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KEY STAGE
2

YEARS
3-6

National curriculum assessments

Modified test administrators' guide

Tests for children with a hearing
impairment and children who use
sign language

2014



Standards
& Testing
Agency

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2014 Modified test administrators' guide: tests for children with a hearing impairment and children who use sign language.

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

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1. Introduction

This 'Modified test administrators' guide' (MTAG) provides guidance for anyone administering the key stage 2 national curriculum tests to children with a hearing impairment and children who use sign language.

This guide should be followed to ensure these children can access the tests 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 tests to children with a hearing impairment and children who use sign language are familiar with the content of this guide. Schools that do not comply with this guidance could be subject to investigation of maladministration.

Further information and advice

The information in this guide builds on section 4 of the 2014 key stage 2 'Assessment and reporting arrangements' (ARA). It should be used in conjunction with the:

- 2014 key stage 2 'Test administrators' guide' (TAG); and
- test specific guidance provided with the modified test materials.

The ARA and TAG are both available on the 'Assessment at key stage 2' section of the Department for Education's (DfE'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.

2. Planning for the tests

This section gives general guidance to help you prepare for administering the tests to children with a hearing impairment and children who use sign language. Specific guidance for administering the English and mathematics tests is given in later sections. Test sensitive information will be provided with the test materials.

2.1 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 4.4 of the 2014 key stage 2 ARA.

Detailed guidance on how to use each type of access arrangement is available on the 'Access arrangements' section of the DfE's website at www.education.gov.uk/accessarrangements.

2.2 Equipment for the tests

The tests are designed so that children can use normal classroom equipment. Specific equipment needed for the tests is listed in section 2.6 of the TAG.

2.2.1 Mental mathematics test

You will need additional equipment to administer the mental mathematics test. The CD of stimulus materials includes a set of PDF files. You will need a computer with Adobe Acrobat installed to use this. (Adobe Acrobat is a free software download available from the internet.)

Some children with a severe hearing impairment will need a signal so they understand when they can answer the questions. You could use a light or vibration signal for this purpose.

2.3 Preparing rooms

Schools should consider administering the tests to children with a hearing impairment in a separate room to 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.

2.4 Early opening of modified test materials

Details of when the modified test materials can be opened to prepare for the administration of the test is included with the guidance provided in the modified test materials.

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.

2.5 Use of communicators and sign language

Communicators and sign language interpreters may be used to support children who use British sign language or other sign-supported communication in the tests if this is normal classroom practice. Subject-specific guidance on the use of communicators and sign language is given in the relevant sections of this guidance.

3. Administering the English tests

3.1 Using sign language interpreters and communicators

3.1.1 English reading test

Sign language may be used, and explanation given, only to convey the general instructions. This includes information on the front cover of the test papers and any directions that are not part of the actual questions. For example, 'These questions are about caves'.

3.1.2 English grammar, punctuation and spelling test

Sign language may be used, and an explanation given, only to convey the general instructions and where test administrators are instructed to read the prompts to the child. Sign language interpreters and communicators may also read and / or sign back to the child any part of his or her responses.

3.1.3 Spelling task

A communicator or sign language interpreter may be used for the administration of the spelling task to children with a hearing impairment and children who use sign language. However, where the spelling task is presented through sign language, finger spelling must not be used.

Compensatory marks

Children who have been granted a compensatory mark for the spelling task are exempt from this component and must not attempt it. If the child attempts the task, the mark will stand and a compensatory mark will not be given. For more information, see the 'Compensatory marks' page of the DfE's website at www.education.gov.uk/accessarrangements.

4. Administering the mental mathematics test

The standard mental mathematics test is administered using a recording on a CD. Children with a hearing impairment or who use sign language may have difficulty accessing the test in this format. The following modifications have therefore been made to the procedures for administering the modified test:

- To help children prepare for the question, they will be given additional time to process the stimulus material before each question is read. Children will not need to look down at their answer sheet while the question is being read. The test administrator should decide how much time is needed for children to familiarise themselves with the information on the stimulus material – this will vary depending on the complexity of the information supplied.
- The time children will have to answer each question will increase from 10 seconds, to 20 seconds, to 30 seconds as the test progresses through the three sections.
- Children should put down their pens or pencils at the end of the response time for each question. They should then pay full attention to the test administrator while the stimulus material for the next question is shown and the question is read or signed.

Full instructions, including scripts for administering the modified mental mathematics test, are given in the 'Mental mathematics scripts for children with a hearing impairment'. This is included with the modified test materials.

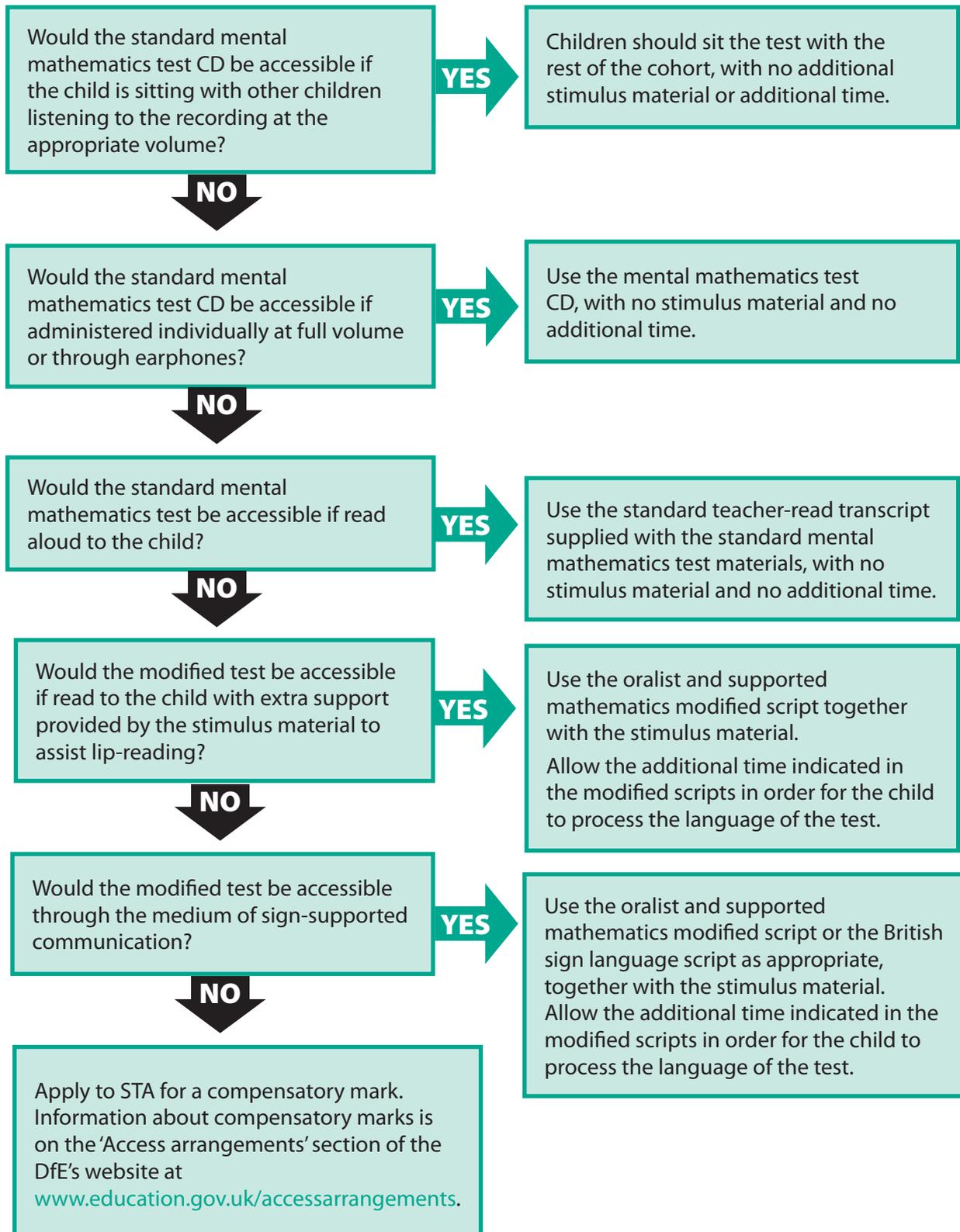
Children with a profound hearing impairment who are unable to use a sign system or lip-read may have the test delivered by rolling subtitles. Each question is repeated twice on screen and then the correct time allocation given.

Children with a permanent or long-term hearing impairment using the modified version of the mental mathematics test are automatically entitled to up to 100 per cent additional time to complete that test.

Detailed guidance on access arrangements for the mental mathematics test is available on the DfE's website at www.education.gov.uk/accessarrangements.

5. Deciding how to administer the mental mathematics test

The questions in the flowchart below are intended to help schools decide which access arrangements to use with children with a hearing impairment and children who use sign language.



5.1 Using stimulus materials

The test materials include stimulus material for each question. This is available as either flashcards or a CD. They can be used to:

- assist lip-reading
- help clarify words which might cause confusion acoustically, for example 13 / 30
- clarify polysyllabic words
- convey mathematical words which cannot be signed because an iconographic sign may convey the meaning of the concept being tested.

You should adopt whichever support method is closest to normal classroom practice.

The standard test CD and the standard teacher-read transcript must not be used with the stimulus material.

5.2 Signing subject-specific words

Communicators can sign subject-specific words, symbols or expressions which appear in the mental mathematics test. Any familiar sign may be used for these words, but care must be taken not to convey the answer with the chosen sign. If the familiar sign is iconographic, and conveys the meaning of a subject-specific word, such as 'square', or if no sign is known, you may finger spell or point to the word in the stimulus material.

In general, signers should be positioned in 'neutral' space away from the stimulus or test materials, unless the notes in the scripts advise a sign language interpreter or communicator to refer to a specific part of a test.

5.3 Signalling timings to children

You will need to be able to signal to children with a hearing impairment when the response time for each question starts and finishes. A light or vibration signal may be appropriate. You must ensure that children recognise the sign or instruction for putting down their pens at the end of the response time.

5.4 Using modified versions of the mental mathematics test

For a few children it may be appropriate to use modified versions of the mental mathematics test materials. In such cases, the test must be delivered in a separate room by a communicator or sign language interpreter who has previously worked with the children. Test administrators should follow the guidance and modified scripts provided in the 'Mental mathematics scripts for children with a hearing impairment'. Children must use the standard answer sheet.

The questions must be read out or signed using the most appropriate administrator script for the children being tested. For example, for children who have some residual hearing and who are used to lip-reading or who use supported English communication, the oralist and supported English script may be the most appropriate form of communication.

For children who are more familiar with British sign language, the British sign language script may be preferred.

Children should be given as much additional time as they need to register the content of the stimulus material before concentrating on the test administrator as the question is read. The amount of additional time will vary depending on the nature and degree of each child's impairment. However, the test response times indicated in the modified scripts must be strictly adhered to. The timings have been increased so children can process the language used, and redirect their attention from the sign language interpreter or communicator and the stimulus material to their answer sheets.

5.5 Compensatory marks for the mental mathematics test

Children who have been granted a compensatory mark are exempt from this test and must not attempt it. If the child attempts the test, the test script (answer booklet or test paper containing children's answers) must be sent for marking and the mark will stand. A compensatory mark will not be given. For more information, see the 'Compensatory marks' page of the DfE's website at www.education.gov.uk/accessarrangements.

6. Administering the written mathematics tests

6.1 Using sign language interpreters and communicators

When communicators and sign language interpreters sign questions to children, the word order may be different and some individual words may be changed. Care must be taken not to alter the meaning of the question, explain elements which are part of the mathematical understanding of the question, or indicate or imply the answer through their signs. For example, when signing 'fraction' they should be careful not to sign the answer or any particular fraction given in the text, which may suggest either a correct or incorrect answer.

Communicators and sign language interpreters may need additional guidance to explain how they should sign certain parts of the mathematics tests. As subject-specific words do not always have a clear sign, teachers often develop their own signs for these words. All test administrators supporting children should be aware of these signs and use them with children during the tests.

Some questions in the mathematics tests may refer to past or future events, or words or diagrams used earlier in a question. In such instances, children may be given reminders, including the repetition of parts of a question.

Any adaptations described in guidance provided with the test materials may be made, and suggested rephrasing of words and sentences may be signed. The guidance draws the test administrator's attention to questions which may need some additional clarification or exemplification.

6.1.1 How to sign or communicate the test to children

Specific guidance is not given for all questions or parts of questions.

- In general, signers should be positioned in 'neutral space' away from the test papers, unless the guidance notes specifically advise a communicator to refer to a part of a test question.
- Any familiar signs may be used, but care must be taken not to convey the answer with the sign chosen.
- If the familiar sign is iconographic, and conveys the meaning of the mathematical term, or if no sign is known, the words may be finger spelled, or pointed to in the test paper, but not explained.
- All questions may be simplified by separating the statement and response elements, and giving the statement first. For example, 'Tick one box to show which mass is greater' may be signed or explained as, 'Which mass is greater? Tick one box'.

- 'Fill in' and 'give' may be signed or explained as 'write'. The instruction 'calculate' may be signed or explained as 'work out' in any of the tests.
- Unfamiliar proper nouns and names may be clarified by a general sign, for example 'a boy', 'a place' if they are likely to confuse a child.
- All pronouns may be explained or expanded for example 'he', 'she', 'they', 'each one'.
- In questions which require a child to tick a box to complete a sentence, the whole sentence may be signed or explained each time.
- Where a question refers a child to look at a particular diagram or chart, you may indicate the object generally, but take care not to indicate any particular feature of the object, or the answer.
- Where the guidance indicates an alternative phrase for sign communication, the same phrase may be used to explain these terms to oral deaf children.
- When no specific guidance is given, everything must be signed or explained in the way it is presented in the standard test paper, following normal classroom practice.

6.1.2 Use of signed translations

Children may be provided with signed translations of whole questions or test papers.

6.1.3 Use of a scribe to record a child's signed responses

A communicator may record the signed responses of a child who uses British sign language or other sign-supported communication in the mathematics tests, if this is normal classroom practice. Schools must have appropriate documentation supporting their decision to use a scribe in this way, and follow the guidance on the use of scribes provided on the 'Access arrangements' section of the DfE's website at www.education.gov.uk/accessarrangements.

Children may sign their responses to the scribe. The test administrator must note the child's answer as precisely as possible on the test paper, without inferring any meaning that was not clear in the child's signed responses. Children must not be in a position to see other children's signed responses.

7. After the tests

7.1 Packing and sending test scripts for marking

Sections 6 and 7 of the TAG provides detailed information on how to pack and dispatch test scripts, including modified versions of the tests, and attendance registers.

7.2 Mark schemes amendments

In some cases, changes are made to the standard questions for children with a hearing impairment and children who use sign language. This may result in a change to the standard mark scheme for these questions. Changes are recorded in the mark scheme amendments. You will be able to download these from the NCA tools website, www.education.gov.uk/ncatools, from Tuesday 27 May after all test scripts have been collected for marking.



About this publication

Who is it for?

Anyone involved in administering the 2014 key stage 2 national curriculum tests to children with a hearing impairment and children who use sign language. Test administrators should familiarise themselves with its content before administering modified versions of the tests.

What does it cover?

Guidance on administering the modified versions of the 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.