

NEGOTIATED TASK ADJUSTMENT

In order that _____ has equal opportunity to demonstrate his / her knowledge and skills, the following accommodations / modifications have been made to this task.

<p><input type="checkbox"/> Quantity</p> <p>Reduced length Fewer parts / numbers Fewer paragraphs Fewer sentences in paragraph Point form</p> <p>_____ _____ _____</p>	<p><input type="checkbox"/> Additional Support</p> <p>Teacher aide support to clarify task Task Analysis to define and break down task Support with reading, clarifying vocabulary Provision of note taking framework Scaffolding, examples of deconstructions Use of assistive technology</p> <p>_____ _____ _____</p>
<p><input type="checkbox"/> Time</p> <p>Additional time Submission of extra draft Short breaks if working under exam conditions</p> <p>_____ _____ _____</p>	<p><input type="checkbox"/> Alternative task</p> <p>_____ _____ _____ _____ _____</p>
<p><input type="checkbox"/> Presentation</p> <p>Spoken / oral response on tape Graphic presentation - charts, posters 3D representations - models PowerPoint</p> <p>_____ _____</p>	<p><input type="checkbox"/> Other</p> <p>Group / co-constructed responses</p> <p>_____ _____ _____ _____</p>

Signed _____ (Teacher) _____ (Student)

PLEASE NOTE: Adjustments to vary the conditions under which assessment occurs should not constitute an unfair advantage or produce results which indicate a student has knowledge or skills that he/she does not have. The intended outcome of the assessment task needs to be contemplated as part of the negotiation process.