

Assessed Work Cover Sheet

Student's Candidate Number:



AccessAbility Centre

Student Support & Development
Service
David Wilson Library
University Road
Leicester LE1 7RH · UK
Tel & Minicom: +44 (0)116 252
5002
Fax: +44 (0)116 252 5513
Email: accessable@le.ac.uk

Issued by the AccessAbility Centre on

This student has **Asperger syndrome**, which is a life-long condition that is organic in origin. This means that their social interaction and communication are impaired and, that their thinking and learning style is different. They find it harder than is usual to organise themselves and their work, sequence tasks, express their thoughts in an organised and fluent manner or use language with fluency in keeping with their ability in their chosen area of study. They struggle to recognise and address the needs of their audience.

Adjustment	Rationale
<u>Written work</u>	
Read work through to mark for ideas and content. Ignore punctuation, grammar and, literal use of language provided they do not interfere with meaning and are not a part of the assessment. Feedback should emphasise the stronger aspects of the writing and use the passive impersonal tense for outlining where work can be improved. Positives need to be stated explicitly. If it has been agreed in advance accept work that falls short of or exceeds the word count without penalty	Difficulties with extracting another's meaning from what is said or written (Theory of Mind deficits), idiosyncratic and literal interpretations, retention and re-call of information from memory are all likely to affect aspects of the student's work. Reading may be inaccurate which will affect comprehension, analysis and synthesis of text. There may be challenges in speed of composing text, with problems in written expression and fluency. Sequencing of information and argument may be affected and proof reading may not be successful. A poor awareness of audience may affect the student's work. Spontaneously elaborating a point can be impaired. Some students are overwhelmed by large quantities of information and struggle to select out the most relevant for their audience. Can struggle to be concise.
<u>Oral work</u>	
Make allowance for the ineffective use of eye contact, stilted or badly timed delivery, literal and humourless content. Make allowance for a poor awareness of and response to the needs of the audience. Where possible make allowance for written errors in power point or on handouts. Allow extra time for gathering thoughts.	Non-verbal communication is significantly impaired in this condition. If present it can be superficial with visible behaviours belying the lack of comprehension. Turn taking is adversely affected. Awareness of the thoughts, feelings and, intentions of others is impaired. The proof reading of the student's own work is impaired due to the rigidity of thought that characterises this condition. Oral presentations are extremely stressful for many

Student Number:

Accept use of wrong word and circumlocution unless meaning is unclear. Allow extra time for the student to respond to questions. Re-phrase questions if the student is struggling with a response.	students who have this condition. There is little awareness of own thinking and the ability to organise it is impaired. Interpretation of what others say, verbal fluency and the processing of language may be an issue which can affect oral presentation. Also repeating a question too soon interrupts the development of their response and they have to start back at the beginning of the process. Listening and responding under pressure causes anxiety which can also lead to a failure to show understanding.
<u>Calculations</u>	
Give credit for method and understanding where numbers and symbols are involved.	Numeracy may be impaired. Calculatory processes might be accurate but idiosyncratic. Questions might be misread. Recording of previous stages might be difficult. Recording accurately and scanning symbols, figures and graphs can all be affected. Checking own workings and proof reading are impaired.

Please be aware that some aspects of the usual assessments might inhibit the student's ability to demonstrate their understanding effectively and that the work might not reflect the time and effort that have gone into the end product. Sometimes an alternative form of assessment would be a more reasonable adjustment.

ADJUSTMENT FOR EXAMS Evidence for these is held on file at the AAC
<ul style="list-style-type: none"> ○ Extra time (usually 25%) to allow for the assimilation of information and directions/fine motor skill difficulties. ○ A 1:1 situation in a quiet calm atmosphere away from distractions (e.g. other students, ambient noises). ○ A trained worker to support this student during examinations to aid their understanding of the instructions and thus more accurately display their abilities. ○ Clarification of instructions, an adult ensuring that the rubrics are being followed. ○ An external timer to prompt the student to move on at the end of a question. ○ A live speaker, known to the student, rather than a tape. ○ Enlarged text. ○ Splitting paper into separate questions aiding concentration on individual questions. ○ Amanuensis, transcript, word processor needed to help with recording responses. ○ External motivator. ○ Freedom to work at own pace. ○ Breaks allowed which do not count toward examination time. ○ Fluids and food available because some individuals with an ASD require high levels of nutrition especially when stressed.

The AccessAbility Centre will ask the Exams Office to organise the adjustments outlined above for centrally-timetabled exams. The department should put these adjustments in place for all mid-semester exams and tests.

Please note that any aspect of marking, assessment or alternative arrangements and assessments can be discussed with the AccessAbility Centre.

The student has read and understood the information in this document.

Signed:.....Study Adviser

Student Number: