

Chapter 2

Adjudication



Adjudication

Information concerning Provincial Assessment Adjudication is available in the B.C. Graduation Program Policy Guide at www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/graduation/graduation-policy-guide.pdf.

Further information can be found online at www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/graduation.

The Adjudication Process: Supports for Graduation Assessments

Determining the need for supports during assessments is a school and school district responsibility. The purpose of this chapter is to guide schools and districts through the adjudication process.

As a part of the adjudications process, schools (public and independent) or school districts must:

- Determine if a student has a demonstrated need for supports.
- Ensure all decisions regarding supports are based on evidence documented in the student's file (Individual Education Plan [IEP] or Student Learning Plan [SLP]).
- Ensure a yearly master list of all students receiving specific supports is kept on record at the School District Office. Districts are required to maintain a list of students and the supports received for a period of five years.

The Ministry will continue to provide guidance on the adjudication process to school districts. School-based staff should contact their District Principal of Inclusive Education with questions related to the Adjudication process. For more information on Ministry Policy regarding the adjudication process, visit the website at www.bced.gov.bc.ca/exams/adjudication.



Important Reminder

The provision of supports could also include students with recently acquired injuries/health changes (e.g., concussions or cancer treatments)



Policy Reminder

Under no circumstances are changes to the content of assessments allowed. This includes paraphrasing, rewording, clarifying or explaining assessment questions.

Software Features and Options on Graduation Assessments

Software programs currently in use by a student are permitted during assessment sessions. External software programs provided and supported by the school or school district include:

- Word Recognition (Text-to-Speech)
- Voice Recognition (Speech-to-Text)

Word recognition and voice recognition software are third-party computer programs such as Kurzweil, Dragon Naturally Speaking or Google Chrome for Read Write. These third-party software programs are purchased and maintained by schools to support student learning. When using any type of third-party software, schools must ensure the software has been tested with the Ministry sample assessments prior to the assessment session.

The following list indicates the **software features that must be disabled** prior to students writing their assessments:

- Dictionary/Thesaurus
- Grammar Check
- Word Prediction
- Orally Recorded Response
- Translation/Languages

While the use of technology is encouraged, the Ministry recognizes that there may be some students who, even when provided with a variety of supports, are still unable to demonstrate their knowledge on assessments without a human reader or scribe. It is expected that schools will continue to work with students to become independent with the use of technology.

Guidelines for readers and scribes are available here:

[Adjudication: supports for graduation assessments - Province of British Columbia \(gov.bc.ca\)](#)



Important Reminder

The Ministry no longer provides word recognition (Text-to-Speech) files for assessments. Students should use instead the software programs utilized for in-classwork and assessments.



Important Reminder

Schools must ensure that students using technology have received adequate training and support before using the technology on assessments.

Specific Supports Allowed by the Ministry

The Ministry has identified specific supports to assessments that may be provided. Allowable supports include:

- Word recognition (Text-to-Speech)
- Voice recognition (Speech-to-Text)
- Scribe
- Reader
- Extra time*

** Students with identified needs may take up to one school day to complete an assessment. The amount of extra time granted should be based on the time accommodation regularly provided to the student during in-class assessments as documented in the student's current IEP/SLP.*



Important Reminder

The Ministry does not provide spellcheckers or calculators; however, these universal supports, along with supervised breaks or separate settings, may be provided to all students without formal documentation.

Supports Allowed by the Ministry for students with Visual Impairments or who are Deaf or Hard of Hearing

The Ministry has identified specific supports to assessments that may be provided to students who meet criteria for designation as a student with Visual Impairment or who are Deaf or Hard of Hearing:

- Large print (paper copy)
- Braille
- Oral language interpreter

A student with a visual impairment may use a reader or word recognition software if special format assessments cannot meet their visual needs.

Documentation Demonstrating an Identified Learning Need

Supports for assessments are allowed when there is clear evidence that the supports are consistent with the classroom assessment practices regularly used to assess the student's learning:

- Statements in an IEP or SLP indicating that a support "may be offered" or "is available" are not sufficient evidence that the support has been used in the regular assessment of student learning.
- A generic IEP or SLP indicating that a wide range of supports are available to the student is not considered evidence that the support has been regularly employed.

Eligibility for each type of support must be independently determined for each student relative to the documentation in that student's records.

The student's current IEP/SLP must clearly indicate:

- The student is working toward mandated Provincial curriculum learning standards (there are no modifications to curriculum learning standards).
- The specific supports are regularly provided for school-based learning assessment (tests and assessments).

There is clear evidence that the student has regularly taken advantage of the opportunity to employ the supports when completing school tests and assessments. This evidence may be found in IEP or SLP reviews, on report cards or in file notations.

Recording Supports in Student Files

All decisions regarding supports to be provided on assessments must be based on evidence outlined in a student's IEP or SLP. The specific supports that will be used on the assessment must also be retained in a master file kept at the School District office.

Special Format Assessments

The Special Format Assessments form is available on the SSW at www.bced.gov.bc.ca/exams/tsw/princ_terms.jsp.

For information related to due dates, refer to the Provincial Graduation Assessments: Information for Administrators at www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/graduation.

Paper Based Assessments

Paper based assessments may be available for students with documented needs for the January, April, and June Assessment Sessions. A request form should be the final recourse used by a school.

Principals should submit a request with a rationale and appropriate documentation to the Ministry of Education's Adjudication Review team.

Requests should be submitted to Educ.Adjudication@gov.bc.ca on the same schedule as Special Format Assessment requests.

For more information on Adjudication, please contact:

Ministry of Education

Inclusive Education Branch

Email: Educ.Adjudication@gov.bc.ca