



ESSA 2009 special provisions parent form

Students should have access to special provisions that reflect the kind of support and assistance usually provided in the classroom so that all students have the opportunity to demonstrate what they know and can do in science.

Special provisions should be considered for any student who has accommodations that enable the student to work towards the same syllabus outcomes and content as all other students of the same age/stage and where these accommodations are documented and endorsed by the principal and have the support of the school's Learning Support Team. Special provisions are only available to students who usually access this type of support in the classroom. Low achievement in the NAPLAN program or a similar test is **not** of itself a qualification for special provisions for the ESSA test.

The Learning Support Team should identify the type and level of special provisions the student requires. Guidelines for provision are available on pages 8 to 11 of the *ESSA 2009 Administrative manual*.

At the test, teachers are required to accurately document the type of special provision provided for each student on the front of the ESSA 2009 test book.

Access to special provisions must be discussed with the parent/carer, as this provision will be shown on the reporting documentation.

ESSA 2009: Consent for special provisions

School's name _____

Student's name _____

I have discussed my child's participation in the Essential Secondary Science Assessment with the school principal/representative and give permission for my child to receive special provisions of

_____ for the 2009 test.

Parent/carer's name _____

Signature _____

Date _____

Principal's name _____

Signature _____

Date _____