiles** and included or appended to the report. The report should clearly indicate which of the following qualifications is held by the person identifying the student's special need:

- A school psychologist who is either a member of the British Columbia Association of School Psychologists (BCASP) or is employed by the school district and meets the standard for membership in (BCASP),
- A psychologist registered under the *Health Professions Act* and the Psychologists' Regulation, or
- A psychologist employed by the Ministry of Health Services.

Table 1 specifies the documentation required to confirm a student's special needs category for the purposes of adapting exam conditions. A student will qualify for adapted exam conditions **only** if appropriate supporting documentation is available in his/her file. Please note that the definition of Learning Disabilities (adopted in May 2002) includes students with mild to moderate as well as severe learning disabilities.

Table 1: Documentation Required to Verify Student Meets Ministry Criteria for Special Needs

Special Needs Category	Required Documentation
Physical Disability or Chronic Health Impairment (PD/CHI)	A comprehensive medical report written by a physician or other certified medical professional (e.g., occupational therapist or physiotherapist) documenting a disability due to nervous system impairment, musculoskeletal conditions and/or chronic health impairment.*
Visual Impairment (VI)	An approved Certificate of Eligibility from the Provincial Resource Centre for the Visually Impaired (P.R.C.V.I.) or a current report from an ophthalmologist or optometrist documenting a visual impairment.*
Deaf or Hard of Hearing (DHH)	A current complete audiological assessment documenting a hearing impairment.*
Intellectual Disability (ID)	An appropriate psycho-educational assessment report* completed during the student's Grade 7-12 school years, dated and signed by a qualified psychologist, documenting the intellectual disability.* OR Two or more congruent psycho-educational assessment reports confirming the intellectual disability, at least one of which was completed after age 10.*
Students Requiring Behaviour Support/Intervention or Students with Mental Illness (B/MI)	For students requiring behaviour support/intervention, a behavioural assessment that documents and analyses the student's behaviour in various settings and clarifies the characteristics of the behaviour disorder.* For students with mental illness, a medical report clarifying the diagnosis by a mental health professional that documents the mental illness and informs the development of adaptations to meet the student's needs.*
Autism Spectrum Disorder (ASD)	A comprehensive medical report documenting the disability (a psychiatric report, an assessment from British Columbia Children's Hospital, or an assessment from the British Columbia Autism Assessment Network).*
Learning Disability (LD) Note that the definition of Learning disabilities (adopted in May 2002) includes students with mild to moderate as well as severe learning disabilities.	An appropriate psycho-educational assessment report completed during the student's Grade 7-12 school years, identifying the type of specific learning disability and the learning areas impacted. OR Two or more congruent psycho-educational reports, at least one of which was completed after the age of 10, revealing a consistent history of specific learning disabilities and identifying the learning areas impacted.
*If a student requires adaptations to accommodate more than one type of special need, documentation to confirm each area of special need to be accommodated, must be included in the student's file.	

Step Two: Confirm Adaptations to Exam Conditions are Allowed by the Ministry.

The Ministry has identified specific adaptations to provincial exam conditions that may be provided. Only adaptations directly related to the special needs identified in the individual student's records may be approved. Adaptations that may be approved for one type of special need may not be provided for another type of special need. Table 2 identifies the potential adaptations available for each category of special need and the form(s) that must be submitted to the Ministry.

Table 2: Adaptations Allowed by the Ministry

Special Needs Category	Potential Adaptation Typically Requested	Forms to be Submitted to the Ministry
Physical Disability	Text recognition software	<i>Students Receiving Adaptations</i> (Appendix 2)
	Voice recognition software	<i>Students Receiving Adaptations</i> (Appendix 2)
	Large print (Paper copy)	<i>Request for Special Format</i> (Appendix 1) AND <i>Students Receiving Adaptations</i> (Appendix 2)
	Reader	<i>Students Receiving Adaptations</i> (Appendix 2)
	Scribe	<i>Students Receiving Adaptations</i> (Appendix 2)
Visual Impairment	Braille	<i>Request for Special Format</i> (Appendix 1) AND <i>Students Receiving Adaptations</i> (Appendix 2)
	Large print (Paper copy)	<i>Request for Special Format</i> (Appendix 1) AND <i>Students Receiving Adaptations</i> (Appendix 2)
Deaf or Hard of Hearing	Oral language interpreter	<i>Students Receiving Adaptations</i> (Appendix 2)
Learning Disability	Text recognition software	<i>Students Receiving Adaptations</i> (Appendix 2)
	Voice recognition software	<i>Students Receiving Adaptations</i> (Appendix 2)
	Spellchecker	<i>Students Receiving Adaptations</i> (Appendix 2)
	Large print (Paper copy)	<i>Request for Special Format</i> (Appendix 1) AND <i>Students Receiving Adaptations</i> (Appendix 2)
	Scribe	<i>Students Receiving Adaptations</i> (Appendix 2)
Any	Extra time (beyond 60 minutes)	Not Required
Note: The following are NOT considered adaptations: supervised breaks, computer (without spellchecker), e-exam (without spellchecker) and separate setting.		
Note: Under no circumstances are changes to the content of exams allowed. This includes: paraphrasing, rewording, clarifying or explaining exam questions.		

Schools should prepare students for provincial exams by giving them opportunities to practice test-taking with Ministry-allowed adaptations only.

Practice E-exams Special Needs format are available at:
www.bced.gov.bc.ca/easseessment/exams.htm.

Step Three: Ensure Student Documentation Meets Ministry Criteria for Adaptations.

1. Each adaptation to exam conditions is allowed **only** when directly related to the student's identified special needs:
 - A student with a physical disability will qualify for the use of a reader **only** if the link between that disability and the use of a reader is appropriately documented. This link may be found in assessment reports or specialist recommendations.
 - The student's file must contain appropriate documentation for each adaptation. A student with a learning disability that impacts written output may qualify for the use of a scribe, but will qualify for a reader **only** if there is an additional disability documented as having an impact on reading ability.

Schools should consider whether students meet Ministry requirements for adaptations to provincial exam conditions as a part of the Individual Educational Plan (IEP) for the student. The student may be disadvantaged if provided with a reader during classroom/school tests and exams but does not qualify for the use of a reader on a provincial exam.

2. Adaptations to provincial exams are allowed **only** when there is clear evidence that the adaptations are consistent with the assessment practices regularly used to assess the student's learning:
 - Statements in an IEP indicating that an adaptation "may be offered", "may be allowed", or "is available" are not sufficient evidence that the adaptation has been used in the regular assessment of student learning.
 - A generic IEP indicating that a wide range of accommodations is available to the student is not considered evidence that the adaptation has been regularly employed.
3. Eligibility for each type of adapted exam condition must be independently determined for each student relative to the documentation in that student's records:
 - The student's current IEP must clearly indicate:
 - i. The student is working toward prescribed learning outcomes (there are no modifications to curriculum outcomes).
 - ii. The specific adaptations are regularly provided for school-based learning assessment (tests/exams).
 - There is clear evidence that the student has regularly taken advantage of the opportunity to employ the adaptation when completing school tests/exams. This evidence may be found in IEP reviews, on report cards or in file notations.

Eligibility criteria for specific adaptations to address special needs are outlined in Table 3.

Table 3: Documentation Required to Approve Specific Adaptations to Exam Conditions.

Adaptation	Special Need	Eligibility Criteria
Extra time (over 60 minutes)*	Sensory, Processing, Motor, Organization, Emotional or Behavioural Disability	A psycho-educational report or a report by a physician or related health professional (e.g. vision or hearing specialist, occupational therapist, physiotherapist) that indicates that a sensory, processing, motor, organizational, emotional or behavioural disability necessitating additional time for the student to demonstrate knowledge.
Braille	Visual Impairment	An approved Certificate of Eligibility from the Provincial Resource Centre for the Visually Impaired (P.R.C.V.I.) or a current report from an ophthalmologist or optometrist documenting a visual impairment.
Large Print	Visual Impairment Visual Processing Disability	An approved Certificate of Eligibility from the Provincial Resource Centre for the Visually Impaired (P.R.C.V.I.) or a current report from an ophthalmologist or optometrist documenting a visual impairment OR A psycho-educational report that identifies a visual processing or organizational, disability necessitating the use of large print formats.
Text Recognition Software** Reader***	Decoding or Reading Rate Disability	A psycho-educational report identifying a significant discrepancy between EITHER 1. Verbal ability (verbal scale score or verbal comprehension) and a measure of decoding or reading rate, NOT composite scored, of more than 1.3 standard deviations (20 standard score points on measures with a mean of 100 and a standard deviation of 15); OR 2. Another measure of cognitive ability such as full scale score or a composite score (e.g. perceptual organization, performance scale score or perceptual reasoning score) and a measure of decoding and/or reading rate, NOT composite scores, of more than 2.0 standard deviations. (30 standard score points on measures with a mean of 100 and a standard deviation of 15.)

Adaptation	Special Need	Eligibility Criteria
<p>Voice Recognition Software**</p> <p>Scribe***</p>	<p>Written Expression, or Co-ordination Disability</p>	<ol style="list-style-type: none"> 1. A psycho-educational assessment and a measure of written expression, writing speed or visual motor integration, indicating a significant discrepancy between either Verbal ability (e.g. Verbal Ability score or Verbal Comprehension score) and a measure of written expression, writing speed or visual-motor integration, NOT composite scores, of more than 1.3 standard deviations (20 standard score points on measures with a mean of 100 and a standard deviation of 15); <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 2. Another measure of cognitive ability such as full scale score or a composite score (e.g. perceptual organization, performance scale score or perceptual reasoning score) and a measure of written expression, writing speed or visual-motor integration, NOT composite scored, of more than 2.0 standard deviations. (30 standard scores on measures with a standard deviation of 100 and a mean of 15); <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 3. A report by a physician or related medical professional (such as an occupational therapist or physio-therapist) identifying a physical disability that necessitates the use of a scribe to demonstrate knowledge in written form; <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 4. A student's timed writing sample, from an original composition, must demonstrate illegibility.
<p>Spellchecker**</p>	<p>Spelling Disability</p>	<p>A psycho-educational assessment and a measure of spelling achievement, indicating a significant discrepancy between either verbal ability (e.g. Verbal Ability score or Verbal Comprehension score) and a measure of spelling, NOT composite scored, of more than 1.3 standard deviations (20 standard score points on measures with a mean of 100 and a standard deviation of 15).</p> <p style="text-align: center;">OR</p> <p>Another measure of cognitive ability such as full scale score or a composite score (e.g. perceptual organization, performance scale score or perceptual reasoning score) and a measure of spelling, of more than 2.0 standard deviations. (30 standard scores on measures with a standard deviation of 100 and a mean of 15).</p>

Notes

* A student with special needs may take up to one school day to complete a provincial exam. The amount of extra time should be based on what the student has required on in-class tests or exams, as documented in his or her current IEP. Only in exceptional circumstances will the Ministry allow a student to write an exam over one day.

** Once the District has determined a student qualifies for the use of a spellchecker, text reader or voice recognition software based on academic testing at grade seven or later, updated achievement testing for adjudication purposes, is no longer required.

*** To be eligible for a reader or scribe, updated academic testing, completed within two years of writing provincial exams, is required.

Note:

E-exams with Spellchecker or Text Reader are **ONLY** available during the January and June exam sessions and for the following required provincial exams: English 10, Science 10, Social Studies 11, Communications 12 and English 12. Practice E-Exams Special Needs format are available at: www.bced.gov.bc.ca/eassessment/exams.htm.

Important Notice

Students entering the graduation program in September 2010 will be the final cohort who will have the use of readers and scribes available to them.

In keeping with the standard of optimal independence for students with special needs and the use of minimally intrusive interventions, it is anticipated that all subsequent students who require assistance in reading exams and/or writing their responses will have their needs appropriately addressed through the use of technology. Only in exceptional circumstances will students be permitted a reader or scribe.

Step Four: Determine Adjudication Decision and place in student file (Appendix 1).

All adjudication decisions must be based on evidence contained in a student's file. Informal knowledge acquired through working with the student cannot be used in making adjudication decisions. Decision-making related to adapting exam conditions can now be integrated into the regular IEP planning process.

Due to the time involved in preparing Braille and/or Large Print (paper) exams, Schools/districts **must** complete the Request for Special Format Exams form (Appendix 1) and fax to the Provincial Resource Centre for the Visually Impaired (PRCVI) by the adjudication due date (see page 148).

Step Five: Notify Ministry of Students who Qualify for Adaptations on Provincial Exams (Appendix 2).

Adaptations used by the student on provincial exams must be recorded in the student file and reported to the Ministry using the form *Student Receiving Adaptations* (Appendix 2). The form should be submitted to the Ministry by the Due Date (see page 148).

Monitoring Adjudication

Throughout the school year, the Ministry will monitor the process of adjudicating adaptations to exam conditions by randomly selecting schools to review student files.

Due Dates for Adjudication

Submit the following forms for each exam session by the adjudication date:

Request for Special Format Exams (Appendix 1)

Exam Session	Grade	Adjudication Request Due Date
January 2010	Grade 10/11/12	Friday, October 2, 2009
June 2010	Grade 10/11/12	Friday, March 5, 2010

Students Receiving Adaptations (Appendix 2)

Exam Session	Grade	Adjudication Request Due Date
October 2009	Grade 10/11/12	Friday, September 11, 2009
November 2009	Grade 10/11/12	Friday, October 9, 2009
January 2010	Grade 10/11/12	Friday, October 30, 2009
April 2010	Grade 10/11/12	Friday, January 15, 2010
June 2010	Grade 10/11/12	Friday, March 19, 2010
August 2010	Grade 10/11/12	Friday, June 25, 2010

REQUEST FOR SPECIAL FORMAT GRADES 10, 11 AND 12 EXAMS

This form must be completed for each exam session.

January 2010 Exam Session Due Date: OCTOBER 2, 2009

June 2010 Exam Session Due Date: MARCH 5, 2010

Please fax to PRCVI at (604) 269-0495

Student Last Name	Student First Name	Student PEN _____
School Name and SD No.	School Phone Number	School Fax Number
School Contact Name	Exam Administrator's Name	Email Address
Exam Session (✓ one only) <input type="checkbox"/> January <input type="checkbox"/> June		
<p>Please provide all necessary information for Braille exams:</p> <p><input type="checkbox"/> Braille (Indicate exams required) French version(s) Specify: <input type="checkbox"/> Contracted Braille <input type="checkbox"/> Uncontracted Braille Exam Subject/Grade: _____ _____</p>		
<p>Please provide all necessary information for large print exams:</p> <p><input type="checkbox"/> Large Print (Paper Copy) Indicate exams size font style and, if bold is required. Exam Subject/Grade: _____ Size: <input type="checkbox"/> 18 pt <input type="checkbox"/> 20 pt <input type="checkbox"/> 22 pt <input type="checkbox"/> 24 pt <input type="checkbox"/> 26 pt <input type="checkbox"/> _____ Font: <input type="checkbox"/> Arial <input type="checkbox"/> Times New Roman <input type="checkbox"/> Bold Special Instructions: _____</p>		
Signature: _____ Vision Teacher/Designated School Contact		Date: _____
<p>Return to: Provincial Resource Centre for the Visually Impaired (PRCVI) #106 – 1750 West 75th Avenue, Vancouver, BC V6P 6G2 Susan Hannigan, Library Systems Coordinator (604) 269-2206 or shannigan@prcvi.org</p>		

STUDENTS RECEIVING ADAPTATIONS FOR GRADES 10/11 and 12 EXAMS

Please fax to (250) 387-3682 by the Adjudication Reporting Date (Appendix 1).

District No.	School Name	School Phone Number	School Fax Number												
Special Education Contact	Email Address	Exam Administrator's Name	Title (Principal/Vice-Principal)												
Exam Session (✓ one only) <input type="checkbox"/> October <input type="checkbox"/> November <input type="checkbox"/> January <input type="checkbox"/> April <input type="checkbox"/> May <input type="checkbox"/> June <input type="checkbox"/> August															
Special Needs Code Key: PD/CHI = Physical Disability/Chronic Health; VI = Visual Imp.; DHH = Deaf/Hard of Hearing; ID = Intellectual Disability LD = Learning Disability; B/MI = Behaviour/Mental Illness; AUT=Autism															
Exam Key: Grade 10: EN = English; SC = Science; MA = Principles of Mathematics; EMA = Essentials of Mathematics; AMA = Applications of Mathematics Grade 11: SS = Social Studies; CIV = Civic Studies Grade 12: BI = Biology; CH = Chemistry; COM = Communications; FR = French; EN = English; EFP = English First Peoples; FNS = BC First Nations; GEO = Geography; GEOL = Geology; HI = History; LIT = Literature; PH = Physics															
PERSONAL EDUCATION NUMBER (PEN)	LAST NAME	FIRST NAME	SPECIAL NEEDS (See Key Above)	EXAMS (See Key Above)		SPECIAL FORMAT EXAMS	ADAPTATIONS (✓)								
				EXAMS	GRADE		BRAILLE	LARGE PRINT (PAPER COPY)	INTERPRETER	READER	SCRIBE	SPELLCHECKER	TEXT READER BUILT IN (VOICE FILES)	TEXT RECOGNITION (eg. Kurzweil)	VOICE RECOGNITION

Principal Signature _____ Date _____