

Guidelines for Accessible Assessment

May 2026

Assessing Students with Vision Impairment



Round Table on Information Access
for People with Print Disabilities Inc.

Guidelines for Accessible Assessment

First edition, 2011

Second edition, 2019

Third edition, 2026

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Published by Round Table on Information Access for People with Print Disabilities Inc.

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National Library of Australia Cataloguing-in-Publication entry

Title: Guidelines for accessible assessment: assessing students with vision impairment/Round Table on Information Access for People with Print Disabilities Inc.

ISBN: 978-1-7635539-3-4

Subjects: Education, Accessible assessment guidelines

Other Authors/Contributors:

Round Table on Information Access for People with
Print Disabilities

Dewey Number: 362.4

About these guidelines

These guidelines are published by Round Table on Information Access for People with Print Disabilities Inc. (Round Table). Round Table is an umbrella organisation that brings together producers, distributors and consumers of information in alternative formats such as blindness service agencies, tertiary institutions and government departments in Australia and New Zealand.

These guidelines are available from Round Table in accessible formats.

Acknowledgements

These guidelines have been compiled by the Accessible Assessment Guidelines Working Group of Round Table.

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Acknowledgement: This guideline builds on the work of previous working groups. We acknowledge their expertise, commitment, and contributions which have informed earlier editions of this document.

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Introduction

This document aims to guide the preparation and production of assessment tasks to ensure full participation for students with vision impairment enrolled in all public and privately funded education and training institutions in Australia and New Zealand.

The Guidelines for Accessible Assessment (2026) may be of benefit to:

- teachers and academic staff
- education and training authorities
- inclusion and/or disability support personnel in universities, TAFE colleges and private training organisations
- accessible format producers
- students and their parents/carers.

The *Guidelines* reflect current disability discrimination legislation, standards and protocols which seek to ensure that students with disability, including those with vision impairment, can access and participate in education on the same basis as other students. Equal access to information and online services is a:

- **right** under the United Nations [Convention on the](#)

Rights of Persons with Disabilities

- **requirement** *by law* under [Commonwealth Disability Discrimination Act \(1992\)](#) and the [Disability Standards for Education \(2005\)](#) (Australia). The [Human Rights Act \(1993\)](#) (New Zealand)
- **Accessible ICT procurement standard** *under Australian Standard* [AS EN 301 549:2016](#)
- **professional standard** for educators under the [Australian Professional Standards for Teachers](#) 1.5, 1.6, 2.6, 3.4, 4.1 and 7.2.

Recognised international standards and frameworks provide the technical and pedagogical guidelines for providing equal access to information and services which includes assessments. These include:

- the [principles of Universal Design for Learning](#)
- W3C's current [Web Content Accessibility Guidelines](#) (WCAG).

It is best practice to refer to the most up-to-date guidelines wherever they apply.

Assessments should be designed to provide equal access from the start, not as an afterthought. Inclusive teaching and assessment may require reasonable adjustments and/or accommodations be made to ensure

maximum participation for students with vision impairment. To ensure that students with vision impairment are assessed in a fair and equitable manner, it is important to consider:

- input from teaching staff regarding the content to be taught and assessed
- input from the relevant disability support personnel, e.g. Specialist Teacher (Vision Impairment)
- input from the student and/or the family.

It is envisaged that assessment activities and processes developed in accordance with these *Guidelines* will accommodate the needs of most students with vision impairment.

Compliance with these *Guidelines* cannot guarantee protection against disability discrimination complaints. Refer to the [Australian Human Rights Commission](#) or the [Human Rights Commission of New Zealand](#) for more detailed information.

Students with print disabilities, other than vision impairment, may require reasonable adjustments that are outside the scope of these guidelines.

This document consists of five sections:

- **Section 1: Accessible Assessment** is concerned with issues pertinent to the construction of

assessment tasks for students with vision impairment, and is of direct relevance to all personnel involved in assessing and supporting these students in an education/training setting

- **Section 2: General Considerations** address production issues such as security, timeliness and access to practice tests. Challenges with specific assessment types for students with vision impairment are also highlighted
- **Section 3: Responsibilities of Specialist Support Staff (Vision Impairment)** provides useful information to specialist support staff such as support teachers, teacher/consultants or disability service practitioners, in negotiating accessible forms of assessment for students with vision impairment with relevant staff or examining bodies
- **Section 4: Accessible Format Papers** relates specifically to the production and distribution of accessible format materials. It is relevant to blindness service agencies and education and training organisations that produce accessible format assessment materials for students with vision impairment
- **Section 5: Examination Environment and Conditions** details special provisions that must be addressed to ensure there is no disadvantage to the

student during examinations. The examination environment is a crucial element in the assessment process

- **Section 6: Other Assessment Formats** outlines assessment formats that pose particular accessibility challenges for students with vision impairment, including open book exams, randomised assessments, and oral assessments. It emphasises the need for careful planning, accessible materials, and timely reasonable adjustments to ensure assessments are equitable.
- **Glossary:** a Glossary is included to define various terminology used throughout the guidelines
- Online resources
- Additional Readings and guidelines
- Appendix 1: Examples of problematic graphics

Section 1: Accessible Assessment

What is Assessment?

Students are assessed at all levels of education – from pre-school, through primary and secondary school to tertiary education.

Assessment is designed to examine a student's knowledge and understanding. Assessment may be:

- diagnostic – often undertaken prior to instruction
- summative – measures a student's achievement at the end of instruction
- formative – monitors a student's progress
- norm-referenced – compares a student's performance against other students
- criterion-referenced – measures a student's performance against a goal or standard
- interim/benchmark – evaluates student performance at periodic intervals.

Students may be assessed formally or informally; the structure of the assessment can vary from fill-the-gap worksheets, multiple choice and short or extended responses to experiments and research projects.

Assessments can take different forms including but not limited too: oral presentation, demonstration, pen and paper or digitally.

What are Reasonable Adjustments?

An inclusive learning environment ensures all curriculum and assessment material is accessible and equitable for all students.

Schools and other teaching and/or training facilities are required to make "reasonable adjustments" to accommodate students with disabilities or additional learning needs, including those with vision impairment.

An adjustment is a measure or action taken to allow students with disability to participate in education and training on the same basis as other students.

For further information consult the [Australian Human Rights Commission](https://www.humanrights.gov.au/human-rights-education-and-training) (<https://www.humanrights.gov.au/human-rights-education-and-training>), the [Disability Discrimination Act 1992](https://www.legislation.gov.au/Details/C2017C00339) (<https://www.legislation.gov.au/Details/C2017C00339>) or [Disability Standards for Education \(2005\)](#)

All assessments should consider the nature of the student's disability by:

- providing materials in the student's preferred format

- maintaining the integrity of the assessment
- providing reasonable time for students to read and interpret questions
- considering the response required from the student.

Principles of Reasonable Adjustments

Reasonable adjustment should take the following principles into consideration:

- the nature of the adjustments should be determined through an established process including regular reviews
- the needs of individual students may be unique to that student
- the integrity and academic rigour of the assessment should be maintained
- the adjustments should not confer advantage to the student
- the student is familiar with the adjustments in the assessment.

Students with vision impairments may require one or more of the following examination arrangements:

- assessment materials in braille and/or tactile format; a print transcript of the braille paper should be

provided for the use of the examination supervisor

- assessment materials in a larger text size and nominated font e.g. Arial 18 point
- assessment materials on a specific paper size and/or colour e.g. A4, buff-coloured paper
- assessment materials in preferred/suitable electronic format
- additional time for examinations and assessments.

For further information see Section 5: Examination Environment and Conditions.

Section 2: General Considerations

Security and confidentiality

The same level of security and confidentiality as that afforded to the relevant assessment materials should be maintained.

Access to assessment materials

Only authorised personnel may have access to the assessment materials during the production period or until advised by the assessor or assessment authority.

To ensure appropriate security:

- personnel with access to the assessment material who have relatives involved in the same assessment must declare this relationship to the examiner
- discussions about the preparation of the assessment materials and proofreading should always occur in a secure location
- personnel involved in the assessment must maintain confidentiality throughout the entire examination process.

To ensure appropriate security:

- assessment materials must be produced in a secure physical and digital environment
- assessment materials must be produced and stored according to local policies and procedures inclusive of cybersecurity
- assessment materials should not be left unattended
- all waste generated during production should be securely disposed of
- The assessor or assessment authority must be informed immediately if the security of the assessment materials has been compromised by fire, theft, loss, damage, unauthorised disclosure or any other circumstances.

Delivery of assessment materials

Secure transportation or electronic transmission of the original documents, any alternate formats created, and the completed assessment material must be:

- undertaken only by authorised personnel
- password protected or securely sealed
- accompanied by a dispatch and tracking confirmation sent to the contact officer (if requested); and

- stored and transported under the same level of security afforded to regular print assessment materials.

Timeliness

The timelines for production of any alternate format should be negotiated and agreed in advance.

Production of materials in accessible formats, particularly subjects such as mathematics, science, geography and music, can be very time-consuming.

Assessment materials must be made available by the assessor to the conversion service in a timely manner.

Assessment materials may include:

- a clean copy of the original print paper including answer sheets, colour stimulus material etc.
- an electronic copy of the original paper
- a description of all non-text assessment material e.g. photographs
- a list of agreed and/or approved adjustments for individual students.

Access to practice tests

Students should be provided with practice tests in their

preferred format and at the same time as their peers. Students should have the opportunity to become confident with the necessary navigation tools to ensure as much familiarity as possible with the examination format.

Practice tests should replicate the exact format, platform, and assistive technology setup used in the final assessment.

Consistent formatting from year to year is helpful for students who regularly use past papers for practice. This helps with navigation and also provides visual cues to the type of content.

Section 3: Responsibilities of Specialist Staff

Specialist Teachers Vision Impairment (VI) and Disability Service Practitioners are qualified staff in the school/tertiary environment whose role is to work with students with vision impairment. Specialist Teachers (VI) make recommendations regarding reasonable adjustments required for particular assessment materials and tasks based on a student's functional vision. In adult training and education settings, Teacher-consultants and Disability Service Practitioners negotiate provision of reasonable adjustments for students with vision impairment. Throughout this guideline, the term **specialist staff** is used to refer collectively to these groups.

The purpose of adjusting examination or other assessment materials for students with vision impairment is to ensure that the assessment is accessible and equitable. It is the role of specialist staff to collaborate with examining bodies or school/department personnel in deciding what adjustments are needed to achieve this outcome.

Specialist staff are expected to maintain current knowledge and understanding of relevant legislation, policy, and best practice, including obligations under the

Disability Discrimination Act 2005 and the *Disability Standards for Education 2005*, to ensure that advice and recommendations are lawful, consistent, and aligned with contemporary standards.

Section 4: Accessible Assessments

Decisions about the alternative format required of the assessment materials should be made in consultation with specialist staff and where appropriate, the student, and be based on a functional vision assessment.

Key considerations

In setting an assessment task, specialist and academic staff need to ensure they have supplied accessible and equitable materials. Before any assessment is finalised, specialist staff should be consulted to ensure accessibility is embedded from the outset.

Assessments should not be produced in formats that are unfamiliar to the student. Wherever possible, information should be presented in formats the student has routinely used prior to the assessment. If a new format or delivery platform is required, the student should be given an opportunity to trial or sample the format in advance. Assumptions should not be made about a student's prior knowledge or confidence in using a particular format, platform or tool.

Clear instructions must be provided about the type of format being used, how it is structured, and how it is expected to be navigated. This includes explicit

guidance on where and how to input answers, whether responses can be edited, and whether there is an opportunity to review answers before submission.

In instances where assessments need to be altered, these should be done in consultation with the examiner and specialist staff.

All documents produced, including assessment materials, should be accessible by default.

The following principles should be applied before any adjustments are made:

- Specialist Staff should provide the examiner with as much information as possible to assist the examiner in making equitable adjustment
- the amended question should not require students to spend a disproportionately large amount of time to gain relatively few marks
- not all questions can be effectively adapted into an alternative accessible format. In such cases, consideration should be given to developing alternate questions that assess the same learning outcomes.
- the amended task must assess the same skills, knowledge and concepts as the original question and/or enable the student to meet the same

assessment objectives

- the question should be of an equivalent level of difficulty and weighting as the original
- the adjustment of an examination paper or other assessment activity may require overall amendment to the instructions of the paper or the instructions for individual questions
- The format of the assessment papers must be clear and unambiguous; and enable efficient navigation.

Recommendations for measuring and drawing

Specialist staff should be consulted by an education provider to advise on the degree of tolerance (accuracy) that would be reasonable to expect from a student with vision impairment in answering a question involving either measuring or drawing. The degree of accuracy expected of these students should not be greater than 0.5 cm or 5 degrees.

Some students with vision impairment have difficulty perceiving depth. Questions where students are required to draw complex graphics or 3D shapes should be avoided. Consideration should be given to assessing the students' conceptual understanding and skills rather than the ability to construct the graphic.

In some cases, an alternative assessment task may be

necessary when a student is required to interpret a visual graphic to demonstrate their knowledge, and converting the material into text would inadvertently disclose key information that forms part of the answer. Refer to Appendix 1 for examples.

Braille Assessment Materials

Overview

When constructing the assessment task the examiner should adhere to the principles of appropriate assessment as outlined in **Section 1: Accessible Assessment**.

Braille assessment materials should be produced according to the needs of the student. It is essential that all braille and tactile graphics assessment materials are available to students at the time of the examination.

Braille and tactile materials are extremely time-consuming to produce and the time frame for production should be negotiated and agreed upon by the assessment authority and the production department well in advance.

Braille paper format

- Page headers that contain the exam subject name and section should be included

- References to the location of any relevant pages of an examination question should reflect the appropriate braille page numbers.

Instructions to the student

- The instruction page should omit details specific to print users
- Adjust all time allowances throughout the paper to reflect any additional time the student has been granted
- A note indicating that the original examination times have not been adjusted should be included if the allocation of additional time is unknown
- A note to students explaining new or likely unfamiliar braille symbols that they will encounter in the assessment must be included at the beginning of the assessment.

Body of the paper

- Papers should be formatted for efficiency of navigation
- Question numbers should be located on the left margin, clear of any overruns as this will allow for efficient scanning by the reader
- A blank line may be left between questions, this will

assist in navigation

- The marks assigned to the questions should be placed after the question number, e.g. Question 1 (5 marks)
- Splitting questions across pages should be avoided wherever possible
- If splitting questions across pages is unavoidable, care should be taken to ensure the break is made mid-sentence
- When students are required to engage in extended reading to answer questions, it can be helpful to place the questions both before and after the passage. Alternatively, the reading passages (stimulus texts) and the questions can be produced in separate booklets, with clear references to the relevant page numbers in each. For example: *Read the texts on pages 3–15 of the Stimulus Booklet and answer Questions 7–12 on pages 5-9*
- For assessments in which students respond to questions based on a range of prescribed texts/topics approved by the education authority, it is acceptable to include only the questions relevant to the specific text/topic the student has studied. This approach saves time and makes the document easier for students to navigate

- The approximate length of the answer required should be indicated except for very short answers (allow approximately 7 words per print line).

Graphics

- Graphics may need to be produced in tactual form. Some graphic or diagrammatic material may be best presented in written form. All descriptions should be provided by the examiner in consultation with the specialist staff and, where appropriate, the producer. For further information on visual description, refer to the Round Table *Guidelines for Conveying Visual Information*
- Graphics may need to be adjusted and unnecessary detail deleted or the information split over two or more graphics. Changes may require negotiations with the examiner. It may be necessary to provide an alternative question where adjustments to graphics are not accessible for a braille reading student
- Where the inclusion of a graphic means the question extends to two braille pages, the diagram should appear adjacent to the question to which it refers
- In some situations, it may be appropriate for a graphic to be placed in a separate booklet and in

this case the diagram heading(s) should state the question number (e.g. "diagram for question 8"), as well as any other heading information present in the original. This practice should also be followed if graphics are on loose or removable sheets

- Physical models may be necessary to supplement graphics. The use of models should be approved by the examiner/examination authority
- If no appropriate adaptation can be made to inaccessible graphics, it may be necessary to consider approaching the examiner to provide a substitution of source material or a substitute question

Proofreading

- Meticulous proofreading by people with expertise in braille is essential to ensure accuracy. Wherever possible, touch reader/s should be used in the proofreading process to ensure clarity of layout. It is essential that proofreaders are fully aware of the production guidelines for the format and have knowledge of any specialist codes used
- The proofreader can also make practical judgements about how easily the different tactile features in a diagram can be discerned; and

- Proofreaders check that the diagram contains all the relevant information to ensure the question can be answered.

Compiling the paper

- Examination papers are bound and not stapled
- Papers are embossed on papers of appropriate weight (thickness)
- Papers are bound in sections or as one volume (preferably no more than 40 braille pages)
- Volumes are divided where a natural break occurs
- A table of contents of the sections or options in the examination paper is provided; and
- The supervisor has a print transcript of the braille paper
- You may also add ribbons or tabs for easy navigation.

Checking

- that the assessment material is clearly labelled in print
- that all the assessment material is present and appears in the correct order

- all details relating to the examination are correct on the front cover of the question paper and that these details correspond to those stated on the print copy
- where there are any graphics or other material to be included, ensure that figure references in the text correspond to those on the graphics
- that the line references to literary passages in questions have been correctly amended if line numbers in the braille version of the passage do not correspond with those in the print version
- that references to the location of the graphics have been amended to reflect the actual location in the braille copy, e.g. "diagram opposite", "diagram below" or "diagram following"
- page numbers, including diagram sheets, to ensure that all the pages are identified
- that the various sections and/or parts end according to the current *Formatting Rules and Guidelines* produced by the Australian Braille Authority (ABA) e.g. End of Section II; End of Paper
- each page for the quality of the braille, e.g. all dots have been embossed satisfactorily and have not been flattened, and the cells have not been embossed out of alignment

- that any graphics/diagrams are tactually clear and concise
- that any special instructions concerning the collation of separate sections have been followed.

When an examination paper has been checked and is correct, the examining body's name, the subject, and any other identifying features of the paper, such as a code and/or the paper number, must be in print on the top of the front page of the braille paper to assist non-braille readers to identify the paper.

Include

- the print transcript of the braille paper
- all elements of an examination paper that are required for the student to undertake the exam.

Dispatch and storage

- examination papers should be forwarded by secure transport, tracked post or registered post, clearly marked for the attention of the contact person
- examination papers should be placed in padded envelopes or cardboard boxes to ensure the embossed braille remains undamaged
- the post pack should state clearly that the materials are confidential braille

- Care should be taken to store and transport the braille assessment materials appropriately. Heavy objects should not be placed on top of Braille documents, as pressure may cause the dots to flatten or become distorted, reducing readability.

Large Print Assessment Materials hard copy

Overview

These guidelines only provide information that is relevant to the production of examination papers. There are many additional large print issues which need to be considered. For further information about large print, please refer to the [Guidelines for Producing Clear Print – Round Table on Information Access for People with Print Disabilities](#)

General considerations

- Assessment materials in large print must be made available according to the needs of the individual student, as advised by relevant specialist staff, including an Orthoptist.

Recommendations may include reference to:

- font style
- font size

- paper size
- paper colour
- use of colour or black and white
- line thickness in graphics
- grid size
- single/double line spacing
- single/double-sided printing
- Ensure that print and image details are sharp and have a high resolution, making use of contrasting colours (where appropriate)
- Photocopying does not allow for:
 - fonts to be changed
 - pages to be reformatted
 - decluttering or
 - usability of the document.

Creating Large Print Papers

When reformatting examination papers it is important:

- to retain as much as possible of the content of the original paper, including visual stimuli
- to ensure visual material is only removed if it does

not constitute an integral part of the purpose of the question/assessment task

- the mark value of each question should be placed immediately after the question number, irrespective of its location in the standard print copy
- to consider whether lengthy passages of text or complex graphics should be presented in a separate booklet from the accompanying questions and ensure that references to the location of the text or graphics are updated accordingly. Alternatively, where appropriate, reposition the questions and graphics so they appear adjacent to the relevant text to support ease of navigation
- adjustments to time allocations and/or instructions should be reflected at the beginning of the paper and throughout the assessment.

Paper Size, Type, and Binding

- Paper size should reflect the individual student's needs:
 - A4 sized paper may be preferred by some students, for example those with reduced visual field or students who may have trouble manipulating the larger paper
 - A3 sized paper may be preferred by some

students, for example for technical material, graphics and lengthy text-based stimulus material

- B4 sized paper is also an option for students
- assessment papers should be printed on matte paper of sufficient weight to minimise show-through
- the paper may be produced in either single-sided or double-sided format
- generally papers should be bound on the left to enable them to be opened out flat. Materials that are in landscape orientation may need to be bound at the top.

Formatting and Fonts

- the placement of question numbers and the indentation of questions and sub-questions should follow the conventions of the original paper where possible
- references to the location of graphics, tables, etc. should be amended
- the font selected should be sans serif, such as Arial or Verdana
- there should be an increase in spacing between lines to aid readability

- italicised passages should be avoided where they only serve a visual function. Consideration should be given to indent the passage or replace individual italicised words or phrases with bolding, where bolding has not been used in the same context
- colours or patterns must provide maximum contrast
- where the original material (including stimulus material) is in colour, the enlarged version should also be in colour
- for students who have difficulty with colour perception, reformatting should take into account the individual's needs and ensure that no critical information conveyed through colour is missed
- the following symbols should be sufficient size and weight to be seen clearly by the student:
 - punctuation marks
 - line numbers in plays and poetry (aligned on the left-hand side of the text)
 - stimulus and source materials
 - subscripts, superscripts and operation signs
 - algebraic letters
 - verse numbers from the Bible

- contour lines on maps
- note heads
- accents in foreign languages
- map symbols and keys
- paragraphs should be left aligned, not fully justified; and
- information should not be placed on the right margin without indication as it may be inadvertently overlooked by the student.

Setting out and Splitting of Questions

- in general, more space should be left between questions than between sub-questions or paragraphs
- if dividing lines are used between questions in the original (standard) print copy, ensure that there is sufficient space between the lines and the text in the large print format
- the mark value of each question should be placed immediately after the question number, irrespective of its location in the original (standard print) format
- questions that start at the bottom of a page should be moved to start at the top of the next page

- when questions are split over more than one page, ensure that the question is split mid-sentence or insert "Question continued on next page"/"Question continued from previous page" as appropriate.

Answer Sheets, Booklets and Answer Spaces

- reference materials, stimulus materials, answer sheets, multiple choice sheets, and booklets must be available to the student in the same large print specifications as the assessment paper
- where large print formats are created for students to record responses, a clear process should be established for how these will be assessed and if required transferred to the provider's required format. Any transfer of student responses should be carefully checked to ensure accuracy in the transfer process and the student responses maintained and stored securely
- lined paper should be printed with heavy bold lines with increased line spacing so that the student can write in a size that they can proofread
- grids or tables that form part of a response should also be produced in large print
- ample spaces for working out should be reproduced in the large print version of the paper.

Reference Material

- all reference and stimulus material should be in the student's required font size
- for lengthy passages of text it may be useful to consider placing the questions and passages in separate booklets. Reference should be made at the beginning of the question to the explicit location of any related test item.

Explanatory Notes

- stimulus material may occasionally need an accompanying description (which should be provided by the examiner). The written description should not interfere with the integrity of the question
- some questions may require special layouts or presentation of information. If descriptions are provided, care must be taken to avoid key words required for answers.

Graphics

All elements of a graphic need to adhere to the student's large print requirements. Ensure that:

- information obtained from cartoons, photographs, sketches, diagrams or graphs is clarified by the examiner. This type of material should be

accompanied by a written description provided by the examiner

- Text labels inside graphics have adequate spacing
- a layout with arrows and a series of graphics may need to be adjusted and enlarged
- where increased contrast is required, line thickness and style can be adapted, and areas can be coloured or shaded using distinctive patterns
- information may be provided in a key to reduce visual clutter and should be placed in a logical position
- graphics may be simplified/adjusted as long as the answer to the accompanying question/s are not compromised
- if the focus of the graphic is printed information it may be able to be converted to text
- the graphic may need to be split into more than one diagram and relevant sections of the diagram highlighted
- scaled graphics need to be accurately represented. Graphics cannot be enlarged without the scale being affected. To create a scale of equivalent standard to the original, it will be necessary to re-draw a scale diagram completely. Alternatively the

relevant numerical values in the question can be adjusted so that the enlarged scale diagram (using the original scale) gives the correct results

- ensure that visual/tactile versions of graphics are provided where necessary
- Supplementary materials, such as models, can be useful alternatives to 3D graphics. Approval for using these models should be obtained from the examiner. If suitable adaptations cannot be made for inaccessible graphics, it may be necessary to request the examiner to provide substitute source materials or an alternative question
- descriptions of graphics should be clear and unambiguous and not provide advantage or disadvantage to students.

Placement of Graphics

- the location of a graphic should first be indicated if different from the original
- if diagrams/graphics are placed in a separate booklet, the graphic should state the question number (e.g. "diagram for question 8"). This practice should also be followed if graphics are provided loose/unbound
- relevant caption and heading references should

precede the graphic

- arrange graphics, tables and other ancillary material to appear on the same page spread as the question(s) that relate wherever possible. If this is not possible then consider repeating the graphic material with subsequent questions on following pages
- the basic order of the material as presented in the standard print version of the examination paper should normally be adhered to
- If a whole page is left blank, the words [blank page] should be placed near the top of the page. It is not necessary to retain redundant original blank pages.

Labelling of Graphics

- graphics headings should normally be placed at the top, whatever the position in the original
- names, labels and captions should be at least the same size as the main text and horizontal wherever possible. On occasions labels may need to be placed differently to enhance clarity of the diagram
- information for example "not to scale" or compass direction(s) should be placed at the top left of the diagram

- a complex graphic could be simplified by use of a key
- essential lines or arrows should be:
 - clear
 - a suitable thickness/weight
 - clearly differentiated.

Written Descriptions

A written description may be necessary to provide clarification of photographs and/or images.

- All descriptions should be provided by the examiner/examination authority in consultation with the Specialist Staff
- Care must be taken with written descriptions to ensure they do not provide leading information or material which is not available to other students
- A statement should be included indicating that a description has been provided where necessary
- All descriptions should be provided in English.

Proofreading

Proofreaders must have knowledge of any specialist material (or content) and be aware of Round Table

Guidelines for Producing Clear Print relating to the production and formatting of clear print.

All accessible examination formats must be proofread against the original to ensure accuracy by checking that:

- the materials required to support the question including any accompanying separate resources such as answer booklets, stimulus, graphics or models are provided for proofing
- the assessment material is clearly labelled in print
- all details relating to the examination are correct on the front cover of the question paper and that these details correspond to those on the original print copy
- the large print paper accurately reflects the original examination with any relevant adjustments
- all the pages are reproduced and in the correct sequence
- the quality and size of the font on each page meets the student's requirements
- any special instructions for binding the graphics have been followed; and
- that any special instructions concerning the collation of separate sections have been followed.

Any errors must be corrected; examination papers must be 100% correct.

Include

The large print package should include:

- the large print examination
- any other materials or booklets which need to be supplied, e.g. maps, coloured photographs and machine-read answer sheets; and
- any relevant notes or instructions.

Dispatch

- examination papers should be delivered securely, clearly marked for the attention of the contact person within the examining body
- the package should state clearly that the contents are confidential
- it may be advisable to send an advice note under separate cover, notifying the examining body that the test materials have been dispatched on a particular date.

Digital Assessment Material – online and offline

Web Content Accessibility Guidelines (WCAG) compliance is essential but not sufficient to achieve a valid and equitable digital assessment.

It is important to note that all digital assessment material must be usable, functional and be able to be navigated efficiently with ease of operation by the student.

Student performance is increasingly being assessed online by schools, vocational education and training organisations and universities. Assessment and feedback on accessibility should be addressed in consultation with teaching/support staff and the student well in advance of the digital assessment task. The following steps can greatly improve access for a student with vision impairment undertaking assessment in an online environment:

- ensure host sites conform to guidelines for producing accessible digital material
- trial the compatibility of key online platforms and assessment tools with the most common access technology used by students with vision impairment
- check well in advance for the student's access technology and their ability to interact with the

online assessment environment

- trial the accessibility of the digital assessment in order to avoid:
 - resolution causing unclear and pixelated images when enlarged
 - limited contrast between text and background
 - text displayed on a busy background image making it difficult to read; and
 - the movement between screens multiple times to answer questions
- consider the online time adjustments to meet the needs of additional time to avoid programs shutting down at pre-determined times
- provide access to assessment feedback that ensures independence, privacy and dignity.

For those with vision impairment, information presented online must:

- be readily usable via inbuilt or third party applications designed to enlarge text, convert text to speech or text to braille
- contain options to simplify the layout, change the colour scheme, enlarge onscreen mouse pointers and other functions required by those with low

vision

- be controlled by keyboard shortcuts
- be simple to navigate
- respond to common commands in predictable ways
- be easy to review/edit answers and correct input errors
- maintain compatibility with current and future access technology devices.

Further guidance for producing accessible E-text:
[Guidelines for Producing Accessible eText – Round Table on Information Access for People with Print Disabilities](#)

Accessibility and Universal Design

Digital assessment should utilise the Principles of Universal Design. [Universal Design for Learning \(UDL\)](#) provides the pedagogical framework for inclusive assessments. When designing content, the following must be considered from the outset:

- What is the *purpose* of the assessment?
- What does a successful response look like?
- Are there any *barriers* that may limit students perceiving, understanding and responding?

- What *strategies* will be implemented so that all students can perceive, understand and respond?
- Which *techniques and tools* should be used to ensure the assessment system and items are inclusive?

The following factors affect accessibility and usability for students with vision impairment:

Platform Design

To ensure digital assessments are accessible, the platform should be tested against current accessibility standards, including WCAG and relevant national requirements. This testing must go beyond automated tools and include evaluation by people with lived experience of disability. Their insights are essential for identifying real-world barriers, validating usability, and ensuring accessibility of the assessment environment.

- The assessment should demonstrate functionality, efficiency and consistency with magnification, navigation, scrolling, and positioning of "NEXT and BACK" buttons
- External resources accessed in the assessment must meet current accessibility guidelines
- The assessment should be stable over various browsers and devices

- The platform should provide for time allowance of rest breaks and extra time
- The platform should allow for use of access technology, changes to colour contrast, text size etc
- The platform should allow users to adjust content without loss of navigation controls and functionality
- The system should adjust to time-outs by saving responses and returning the student to the correct place in the test.

Keyboard accessibility

- All functionality, features and interactivity must be available from a keyboard
- Ensure there is a logical keyboard tab order, i.e. the tab order follows the page reading order
- Navigating to and interacting with form controls should not cause a change of context (for example, form submission, page reload, page redirect, etc.). All forms should include a "SUBMIT" button.

Item Design

Readability

- The use of tables, colours, contrasts and screen design should be consistently and appropriately

used

- There should be an opportunity for the student to familiarise with the interface by a practice test using identical tools and navigation
- The instructions should be explicit and meaningful regardless of the student's media
- The item design should allow the student to simultaneously access stimulus information and questions and record responses efficiently.

Font and styling

- Use sans serif fonts, e.g. Arial and Verdana
- Avoid excessive use of italic, bold and all-capitals formatting
- Use stylised headings rather than underlining to emphasise headings
- Use bold font rather than underlining to emphasise text
- Use a line spacing of 1.5 to improve readability.

Layout and structure

- Essential information and instructions must be clearly labelled

- The stimulus material should be located close to the question
- Use informative headings and lists to group information where appropriate
- Use true heading and list styles rather than formatting
- Questions/tasks should be clearly identified and structured for navigation. Avoid using numbers or letters on their own. Use, for example, Question 1, Task 1, rather than 1.
- If users are given multiple task options to choose from, each option should be clearly labelled and structured, so it is easy to identify the choice being selected
- The platform should also provide a way for users to review and check for missing answers before finalising and submitting the assessment.

Tables

- Column headers should be clearly identified. Cascading Style Sheets (CSS) should be used for websites. Ensure header cells are marked-up as table header <th> elements
- Avoid complex tables (merged cells, nested tables,

etc.). Instead, break-up complex tables into multiple, simple tables where possible

- Avoid excessive use of blank characters or blank cells
- Any web links should be up-to date and dead links deleted
- Graphics and stimulus should have an ALT<TAG description or text equivalent
- There should be provision of tactual format and/or written description for graphics and/or tables.

Colour contrast

- Ensure foreground and background colours have a minimum contrast ratio of 4.5:1 for normal text or 3:1 for large-scale text.

Use of colour to convey information

- Avoid using colour alone to convey information, e.g. identifying a form field error by highlighting it in red font.

Text alignment

- Align text to the left and avoid indenting paragraphs.

Physical Environment

- Reliability of bandwidth at the assessment site should be available
- The student should be familiar with a variety of digital assessment styles
- The student should be familiar with the range of technically enhanced items and response types that may be incorporated in a digital assessment. For example, drag and drop, hotspot, dropdown menus, etc
- The battery charge of the student's device should be sufficient for the duration of the assessment and a backup power source available for contingency
- The student's navigation and keyboard skills should be sufficient to demonstrate their knowledge
- The student's approved disability provisions should be administered (see Section 1: Accessible Assessment).

Refer to *Round Table Guidelines for Accessible E-Text* to ensure assessments are produced in compliance with relevant standards.

Multiple Format Assessment Materials

Examination material in multiple formats should only be

provided if this is the student's current practice:

- braille
- tactile graphics (diagrams only)
- 3D models
- electronic format (e.g. Word doc, or online)
- audio
- large print.

Where a student is utilising multiple formats, care must be taken to ensure the assessment materials are compatible across all formats. E.g. a student may be working from an exam paper in electronic text as well as using tactile graphics in braille.

Check that any support materials, such as graphics have been included and are correctly labelled.

Section 5: Assessment Environment and Conditions

Print disability provisions

Applications for print disability provisions must be lodged with the examining body or educational institution before the examination takes place. Specialist Staff should make recommendations to the assessment body regarding print disability provisions appropriate for the student. Requests should be supported by appropriate evidence.

The allocation of additional time for completion of examinations should reflect the content of the examination (e.g. extensive reading and interpretation of graphics).

Readers and/or scribes should only be considered if this is the student's preferred and familiar strategy. The use of a reader/scribe should never be considered an acceptable alternative to the provision of preferred formats.

Print disability provisions include:

Extension of examination time

Students with vision impairment **may** be eligible for

extension of time to accommodate:

- navigation of the assessment materials
- interpretation of tactile or enlarged graphics
- reading descriptions of graphic material
- technology access
 - low vision devices (handheld magnifiers, electronic magnifiers)
 - navigation of enlarged content on screen (scrolling, multiple tabs)
 - navigation of digital formats

Applications for extensions of time should be based on evidence of:

- a functional vision assessment
- reading speeds (using standardised assessments)
- writing speeds.

Rest breaks related to visual and physical fatigue may extend the examination time, but the student is not permitted to work during this period.

Reader

A reader is a person who reads the content of the

examination paper to the student. It is the responsibility of the exam author to consult with the Specialist Teacher Vision Impairment (VI) or other specialist, to capture the critical elements required for a verbal description that is to be provided for the reader. A reader must **never** undertake interpretation of the material. It is recommended contact be made with relevant education authorities to determine the appropriate protocols.

The student may request the reader to repeat any content element a number of times in order to process the information.

Amanuensis (Scribe or Writer)

An amanuensis is a person who writes down a student's dictated answers to questions in an examination.

The amanuensis should:

- produce an accurate and legible record of the student's responses
- read back and/or repeat what has been recorded at the student's request in order to ensure accuracy
- record answers exactly as they are dictated and draw graphics, maps and graphs only in accordance with the student's instructions
- be aware that some students may prefer to draw

their own graphics/charts when they are required for an answer.

Important considerations

A reader and/or scribe:

- should not give factual help or offer suggestions to the student
- should neither give an unfair advantage nor disadvantage the student
- should be a responsible adult, unrelated to the student
- should have a good working knowledge of the subject matter being examined so specialised vocabulary is read and pronounced correctly
- should not advise the student regarding which questions to do, when to move on to the next question, or the order in which the questions should be attempted.

The student should have adequate practice in working with a reader and/or amanuensis before taking an examination

Examination supervision

Students with vision impairment will require a separate

environment (individual or small group setting) if they are accessing any of the following:

- Assistive technologies such as screen readers, braille and CCTV's
- additional time
- a reader and/or amanuensis.

The appointed supervisor of the examination should not have an existing association with the student(s).

Role of the supervisor

The supervisor needs to:

- ensure that the student is able to locate their designated workspace within the examination area
- ensure that the student is granted sufficient time to locate and position any approved access technology
- inform the student (if appropriate) of the location of all relevant examination papers or items in their workspace
- be aware of the student's disability provisions as approved by the examiner
- advise the student of both the original examination time and the extra time which has been approved

by the examiner; and

- liaise with the student and supervise any approved rest break provisions.

During the examination the supervisor should:

- maintain professional management, ensuring that conversation, volume and behaviour are appropriate
- consult (when supervising students completing braille examination papers) the print transcript of the braille paper in responding to student queries
- assist the student if material is inaccessible or appears to be omitted, damaged or unreadable. The supervisor should not interpret the material.

Venue

The examination venue should:

- be comparable to the conditions for the other students, (e.g. have air conditioning, heating, be sufficiently soundproof with minimal disturbance)
- have sufficient lighting and power outlets available (including desk lamp)
- be spacious enough, with adequate furniture to accommodate specialised equipment and a guide

dog where necessary

- have seating for the supervisor and if approved, reader/amanuensis
- have access to bathroom facilities.

A suitable venue needs to be arranged in conjunction with the examination authority if these facilities are not available. This may include undertaking the assessment at the student's home or another approved location.

Following the examination the supervisor should:

- ensure that the relevant sections of the student's responses are correctly collated and secured.

Use of Access Technology

The use of technology during examinations should consider the following:

- the student should be permitted to use equipment with which they are familiar
- the technology device should be checked in advance to ensure that it is charged and in working order with a power adaptor available
- back-up equipment should be available for the student to use in the case of a technology failure
- devices used in exams must be locked down

without access to browsers or other documents stored on the device. Refreshable Braille note-takers should be connected to a monitor to ensure security is not breached

- decisions need to be made in advance regarding the access of computer functions. (e.g. spell or grammar-check)
- access to Digital materials are available in a secure environment during open book examinations.

Section 6: Other Assessment Formats

While many assessment formats can be adapted successfully, some present inherent challenges that require careful planning to ensure equitable access. Two such formats are open book exams and randomised assessments. Due care should be taken to ensure to uphold accessibility, comply with legislative requirements, and maintain fair assessment conditions.

Open Book Exams

Open book exams can present particular challenges for students with vision impairment, especially when the format relies heavily on printed materials or requires the use of additional equipment to access information. Open book exams may disadvantage a student with vision impairment if:

- they are required to access large amounts of hard copy examination material; or
- they need to bring to the examination venue additional equipment (which may be large and cumbersome) for use in accessing material, computer-based information or providing responses.

Open book exams are only recommended if accessible

digital files can be provided to ensure compatibility with assistive technology, and/or arrangements are made by the institution for technology with which the student is familiar to be available at the examination venue. If these accommodations cannot be made, it is recommended the following alternative assessment strategies be considered to replace a time-limited in-person examination:

- a take-home exam, essay or modified assignment for the student's completion over a 24/48-hour period – allowing them to work in their own time using familiar equipment and accessible materials
- an open-book project – also allowing the student to work with familiar equipment in their own time and ensure accessibility of required assessment materials
- an oral examination which would allow the student to demonstrate their understanding of the subject matter in a structured, recorded session, which is then assessed against the same criteria used for all students
- provision of a portfolio-based assessment task requiring the student to produce a portfolio of work completed over the study period – demonstrating their knowledge, specific principles or concepts rather than a single, high-stakes exam.

Randomised Assessment

Randomised assessments, e.g. spot tests, which are administered to students without prior notice, are increasingly being used in some education/training settings to monitor student performance at various stages of their learning. For students with vision impairment, this can cause disadvantage for the following reasons:

- the student may not have brought all information, e.g. statistical tables needed to respond to specific questions on the day of the assessment
- randomised assessment does not necessarily allow for provision of accessible assessment materials or provision of reasonable adjustments.

Given these concerns, this type of assessment is not recommended. Tests designed in this way may conflict with DDA accessibility requirements and risk creating inequitable conditions for students. If the use of randomised assessment is essential for developing specific skills or competencies, all considerations outlined in the earlier sections must be addressed, and timely reasonable adjustments must be provided for students with vision impairment by the education or training provider. The provider should also ensure that accessible versions are prepared in advance and that students have access to the required tools and practice

materials.

Oral assessments

When planning and running oral assessments for students with vision impairment, the goal is to make sure the assessment is fair, easy to access, and not dependent on sight. It also helps to build on the student's strengths in listening and speaking.

Setting up the environment

- Use a quiet room with minimal distractions and good acoustics so the student can clearly hear questions and instructions
- When the student arrives, introduce the examiner(s), describe the room, including the layout, and where everyone is sitting
- Keep seating consistent, and have the assessor sit directly in front of the student so their voice is easy to hear.

Communicating clearly

- Individual speakers should identify themselves, speak clearly and at a steady pace, and check understanding by asking the student to repeat key instructions in their own words
- Avoid referring to anything visual (like "this diagram")

or "over here"). Instead, clearly explain everything verbally or use tactile materials

- Give the student extra time to answer questions, as they may need more time to think through and explain ideas without visual support.

Running the assessment

- Provide all instructions, questions, and marking criteria ahead of time in accessible formats such as audio, braille, or accessible text
- Support the use of assistive technology, such as speech-to-text software, making sure it works well with the student's own devices.

Glossary

3D Vision – the ability to see objects in a three-dimensional format.

Access Technology – a generic term that is also referred to as adaptive technology or assistive technology. It describes devices or products for people with vision impairment that enable access to information that might otherwise be inaccessible (some examples include hand-held optical magnification aids, screen reader and magnification software, video magnifiers, reading/writing stands, speech synthesisers, refreshable braille displays etc.).

Accessible Information/Accessible Format – text or graphics that have been adapted to a format enabling equity of access for a student with vision impairment.

Accessible Assessment – an assessment method, practice or activity free from visual bias which takes into account a student's support needs and learning style related to disability.

Accommodations – changes that are made to assessment procedures to enable access for a student with vision impairment.

Additional Time – extra time allocated to the student

with vision impairment that is over and above the standard examination time.

Adjustments – questions that have been altered in some manner (e.g. through changed wording or graphics, modified lists) or replaced with an alternative question to accommodate the needs of a student with vision impairment.

Amanuensis – a person who writes or types a student's dictated responses.

Bold Lined Paper – paper in landscape or portrait format which has thickened lines, usually black in colour and spaced to suit the individual needs of the student.

Braille – a tactile system of reading and writing invented by Frenchman Louis Braille for use by people who are blind. Braille symbols are composed of combinations of dots from a matrix of three rows and two columns.

Disability Provisions – practical arrangements designed to level the playing field for students with vision impairment so that they can demonstrate their knowledge and understanding in an assessment environment.

Disability Service Practitioner – a staff member with professional qualifications/experience employed by a tertiary institution or training organisation to facilitate provision of reasonable adjustments for students with

chronic medical conditions and those with disabilities impacting on vision, hearing, mobility, physical access, cognition or mental health.

Equity – excluding disadvantage by ensuring the student has access to all materials in the learning environment as well as the assessment materials.

Functional Vision Assessment – an assessment that measures how well students use their vision to carry out routine tasks in different places and at different times throughout the day.

Graphics – illustrations, tables, photographs, diagrams, charts and cartoons.

ICT – Information and Communications Technology.

Inclusion of Students With Disabilities – provision for the needs of all students regardless of their ability or disability.

Large Print/Clear Print – font styles and sizes that are used in the preparation of papers for students with vision impairment (see Round Table's *Guidelines on Clear Print*).

Low Vision – visual acuity less than 6/18 and equal to or better than 3/60 in the better eye with best correction. (World Health Organisation)

Multiple Format – papers that have been prepared for

students, or which are submitted by students, using more than one format such as multi-media, print copy, electronic format, audio, braille, clear print/large print.

Open Book Examinations – examinations in which students are allowed to use notes (hard copy or digital files), texts or resource materials for reference.

Overruns – where a line of text flows onto the next line of print.

Print Disability – a print disability is a difficulty or inability to read printed material due to a perceptual, physical or visual disability.

Proofreading – comparing a prepared copy with an original text to detect and correct production errors.

Reader – a person who reads written material to a student or into audio format.

Read-Only File – a computer file that you can read but cannot change in any way.

Reasonable Adjustments – an adjustment is reasonable in relation to a student with a disability if it balances the interests of all parties affected.

Specialist Teacher Vision Impairment – teachers employed by an education/training organisation whose role includes provision of support to students with vision impairment.

Stimulus Material – visual material that may take the form of text, drawings, advertisements, three-dimensional objects, graphs, tables, photographs, flow diagrams, symbols and images that communicate information.

Supervisor – a person with the responsibility of ensuring that the security and integrity of the exam environment is maintained.

Tactile Format – graphics produced in a raised form that can be interpreted by touch (e.g. illustrations, slit tape diagrams, stereocopy diagrams).

Time Allowances – see additional time.

Timeliness – production of accessible format materials to ensure the student with disability receives his/her materials at the same time as peers.

Touch Reader – A person with vision impairment who uses braille as their primary method of reading. Touch readers access information through tactile formats such as braille displays, embossed materials, or other tactile outputs, relying on touch rather than visual or auditory input to read and process written content.

Unified English Braille – the braille code used for all braille production across Australia and New Zealand.

Universal Design for Learning (UDL) – is an

educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences.

Vision Impairment – Vision impairment is defined as a limitation of one or more functions of the eye, or visual system. This can range from mild vision impairment, to total blindness.

Vision Specialist – a medical or allied health professional with qualifications in ophthalmology, optometry or orthoptics.

Online Resources

The following list of links to websites, while not exhaustive, provides additional sources of information to readers.

ACARA the Australian Curriculum, Assessment and Reporting Authority is an independent statutory authority responsible for developing the national curriculum and national assessments, including NAPLAN.

[ACARA website: https://www.acara.edu.au/](https://www.acara.edu.au/)

ACHIEVE provides best practice guidelines on inclusive tertiary education provision in New Zealand, developed by a national network established to ensure equal opportunity and access to post-secondary education and training for people with impairments.

[ACHIEVE website: http://www.achieve.org.nz/](http://www.achieve.org.nz/)

Australian Braille Authority (ABA) includes information regarding the work of the Australian Braille Authority and some valuable resources and guidelines about braille usage, production and formatting.

Australian Braille Authority (ABA):
<http://brailleaustralia.org/>

Australian Disability Clearinghouse on Education

and Training (ADCET) provides information and resources to support the work of disability service practitioners and educators in the Australian vocational education and training, and higher education sector. They have several resources and guidelines available for staff and educators supporting students who are blind or low vision in education and training.

[ADCET website: http://www.adcet.edu.au/](http://www.adcet.edu.au/)

Australian Human Rights Commission (AHRC) provides important information regarding current Australian anti-discrimination legislation and its application to people with disabilities in Australia.

[Australian Human Rights Commission:
http://www.humanrights.gov.au/disability_rights/](http://www.humanrights.gov.au/disability_rights/)

Council of Australasian University Directors of Information Technology (CAUDIT) is the peak body for Information and Communication Technology (ICT) in the Higher Education and Research sectors. They host a guide for understanding and addressing an **Accessible ICT procurement standard** *under Australian Standard* [AS EN 301 549:2016](#)

Council of Australasian University Directors of Information Technology (CAUDIT):
<https://www.caudit.edu.au/accessible-it-procurement/>

DAISY Consortium provides information on the work of

this international association which develops, maintains and promotes development and use of international DAISY standards for the production of digitised material for people with print disabilities.

DAISY Consortium: <http://www.daisy.org/>

Human Rights Commission – Te Kāhui Tika Tangata provides information about human rights and anti-discrimination legislation in New Zealand.

Human Rights Commission: <http://www.hrc.co.nz/>

ICEB – International Council on English Braille provides a medium for international cooperation among national standard setting bodies on English language braille, and collaborates with other organisations which have an interest in the standardization, teaching, promotion or dissemination of braille.

ICEB website: <http://www.iceb.org/>

ICEVI – International Council of Educators for the Vision Impaired is a membership organisation with a mission to promote access to inclusive, equitable, and quality education for all people with vision impairment.

ICEVI website: <http://icevi.org/>

Round Table on Information Access for People with Print Disabilities provides information about Round Table and invaluable resources produced as a direct

result of its work.

Round Table on Information Access for People with Print Disabilities website: <http://www.printdisability.org>

South Pacific Educators in Vision Impairment (SPEVI) provides information about the work of SPEVI (the professional body concerned with matters pertaining to the education of people with vision impairment within the South Pacific region) and links to information and resources regarding vision impairment.

SPEVI website: <https://www.spevi.net/>

United Nations Declaration on the Rights of Persons with Disabilities

United Nations Declaration on the Rights of Persons with Disabilities website:
<https://www.ohchr.org/en/professionalinterest/pages/rightsofdisabledpersons.aspx>

Universal Design for Learning (UDL) is a research-based set of principles to guide the design of learning environments that are accessible and effective for all.

UDL website: www.cast.org

Web Accessibility Initiative (WAI) includes strategies, guidelines and resources for use in making the world-wide web accessible to people with disabilities.

Web Accessibility Initiative (WAI) website:
<http://www.w3c.org/wai>

Related Readings and Guidelines

Australian Braille Authority. (2016). *ABA Rules and Guidelines for Formatting Braille*. Round Table on Information Access for People with Print Disabilities Inc.

Australian Vice-Chancellors Committee. (2004). *Guidelines on Information Access for Students with Print Disabilities*. Universities Australia.

Australian Vice-Chancellors Committee. (2006). *Guidelines Relating to Students with a Disability*. Universities Australia.

Commonwealth Attorney-General's Department. (2006). *Disability Standards for Education 2005*. Commonwealth of Australia.

DAISY Consortium. (Revised 2012). *DAISY 3 Structure Guidelines*. Daisy Consortium

International Council on English Braille (ICEB). (2014). *Unified English Braille Guidelines for Technical Material*. ICEB.

Round Table on Information Access for People with Print Disabilities. (2024). *Guidelines for Producing Accessible eText*. Round Table on Information Access for People with Print Disabilities.

Round Table on Information Access for People with Print Disabilities. (2024). *Sound Advice Guidelines*. Round Table on Information Access for People with Print Disabilities.

Round Table on Information Access for People with Print Disabilities. (2024). *Guidelines for Producing Accessible 3D Prints*. Round Table on Information Access for People with Print Disabilities.

Round Table on Information Access for People with Print Disabilities. (2022). *Guidelines for Producing Clear Print*. Second Edition. Round Table on Information Access for People with Print Disabilities.

Round Table on Information Access for People with Print Disabilities. (2022). *Guidelines for Producing Accessible Graphics*. Round Table on Information Access for People with Print Disabilities.

Round Table on Information Access for People with Print Disabilities. (2005). *Guidelines on Conveying Visual Information*. Round Table on Information Access for People with Print Disabilities.

Round Table on Information Access for People with Print Disabilities, and International Council on English Braille. (2024). *The Rules of Unified English Braille*. Third Edition. Round Table on Information Access for People with Print Disabilities and International Council

on English Braille.

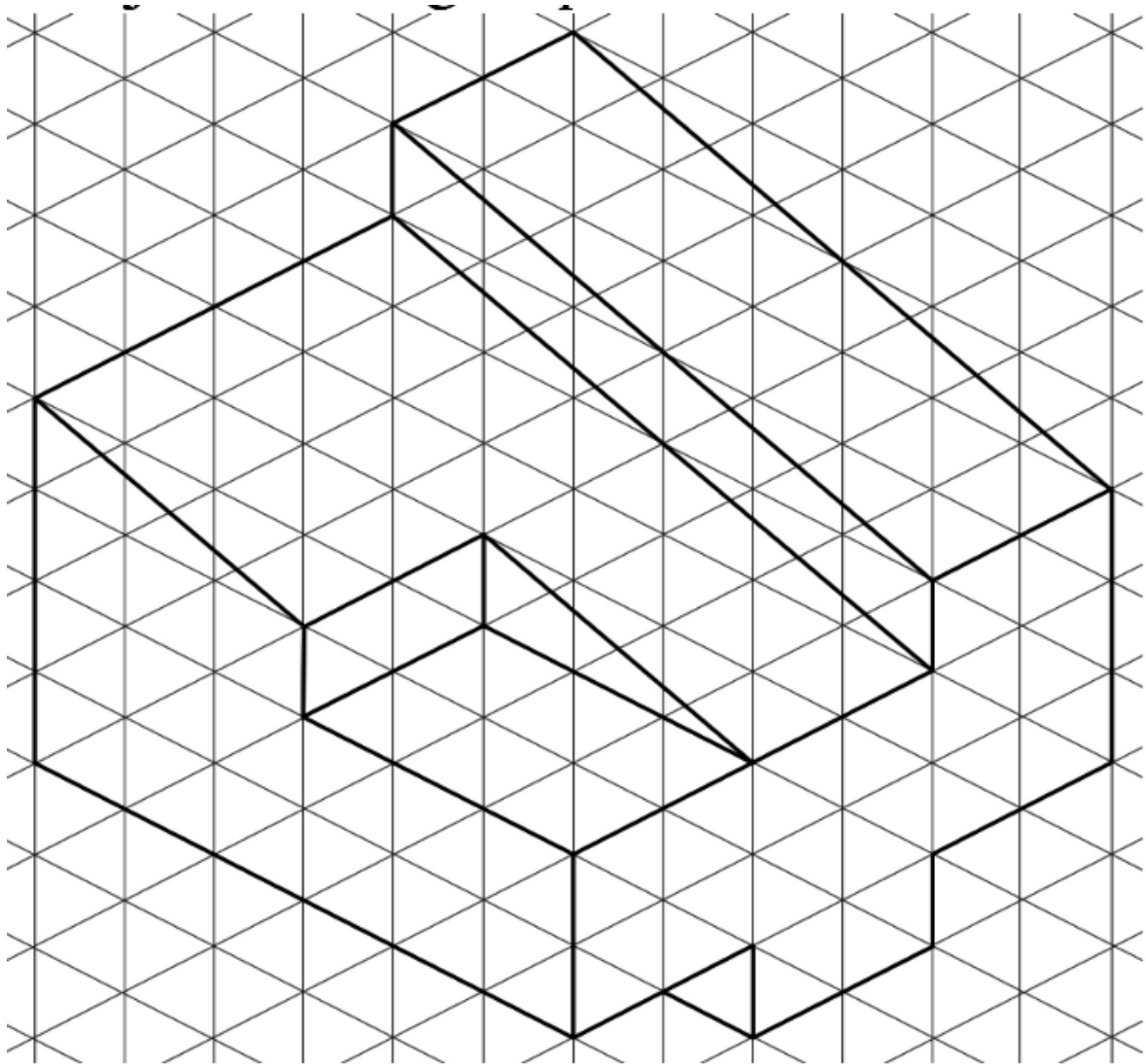
South Pacific Educators in Vision Impairment. (2016). *SPEVI Principles and Practice Guidelines for quality education of learners with vision impairment*. Second Edition. South Pacific Educators in Vision Impairment.

World Wide Web Consortium (W3C). (2023) Web Content Accessibility Guidelines (WCAG) 2.2. W3

Appendix 1: Examples of problematic graphics

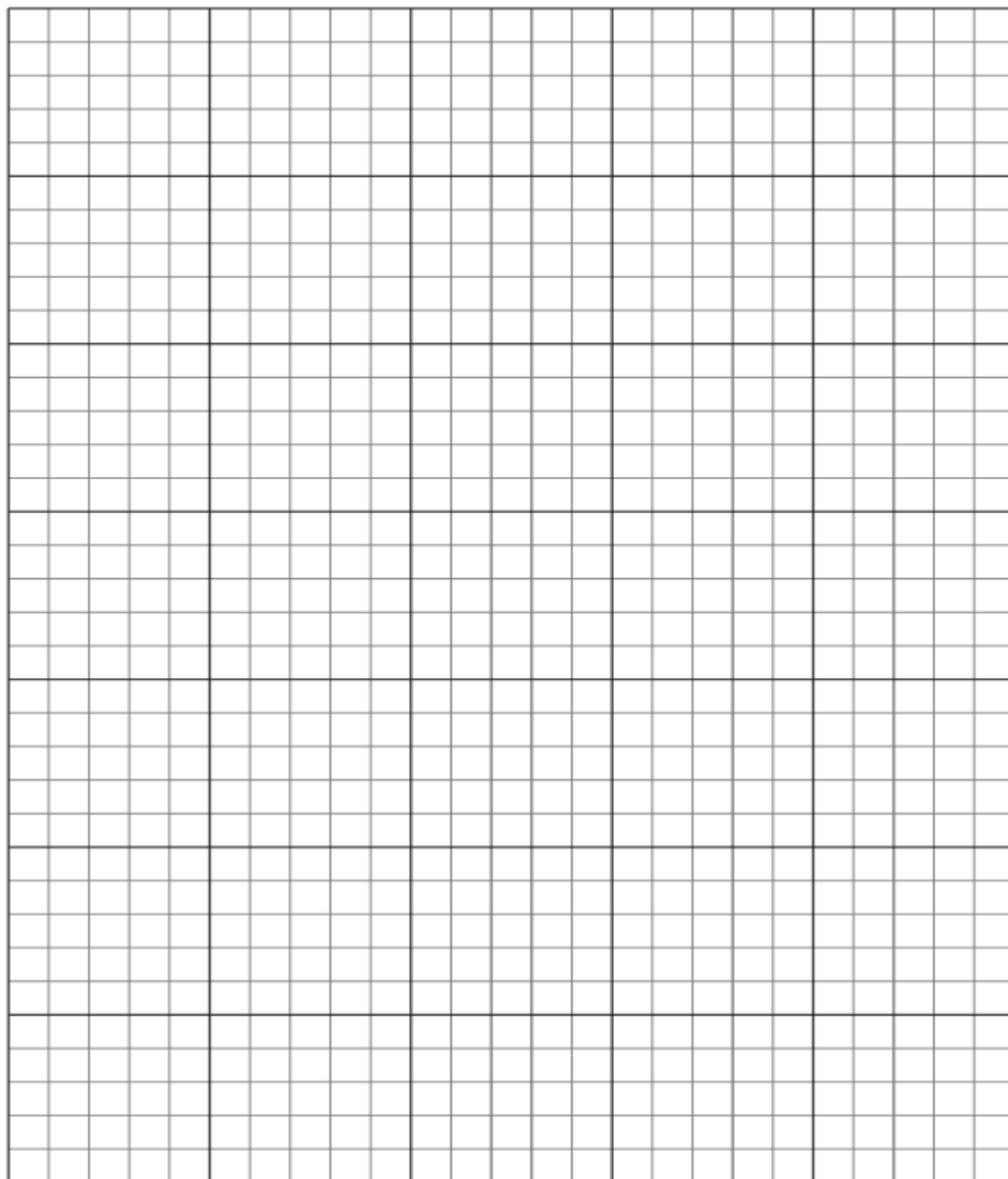
Example 1: Where the student is required to draw

In the isometric shown below, draw carefully by freehand the three primary third-angle projections of the object using a grid. Be sure to darken your lines.



Example 2: Where the student is required to plot a graph

Construct an appropriate graph for four haloethanoic acids, showing their pK_a values and the identity of the halogen X in each molecule.



X (in X-CH₂COOH)

Example 3: Alternate assessment tasks when visual interpretation is required and alternative text provides the answer

Each square on the grid measures 1 square centimetre (cm^2). What is the area of the squares that are shaded? The Alt text would provide an answer to the student, i.e. there are 8 shaded squares and 17 unshaded.

