

POSSIBLE REASONABLE ADJUSTMENTS

For TASC External Assessments

Reasonable adjustments support students who require additional provisions to complete external assessments under fair and equitable conditions.

Adjustments are considered on a case-by-case basis and must be supported by appropriate documentation. The table below provides examples of possible adjustments that may be approved; however, this list is not exhaustive. From the information provided in an application, TASC may suggest alternative adjustments or may not approve adjustments if there is insufficient supporting evidence. Schools can contact TASC if additional guidance is required on the types of adjustments that may be available.

It is important to note that adjustments should:

- **Ensure equity** – Adjustments must not create an unfair advantage over other students.
- **Not create a disadvantage** – Adjustments should not make the exam harder for the student receiving them (e.g., excessive exam duration that may lead to fatigue and reduced performance).

Exam Paper Adjustments	
Adapted exam papers	Enlarged font, coloured paper, additional writing space, A4/A3 enlargement, Braille, black-and-white diagrams, high contrast formats.
Written exam instructions	Spoken instructions provided in writing.
Assistive Technologies	
Assistive technology	Use of approved assistive technologies (e.g., CPEN, Dragon NaturallySpeaking, text-to-speech, screen readers, magnification software).
Computer use	Stand-alone computer provided by the school with only word-processing and approved software, no predictive text or dictionary access.
Noise-cancelling headphones	Provided by the student or school, must not play music.
Physical and Environmental Adjustments	
Seating arrangements	Seated near exit, front, or back of the room as required.
Smaller exam room	Seated in a room with a reduced number of students, as determined by school facilities.
Separate exam room	Seated alone in extraordinary cases (e.g., home-based learning, severe impact on self/others).
Ergonomic furniture	Special chair, footrest, sit-stand desk, back support, wrist support.

Extra Time	
Additional working time	Extra time added to the total working time of the exam.
Supervised rest breaks	Breaks taken as needed during the exam period without extending the total exam duration. These breaks allow students to move or manage the functional impact of their condition.
Standard Allocation of Extra Time A maximum of 10 minutes per hour of an exam is generally granted: • 3-hour exam → Extra 30 minutes • 2-hour exam → Extra 20 minutes Candidates with significant or complex medical conditions, disabilities, or impairments that substantially affect their exam performance may be eligible for additional time beyond the standard allocation. All additional time is applied before the scheduled exam start time of 9:00 am or 1:30 pm.	
Medical and Wellbeing Adjustments	
Permission to take medication	Students may bring and self-administer medication as required.
Blood glucose monitoring	Use of a glucose meter or phone app (placed on the floor).
Access to food and drink	Permission to bring a small amount of food and/or a non-water drink (in a clear bottle, no label).
Access to heat/cold packs	Use of heat or cold packs for pain relief.
Permission to move/stretch	Allowed to stand or stretch within their exam space.
Reading and Writing Adjustments	
Use of a reader	Reads exam text aloud without interpretation or explanation.
Use of a scribe	Writes exactly what the student dictates, either by speech or another method (e.g., sign language).
Ignore handwriting	Markers advised to disregard handwriting legibility.
Ignore spelling errors	Markers advised to disregard spelling mistakes.
Ignore grammatical errors	Markers advised to disregard grammatical errors.
Use of a clarifier	ESL-trained person who explains terms without giving answers.
Speech and Communication Adjustments	
Oral and performance exam adjustments for stammer/stutter	Examiners advised to take speech conditions into account.
Interpreter for organisational matters	Interpreter permitted to explain procedural aspects of the exam (not content).