

General Instructions for Administering Braille Versions of State Assessments

Introduction

Braille versions of the STAAR® assessments in English are available to eligible students. Starting with the April 2019 summative administration, students will have the option to take STAAR assessments online using a screen reader and a refreshable braille display. This option is only available on English versions of grades 3–8 reading, grades 4 and 7 writing, English I EOC, English II EOC, grade 8 social studies, and U.S. History EOC. The decision to provide a student with a braille test booklet or access to an online test using a screen reader/refreshable braille display should be made in accordance with specific accommodation policies located on the Accommodation Resources webpage at <http://tea.texas.gov/student.assessment/accommodations/>. This set of instructions provides general information about how to administer the braille version of STAAR. District testing coordinators receive this document in the braille kits.

Test Materials

Braille materials must be ordered through the Texas Assessment Management System and will arrive in a separate shipment no less than one week prior to testing. Students registered for online assessments will also receive paper braille materials that may be accessed during the online administration if the student chooses to do so. The braille test booklets have single-sided pages and single spacing of braille lines. Each subject-area test is presented in a separate booklet.

Both contracted and uncontracted braille test materials are available in Unified English Braille (UEB). Uncontracted braille tests may be ordered only for students who use uncontracted braille materials routinely during classroom instruction. Districts will indicate the correct braille format in the Assessment Management System for each student taking a braille version of an assessment. Orders for braille tests must be submitted at least three weeks prior to testing. A corresponding ink-print test booklet titled “Braille Form” will be included in each braille kit. If a student taking a braille test is eligible for an oral administration, the test administrator must use the ink-print test booklet included in the braille kit.

A student may have a vision impairment that requires the use of two types of test materials. For example, a student may need to use a braille test booklet in conjunction with a large-print test booklet. In this situation, the ink-print test booklet included in the braille kit will need to be photocopied. A campus may photocopy secure test material for a student who has a visual impairment without submitting an Accommodation Request Form to TEA. There is no need to indicate on the answer document that this procedure was used; however, the following guidelines MUST be adhered to:

1. The district must maintain test security and confidentiality when photocopying test materials. All standard test security policies and procedures must be followed. Refer to the *Coordinator Resources*.
2. Photocopying must be done within the district by a trained test administrator who has signed a security oath.

3. Photocopying a subject-area test must be done on the day of that test. Previewing of test content (i.e., photocopying) is NOT allowed prior to the day a test is administered.
4. The test booklet may not be taken apart for photocopying.
5. If the mathematics test is enlarged, the state-supplied ruler (as part of the reference materials) must also be enlarged to the same degree to ensure that graphics which require the use of a ruler result in the intended measurement. If a mathematics test is photocopied but not enlarged, the copier must be set to copy at 100% and the scaling option set to "no scaling" or "zero" to ensure that graphics result in the intended measurement.
6. The memory on the copier must be cleared after photocopying secure test booklets.
7. All photocopies must be returned with the nonscorable shipment.

Specific Braille Instructions

Specific braille instructions supplement the appropriate test administrator manual and are designed to help a test administrator understand and meet the needs of a student taking a braille test. Specific braille instructions are posted on the Assessment Management System website at <http://TexasAssessment.com/STAAR/> approximately two weeks before the administration and are included in each braille kit. Unless otherwise stated in these instructions, the directions contained in the test administrator manual should be followed.

After the braille kit arrives, but prior to the day of testing, the test administrator should read the specific braille instructions to determine which materials or procedures a student may need for testing.

Specific braille instructions are divided into three sections:

- **General Information:** This section gives the test administrator information about the braille test booklet and how it compares to the ink-print test booklet. Instructions on how to transcribe the student's responses onto the answer document are also included.
- **Specific Instructions:** This section provides information for the test administrator about how a particular braille test differs from the ink-print version. This includes related administration instructions and information about test questions that have been altered to ensure that the test is accessible to a student who reads braille. For example, test questions with a visual element that cannot be rendered in braille will include a description of what is depicted in the ink-print version of the test. Although such descriptions are provided in the braille booklet, the test administrator may read them aloud from the specific braille instructions at a student's request. This section also informs test administrators of any manipulatives (e.g., a braille ruler or three-dimensional geometric figure) that a student will need in order to complete the test.
- **Test Administration Directions:** This section includes general and specific information about the braille test that should be read to the students (e.g., whether special symbols or standard braille codes are used on the test). Any information that is on the Transcriber's Notes page in the braille test booklet is also provided in this section.

For students who take a braille test and are also eligible for Content and Language Supports, a request for a paper version of STAAR with Embedded Supports should be submitted to TEA. This request should also include the rationale for any designated supports requiring TEA approval (e.g., Complex Transcribing, Other) needed for the student. Test administrators should access the appropriate STAAR with Embedded Supports paper administration guide for instructions regarding the administration of Content and Language Supports for students who take a braille test. The Request for a Special Administration of an Online Assessment form can be found at https://tea.texas.gov/Student_Testing_and_Accountability/Testing/Student_Assessment_Overview/Request_for_a_Special_Administration_of_an_Online_Assessment/.

Training

Districts should plan appropriately to ensure that individuals who are administering the braille version of the assessments have received training in these procedures and special instructions prior to testing.

Campus testing coordinators are responsible for issuing the test materials to the appropriate test administrators. It is important that test administrators be given their test administration materials, including all applicable specific braille instructions, in time to prepare for testing. Campus testing coordinators are also responsible for monitoring administrations to ensure that they are conducted, to the greatest extent possible, in the same manner as the administration of non-braille tests.

Student Response Procedures

The test administrator and the student should determine the best method for the student to respond to the test questions based on what the student is most comfortable using. Review the Basic Transcribing policy document for response mode options. For example, "Student writes responses on another workspace" allows for the options of using an electronic note-taker, braille, scratch paper, dry erase board, word processor, etc., for multiple-choice, griddables, and/or writing prompts. Special consideration should be given to the type of paper that a student will need to generate a response for the written composition. The student's response in its entirety must fit onto the correct page on the answer document that contains 26 lines. Twenty-six lines of handwritten text is approximately 1,750 typed characters (including spaces) or 3–4 braille pages (depending on the size of braille paper).

Students with a vision impairment may need to test in a separate setting in cases where their methods of response might distract other students. Any student responding verbally must receive an individual administration, which is an accessibility feature. This information can be found on the Accommodation Resources webpage.

Braille test booklets have full braille cells that correspond to the number of boxes on the answer document for griddable questions. Students should be informed that they must limit their responses to the number of full braille cells presented. The braille kits include mathematics and science reference materials that match the format provided in the ink-print test booklets. If a student has written on the reference materials, the materials must be destroyed after testing.

Student Materials and Designated Supports

All materials and equipment needed by the student, including designated supports, should be furnished before testing begins. Refer to each specific policy document for student eligibility criteria and special instructions.

- The test administrator should have available braille paper, typing paper, bold-lined paper, raised-line paper, pens, crayons, pencils, 20/20 pens, markers, placeholders, and any manipulatives or reference materials required by the specific braille

instructions. Special consideration should also be given to lighting conditions for students with low vision.

- Students who take the braille version of the tests at any grade level may use slate and stylus, electronic note-takers, word processors, projection or low-vision devices such as a closed-circuit television (CCTV), braille ruler, tactile drawing board (such as a Draftsman), tactile graph board, Cranmer modified abacus, or speech-output calculators.
- Students taking the braille version of the grade 8 science assessment may use a periodic table that is routinely used in the classroom in addition to the Periodic Table of the Elements included as a reference material in the test booklet.
- Students taking the braille version of the grade 8 mathematics assessment, grade 8 science assessment, Algebra I assessment, or Algebra II assessment may use an Audio Graphing Calculator (AGC). Other programs that perform graphing functions may be used EXCEPT for those that include a computer algebra system (CAS).
- For students who are eligible for content and language supports and take the braille version of STAAR, the test administrator must use the appropriate STAAR with Embedded Supports paper administration guide. This guide provides the following information: picture descriptions of content and language support images and graphics (e.g., charts, tables, graphs) that may be reproduced for accessibility (e.g., braille graphics, pairing graphics with tactile symbols, texts, or objects, enlarging or projecting). These instructions are not meant to replace any STAAR administration materials, but must be used in conjunction with the appropriate specific braille instructions for the test being administered.

If a student needs a support not described on the Accommodation Resources webpage, a request for an Other designated support may be submitted to TEA.

Students Requiring More Time to Complete Testing

Students with visual impairments who take a braille test may require considerably more time to complete the test than students without a visual impairment. If the student typically requires more time than is allotted for testing, refer to the Extra Time policy document. If extra time during the school day is not sufficient in meeting the needs of the student, and he or she needs an extra day to test, an Accommodation Request Form does NOT need to be submitted to TEA for approval. The appropriate team of people at the local level can determine that a student taking a braille version of STAAR needs an extra day to test; however, the following guidelines MUST be adhered to:

1. The district must maintain test security and confidentiality throughout the extended testing period since the student will be taking a secure state assessment at a different time than other testers. All standard test security policies and procedures must be followed. Refer to the *Coordinator Resources*.
2. Students will be permitted to test only over two full, regularly scheduled, consecutive school days. Each day of testing must not extend beyond seven hours.
3. Each subject-area test must be administered in the same order as they are for all other students, if applicable. The student must finish one subject-area test before beginning the next. This can happen in one of two ways. The second test may be started the same day that the student finishes the first test, or the student may wait until the following day to start the next subject-area test.

4. When determining how a subject-area test should be divided into two days, you must adhere to these requirements:
 - On day two of testing, the student may not return to any selections, test questions, or written responses viewed on day one.
 - For all reading tests, including the reading portion of the English I, English II, and English III tests, all multiple-choice test questions accompanying a selection or paired selection must be completed on the same day they were begun. A student should not begin reading a selection unless the test administrator is certain that the student will have sufficient time to complete all the test questions that accompany the selection.
 - For all writing tests, including the writing portion of the English I, English II, and English III tests, all multiple-choice test questions accompanying a revising or editing passage must be completed on the same day they were begun. Also, a student's response to a writing prompt must be completed on the same day it was begun. A student should not begin reading a passage or reading and responding to a writing prompt unless the test administrator is certain that the student will have sufficient time to complete all of it.
5. The schedule for the return of testing materials must be maintained to ensure that test results are received by the posted date. Therefore, all testing must be completed by the applicable due date for make-up sessions listed on the Student Assessment Testing Calendar.
6. It may be necessary to test the student in a different setting to maintain test security and confidentiality.
7. The test administrator or campus testing coordinator must indicate that the student received an extra day to test by marking the XD bubble in the ACCOMM. field on the student's answer document. If the student was eligible to receive any other designated supports, these should also be recorded per the guidelines in the specific policy document.
8. It is recommended that the student's parents be notified regarding the altered testing schedule.

Transcribing

Student responses for all braille tests must be transferred to the student's answer document. If this is not done, the student's test cannot be scored. For students taking a braille assessment, eligibility for Basic Transcribing does not need to be determined and this designated support does not need to be documented on the answer document. However, the test administrator transcribing the student's response must do so in accordance with the guidelines for Basic Transcribing and should refer to this document on the Accommodations Resources webpage. If the student has a TEA-approved request for Complex Transcribing, guidelines for this type of administration will be provided.

An answer document is provided with each braille test. The instructions for completing the student identification information and the FOR SCHOOL USE ONLY section of the answer document can be found in the test administrator manuals.

Transcribing may be done by the test administrator during or after testing. The student's responses should be transcribed as follows:

- Transcribe the student's responses onto the answer document exactly as indicated by the student.
- Write "Transcribed by (NAME) because student used the braille version" at the top of the answer document on the page where the student identification information is located.
- All transcriptions must be done in No. 2 pencil.

If TEA-allowed or -approved technology-based accommodations (e.g., word processor, speech-to-text) are used by a student during testing, TEA guidelines on the use of this technology must be followed in order to maintain the security and validity of the assessment. Although some technology may be very useful during a daily academic setting, technology that has functionality that violates TEA guidelines cannot be used during a state assessment. These technology guidelines for state assessments can be found on the Accommodation Resources webpage.

The braille (BR) bubble must be marked in the ACCOMM. field on the student's answer document since the student is taking a braille version of STAAR. If a student had access to other designated supports in addition to taking the braille test, the corresponding bubble(s) should also be marked in this field. This information can be found in the *Coordinator Resources*.

Returning Materials

All braille materials, including handwritten, typed, or brailled responses, must be returned to the district testing coordinator. All answer documents onto which students' responses have been transcribed should be returned in the shipment of scorable materials. The answer documents for students taking braille versions of the tests will be processed in the same manner as all other answer documents.

The braille booklets, all ink-print test booklets, and specific braille instructions should be returned in the nonscorable shipment. Any brailled, typed, or handwritten responses on scratch paper that include student notes, answers to multiple-choice questions, or responses to written compositions must be destroyed after testing. For additional information about what to return in the nonscorable shipment, refer to the *Coordinator Resources*.

Contact TEA's Student Assessment Division at 512-463-9536 if you have any questions regarding the administration of braille tests.

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