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KEY STAGE
2

YEARS
3-6

National curriculum assessments

Modified test administrators' guide

Modified large print (MLP) for children
with a visual impairment

2014



Standards
& Testing
Agency

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2014 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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1. Introduction

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 to children with a visual impairment.

This guide should be followed to ensure that children using the MLP 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 MLP versions of the tests to children with a visual impairment are familiar with the content of this guide. Schools that do not comply with this guidance could be subject to investigation of maladministration.

Further information and advice

The information in this guide builds on section 4 of the 2014 key stage 2 'Assessment and reporting arrangements' (ARA). It should be used in conjunction with the:

- 2014 key stage 2 'Test administrators' guide' (TAG); and
- test specific guidance provided with the modified test materials.

The ARA and TAG are both available on the 'Assessment at key stage 2' section of the Department for Education's (DfE's) website at 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.

2. Planning for the tests

This section gives general guidance to help you prepare for administering MLP versions of the tests. Specific guidance for administering the English and mathematics tests is given in later sections. Test sensitive information will be provided with the test materials.

2.1 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 4.4 of the 2014 key stage 2 ARA.

Detailed guidance on how to use each type of access arrangement is available on the 'Access arrangements' section of the DfE's website at www.education.gov.uk/accessarrangements.

2.1.1 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.

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 inserted inside the relevant child's test scripts, before they are sent for marking. The form can be downloaded from the 'Access arrangements' section of the DfE's website at www.education.gov.uk/accessarrangements.

2.1.2 Additional time

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

Children using the MLP tests are automatically entitled to up to 100 per cent additional time. Each child should be informed of the time they are allowed, including any additional time, before each test starts.

2.1.3 Use of scribes and readers

The guidance given in the 'Access arrangements' section of the DfE'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.
- If a scribe is used, the 'Use of a scribe' form must be completed and inserted inside

the relevant child's test scripts, before they are sent for marking. The form can be downloaded from the 'Access arrangements' section of the DfE's website.

- 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 include information on the front cover of the test paper and any directions that are not part of the actual questions. Readers must not read any other part of the reading test.
- In the English grammar, punctuation and spelling 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.
- In the mathematics test, readers must read the prompts to the children in full and refer to test sensitive guidance provided with the modified test materials.

2.2 Equipment for the tests

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

The information provided with the test materials will list specific equipment needed for each test. You should make sure that the following equipment is available for children with a visual impairment.

2.2.1 All tests

- A suitable recording implement (such as a pen, pencil or word processor).

2.2.2 Mathematics tests

- A means of drawing. As drawing can be particularly difficult for children with a visual impairment, methods should be determined in advance.
- Tracing paper, a mirror, angle measurer or protractor and a ruler showing centimetres, if appropriate for the child.
- A suitable calculator for 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.

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.

2.3 Preparing rooms

Schools should consider administering the tests to children with a visual impairment in a separate room to other children taking the tests.

Headteachers 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.

Headteachers 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.

2.4 Early opening of modified test materials

Details of when the MLP test materials can be opened to prepare for the administration of the tests are in the guidance provided with the modified test materials.

You may open the mathematics model pack(s) up to two school days before the relevant 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.

2.5 Making further adaptations to the tests

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

If you make further adaptations to the MLP versions 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.

There may be questions in the mathematics tests that are unsuitable for further enlargement. These will be listed in the guidance provided with the modified test materials.

2.6 Highlighting questions

You may highlight questions on the MLP papers with a coloured 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.

2.7 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 marked externally, all completed test scripts (answer booklets or test papers containing children's answers) must have the following information written on the front cover:

- the name of the child, (this must be the same as the name entered in the 'Pupil registration' section of the NCA tools website at www.education.gov.uk/ncatools);
- the name of the school;
- the Department for Education (DfE) number; and
- the name of the test paper (for example levels 3-5 mathematics Paper 1).

Any separate sheets should be labelled with the information listed above and inserted inside the relevant child's test scripts. If these details have not been provided by the child, you should add them at the end of the test session.

3. Administering the English tests

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

3.1 English reading test

You should ensure that children using the MLP versions of the tests can recognise the details in all pictorial representations and photographs. You may help children to identify details on all pictures, but may not help them to read any text. You may stop the clock where children with severe visual impairment require additional time to interpret the pictures and diagrams.

3.2 English grammar, punctuation and spelling test

3.2.1 Spelling tasks

The levels 3-5 and level 6 spelling task materials will include an MLP version of the spelling task answer sheet. Children may write the target spellings in a numbered list form on plain paper if this is preferred. The child's name, DfE number and school's name should be written on each piece of paper used.

Answer lines in the spelling task answer sheet are numbered to aid children with a visual impairment. You should use these numbers to help children to locate the correct line to write on, before reading aloud the sentence including the target spelling. Spell checkers must not be used in the spelling test.

The instructions for administering the MLP version of the spelling task are the same as the standard instructions. A copy of the relevant spelling task administrator instructions will be provided with your test materials.

4. Administering the mathematics tests

4.1 Levels 3-5 mental mathematics test

You should administer the MLP version of the test on a one-to-one basis using the relevant section of the 'Mental mathematics scripts for children with a visual impairment'.

As instructions, question order and content may differ from the standard test you should not refer to the standard test CD or transcript when administering the MLP version.

4.1.1 Timings

The timings of the MLP test differ from the standard test to provide accessibility for children with a visual impairment. Children using the MLP version of the mental mathematics test may be given as much additional time as they need to familiarise themselves with any stimulus material before a test question is read. Once a question has been asked, you may allow children up to 100 per cent additional time to process the language of the question and record their answer. The additional time is reflected in the modified script. Timings in the script must be strictly adhered to.

4.1.2 Test materials

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.

There is practice question stimulus material and an answer line on the first page of the MLP answer booklet to help children familiarise themselves with the test format.

The script for administering the modified mental mathematics test may contain additional verbal prompts to help children to locate specific items in the MLP 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.

4.2 The written mathematics tests

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

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 or marked so that it can be clearly read by the marker.

4.2.1 Models and objects

In some cases, models are provided with the MLP 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. Care must be taken to use shapes identical to those drawn and to keep relative sizes the same. 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.

5. After the tests

5.1 Packing and sending test scripts for marking

MLP test scripts should be packed with the standard test scripts. Sections 6 and 7 of the TAG provide detailed information on how to pack and dispatch test scripts and attendance registers.

5.2 Mark scheme amendments

In some cases, changes are made to the standard questions for the MLP versions of the tests. This may result in a change to the standard mark scheme for these questions. Changes are recorded in the mark scheme amendments. You will be able to download these from the NCA tools website, www.education.gov.uk/ncatools, from Tuesday 27 May after all test scripts have been collected for marking.



About this publication

Who is it for?

Anyone involved in administering the modified large print (MLP) versions of the 2014 key stage 2 national curriculum 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 administering the modified large print versions of the tests.

Related information

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.