

Qualifications Scotland Information



Alternative Assessment Arrangements (AAA)

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Best Outcomes for ALL:

Achievement, Leadership, Learning

DETERMINATION FAIRNESS RESPECT RESPONSIBILITY



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What are alternative assessment arrangements (AAA)?

- **Additional or different arrangements** put in place for assessments which enable EQUITY for those who need it (whilst ensuring **fairness** for all)
- **Equity** – giving different levels of support dependant on need to ensure that everyone has an equal opportunity of passing assessments (e.g. dyslexic learners)
- No one size fits all approach

Qualifications Scotland Policy: ‘Learners with similar difficulties may require different types of support.’

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Example – Dyslexic Learners (Pupil A)

Equity V Fairness



- **Pupil A** – Dyslexia impacts **spelling and sentence structure** – may not be able to demonstrate true knowledge/ skill due to barriers
- Alternative assessment arrangements in place to remove any barriers to sitting the exam caused by spelling and sentence structure issues (**EQUITY**)
- **BUT subject by subject** (having this barrier may not affect each subject equally)
- E.g. If the exam is multiple choice – spelling and sentence structure not a barrier – no AAA given (**FAIRNESS**)
- **So all AAA decisions are taken on an individual and subject by subject basis**

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Qualifications Scotland Policy: ‘The purpose of assessment arrangements is to provide disabled learners and those with additional support needs with an **equal opportunity (equity)** to demonstrate their attainment in an assessment. This allows them to show the skills, knowledge and understanding they have achieved, **without compromising the integrity of the assessment (fairness)**’

Qualifications Scotland Policy: ‘Learners do not need to have a confirmed diagnosis of a disability for an assessment arrangement to be put in place. However, there must be an identified difficulty.’

- Additional Support Need Log
- Child’s Plan/ Profile
- Evidence of the difficulty

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Alternative Assessment Arrangements Procedure for School

Qualifications Scotland Policy: 'Identify the difficulties the learner faces when accessing coursework and assessments. You should gather evidence of the learner's identified difficulty and how this impacts on teaching and learning.'

- Pupil identified as having an additional support need (at any time during school career):



- Child Plan/ Pupil Profile started (following discussion with pupil/ parent) and pupil added to ASN log



- Staff made aware and advised around potential Alternative Assessment Arrangement



- Evidence gathered from staff – WITH and WITHOUT supports to show impact of advised AAA



- Where evidence shows AAA has positive impact on attainment then arrangement is put in place for assessments that school session



- Where evidence shows AAA has NO positive impact, no AAA put in place

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Alternative Assessment Arrangements – Exam Arrangements

Microsoft Word interface showing the document content.

Stewarton Academy

Qualifications Scotland Alternative Assessment Arrangements

PUPIL NAME: Pupil A **ASN:** Dyslexia

Subject	Level	ASN	Prelim Arrangements	Main Exam Arrangements	Notes/Change of level
English	N5	Spelling/ Sentence Structure	Word Processing Extra time		
Maths	N5				
Des & Man	N5	Spelling/ Sentence Structure	Word processing		
Geography	N5	Spelling/ Sentence Structure	Word Processing		
Practical Cookery	N5				

Pupil Signature (Prelims): _____

Parent Signature (Prelims): _____

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Schools Guided by 4 Principles

- **Principle 1:** Assessment arrangements are intended to enable learners to demonstrate their attainment, not to compensate for lack of attainment
- **Principle 2:** Assessment arrangement must not compromise the integrity of the qualification
- **Principle 3:** Assessment arrangements must be tailored to meet a learner's individual need
- **Principle 4:** Assessment arrangements should reflect, as far as possible, the learner's usual way of learning and producing work

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