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KEY STAGE
2

YEARS
3-6

National Curriculum assessments

Modified test administrators' guide

Braille tests for children with a visual
impairment

2013



Standards
& Testing
Agency

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2013 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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Introduction

This *Modified test administrators' guide* (MTAG) provides guidance for anyone administering the Braille 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 Braille 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 Braille versions of the tests to children with a visual impairment are familiar with the content 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 children 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 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 Braille 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 Braille 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.
- 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 (answer booklet or test paper containing children's answers) and sent for marking.
- 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 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 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 back to the child any part of his or her response.

Equipment for the tests

The tests are designed so that standard 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 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 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 and word processors

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 Braille 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 modified large print (MLP) or standard versions of the tests, as the instructions and content are slightly different.

Early opening of modified test materials

Details of when the Braille test materials can be opened are given in the 2013 Key Stage 2 *Modified subject-specific guidance for children 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 you 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.

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. You should check the printed transcriptions carefully before starting the tests as amendments may be made to the wording of text and questions. A small amount of additional text may be added to explain information that appears as images in the standard version, to clarify visual references.

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 you make further adaptations to the Braille version 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.

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

Children's responses

Braillists 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, braillists will need sufficient space to lay out their test papers.

As the tests will be marked externally, all completed test scripts 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.

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, you should write on the test script, indicating the response which the child does not wish the marker to consider. This must be done accurately, according to the child's instructions.

You should not transcribe or overwrite any part of a child's test script 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. You 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 administering the English tests.

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

If the child encounters unfamiliar Braille contractions in any of the test papers; you may tell the child what these contractions represent. The capital sign, italic sign, letter sign and bracket sign are all used in the tests.

English reading test

An example of the multiple choice question format will be provided in the Braille question booklet. You 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 question booklet

Additional guidance on the length of answers required has been provided in the Instructions section of the Braille question booklet. After each question, the type of answer required and the maximum number of marks will be shown.

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.

English grammar, punctuation and spelling test

Short answer question task

Children should work through the question booklet provided, writing their responses on separate sheets of Braille paper.

For some questions children will be able to write just the letter of the correct answer, for others a word, sentence or phrase may be required.

Level 6 extended task

The writing prompt for the extended task is produced in a separate instruction booklet for braillists.

A brailled answer sheet is provided. This sheet (together with additional Braille paper) will be located at the back of the extended task test booklet. You should remove these before the test commences and give them to the child during the introduction of the extended task.

You 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.

You can give additional Braille paper during the task if the child requires this. You should ensure that the name of the child, school and the DfE number are written on each sheet of Braille paper.

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

Spelling task

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

A Braille version of the spelling task booklet is not produced. You should read the passage as directed and the child should spell the target words in list form in Braille. The child should use uncontracted (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. You 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 administering the written mathematics tests.

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

Braille test materials

The test materials provided consist of a Braille test paper which contains a contracted (grade 2) Braille version of the stimulus material from the standard child test paper, 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.

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.

You 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. Some Braille questions require the use of additional answer sheets.

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

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. 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.

Drawings

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.

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. You should ensure that these are attached to the child's test scripts at the end of the test.

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. You will remove the pins and bands, or adhesive putty, and indicate their positions by marking/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, you 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.

It is essential to mount the diagram on a cork board if pins are to be used.

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.

Diagrams

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. You 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.

Tables

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

After the tests

Packing and sending test scripts for marking

Section 6 of the TAG provides 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 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 Braille 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 Braille versions of the Key Stage 2 English and mathematics National Curriculum tests.

Related materials

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.