



Standards
& Testing
Agency

Administering the braille (UEB or SEB) versions of the key stage 2 science sampling test

This document supports teachers in administering the braille versions of the science sample materials released to schools.

The information in this guidance applies to both the UEB and SEB versions of the braille science tests: booklet 8C.

Format	<ul style="list-style-type: none"> • Each component consists of a single test booklet in UEB or SEB braille (depending on the option that best fits the pupil's needs, as selected by the school) • Diagrams for questions are on facing pages for ease of access. • There is a printed transcript of the braille booklets to help administrators. • Pupils will have 25 minutes to complete each of the booklets, plus up to 100% additional time.
Equipment	<p>Pupils will need the equipment specified below:</p> <ul style="list-style-type: none"> • a suitable way of recording their answers, such as a braille, blue / black pen, dark pencil or word processor (i.e. the usual way they write in class). • braille paper (if the pupil is brailleing their responses). <p>The pupil may use the following, if this is normal classroom practice:</p> <ul style="list-style-type: none"> • pins and bands to help record responses on diagrams. • stylus and floppy mat to help with drawing on plastic film. <p>Pupils may use the following equipment, if this is normal classroom practice, provided they only give word-for-word translations:</p> <ul style="list-style-type: none"> • bilingual dictionaries or electronic translators. • bilingual word lists. • monolingual English electronic spellcheckers. • technological and electronic aids, including low-vision aids such as closed-circuit television or JOCR scanners.
Assistance	<p>You must ensure that nothing you say or do during a test could be interpreted as giving pupils an advantage, e.g. indicating that an answer is correct or incorrect, or suggesting the pupil reviews an answer again.</p> <ul style="list-style-type: none"> • If the pupil requests it, a question may be read to the pupil on a one-

	<p>to-one basis.</p> <ul style="list-style-type: none"> • At a pupil's request, you may point to parts of the test paper such as charts, diagrams and statements, but you must not explain the information or help the pupil by interpreting it. • If any everyday context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the related context.
Guidance for specific questions	<ul style="list-style-type: none"> • You may 'stop the clock' while pupils are familiarising themselves with the diagrams on braille page 2 for question 1 (a), braille page 4 for question 1 (b), braille page 6 for question 2 (a), braille page 12 for question 4 and braille page 14 for question 4 (d). • Pupils may also need help to locate the labels on the diagram on braille page 2 in order to answer question 1 (a).
Before the test begins	<ul style="list-style-type: none"> • Review the list of pupils with any particular individual needs, e.g. how much additional time pupils are allowed or who may need a transcript made at the end of the test.
What to do at the start of the test	<ul style="list-style-type: none"> • Check that pupils don't have any disruptive items. • Check that pupils don't have any materials or equipment that may give them extra help. • Tell the pupils the duration of the test.