

Provide adaptations for assessments

Work with the student, whānau and specialists to identify the best ways for students to demonstrate their learning.

For more information see the checklist at the [end of this article](#):

Emergent Literacy Assessment in Children With Autism Spectrum Disorder Who Have Limited Verbal Communication Skills: A Tutorial, Sally Clendon et.al., LSHSS, vol 52:1, Jan 2021

- Design the assessment environment to maximise success, for example, by providing a quiet space.
- Provide more time.
- Provide non-verbal options for oral narrative tasks, such as point to select and multichoice comprehension questions.
- Offer options like partner-assisted scanning for students who cannot point to select. In partner-assisted scanning, the partner goes through each option asking if it is correct and the student uses a yes response to participate in the assessment.
- Offer options for writing such as a large colour-coded keyboard, iPad writing options, or an alphabet scanning flipchart to spell out responses.
- Offer options for visual complexity such as large text, high contrast colours or filters.
- Offer options for complexity of the task, for example, multichoice activities with 3 options or 6 options.

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