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KEY STAGE
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YEARS
3–6

National Curriculum assessments

Modified test administrators' guide

Modified large print (MLP) 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. Modified large print (MLP) 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 modified large print (MLP) 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 MLP versions of the tests can properly access the tests 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 MLP 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)

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 using the modified large print 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 printed on the front of each modified test pack and 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 MLP 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 section 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. Diagrams transcribed by a scribe without such indication will not be accepted.
- 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 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 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 any part of the child's response back to them.
- Test administrators should make it clear to all children before the tests, by way of normal preparation, that they may put up their hand and ask for help if they are struggling in any way.

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 further adaptations are made to the MLP versions 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.

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* for mathematics.

Highlighting questions

Test administrators can 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.

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 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 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 instruction. 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

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 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.

Administering the modified large print English tests

This section gives specific guidance on sections of the English tests to help test administrators ensure effective administration to children using the MLP versions of the tests.

Some test materials may have an additional front cover for packaging purposes. Test administrators should ensure that this additional cover is removed before the child starts the test.

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

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* (included with the test materials).

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 MLP version of the tests.

Reminders about time remaining should be given during the tests.

Reading test

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

Writing test

Separate writing instruction and planning booklets and answer booklets for the longer and shorter writing tasks are produced for children with a visual impairment using the MLP versions of the tests. This avoids visual confusion and enables them to refer to their planning more easily. Test administrators should ensure that the writing answer booklets for the longer writing task and the shorter writing task are submitted for marking.

Test administrators should help children to interpret all pictorial information in the longer and shorter writing task writing prompts.

Handwriting

Handwriting is assessed in the longer writing task. The standard mark scheme will be amended accordingly. Handwriting will be marked out of three.

Children with a visual impairment who undertake the longer writing task in their own handwriting will have their handwriting marked for legibility, clarity and fluency. They will not be marked on the size of their handwriting.

The criteria for two marks refer to letters and words being of appropriate size. In the case of children using the MLP tests, this will be interpreted as appropriate size for children with a visual impairment. If the size is consistent, whatever the size, and the handwriting is regular with some flow and movement, the child will get two marks. Three marks will be awarded if the child's handwriting matches the marking criteria for three marks in the standard mark scheme.

Information about the assessment of handwriting in the case of children who use scribes or word processors is provided in the 2012 Key Stage 2 ARA.

Test administrators must indicate on the longer writing task paper if the child has a visual impairment.

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.

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 and school must be written on each piece of paper used.

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

Administering the modified large print 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 MLP 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*.

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 MLP versions of the test papers. In the MLP papers, diagrams are printed within the text.

Some questions require children to draw, and they should use the methods most appropriate for them. 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.

Administering the modified large print 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 2012 Key Stage 2 *Mental mathematics scripts for children with a visual impairment*.

Test administrators 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.

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 scripts. The materials must not be used with the standard mental mathematics test CD or transcript. The MLP test materials must not be used with the Braille modified script, and the Braille test materials must not be used with the MLP modified script.

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 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. 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 to children with a visual impairment using the modified large print (MLP) versions of the assessments.

What is it for?

This booklet provides guidance on the administration of the modified large print (MLP) 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: Braille tests for children with a visual impairment</i>	STA/12/5820