

Notes for teachers

Administering and marking the National Reading and Numeracy Tests for learners with hearing impairment and learners who use sign language

National Tests



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Access arrangements

This guidance provides the additional information needed to administer and mark the 2015 National Tests for learners with hearing impairment or learners who use sign language. It should be read in conjunction with the *National Reading and Numeracy Tests – Test administration handbook 2015*.

You should decide whether any access arrangements are appropriate by careful consideration of the assessment needs of each learner and the support given as part of usual classroom practice.

Learners with hearing impairment or who use sign language should use the standard version of the National Reading and Numeracy Tests.

Additional time

Learners with hearing impairment or learners who use sign language may be given up to 25 per cent additional time. The amount of additional time a learner is given should be decided using your professional judgement, according to the severity of the learner's impairment and with regard to usual classroom practice. You should tell the learners how long they have for the test.

For information on any extra time allowance, please refer to the *National Reading and Numeracy Tests – Test administration handbook 2015*.

Rest breaks

It may be appropriate to give rest breaks by separating the test into sections and 'stopping the clock' between each section. This would allow the test to be split over several sessions for the learner, or even several days if appropriate. If rest breaks are given, this time must not be used to discuss the content of the test.

Support during the test

It is important that you ensure learners understand what they are being asked to do and provide reassurance where necessary. However, access arrangement support should not provide an unfair advantage. Therefore, it is important to ensure that any support given does not alter the nature of the test questions and that all answers given are the learner's own.

A scribe may support a learner with hearing impairment or who uses sign language in the Numeracy Tests, if this is usual classroom practice.

- Where a learner signs their responses to a scribe, the responses must be noted as precisely as possible on the test paper, without inferring any meaning that was not clear from the learner's signed responses.
- Where a learner signs their responses to a scribe, learners must not be in a position to see other learners' signed responses.
- Where a scribe supports a learner, under no circumstances may the learner's responses be corrected in transcription.
- Where a scribe supports a learner, the learner's answers should be recorded on the standard test paper.
- On diagrams requiring completion, it should be clear where the learner has indicated their answer. Any diagram which has been transcribed should show evidence of the learner's work.

Guidance for communicators

Communicators and signers may be used to support learners with hearing impairment or who use sign language in the tests if this is usual classroom practice, but only if the learner is not able to access the materials independently.

Learners may be provided with signed translations of numeracy questions or the whole test booklet, if this is usual classroom practice. For the Reading Test, learners may only be provided with limited signed translations (see 'Reading Test' section for further information).

For the Numeracy Tests, guidance on the questions that require special care when signing is given in the year-specific guidance delivered with the test materials. When no specific guidance is given, everything should be signed or explained in the way it is presented in the standard test booklet, following usual classroom practice.

- As many subject-specific words do not have a clear and meaningful sign, teachers and learners often develop their own signs for these words. Communicators should be familiar with the signs used by the learner, and use them with the learner when signing the test items. For this reason, no video with sign language interpretation or subtitles is produced to support the test administration.
- If the familiar sign for a subject-specific term is iconographic and conveys the meaning of the term being tested, or if no sign is known, the word may be finger-spelled or pointed to on the test booklet, but may not be explained.
- When questions are signed, the word order may be different and some individual words may be changed. Communicators should take care not to alter inadvertently the meaning of the question, or to explain elements which are part of the understanding of the question, or indicate or imply the answer through their signs.
- In general, signs should be positioned in 'neutral space' away from the test booklet, unless guidance given in the year-specific guidance delivered with the test materials specifically advises a communicator to refer to part of a question.
- In the Numeracy Tests, unfamiliar proper nouns, such as names of people and places, may be explained by a general sign such as 'a boy' or 'a place'.
- Where a question tells a learner to look at a particular diagram, bar chart, etc., the communicator may indicate the object generally but should take care not to indicate any particular feature of the object, or the answer.

Learners' responses

Learners with hearing impairment or who use sign language will answer on the standard test paper in the spaces provided.

Marking the tests

All the tests should be marked using the standard test markschemes.

Reading Test

General guidance

You should refer to the general guidance that supports the standard version of the test.

For the Reading Tests all the instructions and the practice questions may be signed to ensure the learner understands the procedures. As the Reading Tests are assessing reading skills, the questions and texts may not be signed. Learners must also write their own responses in the test booklets, as this is another of the skills being tested.

Numeracy Test (Procedural)

General guidance

You should refer to the general guidance that supports the standard version of the test.

The learner should not use a calculator.

The complete test, or any parts of the test, may be signed or communicated to the learner.

The learner may sign their responses to be transcribed by the communicator.

The learner's test paper should be marked using the standard test markscheme.

Numeracy Test (Reasoning)

General guidance

You should refer to the general guidance that supports the standard version of the test.

Learners in Years 2 to 4 should not use a calculator for the Numeracy Test (Reasoning).

Learners in Years 5 to 9 should use a calculator for the Numeracy Test (Reasoning).

The complete test, or any parts of the test, may be signed or communicated to the learner.

The learner may sign their responses to be transcribed by the communicator.

The learner's test paper should be marked using the standard test markscheme.

