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KEY STAGE
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YEARS
3–6

National Curriculum assessments

Modified test administrators' guide

Braille tests for children with a visual
impairment

2012

**Standards and
Testing Agency**

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Department for Education

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2012 Key Stage 2 *Modified test administrators' guide. Braille tests for children with a visual impairment*

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

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About this guide

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

This guide should be followed to ensure that children using the Braille versions of the tests can access them 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 Braille versions of the tests to children with a visual impairment 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 *Key Stage 2 Assessment and reporting arrangements* (ARA) and on the Department for Education's website at www.education.gov.uk/ks2. You can also telephone the National Curriculum assessments helpline on 0300 303 3013 or email 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)

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 using the Braille tests

Teachers should decide whether any additional 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.

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 visual impairment.

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.

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 visual impairment*.

Schools may open the 2012 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.

Additional time

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

Children using the Braille versions of the tests are automatically entitled to up to 100 per cent additional time.

Timings for each test should be worked out according to the standard time allowance, plus any additional time. Individual time allowance should be decided using the teacher's professional judgement, according to the severity of the child's visual impairment and taking into account the child's normal classroom practice. Children 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 session 5 of the 2012 Key Stage 2 ARA 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 external 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 by a scribe without such indication will not be accepted.
- Where a scribe supports a brailist, the child's answers should be recorded on plain paper in a numbered list. Diagrams showing evidence of the child's work should be attached to the scribe's test script and sent for external marking.
- The school must complete the Use of a scribe form available on the NCA tools website at www.education.gov.uk/ncatools.
- Readers can be used in the tests, but only with children who are not capable of accessing the materials independently.
- In the English reading paper readers can only read the general instructions, which includes 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 reading test in any other circumstances.
- In the English writing test, readers must read the prompts to the children in full. Readers may also read back to the child any part of his or her response.

Print transcriptions of the Braille test papers

In addition to the Braille test papers, print transcriptions of all Braille papers are provided for reference during the administration of the tests.

Making further adaptations to the tests

The Braille versions of the tests are produced in grade 2 Braille. The capital letter sign is used within the Braille materials. These materials may be re-brailled in a mixture of grade 1 and grade 2 Braille and/or without the capital letter sign if this is more suited to normal classroom practice.

If further adaptations are made to the Braille version of these tests by test administrators, 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.

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

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 2012 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 the 2012 Key Stage 2 level 3–5 externally marked English and mathematics *Test administrators' guide*.

Children with a visual impairment will need:

- A suitable writing implement (such as braille, 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. Appropriate diagrams on film, braille or swell paper may be provided, but children may still require assistance in drawing and labelling.
- A suitable calculator for mathematics *Test B*. 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. Where calculators with speech output are used schools should consider administering the tests in a separate room so as not to disturb or advantage any other children in the room.
- Tracing paper, a mirror, angle measurer 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, in individual cases, for those 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.

Models and objects

In some cases, models are provided with the modified test papers to support the child's ability to access the tests. Test administrators may wish to provide real objects which look like those illustrated in the tests. Children must not experiment with these objects. Test administrators 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.

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.

Word processors must not be used in any of the English tests except by children with:

- special educational needs, who would otherwise not be able to access the tests; or
- writing difficulties, who use a word processor or a similar aid as part of their normal classroom practice.

A word processor must not be used to help children who use it for editorial functions.

A spellchecker or a thesaurus must not be used in the English tests.

Children who normally use word processors may use them for the mathematics tests.

Children's responses

Braille users will use separate sheets of Braille paper and are not expected to write on the test papers. The Braille versions of the mathematics tests may include separate inserts for particular questions. Children will need to draw or Braille on these inserts. In order to use double page spreads, braille users will need sufficient space to lay out their test papers.

As the tests will be externally marked, all completed test scripts must have the following information printed 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 paper (for example 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, they should be added by the test administrator at the end of the test session.

Braille question papers should not be sent to the marker.

Transcribing and making corrections on children's work

Children who wish to correct their work should do this as clearly as possible to assist external markers. For braillists, it is recommended that a series of 'for' signs (full six-dot cells) are used to obscure the incorrect work. If this is difficult, the test administrator should write on the paper, indicating the response which the child does not wish the marker to consider. This must be done accurately, according to the child's instructions.

No part of a child's test script should be transcribed or overwritten by the test administrator, unless it is a correction of Braille requested by the child.

If a child produces unclear Braille that needs to be clarified, this should be transcribed in print on the child's Braille test script. The test administrator should clearly indicate which section of Braille the annotation refers to.

It is important that evidence of the child's own response is submitted to the marker.

Administering the English tests

This section gives specific guidance on sections of the English tests to help test administrators ensure that the Braille versions of the assessments are properly administered.

As amendments may be made to the wording of text and questions in the Braille versions, test administrators should check the printed transcriptions of each paper carefully before starting the tests.

In the Braille versions of the tests, a small amount of additional text may be added to explain information that appears in images in the standard version, to clarify visual references.

Although a reader may not be used in the English tests, except as described on page 6, if the child encounters unfamiliar Braille contractions in any of the test papers, the test administrator may tell the child what these contractions represent. The capital sign, italic sign, letter sign and bracket sign are all used in the test papers.

For detailed information on administering the modified English tests, please refer to the 2012 Key Stage 2 *Modified subject-specific guidance for children with a visual impairment*.

Timings for tests

Children should be reminded that the total time for the longer writing test includes a maximum 15 minutes of planning time for the Braille version of the tests.

Reminders about the time remaining should be given during the tests.

Reading test

An example of the multiple choice question format will be provided in the Braille question booklet. Test administrators should help the children to identify the correct answer to this example in order to familiarise themselves with the method of answering this type of question.

Throughout the test, where question responses are labelled with letters, or letters and numbers, children may write the letter and/or number as their chosen answer rather than writing the answer in full, for example b, d, 1c, 2a.

Braille reading paper answer booklet

Some additional guidance has been provided for children on the length of answers required, and the word 'briefly' is used for this purpose in some questions. Children using Braille may need some additional assistance to understand the connection between the length of response required and the number of marks allocated for each answer.

Writing test

Writing prompts for both longer and shorter writing tasks are produced in two separate booklets for braillelists.

In the writing tasks, additional text is sometimes added to explain, replace or supplement information provided through pictures in the standard version and to make the task more meaningful to children with a visual impairment.

In some tasks, a brailled answer sheet may be provided.

This sheet (together with a spare copy and additional Braille paper) will be located at the back of the writing test booklet. Test administrators should remove these before the test commences and give them to the child during the introduction of the writing prompt. Test administrators may help children to align their responses with any headings on their Braille answer sheet without invalidating the assessment.

The marker does not expect exact alignment of Braille headings and responses. Test administrators can give additional Braille paper during the task if the child requires this.

Test administrators should ensure that the name of the child and the school are written on each sheet of Braille paper.

Braillelists should demonstrate the use of capital letters if they use them in their normal classroom work. Test administrators should indicate on the child's work whether or not the capital letter sign is used in normal classroom practice.

The standard mark scheme will be amended for handwriting. Handwriting will not be assessed for braillelists. Braillelists will be awarded a mean compensatory mark of two marks.

Spelling test

If administered in a one-to-one or small group setting, the test administrator will require a copy of the standard teacher script for the spelling test.

A Braille version of the spelling booklet is not produced. The test administrator should read the passage as directed and the child should spell the target words in list form in Braille. The child should use grade 1 Braille for the spellings, but if contractions are used, the child should be asked to spell the word orally in order to check. The test administrator should also check orally if Braille reversals occur. The child's work should be annotated accordingly. Braille markers will take account of the annotations when marking these test scripts.

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 visual impairment using the Braille versions of the tests.

For detailed information on administering the modified mathematics tests please refer to the 2012 Key Stage 2 *Modified subject-specific guidance for children with a visual impairment* (included with the test materials).

Braille test materials

The test materials provided consist of a Braille test paper which contains a grade 2 Braille version of the stimulus material from the standard child answer sheet, together with any additional stimulus material necessary for children to access the question. Some questions may be accompanied by stimulus material presented on separate Braille sheets.

The test administrator must provide each child with blank sheets of Braille paper for their answers.

Children's responses to the Braille test papers

No responses should be given on the Braille test paper itself. The following Braille code is used to indicate missing numbers, words, letters or expressions.

- ⠠⠠⠠ .. Missing number with one or more digits.
- ⠠⠠ .. Missing number, one digit only.
- Missing word(s), letter(s), or expression(s) (which could include numbers).
- .. or • Missing digit within a multi-digit number (use will be explained in the question).

Drawings, diagrams and tables

The mathematics tests contain a number of diagrams, graphs and pictures and children may need assistance in locating all the relevant elements of these questions. 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 Braille test papers.

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 or 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.

Where braillists are required to draw on plastic film, spare copies of the diagrams are provided so that they have the opportunity to make a second attempt if necessary. Where appropriate, children should be encouraged to use a ruler when drawing a straight line on film.

Assistance may be needed to label these diagrams and test administrators should ensure that these are attached to the child's test scripts at the end of the Braille test.

In the Braille versions of the test papers, some of the diagrams may be tagged separately at the back of the test booklet. These diagrams are for use on a graph board or jelly mat, or are for children to Braille on directly. Test administrators should detach these diagrams before administering the test so that the diagrams can be appropriately prepared. Spare copies of the diagrams should be kept separate in case they are needed during the test.

Some Braille test papers may have loose sheets of plain paper inserted between facing page diagrams and the text to protect the Braille dots. These should be removed before the test paper is given to the child.

Some Braille questions require the use of additional answer sheets.

If a table has to be filled in, a separate copy of the table will be provided which children should put into their brailers, to fill in the answers.

Expected forms of response are:

- A drawing with a stylus on plastic film (a jelly-mat to place the plastic film on is essential).
- A drawing with pins and bands made by the child on either the thermoform or a plastic film sheet, or points shown with adhesive putty. The test administrator will then remove the pins and bands, or adhesive putty, and indicate their positions by marking or drawing on the sheet (preferably with a permanent marker). Labels should be transcribed as positioned by the child.
- A drawing made by placing cardboard shapes in a particular position. When a diagram is created with several shapes, the test administrator should show the outline of the individual components as well as the outline of the whole shape created. For example, a shape made up of four triangles should show the four triangles and not just the outline of the completed shape.
- A combination of the above activities.

If pins are to be used, a cork board to mount the diagram on is essential.

Please note that where materials (pins, elastic bands, cardboard shapes, adhesive putty, for example) have been used to 'draw' a shape or diagram, these materials should not be sent to the marker.

Test administrators must ensure that any inserts are attached to the child's brailled test scripts at the end of the test. No question papers should be sent for marking.

Administering the mental mathematics test

A specific test administrator's script for use with the Braille version of the mental mathematics test is contained in the 2012 Key Stage 2 *Mental mathematics scripts for children with a visual impairment*.

Test administrators should administer the Braille 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.

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

The Braille version of the mental mathematics test must be used with the relevant Braille scripts. The materials must not be used with the standard mental mathematics test CD or transcript. The modified large print (MLP) test materials must not be used with the Braille modified script, and the Braille test materials must not be used with the MLP test script.

After the tests

Packing and sending test scripts for external marking

The test scripts of all children who have used the Braille version of the test papers must be sent to the specialist Braille marker in the padded envelopes provided, even when the child's responses have been recorded by a scribe, auto-transcription or word processor. Dispatch information will accompany the Braille test papers.

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

Mark scheme amendments

In some cases, changes are made to the standard questions for the Braille version. This may result in a change to the standard mark scheme for these questions. These changes are recorded in the mark scheme amendments. The 2012 mark scheme amendments must not be opened until after the last test in that subject has taken place and the children's test scripts have been sent to the external markers.

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 visual impairment using the Braille versions of the assessments.

What is it for?

This booklet provides guidance on the administration of the Braille 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 <i>Assessment and reporting arrangements</i>	STA/12/5571
2012 Key Stage 2 level 3–5 externally marked English and mathematics <i>Test administrators' guide</i>	STA/12/5729
2012 Key Stage 2 level 6 externally marked English and mathematics <i>Test administrators' guide</i>	STA/12/5804
2012 Key Stage 2 <i>Modified test administrators' guide: Modified large print (MLP) tests for children with a visual impairment</i>	STA/12/5819