Guidelines for Examiners when Marking Scripts from Students with a Disability who have a Reading, Writing or Spelling Difficulty[1]

For a full version of these guidelines: http://www.universityofgalway.ie/disability/staff-support/marking-guidelines/

1. Firstly, read the script quickly to judge the student's underlying understanding of the topic; then assess their performance against the learning outcomes. If the script contains all the required elements but does not introduce them in a clear logical order, **avoid penalising the student for a lack of structure in their writing unless this is a stipulated competency being assessed.**

2. Errors in **spelling** do not necessarily mean that the student is confused about the meaning of the word or its function in their writing. Generally, such errors do not lead to ambiguity and should not be penalised when subject knowledge is being assessed.

3. **Lexical** errors, such as *coarse* for *course,* do not mean that the student is confused about the meaning of the words. This kind of error should not be penalised unless it leads to ambiguity.

4. **Grammatical** errors, like incorrect tense endings, lack of subject – verb agreement and incorrect word order may not affect the meaning of the sentence.

5. Students with difficulties in Reading, Writing and Spelling might not always use **punctuation** as a tool to clarify meaning. Scripts may contain long sentences that are difficult to follow with indiscriminate punctuation or no punctuation at all. Very short sentences or fragments of sentences might also be produced.

6. Some students may have **restricted vocabulary** and use a far more limited range of words that one would expect. Avoid penalising students who may have an immature style of writing, unless written communication is a specified learning outcome.

7. Where grammar and spelling are core competencies of a course a student's work must be marked on the basis of accuracy in the language and therefore these marking guidelines will not apply.

8. In all subjects, if a student's errors make a material difference to the meaning of their work, it will not be possible to classify them as surface errors that do not incur penalty. For instance, if a nursing student writes *hypertension* instead of *hypotension*, this will affect the mark awarded.

9. In all subjects, if the surface errors or structural flaws make the student's work so ambiguous that it is impossible to decipher the meaning, then this diminishes his/her ability to demonstrate the module's learning outcomes and this would be reflected in the marks awarded.

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[1] Adapted from *Guidelines for Marking the Work of Students with Specific Learning Difficulties (University of Central Lancashire)* http://www.uclan.ac.uk/information/services/sds/marking_guidelines_for_students_with_specific_learning_difficulties.php [accessed 14th June 2012]

Treoirlínte do scrúdaitheoirí agus iad ag marcáil scripteanna ó mhic léinn atá faoi mhíchumas agus a bhfuil deacracht acu i dtaca le léamh, scríobh nó litriú[2]

Le haghaidh leagan iomlán de na treoirlínte seo ar **fáil ar**
http://www.universityofgalway.ie/disability/staff-support/marking-guidelines/

1. I dtosach, léigh an script go gasta go bhfaighidh tú amach cén tuiscint atá ag an mac léinn ar an ábhar; ansin, déan an méid atá scríofa aige/aici a mheas i gcomparáid leis na forthorthaí foghlama. Má tá na heilimintí riachtanacha go léir sa script ach nach gcuireann sé/sí i láthair ar bhealach soiléir loighciúil iad, **níor chóir pionós a chur ar an mac léinn toisc nach bhfuil struchtúr ceart ar an méid atá scríofa aige/aici ach amháin sa chás gur inniúlacht shonraithe é seo atá le scrúdú.**

2. Má bhíonn earráidí sa **litriú** ag an mac léinn, ní gá go gciallódh sé sin nach dtuigeann an mac léinn brí an fhocail ná feidhm an fhocail sa scríobh. De ghnáth, ní thagann débhrí as earráidí den chineál sin agus níor cheart pionós a ghearradh ina leith nuair a bhíonn eolas ar an ábhar féin á mheas.

3. Ní chiallaíonn earráidí **foclóra**, *barrúil* in ionad *barúil* mar shampla, nach dtuigeann an mac léinn brí na bhfocal. Níor cheart pionós a ghearradh i leith earráid den chineál seo ach amháin má bhíonn débhrí ann.

4. Ní gá go gcuirfeadh earráidí **gramadaí** – botúin in aimsirí na mbriathra, ord na bhfocal a bheith mícheart, nó ainmfhocal agus aidiacht gan a bheith ag réiteach lena chéile, mar shamplaí – isteach ar bhrí na habairte.

5. Mic léinn a bhfuil deacrachtaí acu le Léamh, Scríobh agus Litriú, b'fhéidir nach mbainfidís úsáid as **poncaíocht** chun an bhrí a chur in iúl go soiléir. B'fhéidir go mbeadh abairtí fada sna scripteanna agus poncaíocht neamhrialta nó easpa poncaíochta orthu, agus nárbh fhurasta na habairtí a thuiscint dá réir. B'fhéidir go mbeadh abairtí an-ghearr nó blúirí d'abairtí ag an mac léinn.

6. D’fhéadfadh **stór teoranta focal** a bheith ag roinnt mic léinn agus i bhfad níos lú focal acu ná an méid a mbeadh súil leis. Níor cheart pionós a chur ar mhic léinn a bhfuil stíl scríbhneoireachta neamhaibí acu, ach amháin sa chás gur forthoradh sonraithe foghlama í an chumarsáid scríofa.

7. Más croí-inniúlachtaí den chúrsa iad an ghramadach agus an litriú, ní mór saothar an mhic léinn a mharcáil de réir cruinneas teanga; sa chás sin, ní bheidh na treoirlínte marcála seo i bhfeidhm.

8. I ngach ábhar, má dhéanann earráidí an mhic léinn difear ábhartha do bhrí an méid atá scríofa acu, ní féidir ansin déileáil leo mar earráidí dromchla nach ngearrtar pionós ina leith. Mar shampla, má scríobhann mac léinn altranais *aineolas* in ionad *saineolas*, caillfear marcanna.

9. I ngach uile ábhar, má fhágann na hearráidí dromchla nó na lochtanna struchtúir go bhfuil saothar an mhic léinn chomh débhríoch sin is nach féidir an bhrí a dhéanamh amach, ansin laghdaítear ar chumas an mhic léinn a léiriú go bhfuil forthorthaí foghlama an mhodúil bainte amach aige/aici; sa chás sin, taispeánfar é sin sna marcanna.

[2]Leagan leasaithe de *Guidelines for Marking the Work of Students with Specific Learning Difficulties (Ollscoil Central Lancashire)*
http://www.uclan.ac.uk/information/services/sds/marking_guidelines_for_students_with_specific_learning_difficulties.php [arna rochtain an 14 Meitheamh 2012]