ASSESSMENT POLICY

Student of Determination

Policy Reviewed – March 2026

Date of Next Review – March 2027

Purpose

To ensure fair, accessible, and inclusive assessment practices for Students of Determination (SOD), enabling them to demonstrate learning in a way that aligns with their Individual Education Plans (IEPs) while maintaining academic integrity and promoting equitable access to curriculum expectations.

Eligibility

Only students formally identified as Students of Determination (SOD) with documented needs and approved IEP accommodations are eligible for modified assessments.

This policy applies strictly to students who:

- Have been formally identified as Students of Determination through diagnostic assessments conducted by qualified professionals.
- Have been informally identified as Students of Determination by school.
- Have documented learning needs and approved accommodations outlined in their IEPs.
- Are registered in the school's Inclusion Support Register under Levels 1, 2, or 3.

Scope

This policy applies to all internal and external school assessments (formative, summative, diagnostic, and standardized) where a student has:

- Been formally identified as SOD.
- Approved accommodations and/or modifications listed in their IEP.
- Learning challenges requiring adapted formats to access assessments equitably.

Rationale

At The Indian Academy School, we believe that every child is entitled to a high-quality education that meets their individual learning needs. This includes the right to demonstrate knowledge and skills in a manner that considers their strengths, challenges, and learning preferences.

The aim of modified assessments is to:

- Promote inclusion and equity in academic evaluation.
- Align assessments with a student's functional and cognitive level.
- Offer meaningful opportunities for students to reflect their learning as outlined in their IEPs.

By making modified assessments for SOD , we aim to ensure that every student has the opportunity to access the curriculum and demonstrate their understanding and knowledge. We believe that this will enable students with additional needs to achieve their full potential and to be successful in their academic pursuits.

Types of Assessment Support

Types	**Definition**	**Examples**
Accommodation	No change in curriculum expectations; adjustments made to how a student accesses assessments.	Extra time, reader/scribe, enlarged print, separate room, visual aids.
Modification	Changes in what is being assessed or the level of complexity/content.	Simplified vocabulary, reduced task length, alternate formats.
Note: Only students with documented needs on IEPs are eligible for modifications.		

Assessment Outcome Flexibility

- SODs are assessed based on IEP goals, learning level, and modified content.
- Correct answers will be judged against simplified rubrics aligned with learning objectives, not full curriculum standards.
- Their paper may not be directly comparable to that of mainstream peers.

Mark Distribution by Cognitive Levels (Blueprint)

Level		**Weightage**	**Max Modification Allowance**	**Scaffold Example**
L1	Knowledge & Understanding	25%	Up to 10% can be scaffolded/modified	Visual choices, reduced text, simplify vocabulary.
L2	Application	50% (combined)	Up to 35% can be modified with scaffolding	Sentence starter, word bank
L3	Analysis/Synthesis			Template, graphic organisers, pictures
L4	Evaluating/Problem Solving	25%	Up to 20% can be modified	Simplified real life examples, Guided questions.

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Marking Modified Questions – Correction Rule

- For any modified or scaffolded question, award a maximum of 50% of the original mark for correct responses.
- All modified questions must be labelled as MQ on the script.
- Markers must clearly show the original mark and awarded mark for transparency.

Example: A 4-mark scaffolded question, when answered correctly, should receive 2 marks.

Grade Thresholds For Modified Papers-Non-Moe Subjects

Thresholds % Score	**Final Grade**	**Comments**
75- 100%	C	Grade cap applies due to modification
60- 74%	D	Acceptable performance with support
59- 40%	E	Working towards foundational understanding
Below 40%	U/NG	Not graded or unsatisfactory

Note: Students who received extensive modification (modified curriculum) and support should not receive more than a D grade, even if the score exceeds the threshold. Please apply your professional judgement when marking these papers.

Key Reminders:

- These thresholds and marking adjustments apply only to subjects in which a student has been given modifications/scaffoldings.
- In other subjects, the student should be marked using the standard criteria.
- Students who receive only accommodation (e.g.: extra time, visual aids, or reading support) without actual modification/ scaffoldings must be marked using normal assessment criteria.

Access Arrangements : Grades 8/Year 9 until Grade 12/Year 13

To ensure that students with documented learning needs or disabilities are not disadvantaged during assessments and examinations, while maintaining the validity and standards of the examination
board. This applies to external and internal assessments from Grade 8 onwards.

Key Points

- ❌ **Modifications to the question paper or content are not permitted.**
- ✅ **Access arrangements are allowed**, as per documentation and approval from the respective exam board.
- Access arrangements do not lower the academic demand of the assessment but provide equitable opportunities to demonstrate ability.

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Learning Need / Disability	Access Arrangement	Notes / Conditions
Dyslexia	Extra time (typically 25%) Use of a prompter Reader (if decoding issues are severe)	Must be supported by psycho-educational report and school evidence
Dysgraphia	Scribe allowed Use of laptop or assistive software (speech-to-text)	Must be trained in scribe use prior to examination
Dyscalculia	Use of calculator in allowed papers Extra time	Only in line with board-specific regulations
ADHD	Extra time Prompter Rest breaks	Requires clinical documentation and school evidence
Autism Spectrum Disorder	Separate room Use of prompter Additional supervised breaks	As per sensory or anxiety needs
Anxiety Disorders	Rest breaks Separate venue if needed	School counsellor or psychologist to provide support documentation
Physical Disabilities	Scribe Typing support - Adapted papers (large print, etc.)	Depending on severity and board approval
Hearing Impairment	- Written instructions in place of oral - Use of sign interpreter (where allowed)	Interpreter can clarify instructions only, not content.

Types of Modifications

Component	Modification Examples	Notes
Language	Simplified vocabulary rephrased questions without altering academic intent Add visuals o reduce choices from 4 to 3, use bold keywords	MCQ/Objective
Scaffolding	Sentence starters o Step-by-step instructions Templates o Prompts	For Short/Long Answer types
Support Tools	Word banks o Number lines Visual aids (pictures, charts Calculator access (if applicable)	Aligned with IEP accommodations
Length	Reduced number of questions shortened tasks, or multi-step tasks broken down	
Time	Extra time (typically 25%-50% more) or breaks between sections	
Response Format	Mind maps o Bullet points o Matching instead of writing Fill-in-the-blanks	Must reflect same content/learning intention

Format Aid	Enlarged font o increased spacing visual prompts color-coded instructions	Presentation only—not content change
Alternative Representation	Drawing diagrams instead of explanations Oral response recorded (if permitted)	If supported in IEP and assessment policy

Important: The core question must remain unchanged. Only how the student is guided or responds may vary.

Examination Seating and Environment

To ensure equity, reduce anxiety, and provide necessary accommodations, the following arrangements must be made for Students of Determination (SOD) during examinations:

1. **Separate Room / Quiet Setting**

- Provide a distraction-free room for SOD students requiring reduced sensory input.
- The room should have minimal noise, good lighting, and be comfortably spaced.

2. **Proximity to Support Staff**

- Seat students near their assigned Learning Support Assistant (LSA) or SEN Teacher as applicable.
- Ensure the support staff is briefed on the specific accommodations for each student.

3. **Grouping Based on Need**

- Group students based on the level of support (e.g., readers, scribes, extended time).
- Avoid mixing students with significantly different support needs to maintain focus and flow.

4. **Clear Identification**

- Use discreet labelling on the seating plan such as "SOD - Extended Time" or "SOD - Reader Required" for organizational purposes (not visible to other students).

5. **Timing Logistics**

- Ensure students with extra time are not disrupted or rushed due to the standard session timing.

Ensure all exam supervisors and invigilators are trained and aware of the accommodations and seating plan in advance.
Maintain confidentiality and dignity in all arrangements to promote an inclusive and respectful environment.

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Recording, Labelling and documentation.

Modified Assessments

- All assessments adapted for Students of Determination must be clearly labelled as: **"SOD Modified Assessment"**
- Any modified question(s) within the paper should be individually marked using the label: **"MQ"** (Modified Question)
- Maintain assessment evidence in the students individual file with IEP cross reference.

Reporting

- Clearly reflect the student's performance in relation to the modified content.
- Use appropriate comments in the report card to reflect the support level provided and the student's individual progress.
- Avoid direct comparisons with age-level peers; instead, report on individualized learning goals and IEP outcomes where applicable.

Parent Communication

- Ensure regular communication with parents/guardians regarding:
  - The nature of modifications made in assessments.
  - Student's progress against individualized targets.
  - Any changes in accommodations or learning plans.
- Communication should be documented (e.g., through emails, parent-teacher meeting notes, or school communication portals).

Responsibilities

Stakeholder	**Role**
Subject Teachers	Plan, develop, and implement modified assessments in coordination with SEN staff
Inclusion Coordinator	Oversee implementation, monitor assessment fairness, and train staff
SLT	Ensure compliance with policy and review outcomes with the Inclusion Team
Parents/Guardians	Collaborate in setting and reviewing assessment goals for their children
SEN Team	Guide IEP-based assessment decisions and ensure appropriate support is in place

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Notable Reminders

- Only students with documented learning needs and approved IEP modifications should receive adjusted assessments.
- Grades for modified papers are capped at C (equivalent to a D grade) to maintain assessment validity.
- Do not award A or B grades for modified assessments.
- Assessments must reflect same learning intention, though not the same difficulty level.
- Regular audits of modified assessments should be conducted by the SEN team and academic leadership.

Review and Policies

This policy will be reviewed annually or as per changes in national/international inclusion frameworks, educational regulations, or school-based evaluation outcomes.