

Provide options for learning and assessments

A suggestion for implementing the strategy 'Helpful classroom strategies years 9–13' from the Guide: [ADHD and learning](#)

Includes:

- Offer text-to-speech tools
- Personalise learning
- Personalise assessments
- Use tools and apps with built in supports
- Useful resources

Inclusive Education

From

Guide: [ADHD and learning](#)

Strategy: [Helpful classroom strategies years 9-13](#)

Suggestion: [Provide options for learning and assessments](#)

Date

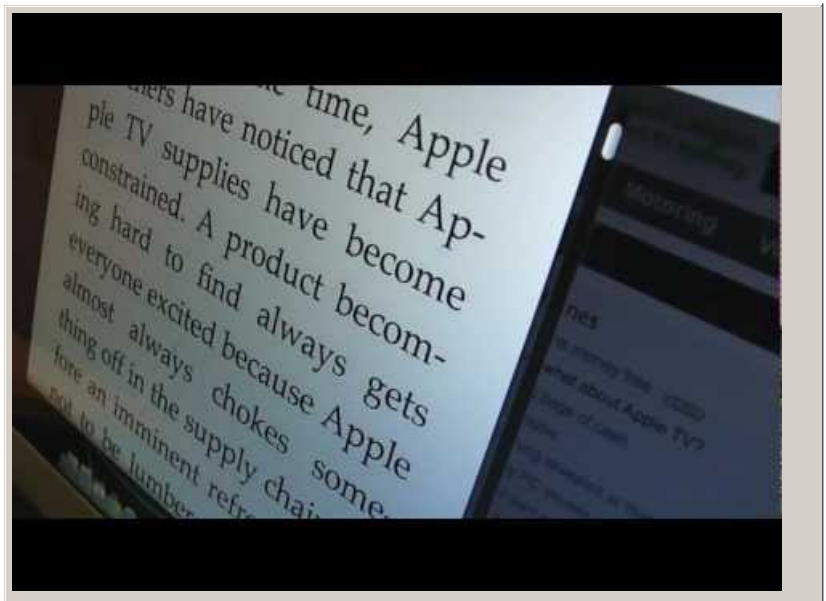
30 August 2025

Link

inclusive.tki.org.nz/guides/adhd-and-learning/provide-options-for-learning-and-assessment

Offer text-to-speech tools

Daniel and Kieran are two learners who describe how using text-to-speech tools have made a difference to their learning.



Video hosted on Youtube <http://youtu.be/LkcLRLlTeY>

Closed Captions

Source:

[BLENNZ](#)

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=LkcLRLlTeY&list=PL8D6BF09AB1F78810&index=21)

[v=LkcLRLlTeY&list=PL8D6BF09AB1F78810&index=21](https://www.youtube.com/watch?v=LkcLRLlTeY&list=PL8D6BF09AB1F78810&index=21)

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Personalise learning

Provide opportunities for learners to learn in ways that suit their needs and preferences.

- ✓ Set realistic, ambitious, and achievable personal targets.
- ✓ Create opportunities where learners can personalise learning tasks and projects to build on their culture, knowledge, experience and strengths.
- ✓ Discuss with learners the different ways they can share their thinking and demonstrate understanding.
- ✓ Develop success criteria with learners and present them with clear visual supports.
- ✓ Provide opportunities for learners to gain confidence using a range of media so they can select the most appropriate way to express their learning.
- ✓ Offer a flexible learning environment with a variety of seating and working spaces.
- ✓ Offer a reader–writer or assistive technologies to support success in assessments.

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Personalise assessments

Discuss with ākonga what support they need to demonstrate their understanding in assessments.

Personalise learning and assessment.

- Create timelines, expectations and NCEA programmes in collaboration with the learner, their whānau and their learning support team.
- Design learning and assessment programmes to meet the unique needs of each ākonga.

Identify assessment formats and digital technologies to accurately measure the learner's learning using their strengths. Options depend on purpose and formal assessment criteria but may include:

- Write using paper and pen
- Write using a keyboard and digital supports such as spell checking and dictionary options
- Write using voice typing
- Create visuals or graphics
- Create multimedia books or slides
- Create videos or animations
- Create audio recordings or podcasts
- Timed, untimed and on demand tests.

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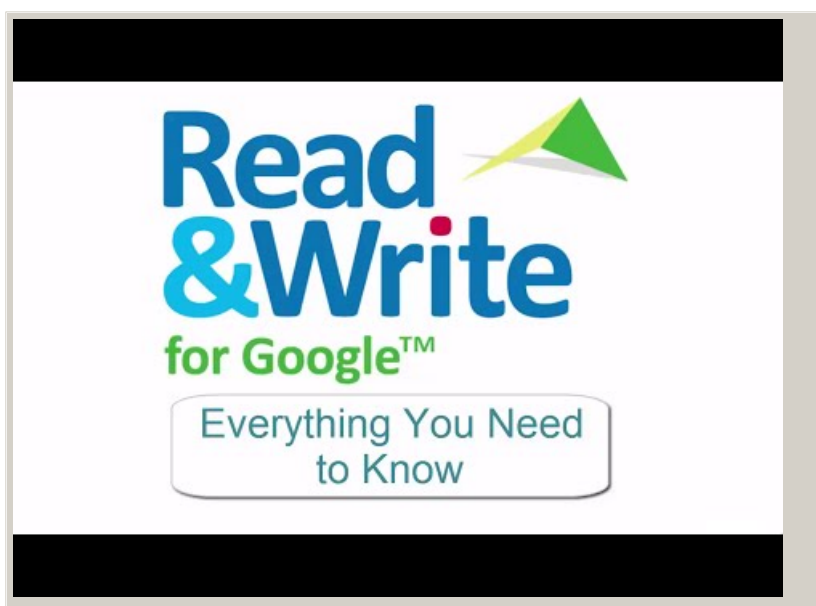
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Use tools and apps with built in supports

Model how to use text-to-speech, dictation, glossaries and highlighters.



Video hosted on Youtube http://youtu.be/hwC_hJ7KmAg

Closed Captions

Source:

[David Salmon \(US\)](#)

<https://www.youtube.com/channel/UCnLXip32zlo8qgCuhBuItBA>

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Useful resources



UDL Curriculum toolkit: Building Flexible, Customizable Learning Environments

This resource was developed to facilitate the creation of flexible UDL instructional materials. The Toolkit software enables any curriculum developer or researcher to design web-based curricula or interventions — from scratch, as well as to retrofit existing curricula into a UDL-supported, scaffolded learning environment for middle and high school students.

Publisher: CAST (2024)

[Visit website](#)



Text-to-speech tools in NCEA

Polly is a text-to-speech tool that students can use to complete literacy and numeracy assessments during NCEA.

Publisher: New Zealand Qualifications Authority

[Visit website](#)

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