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KEY STAGE  
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YEARS  
3–6

National Curriculum assessments

# Modified test administrators' guide

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

2022

**Standards and  
Testing Agency**

An executive agency of the  
Department for Education

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2012 Key Stage 2 Modified test administrators' guide. Tests for children with a hearing impairment and children who use sign language  
PDF version ISBN: 978-1-4459-5435-6

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# Contents

<b>About this guide</b>	<b>4</b>
Further information and advice	4
<b>What to do before the tests</b>	<b>5</b>
Preparing test administrators	5
Access arrangements for children with a hearing impairment and children who use sign language	5
How to administer the mental mathematics test	5
Taking the tests in a separate room	5
Use of communicators and sign language	5
Early opening of modified test materials	6
Equipment for the tests	6
Models and objects	6
<b>Administering the English tests</b>	<b>7</b>
Using sign language interpreters and communicators in the English tests	7
Reading test	7
Writing test	7
Spelling test	7
Compensatory marks for the spelling test	7
<b>Administering the written mathematics tests</b>	<b>8</b>
Using sign language interpreters and communicators in the written mathematics tests	8
How to sign or communicate the test to children	8
Use of signed translations	9
Use of a scribe to record a child's signed responses	9
<b>Deciding how to administer the mental mathematics test</b>	<b>10</b>
<b>Administering the mental mathematics test</b>	<b>12</b>
Signing subject-specific words in the mental mathematics test	12
Using modified versions of the mental mathematics test	13
Signalling timings of the mental mathematics test to children	13
Using stimulus materials in the mental mathematics test	13
Compensatory marks for the mental mathematics test	14
<b>After the tests</b>	<b>15</b>
Packing and sending test scripts for external marking	15

# About this guide

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 that children with a hearing impairment and children who use sign language can access the tests properly and to ensure that they are not at a disadvantage.

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

All test administrators administering the tests to children with a hearing impairment and children who use sign language must be familiar with the contents of this guide. Schools that do not comply with the guidance in this document could be subject to investigation of maladministration.

## Further information and advice

Further information is provided in the 2012 *Key Stage 2 Assessment and reporting arrangements* (ARA) and on the Department for Education's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2). You can also telephone the National Curriculum assessments helpline on 0300 303 3013 or email [assessments@education.gov.uk](mailto:assessments@education.gov.uk).

# What to do before the tests

## Preparing test administrators

Test administrators should familiarise themselves with the relevant sections of the 2012 Key Stage 2 ARA, in particular:

- section 5, Access arrangements (page 20)
- section 7, Preparing for the Key Stage 2 tests (page 32)
- section 8, Administering the Key Stage 2 tests (page 35)

The Standards and Testing Agency (STA) encourages schools to hold training sessions for those involved in administering the Key Stage 2 tests.

## Access arrangements for children with a hearing impairment and children who use sign language

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 5 of the 2012 Key Stage 2 ARA.

## How to administer the mental mathematics test

Schools should consider the individual needs of children and how to administer the mental mathematics test. See page ten of this guide for further information.

## Taking the tests in a separate room

Schools should consider the use of a separate room to administer the tests in order to meet the needs of children with a hearing impairment or who use sign language.

Schools 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.

Schools 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.

## 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 mathematics tests if this is normal classroom practice.

## Early opening of modified test materials

Details of when the modified test materials can be opened to prepare for the administration of the tests are in the *2012 Key Stage 2 Modified subject-specific guidance for children with a hearing impairment and children who use sign language*.

## Equipment for the tests

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

Specific equipment required for the tests is listed in the 2012 Key Stage 2 level 3–5 externally marked English and mathematics *Test administrators' guide* (pages 6–7).

The CD-ROM of stimulus materials to support the mental mathematics test for children with a hearing impairment and children who use sign language has been prepared as a set of PDF files. Test administrators will need to ensure that they install Adobe Acrobat on any computer used to present these materials. Adobe Acrobat is free software available to download from <http://get.adobe.com/uk/reader>.

## Models and objects

Test-specific information on materials, including models and objects, that may be used to support the tests can be found in the *2012 Key Stage 2 Modified subject-specific guidance for children with a hearing impairment and children who use sign language* included with the modified test materials.

# Administering the English tests

This section gives specific guidance on sections of the English tests to help test administrators deliver the tests effectively to children with a hearing impairment and those who use sign language.

Please refer to the 2012 Key Stage 2 *Modified subject-specific guidance for children with a hearing impairment and children who use sign language* included with the test materials for information on administering the English tests to children with a hearing impairment and children who use sign language.

## Using sign language interpreters and communicators in the English tests

### 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.'

### Writing 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.

### Spelling test

The test administrator will require a copy of the standard teacher script for the spelling test, and the child will require a standard child spelling test booklet.

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

## Compensatory marks for the spelling test

Children who have been granted a compensatory award for the spelling test are exempt from this test and must not attempt it. If the child attempts the test, the mark will stand and a compensatory mark will not be given. For more information, see section 5.5 of the 2012 Key Stage 2 ARA and on the Department's website at [www.education.gov.uk/accessarrangements](http://www.education.gov.uk/accessarrangements).

# Administering the written mathematics tests

This section gives specific guidance on sections of the written mathematics tests to help test administrators deliver the tests to children with a hearing impairment and children who use sign language.

Please refer to the *2012 Key Stage 2 Modified subject-specific guidance for children with a hearing impairment and children who use sign language* for more detailed information.

## Using sign language interpreters and communicators in the written mathematics tests

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 the *2012 Key Stage 2 Modified subject-specific guidance for children with a hearing impairment and children who use sign language* may be made, and suggested rephrasing of words and sentences may be signed.

The *2012 Key Stage 2 Modified subject-specific guidance for children with a hearing impairment and children who use sign language* draws the test administrator's attention to questions which may need some additional clarification or exemplification.

## How to sign or communicate the test to children

Specific guidance is not given for all questions or parts of questions. In the tables of specific guidance:

- ✗ Indicates a word or phrase that must not be signed or explained. You may point to the word or finger-spell it.
- ✓ Indicates a word or phrase that may be signed or explained.
- ! Indicates a word that may be signed or explained with care.

- In general, signs 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 booklet, 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, the test administrator may indicate the object generally, but should 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 booklet, following normal classroom practice.

## Use of signed translations

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

## 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.

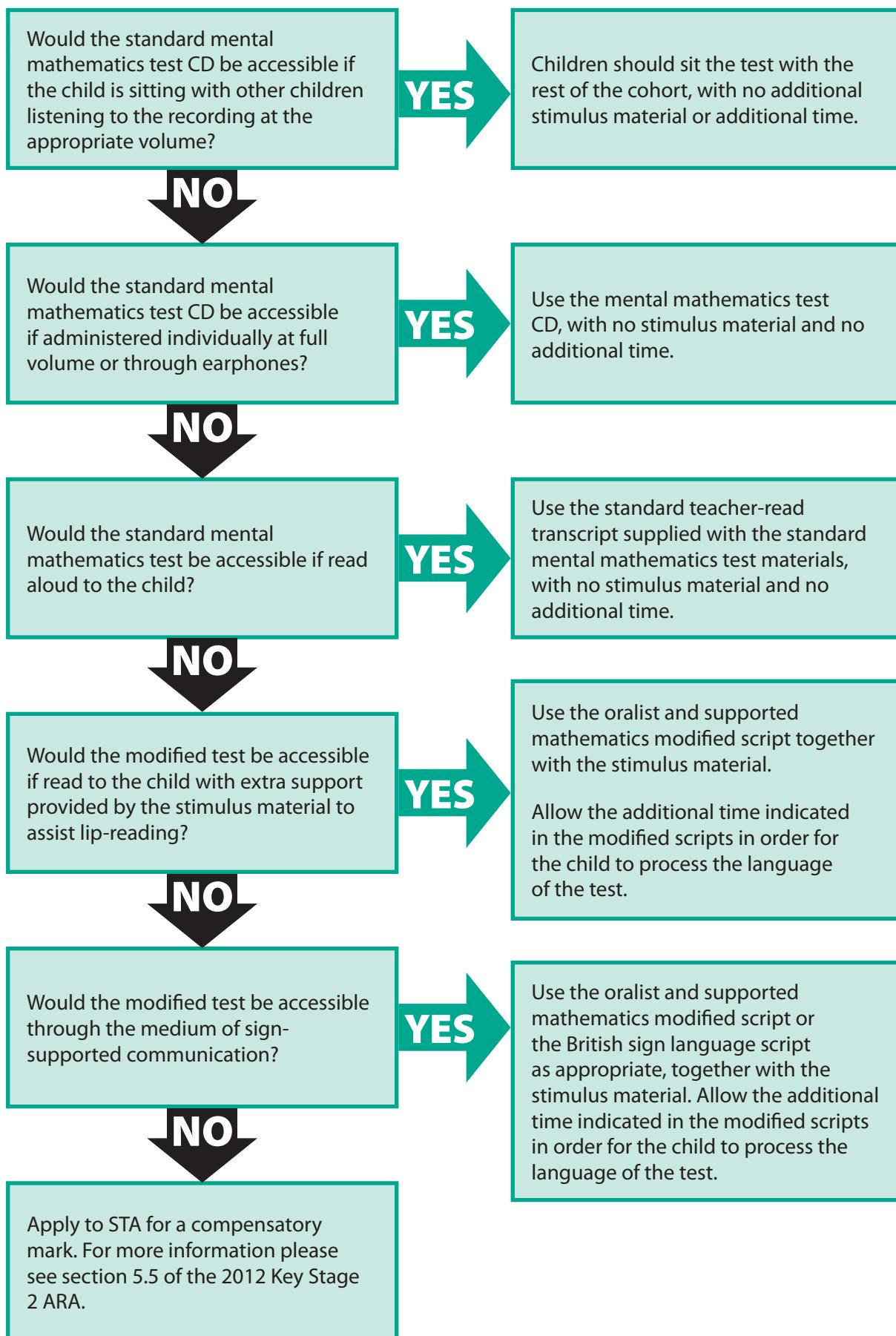
Children may sign their responses to test administrators who should note these as precisely as possible on the test paper, without inferring any meaning that was not clear in the child's signed responses. Children must not be in a position to see other children's signed responses.

# Deciding how to administer 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 questions in the flowchart opposite are intended to help schools decide which access arrangements to use with children with a hearing impairment and children who use sign language.



# Administering the mental mathematics test

Full instructions, including scripts for administering the modified mental mathematics tests, are given in the *2012 Key Stage 2 Mental mathematics scripts for children with a hearing impairment and children who use sign language*.

Each child must be provided with a standard child answer sheet for the mental mathematics test.

Schools should use the recorded version of the standard mental mathematics test when administering the test. The standard test may be administered on a one-to-one or small group basis, but with no additional time, and with no additional stimulus material.

The procedures for administering the modified test are the same as for the standard mental mathematics test, except for those listed below:

- Children will be given additional information for every question on the stimulus material before each question is read, to help prepare them for the question. 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 ten 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 and pay full attention to the test administrator while the stimulus material for the next question is shown and the question is read or signed.

## Signing subject-specific words in the mental mathematics test

Communicators will 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, the test administrator may finger-spell or point to the word in the stimulus material.

In general, signs should be positioned in 'neutral' space away from the stimulus or test materials, unless the notes in the scripts or the *2012 Key Stage 2 Modified subject-specific guidance for children with a hearing impairment and children who use sign language* advise a sign language interpreter or communicator to refer to a specific part of a test.

## Using modified versions of the mental mathematics test

For a few children it may be appropriate to use specially 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 child. Test administrators should follow the guidance and modified scripts provided in the 2012 *Key Stage 2 Mental mathematics scripts for children with a hearing impairment and children who use sign language*, and the standard child answer sheet must be used.

The questions must be read out or signed using the complete script which is most appropriate 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.

When using the modified versions of the mental mathematics test, children may 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. These timings have been increased to allow children to process the language used, and to redirect their attention from the sign language interpreter or communicator and the stimulus material to their child answer sheets, not to further increase the response time.

## Signalling timings of the mental mathematics test to children

Test administrators 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. Test administrators must ensure that children recognise the sign or instruction for putting down their pens at the end of the response time.

## Using stimulus materials in the mental mathematics test

To assist the administration of the mental mathematics test to children with a hearing impairment or children who use sign language, the test materials provided include stimulus material for each question.

The stimulus material is available as either flashcards or a CD-ROM. They can be used to assist lip-reading, to help clarify words which might cause confusion acoustically (e.g. 13/30), to clarify polysyllabic words and to convey mathematical words which cannot be signed because an iconographic sign may convey the meaning of the concept being tested.

Test administrators 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.

## Compensatory marks for the mental mathematics test

Children who have been granted a compensatory award for the mental mathematics test are exempt from this test and must not attempt it. If the child attempts the test, the mark will stand and a compensatory mark will not be given. For more information, see section 5.5 of the 2012 Key Stage 2 ARA on the Department's website at [www.education.gov.uk/accessarrangements](http://www.education.gov.uk/accessarrangements).

# After the tests

## Packing and sending test scripts for external marking

The *Guide to handling test papers and scripts* provides information on how to pack and dispatch test scripts, including modified versions of the tests, and attendance registers.

# About this publication

## Who is it for?

This guide is for anyone involved in administering the statutory Key Stage 2 National Curriculum tests to children with a hearing impairment and children who use sign language.

## What is it for?

This booklet provides guidance on the administration of the modified versions of the Key Stage 2 English and mathematics National Curriculum tests. Test administrators should familiarise themselves with its content before administering modified versions of the tests.

## Related materials

2012 Key Stage 2 Assessment and reporting arrangements STA/12/5571

2012 Key Stage 2 level 3–5 externally marked English and mathematics Test administrators' guide STA/12/5797

2012 Key Stage 2 level 6 externally marked English and mathematics Test administrators' guide STA/12/5804

2012 Key Stage 2 Modified subject-specific guidance for children with a hearing impairment and children who use sign language for mathematics STA/12/5634

2012 Key Stage 2 Modified subject-specific guidance for children with a hearing impairment and children who use sign language for English STA/12/5623

2012 Key Stage 2 Mental mathematics scripts for children with a hearing impairment and children who use sign language STA/12/5637

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