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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

2013



Standards  
& Testing  
Agency

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2013 Key Stage 2 *Modified test administrators' guide: Tests for children with a hearing impairment and children who use sign language*

Product code: STA/13/6293/e

PDF version ISBN: 978-1-78315-046-5

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# 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 these children 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.

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 contents 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 hearing impairment and children who use sign language*, 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 at [www.education.gov.uk/ks2](http://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](mailto:assessments@education.gov.uk).

# 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 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.

## 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 section 4 of the 2013 TAG.

The CD-ROM of stimulus materials has been prepared as a set of PDF files to support the mental mathematics test for children with a hearing impairment and children who use sign language. You will need to ensure that Adobe Acrobat is installed on any computer used to present these materials. Adobe Acrobat is a free software download available from the internet.

## 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 2013 Key Stage 2 *Modified subject-specific guidance for children with a hearing impairment and children who use sign language*, which will be provided with 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.

## 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.

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.

# 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 hearing impairment and children who use sign language* for more detailed information. This is included with the modified test materials.

## Using sign language interpreters and communicators

### 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'.

### 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.

### Spelling task

You will need a copy of the standard Spelling task administrator instructions; the child will require a standard copy of the spelling test paper.

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 for the spelling task

Children who have been granted a compensatory award 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 section 7.2.1 of the 2013 Key Stage 2 ARA and the Compensatory marks page of the Department's website at [www.education.gov.uk/accessarrangements](http://www.education.gov.uk/accessarrangements).

# Administering the mental mathematics test

Full instructions, including scripts for administering the modified mental mathematics test, are given in the 2013 Key Stage 2 *Mental mathematics scripts for children with a hearing impairment and children who use sign language*. This is included with the modified test materials.

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

Schools should use the recorded version of the standard mental mathematics test when administering it. 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:

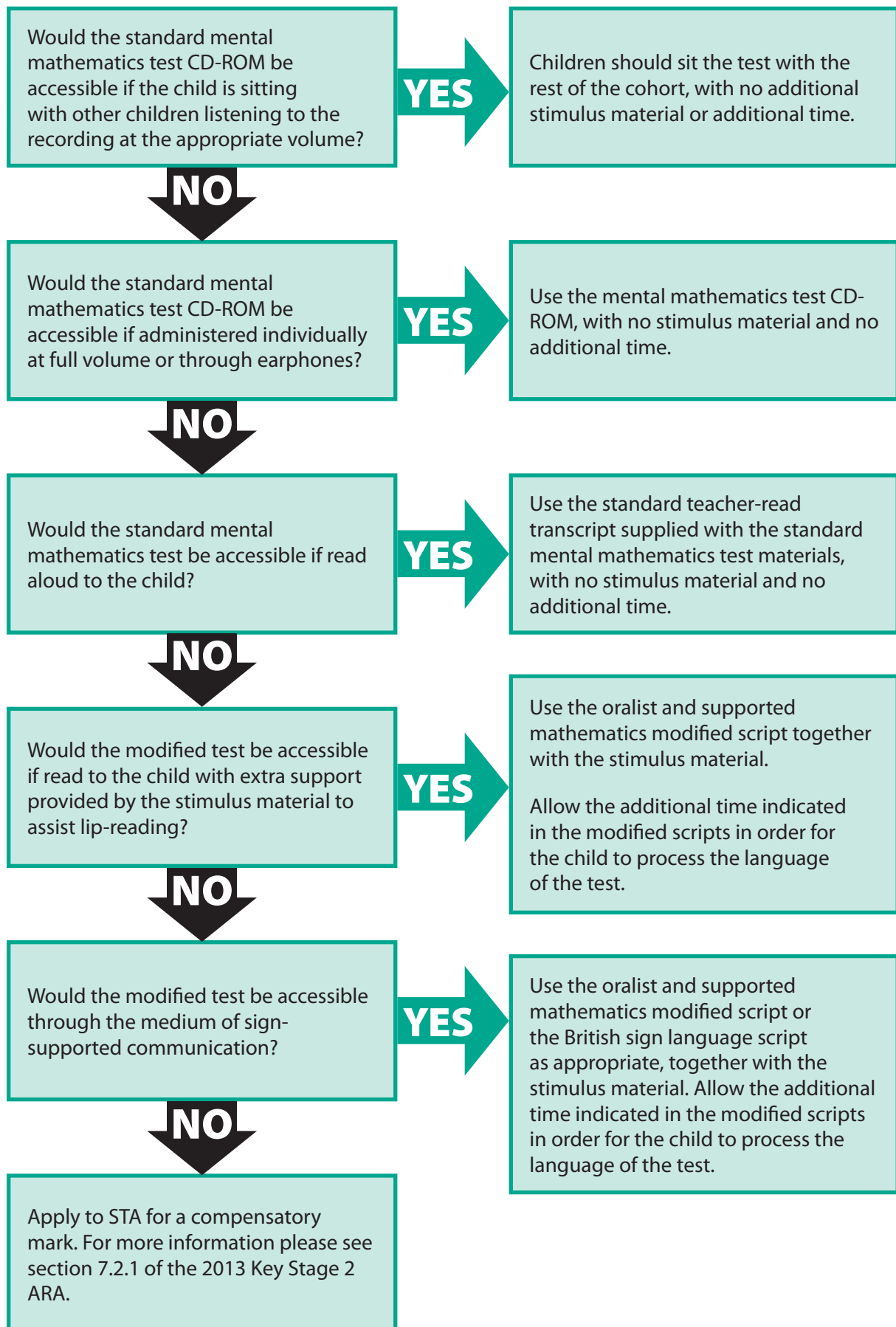
- Children will be given additional information for every question on the stimulus material before each question is read, to help prepare them for the question. Children will not need to look down at their answer sheet while the question is being read. The test administrator should decide how much time 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.

## Deciding how to administer the mental mathematics test

The standard mental mathematics test is administered using a recording on a CD-ROM. Children with a hearing impairment or who use sign language may have difficulty accessing the test in this format.

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





## Signing subject-specific words

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, 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.

## 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 child. Test administrators should follow the guidance and modified scripts provided in the 2013 *Key Stage 2 Mental mathematics scripts for children with a hearing impairment and children who use sign language*, and the standard 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 answer sheets, not to further increase the response time.

## 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.

## Using stimulus

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;
- help clarify words which might cause confusion acoustically (e.g. 13/30); and
- 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.

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

The standard test CD-ROM 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 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 section 7.2.1 of the 2013 Key Stage 2 ARA or the Compensatory marks page of 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 administering the written mathematics tests.

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

## 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 the 2013 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 subject specific guidance 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 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.

### Use of signed translations

Children may be provided with signed translations of whole questions or test 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 provided on the Access arrangements section of the Department's website at [www.education.gov.uk/accessarrangements](http://www.education.gov.uk/accessarrangements).

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.

## 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 modified versions of the tests, and attendance registers.



# About this publication

## Who is it for?

Anyone involved in administering the Key Stage 2 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 the administration of the modified versions of the Key Stage 2 English and mathematics National Curriculum tests.

## Related information

Visit the Department for Education's website at [www.education.gov.uk/ks2](http://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](http://www.education.gov.uk/ks2).