

# Notes for teachers

## **Administering and marking the Braille National Reading and Numeracy Tests**

**National Tests**



Llywodraeth Cymru  
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## **Access arrangements**

This guidance provides the additional information needed to administer and mark the 2015 National Tests for learners with visual impairment who use Braille. 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.

## **Making further adaptations to the tests**

The standard tests have been modified in content, layout and style to make the materials accessible to learners with a wide range of visual impairments. The modifications may include replacement questions to enable learners with visual impairment to answer a question of the same difficulty as their peers.

You may make further adaptations to the format of the test materials to reflect usual classroom practice. You must open and examine the test materials upon receipt or a maximum of five days before the test date to determine if any further adaptations are required. You must be careful to ensure that any changes made to the test papers do not affect the nature of the materials.

The Braille version of the test materials is produced in contracted Braille and the capital letter sign is used. These materials may be re-Brailled in a mixture of contracted and uncontracted Braille and/or without the capital letter sign if this is more suited to the learner's usual way of working. For the English-medium tests in 2015, the schools will be able to choose whether to order the tests in the Standard English Braille code or the Unified English Braille code.

Guidance on the questions that require special care when adapting the materials further is given in the year-specific guidance delivered with the test materials.

Once the materials have been opened and, if necessary, further adaptations have been made they must be stored securely until the day of testing.

## **Additional time**

Learners using the Braille version of the tests may be given up to 100 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 visual 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.

The tests may contain a number of graphs, diagrams and pictures, and learners may need assistance in locating all the relevant elements of these questions.

The Braille test papers are supplied with a full print transcript for reference during the administration of the tests.

A scribe may support a learner with visual impairment, if this is usual classroom practice.

- 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 plain paper in a numbered list. Diagrams showing evidence of the learner's work should be attached to the scribe's script and passed to the marker.

- 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 (e.g. pin marks if pins and bands have been used).

A reader may support a learner with visual impairment if this is usual classroom practice, but only if the learner is not able to access the materials independently. In the Reading Test, a reader may only support the learner by reading the instructions. A reader must not read the reading text pieces or the questions. In the Numeracy Test (Procedural) and Numeracy Test (Reasoning) a reader may support the learner by reading all parts of the test.

Mark boxes have been removed from modified versions of the test. You may tell the learner the number of marks available for each question if this is appropriate.

### **Equipment for the tests**

Learners with a visual impairment may need specially adapted or additional equipment to access the tests, but this should only be the equipment they would use to access the curriculum.

Learners with visual impairment may need:

- a suitable writing implement (e.g. a pen, pencil, Braille, word processor)
- a means of drawing. Appropriate diagrams may be provided, but learners may still require help in drawing and labelling. Guidance for questions requiring learners to draw or use additional materials is given in the year-specific guidance delivered with the test materials. Before testing, this guidance should be used to plan the methods of drawing and labelling to be used by learners
- the models which may be provided with the modified test packs. Details of any models provided are given in the year-specific guidance delivered with the test materials.

Learners who normally use technological and electronic aids in the classroom, including low-vision aids such as closed-circuit television or a JOCR scanner, may use these for the tests. Learners who normally use word processors may also use them in the tests.

The modified tests are designed so that familiar classroom equipment can be used, and so that learners can access the materials independently.

## **Learners' responses**

Learners using the Braille version of the tests will use separate sheets of Braille paper to give their answers and are not expected to write on the test papers.

The Braille version of the Numeracy Tests may include separate inserts for particular questions. Learners may need to draw or Braille on these inserts, and may need assistance to record their answers. If a table, graph or diagram has to be completed by a Brailist, separate spare copies will be provided. In some questions, you may need to transcribe the learner's response, e.g. where a shape is placed on a diagram.

When introducing the learners to the test, establish clear principles about what they should do if they want to change an answer. This should reflect your usual classroom practice, e.g. crossing out and replacing an answer.

## **Marking the tests**

- You should make every effort to understand what the learner has written in an answer, without reading into the answer anything that the learner did not intend.
- Some learners with visual impairment find it difficult to draw accurately. Take into account what appears to be the learner's intention.
- Any unambiguous indication of the correct answer should be credited.
- You should refer to the general guidance for marking the standard version of the test and use the standard markscheme except in the instances identified in the year-specific guidance delivered with the test materials.

## **Reading Test**

### **General guidance**

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

Learners in Years 2 and 3 will be presented with three test booklets. One contains the sentence completion test, one contains two reading texts and the other contains the questions on the reading texts. Learners in Years 4 to 9 will be presented with two test booklets: one contains the three reading texts and the other contains the questions on the reading texts. The booklets are split so that learners are not required to turn back several pages to find the text relevant to each question.

In all cases, learners will read one text and then complete the associated questions before moving on to the next text and so on. They should read a whole text before attempting to answer any of the questions.

In the standard test papers, the question numbers start at '1' for each new reading text. In the Braille tests, the questions are continuously numbered through the whole test. This reduces confusion when the Brailist is recording responses to questions for the different texts.

You should help learners with visual impairment to locate specified pages, paragraphs and questions in each booklet.

The Reading Test may contain diagrams and/or pictures and learners may need assistance locating all the elements.

### **Marking the Reading Test**

If learners have Brailled their answers, it may be necessary to have these transcribed for markers who do not read Braille.

Braillists will record their responses in a different format. The correct Braille responses are given in the year-specific guidance delivered with the test materials.

## **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.

### **Marking the Numeracy Test (Procedural)**

Although the layout has been changed, the standard markscheme can be used to mark most of the questions in the Braille papers. The questions for which the markscheme has been modified are shown in the year-specific guidance delivered with the test materials.



## **Numeracy Test (Reasoning)**

### **General guidance**

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

The standard version of the Numeracy Test (Reasoning) is introduced to learners by the teacher using PowerPoint. Learners with visual impairment using the Braille version of the test should **not** be presented with the PowerPoint materials. For these learners, a Braille script is provided in the year-specific guidance delivered with the test materials to be used when you administer the test. The Numeracy Test (Reasoning) should be administered to each Braille user individually.

The Braille script is supported by a set of diagrams. These diagrams should be used to give the learner the necessary information and support that is provided by the PowerPoint presentation for the standard test materials. You can use your own words, or provide additional explanation of contexts, if necessary. However, help must not be given with the numeracy that is being assessed.

Before administering the test, the person administering the test will need to be familiar with the Braille script and diagrams.

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).

### **Marking the Numeracy Test (Reasoning)**

Although the layout has been changed, the standard markscheme can be used to mark most of the questions in the Braille papers. The questions for which the markscheme has been modified are shown in the year-specific guidance delivered with the test materials.

