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KEY STAGE
2

YEARS
3-6

National Curriculum assessments

Modified test administrators' guide

Modified large print (MLP) tests for
children with a visual impairment

2013



Standards
& Testing
Agency

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2013 Key Stage 2 *Modified test administrators' guide. Modified large print (MLP) for children with a visual impairment*

PDF version ISBN: 978-1-78315-047-2

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This publication is also available for download at www.education.gov.uk/ks2.

Contents

Introduction	4
Further information and advice	4
Planning for the tests	5
Access arrangements	5
Equipment for the tests	6
Using technological and electronic aids	6
Models and objects	6
Preparing rooms	7
Early opening of modified test materials	7
Making further adaptations to the tests	7
Highlighting questions	7
Children's responses	8
Administering the English tests	9
English reading test	9
English grammar, punctuation and spelling test	9
Administering the mental mathematics test	10
Administering the written mathematics tests	11
Drawings, diagrams and tables	11
After the tests	12
Packing and sending test scripts for marking	12
Mark scheme amendments	12

Introduction

This *Modified test administrators' guide* (MTAG) provides guidance for anyone administering the modified large print (MLP) versions of the Key Stage 2 National Curriculum tests to children with a visual impairment.

This guide should be followed to ensure that children using the MLP versions of the tests can access them properly, and that they are not at a disadvantage.

In this guide, 'test administrator' refers to anyone responsible for, or involved with, test administration.

Headteachers are responsible for ensuring all test administrators administering the MLP versions of the tests to children with a visual impairment are familiar with the contents of this guide. Schools that do not comply could be subject to investigation of maladministration.

Further information and advice

The information in this guide builds on sections 7-9 of the 2013 *Key Stage 2 Assessment and reporting arrangements* (ARA). It should be used in conjunction with the:

- 2013 *Key Stage 2 Test administrators' guide* (TAG); and
- 2013 *Key Stage 2 Modified subject-specific guidance for pupils with a visual impairment*, which will be provided with the modified test materials.

The ARA and TAG are both available to download from the Department for Education's website at www.education.gov.uk/ks2.

If you have any queries, contact the National Curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.

Planning for the tests

This section gives general guidance to help you prepare for administering MLP versions of the tests. Specific guidance for the English and mathematics tests is given in later sections.

Access arrangements

Teachers should decide whether any access arrangements are appropriate, taking into account the assessment needs of each child and the support given as part of normal classroom practice. See section 7 of the 2013 Key Stage 2 ARA.

Additional time

The timings shown on the MLP test papers are the standard times for the tests.

Children using these tests are automatically entitled to up to 100 per cent additional time. The child should be informed of the time they are allowed, including any additional time, before each test starts.

Use of readers and scribes

The guidance given in section 7 of the 2013 Key Stage 2 ARA and the access arrangements section of the Department's website at www.education.gov.uk/accessarrangements should be followed. In addition:

- If a scribe is used, the scribe must ensure that all the language, punctuation and phrasing are the child's own.
- Where a scribe supports a child with a visual impairment, it must be clear to the marker what work the scribe has done and what work is the child's own. On diagrams requiring completion, it must be clear where the child has indicated the answer.
- Any diagram which has been transcribed must show evidence of the child's work (for example pin marks). Diagrams transcribed without such indication will not be accepted.
- The school must complete the use of a scribe form which can be downloaded from the Department's website at www.education.gov.uk/accessarrangements.
- Readers can be used in the tests, but only with children who are not capable of accessing the materials independently and are supported by a reader in normal classroom practice.
- In the English reading paper, readers can only read the general instructions, which include the information on the front cover of the test paper and any directions that are not part of the actual questions. Readers must not be used in the English reading test in any other circumstances.
- In the English grammar, punctuation and spelling test, readers must read the prompts to the children in full. Readers may also read any part of the child's response back to them.

Equipment for the tests

The tests are designed so that normal classroom equipment can be used.

Questions requiring children to draw or use additional materials will need to be planned for. Information is provided in the 2013 Key Stage 2 *Modified subject-specific guidance for children with a visual impairment* to enable test administrators to organise the appropriate equipment and be ready to assist children in managing the materials, where necessary.

Specific equipment required for the tests is listed in section 4 of the 2013 TAG. Children with a visual impairment will need:

- A suitable writing implement (such as pen, pencil or word processor) for all tests.
- A means of drawing for the mathematics tests. As drawing can be particularly difficult for children with a visual impairment, methods should be determined in advance.
- A suitable calculator for the levels 3-5 mathematics Test B and the level 6 mathematics Paper 2. For some children with a visual impairment, this will need to be a calculator with speech output or enhanced display. If specialist calculators are not available, assistance may be given in reading the display, or in following a child's instructions. If a child uses a calculator with speech output you should consider administering the tests to them in a separate room so that other children are not disturbed or given an advantage.
- Tracing paper, a mirror, angle measurer or protractor and a ruler should be provided for the mathematics tests, if appropriate for the child.

It is not expected that children will have number apparatus in the tests. However for children who may need support, structured number apparatus such as Dienes blocks may be provided if this is normal classroom practice. Counters should not be used as they do not provide appropriate support.

Using technological and electronic aids

Children who normally use technological and electronic aids in the classroom, including low-vision aids such as closed-circuit television or JOCR scanners, may use these for the tests. If a technological or electronic aid is used, a use of a word processor or other technical or electrical aid form must be completed and attached to the front of each script and transcript before they are sent for marking. The form is available to download from the Department's website at www.education.gov.uk/ks2.

Models and objects

In some cases, models are provided with the MLP test papers to support the child's ability to access the tests. You may wish to provide real objects which look like those illustrated in the tests. Children must not experiment with these objects. You are advised to indicate on the test paper where apparatus is available for children to handle or look at. Care must be taken to use shapes identical to those drawn and to keep relative sizes the same.

Preparing rooms

Schools should consider administering the tests to children with a visual impairment in a separate room to any other children taking the tests.

Headteachers should consider the number of test administrators that will be needed for each room where the tests are being administered. Arrangements should be in place should a child need to be removed, for example if they are disruptive or become ill.

Headteachers should also consider that test administrators who administer the tests on their own are more vulnerable to allegations of maladministration as they do not have another adult to verify the test administration procedures.

Early opening of modified test materials

Details of when the MLP test materials can be opened to prepare for the administration of the tests are in the 2013 Key Stage 2 *Modified subject-specific guidance for pupils with a visual impairment*, which will be provided with the modified test materials.

You may open the 2013 Key Stage 2 *Guidance notes: model packs* up to two school days before the relevant mathematics test, to check that they have sufficient quantities and to assemble the models.

You must not open the test packs early to familiarise yourself with the test content. This could lead to allegations of maladministration and the annulment of children's results.

Making further adaptations to the tests

Where appropriate, changes will have been made to the wording and layout of test questions in the modified versions of the tests.

If you make further adaptations to the MLP versions of the tests, care must be taken to ensure that the page layout and accuracy of the materials are not affected. If the corresponding text, questions or page references are adapted incorrectly, children may be disadvantaged.

There may be questions in the mathematics tests that are unsuitable for further enlargement. These will be listed in the *Modified subject specific guidance for pupils with a visual impairment*, provided with the modified test materials.

Highlighting questions

You may highlight questions on the MLP papers with a coloured marker pen if this helps children to recognise them more easily. Care should be taken not to invalidate the assessment by drawing the child's attention to the response sought.

Children's responses

Children using MLP test papers will usually answer on the test paper in the spaces provided, but they may use separate sheets of paper if required.

As the tests will be marked externally, all completed test scripts (answer booklets or test papers containing children's answers) must have the following information written on the front cover:

- the name of the child;
- the name of the school;
- the Department for Education (DfE) number; and
- the name of the test paper (for example levels 3-5 mathematics Test A).

Any separate sheets should be labelled with the name of the child and attached to the completed test script in the correct order. If these details have not been provided by the child, you should add them at the end of the test session.

Administering the English tests

This section gives specific guidance on administering the English tests.

Please refer to the 2013 Key Stage 2 *Modified subject-specific guidance for pupils with a visual impairment* for more detailed information. This is included with the modified test materials.

Mark scheme information boxes are provided on the back cover of the test papers to avoid confusion for children with a visual impairment. You should tell children that they do not need to write anything on the back cover of the paper.

English reading test

You should ensure that children using the MLP versions of the tests can recognise the details in all pictorial representations and photographs. You may help children to identify details on all pictures, but may not help them to read any text.

English grammar, punctuation and spelling test

Spelling task

If administered in a one-to-one or small group setting, you will require a copy of the standard Spelling task administrator instructions.

An MLP version of this test is produced, but children may also write the target spellings in list form on plain paper if this is preferred. The child's name, DfE number and school should be written on each piece of paper used.

Answer lines in the spelling task test paper are numbered to aid children with a visual impairment. You should use these numbers to help children to locate the correct line to write on, before reading aloud the sentence including the target spelling. Spell checkers must not be used in the spelling test.

Administering the mental mathematics test

The test materials provided for children consist of an MLP answer booklet which contains the stimulus material from the standard child answer sheet, together with any additional stimulus material necessary for children to access the question.

The practice question stimulus material and answer line are on the first page of the MLP answer booklet.

The MLP version of the mental mathematics test administrator's script is contained in the 2013 Key Stage 2 *Mental mathematics scripts for children with a visual impairment*.

You should administer the MLP version of the test on a one-to-one basis using the relevant modified script. Instructions, question order and content may differ from the standard test.

Timings also differ from the standard test. This is to provide accessibility for children with a visual impairment. Children using the MLP version of the mental mathematics test may be given as much additional time as they need to familiarise themselves with any stimulus material before a test question is read. Once a question has been asked, you may allow children up to 100 per cent additional time to process the language of the question and record their answer. The additional time is reflected in the modified script. Timings in the script must be strictly adhered to.

The script for administering the modified mental mathematics test may contain additional verbal prompts to help children to locate specific items in the MLP child answer booklet. This information is printed in italics in the modified script. It must be used on the first reading of the question, but may be ignored on the second reading of the question.

The MLP version of the mental mathematics test must be used with the relevant MLP script. The materials must not be used with the standard mental mathematics test CD-ROM or transcript. The MLP test materials must not be used with the Braille modified mental mathematics script.

Please refer to the 2013 Key Stage 2 *Modified subject-specific guidance for pupils with a visual impairment* for more detailed information. This is included with the modified test materials.

Administering the written mathematics tests

This section gives specific guidance on administering the written mathematics tests.

Please refer to the 2013 Key Stage 2 *Modified subject-specific guidance for pupils with a visual impairment* for more detailed information. This is included with the modified test materials.

Drawings, diagrams and tables

The mathematics tests contain a number of diagrams, graphs and pictures. Where necessary, these have been simplified or adapted for use by children with a visual impairment, but children might still need help in locating the correct diagrams or clarifying their layout. Compared with the standard versions of the tests, some non-essential diagrams and illustrations may have been omitted from the MLP versions of the test papers. In the MLP papers, diagrams are printed within the text.

Some questions require children to draw. Where this is the case, children should use the method that they think is most appropriate. If a child is asked to draw a shape on a grid, the desired shape should be indicated by an outline. If appropriate, the area covered by the shape may be shaded, marked or indicated by pins (if used), so that it can be clearly read by the marker.

After the tests

Packing and sending test scripts for marking

Section 6 of the TAG provides more detailed information on how to pack and dispatch test scripts, including MLP versions of the tests, and attendance registers.

Mark scheme amendments

In some cases, changes are made to the standard questions for the MLP version. This may result in a change to the standard mark scheme for these questions. These changes are recorded in the mark scheme amendments which will be available to download from the NCA tools website at www.education.gov.uk/nca_tools after all test scripts have been collected for marking.



About this publication

Who is it for?

Anyone involved in administering the modified large print (MLP) versions of the Key Stage 2 tests to children with a visual impairment. Test administrators should familiarise themselves with its content before administering modified versions of the tests.

What does it cover?

- Guidance on the administration of the MLP versions of the Key Stage 2 English and mathematics National Curriculum tests.

Related information

Visit the Department for Education's website at www.education.gov.uk/ks2 for all related information.

For more copies

Printed copies of this document are not available. It can be downloaded from the Department's website at www.education.gov.uk/ks2.