

General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing

Introduction

This document is intended to help district and campus personnel and test administrators understand and meet the unique testing needs of students who are deaf or hard of hearing. Districts should plan accordingly to ensure that those who are administering a test to a student who is deaf or hard of hearing receive training to prepare for this type of test administration and complete the Oath of Test Security and Confidentiality for Test Administrator document prior to the test administration. Unless otherwise indicated in this document, regular test administration procedures should be followed when testing a student who is deaf or hard of hearing.

Who May Serve as Test Administrators?

Test administrators should be professionals who hold valid education credentials, such as Texas educator certificates or permits, or who are under the supervision of professionals who hold such credentials. Certified and noncertified paraprofessionals who are currently employed by the district and who routinely work with students in the classroom may serve as test administrators, monitors, or assistants, provided that they are trained in test administration procedures and that they sign the security oath. Paraprofessionals must be supervised, either directly or indirectly, by a certified professional on the same campus throughout the test administration. Refer to the *District and Campus Coordinator Manual* for more information.

Certified Sign Language Interpreters

If a student's primary access to the TEKS is provided by a deaf educator in a classroom setting, then the deaf educator would be the test administrator. In some cases, a certified sign language interpreter may be needed to facilitate communication between the test administrator and student. Deaf educators and certified sign language interpreters who are employees of the school district should follow the general guidelines outlined in the appropriate test administrator manual regarding test administrator responsibilities.

Certified sign language interpreters who are not employees of the district are not allowed to administer tests and therefore may not be left unattended with secure testing materials. They may only facilitate communication between the test administrator and student. However, because of exposure to secure test content, a certified sign language interpreter must be trained in test administration procedures, complete the test administrator oath, and be supervised at all times by a certified professional who is employed by the district.

If a student is eligible to receive an oral/signed administration, the test administrator or certified sign language interpreter must be trained in the procedures specific to this type of administration. Guidelines for providing an oral/signed administration can be found in the Oral/Signed Administration Guidelines document located on the Accommodation Resources webpage and must be used in conjunction with these instructions when training test administrators.

TEA does not specify the sign language to be used during a test administration. The test administrator should employ the sign language that the student routinely uses as part of daily instruction.

Testing Accommodations

Accommodations used during a state assessment must be routinely used during classroom instruction and classroom testing. All materials and equipment needed by the student should be furnished before testing begins. Educators must communicate with the campus testing coordinator regarding accommodations that are documented in each student's IEP and that are allowed or approved for use during the state assessment.



Accommodation policies for each state assessment program are located on the Accommodations Resources webpage at <http://tea.texas.gov/student-assessment/accommodations/>. Be sure to reference the appropriate set of accommodation policies based on the assessment the student is taking.

There are a number of testing accommodations commonly used during a test administration for students who are deaf or hard of hearing.

Sign Language Dictionary

When a dictionary is a required part of standard test administration procedures, a sign language dictionary may be used. Refer to the STAAR® Dictionary Policy, located on the STAAR Resources webpage.

When a dictionary is allowed as a testing accommodation, a sign language dictionary may be used. The dictionary must be commercially produced. Teacher-made, student-made, and subject-specific dictionaries are not allowed.

Transcribing a Student's Signed Responses to the Writing Prompts

For students who have a TEA-approved accommodation request, a trained test administrator may record a student's signed responses to the writing prompts onto the answer document or in the Texas Assessment Management System for online administrations. Refer to the Complex Transcribing accommodation policy. The student's responses must be recorded exactly as the student signs according to all procedures outlined under the Complex Transcribing accommodation policy. Translating the student's responses into English prior to recording them onto the answer document or in the Texas Assessment Management System is not allowed.

Test Administration Directions:

Signing, Projecting, Photocopying, or Amplifying

Signing test administration directions is an allowable testing procedure per the *District and Campus Coordinator Manual*. Test administration directions may be further clarified or interpreted as long as the substance of the directions is not changed. This applies to directions given either before or after the test. When signing test administration directions, there is no need for the test administrator to view confidential test materials.

Test administration directions do not contain secure information, and therefore may be projected or photocopied for students who want to read the print directions as the test administrator signs them. An Accommodation Request Form is not required.

A student who is identified as having a hearing impairment may use an amplification device, such as a frequency modulated (FM) system.

Test Content: Projecting or Photocopying

A student may be eligible for an oral/signed administration or a student may not be able to access the embedded text-to-speech function in an assessment and need test content signed. In these situations, it may be necessary for the test content to be projected onto a screen so that the student can access the test in both print and sign. Projection devices that do not involve the photocopying of secure test content are preferred and do not require the submission of an Accommodation Request Form.

For STAAR A, proctor test tickets are used by test administrators to log in to a signed administration of STAAR A in the Online Testing Platform. The test can then be projected onto a screen for students to access during a signed administration (including an administration accessed by speech reading).

Projection devices that involve the photocopying of secure test content require the submission of an Accommodation Request Form. Refer to the Photocopying Test Materials accommodation policy. For cases in which a group of students at a school needs the test content projected onto a screen during a signed administration, one request form may be used if additional information is included that indicates the number of students receiving the accommodation. Specific procedures related to photocopying test materials will be provided to districts with any approved Accommodation Request Form.

Test Content: Signing or Amplifying

Test content can be signed or amplified for students who are deaf or hard of hearing if the student meets the eligibility criteria for an Oral/Signed Administration or if the student is not able to access the embedded text-to-speech function in an assessment. The general test administration procedures intended for all students must also be followed for students who are deaf or hard of hearing. Refer to the specific accommodation policies or test administrator manuals for certain assessments for information about when the test administrator may sign all or only certain parts of a state assessment.

Procedures Specific to Signing Test Content

The sign language used for signed administrations should be consistent with the sign language used during classroom instruction. When providing a signed administration of a test to a student who is deaf or hard of hearing, the objective is to provide the same level of access to the printed information that would be provided to a hearing student who receives an oral presentation.

The following are guidelines for deciding what sign to use when signing test content during a state assessment.

- A. **If a sign for a word or phrase exists, the test administrator should use the sign when the word or phrase occurs in print on the test.** Signs that are commonly used in sign language are allowable in the signed administration of state assessments.

Occasionally a commonly used sign that is “conceptually accurate” may appear to give the student an unfair advantage; however, conceptual accuracy is a critical component of American Sign Language and most sign systems. Conceptually accurate signs incorporate meaning in the production of the sign. For example, if an item asks the student to identify a triangle, the commonly used sign is a pantomimed drawing of a triangle. This is the commonly accepted sign used in

conversation and instruction and therefore should be the sign that is used when the English word "triangle" appears in the test. Fingerspelling is not an acceptable substitution because it increases the difficulty of the item by requiring the student to recognize "triangle" by its spelling. A hearing student would not be required to recognize a word by its spelling in an oral administration; therefore, it should not be required of a student who is deaf.

- B. **If a sign for a word or phrase has been locally developed and routinely used in instruction, the test administrator may use the sign when the word or phrase occurs in print on the test.** For much of the vocabulary used in instruction, there are not commonly used signs. In many cases, teachers or sign language interpreters will develop signs for frequently used vocabulary, with the understanding that these are locally developed signs for a particular instructional setting. These locally developed signs may be used in a signed administration if they are regularly used during instruction.

An example of a locally developed sign might be for the English word "fission." It is not a commonly used word and it would be extremely rare to find it in any sign language dictionary. However, if "fission" is used frequently during science instruction, the teacher or sign language interpreter might develop a sign to be used only in the instructional setting. The concept of "splitting apart" might be incorporated into the formation of the sign. It would be allowable to use this locally developed sign in the testing situation. Conceptual accuracy in a sign that exists or in a sign that has been locally developed is a key component of sign language and should not be denied to the sign language user.

- C. **If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test administrator must determine if the word or phrase IS or IS NOT the concept being assessed.**

If the word or phrase **IS** the concept being assessed, the test administrator must fingerspell the word. It is not acceptable to create new signs or to use an equivalent or expansion to explain vocabulary that is being assessed. Consider this sample question:

Which best describes one of the subatomic particles that could be found at location X in the model of an atom shown above?

The phrase "subatomic particles" is the concept being assessed. Therefore, if a sign for this word does not exist or has not been locally developed, the test administrator must fingerspell it.

If the word or phrase **IS NOT** the concept being assessed, the test administrator may use a reasonable equivalent or expansion. The test administrator has more flexibility when signing words or phrases that are not the concepts being assessed. Consider this sample question:

What is the range of the sale prices for a Stunt-Pro bicycle at these stores?

It is unlikely that a sign exists or has been locally developed for “Stunt-Pro.” However, because this is not the concept being assessed, the test administrator may provide a reasonable equivalent or expansion.

Following these guidelines may require a test administrator to preview test content in order to properly prepare for a signed administration. Previewing test content is only allowed on the day the test is administered and should be done in strict accordance with all standard test security policies and procedures outlined in the *District and Campus Coordinator Manual*.

Test administrators conducting an oral/signed administration must be aware that they are viewing secure test content and are therefore required to initial and sign an additional section of the Oath of Test Security and Confidentiality for Test Administrator document. Responding to test items, making notes about test questions, and discussing the content of the test at any time are prohibited.

Contact TEA’s Student Assessment Division at 512-463-9536 if you have any questions regarding the administration of state assessments to students who are deaf or hard of hearing.