Assessments that focus on physical activity based on adult sport characteristics may need modification. Variations may include altering the size of the field, changing the number of participants, or modifying the equipment or the skills required.

This is necessary because:

* young students are less physically and emotionally mature than adults
* students typically have a shorter attention span than adults
* there may be excessive physical demands and complex rules that do not support skill acquisition and enjoyment.

Planning for assessment of physical activities should also consider:

* the availability of resources
* students socioeconomic backgrounds
* students cultural backgrounds
* gender issues
* the range of students’ abilities and prior achievements
* students’ linguistic background
* the variety of ways in which students can demonstrate outcomes.

### Modification for students with special educational needs

Students with special educational needs are those who, in order to access and participate in the curriculum, may require an adaptation to and/or modification of the school program, units or activities. The target group of students includes those:

* with disabilities
* with learning difficulties/disabilities
* who demonstrate significant behavioural and adjustment difficulties.

To demonstrate the Essential Learnings, these students may require support programs or services, and/or other resources which are complementary and/or additional to those which are provided to other students.

Students with a disability may require assessment tasks to be modified to optimise both their participation and their ability to demonstrate learning outcomes. To determine whether modification is necessary the teacher should:

* ascertain students' previous experiences with similar activities
* communicate with students to gauge their level of interest or concern
* consult with parents/carers and specialist support staff.

Modification to physical activity assessments may take the form of:

* altering the size and/or colour of equipment — for example, lighter, shorter, brighter
* using equipment with bells
* allowing for more bounces
* lowering nets, hoops or baskets
* allowing for more frequent substitution
* reducing court size
* minimising competition
* allowing others to run or hit
* varying the time restrictions
* modifying rules.

Teachers are encouraged to contact local specialist support groups and advisers for further ideas on adapting activities for students with disabilities.

### Modification for students in distance education settings

Students who are geographically isolated, overseas, travelling, unable to attend school for medical reasons, or being home-schooled all provide specific challenges to the writing of assessment packages.

Schools of distance education provide support and advice on the modification of activities for students in distance education settings.

### Modification for cultural influences

Students' diverse social and cultural backgrounds should be considered when planning assessment. Consultation with parents may be necessary as part of the acknowledgment and valuing of various perspectives. Communication between the school and its constituent groups will ensure that cultural beliefs and needs are respected to promote a sense of whole-school community.