Discernment check - Part 1. Before looking to adjustments	
Are you working from the class curriculum program and achievement standards?	
Have you identified aspects of the achievement standard that the student could demonstrate without adjustments?	
Have the success criterion been chosen to provide maximum access for all students?	
Have you identified aspects of the achievement standard that the student could demonstrate using the flexibility inherent in the Australian Curriculum?	
Discernment check - Part 2.	
Choosing adjustments	
Will this adjustment support the student to access achievement standards at age cohort level?	
Does this adjustment interfere with the intent of the achievement standard being focussed on?	
Will this adjustment contribute to the student's social inclusion in the class?	
Will use of this adjustment promote independence for this student now and in the future?	
Is this adjustment the most efficient available?	
Discernment check - Part 3.	
Implementing adjustments	
Will this adjustment be able to be consistently implemented in regular classroom teaching and learning as well as assessment?	
Will this adjustment be able to be implemented in a reasonable amount of time after it has been agreed upon?	
Will this adjustment require planning ahead – e.g. booking of technology?	
Will you be able to easily review the effectiveness of this adjustment in supporting the student to meet achievement standards?	
Are there plans in place for other teachers to implement this adjustment e.g. relief teachers and specialist teachers in music and PE?	