

Smarter Balanced Braille Test Administration Manual Insert for Summative Assessments (2022-23)

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CONSIDERATIONS FOR BRAILLE ADMINISTRATION

Smarter Balanced offers various braille codes to help meet the individual needs and preferences of students taking the assessments with braille. For English language arts assessments, Smarter Balanced offers Unified English Braille (UEB) in both contracted and uncontracted forms. For Mathematics assessments, Smarter Balanced offers UEB with Nemeth and UEB with UEB Mathematics (technical) in both contracted and uncontracted forms.

NOTE: This document should in no way replace the [Smarter Balanced Summative Test Administration Manual](#) (available on the [resources page](#) of the Smarter Balanced portal on [alohaHSAP.org](#)). It is intended to direct school Test Coordinators and Test Administrators to unique points that apply to administering the assessment in braille.

SECTION 1: OVERVIEW OF ONLINE BRAILLE ASSESSMENT

Refer to Section 1 of the Smarter Balanced Summative Test Administration Manual (TAM).

The administration of the online braille assessment requires advanced preparation for both the test administrator (TA) and the student. The student accesses the online braille assessment via assistive technology using a refreshable braille display and screen reading software along with embossed files, which are downloaded directly from the testing platform. A braille embosser that can produce text and graphics may be needed. This may require testing in a separate location and allotting additional time for testing. The protocol for secure testing should be followed.

All Braille Assessment Test Administrators are expected to receive Hawai'i State Department of Education training prior to test administration. Please contact Elaine Lee, Ph.D. (808-307- 3635 or Elaine.Lee@k12.hi.us) if you have not received this training.

Prior to administering a test, TAs (and any other individuals who are administering any secure Smarter Balanced assessment) should familiarize themselves with the following guides and resources on the Smarter Balanced [resources](#) page:

- Smarter Balanced Summative Test Administration Manual,
- Crosswalk of Accessibility Features Across State Assessments in Hawai'i,
- Usability, Accessibility, and Accommodations Guidelines,
- Guide to Navigating the Online HSAP Administration,
- Assistive Technology Manual, and
- associated training modules.

All manuals, user guides, and training modules are available on the [resources page](#) of the Smarter Balanced portal on [alohaHSAP.org](#). The TA or school authorized staff needs to have a

working knowledge of the assistive technology being used by the student and be able to read braille to aid in administration.

SECTION 2: TEST ADMINISTRATION RESOURCES

Refer to Section 2 of the TAM.

It is important that a student who is taking the braille assessment has adequate time in advance of test administration to practice navigating the assessment platform with the screen reader. Familiarization with the testing environment, navigation quick keys, as well as item types encountered on the assessment can be addressed by using the Practice and Training Tests.

The Practice and Training Tests can be used as a “guest” without TA login credentials or in a Secure Browser environment as a “student” with TA login credentials. To use the Secure Browser, the TA must pass the Online Test Administrator Training Course, log in with their TIDE password, and then log in the student using the student’s legal first name and SSID.

SECTION 3: ENSURING TEST SECURITY

Refer to Section 3 of the TAM.

The administration of the assessment in braille requires embossing of test items, stimuli, reading passages, performance task materials, and writing prompts. Handling of these materials must follow the same protocol as stated in Section 3 of the TAM.

SECTION 4: RESPONDING TO TESTING IMPROPRIETIES, IRREGULARITIES, AND BREACHES

Refer to Section 4 of the TAM.

There are no additional considerations for online braille assessments.

SECTION 5: APPEALS

Refer to Section 5 of the TAM.

Table 7 of the TAM addresses aspects that may affect a student who is taking the braille online assessment, such as the student not having the proper assigned accessibility resources provided at the time of registration.

SECTION 6: TECHNOLOGY INFRASTRUCTURE

Refer to Section 6 of the TAM.

In addition to the information provided in Section 6 of the TAM, the following technology is required for administering the online braille assessment online:

- Screen reading software
- Refreshable braille display
- Duxbury braille transcription software
- ViewPlus Tiger Embosser software
- Text embosser
- Graphic embosser

NOTE: An embosser that is capable of embossing both text and graphic files must be able to emboss PRN file types with multiple pages.

More detailed information is available on the [Assistive Technology Manual and Braille Resources](#) webpage.

SECTION 7: GENERAL TEST ADMINISTRATION INFORMATION

Refer to Section 7 of the TAM.

Although the Smarter Balanced assessment is not timed, students taking the online braille assessment may need additional time due to the need for embossing test materials throughout the assessment. If there are multiple students testing at the same time who require the braille accommodation, logistical planning should occur in advance of the test administration. Ensure that adequate numbers of embossers are available on site. If there are shared resources throughout a district, planning in advance of the test administration to alleviate disruption of services for students not taking the assessment is important to consider.

SECTION 8: UNIVERSAL TOOLS, DESIGNATED SUPPORTS, AND ACCOMMODATIONS

Refer to Section 8 of the TAM for detailed information regarding Universal Tools, Designated Supports, and State Test Accommodations. A student taking the online braille assessment may also require additional universal tools, designated supports, and state test accommodations, such as a scribe or zoom. The student's team should be familiar with the

[Crosswalk of Accessibility Features Across State Assessments in Hawai'i](#)

and choose which supports provided on the assessment best align with the student's needs to access state assessments.

SECTION 9: PRIOR TO TEST ADMINISTRATION

Refer to Section 9 of the TAM.

In addition to information provided in Section 9 of the TAM, the following will aid in the administration of online braille assessments:

- Ensure that the TA has adequate training for administering the braille online assessment.
- As the embossed braille files do not have print indicators, consider having a person who reads braille and has training on the testing protocol available during the entirety of testing. (This may be the TA).
- Ensure that all assistive technology is properly installed and functioning with the secure browser, including configuring the screen reading program to ensure the screen reading program is recognized by the secure browser, and that the assessment is reading properly. (Refer to [Assistive Technology Manual](#)).
- Install Duxbury and ViewPlus Desktop Embosser Driver software on the TA computer. Ensure that the TA has a working knowledge of these programs. (View *Assistive Technology Manual, Testing with Assistive Technology for Braille Tests – Configuring Embossing Software on TA Computers Before Testing Begins*).
- Ensure that a print embosser (used for BRF file types) and a graphic embosser (used for PRN file types) are installed and functioning on the TA computer.
- Ensure that the student has had adequate opportunity to practice navigating with a screen reader within the testing environment. (Refer to information about Practice and Training Tests in Section 2 above and the *Assistive Technology Manual, Administering Braille Tests – Navigating the Test with JAWS*).
- Emboss the navigation quick key reference guide (available from the secure browser) to have available for the student during testing.
- Select the appropriate Summative Assessment option for the student. (View Smarter Balanced Braille Option Guide).
- Ensure that the student has been registered for the appropriate braille code. This information can be gained from the student’s team and/or the Teacher of the Visually Impaired.
- Ensure the appropriate braille code for the student is available for the specific assessment. (Refer to Smarter Balanced Braille Option Guide and the *section on “Testing with Assistive Technology for Braille Tests” in the Assistive Technology Manual*).
- Ensure that Emboss Type is set for *on-request* or *auto-request* for each assessment. This may vary from student to student. Often students prefer emboss *on-request* for ELA, while the default setting for Math is *auto-request*. (Refer to the *section on “Testing with Assistive Technology for Braille Tests” in the Assistive Technology Manual*).
- Gather additional resources the student may need for the day of the assessment such as abacus, Perkins Brailier, braille paper, braille notetaker (if allowed as an accommodation for notetaking), talking [Calculator \(Specialized\) State Test Accommodation](#) (if using a

non-embedded calculator other than the online/embedded Desmos calculator on calculator-allowed items), other notetaking tools, headphones, and other resources.

Please note that prior verification by the Assessment Section is required to use state test accommodations for state assessments. For more information regarding the appropriate use of state test accommodations for state testing, refer to the Hawai'i State Test Accommodation Guides [here](#).

SECTION 10: DAY OF TEST ADMINISTRATION

Refer to Section 10 of the TAM.

Additional information for administering the online braille assessment:

- Braille embossers produce considerable noise and a separate location may be necessary for the embosser to ensure student(s) are not distracted by the embosser.
- The student logs onto the assessment using screen reading software and refreshable braille display.
- As the student begins the assessment, the student accesses the item or stimulus with the student's screen reading software and refreshable braille display.
- The student can request the item or stimulus to be embossed or the item or stimulus auto-request demand is made automatically, depending upon the settings mentioned in Section 9.
- The TA receives the emboss (print) request and approves the request. The TA receives either a BRF file type or a PRN file type.
- The TA then opens the appropriate program (Duxbury for BRF file types or ViewPlus Desktop Embosser for PRN file types) and embosses the appropriate files.
- The TA must ensure that the appropriate embossed file is given to the student. If multiple students are testing with the same embosser, care must be taken to ensure the proper file is delivered to the student.
- If additional time is needed for the student, refer to Section 10.1 of the TAM.

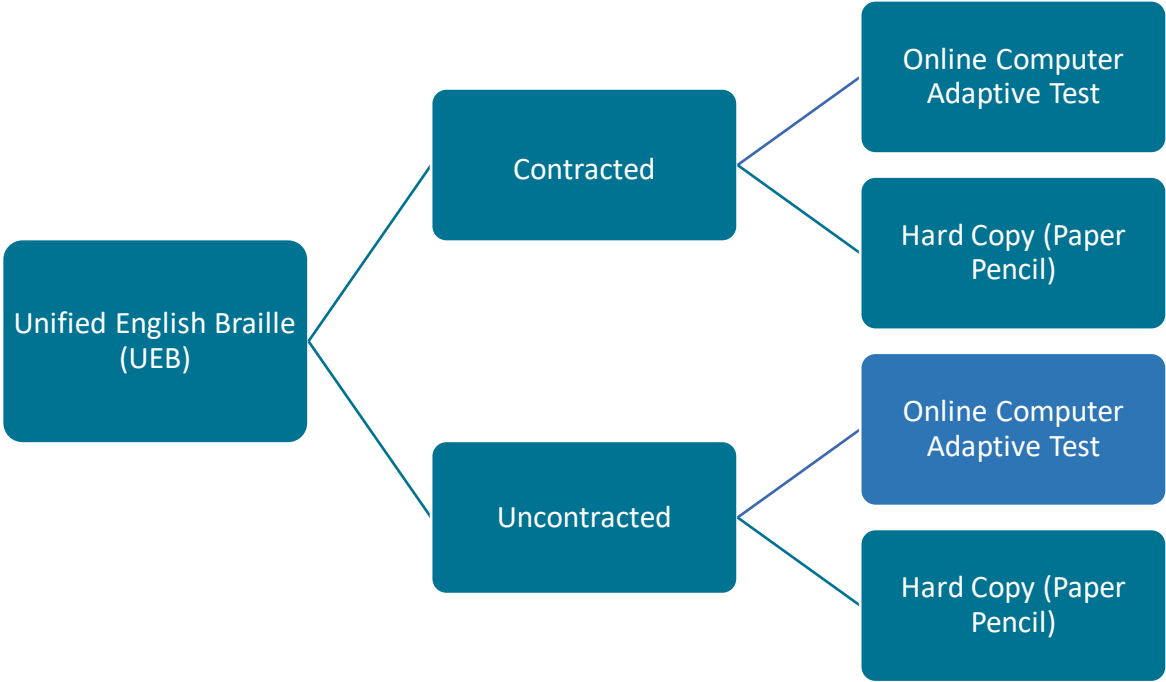
SECTION 11: FOLLOWING TEST ADMINISTRATION

Refer to Section 11 of the TAM.

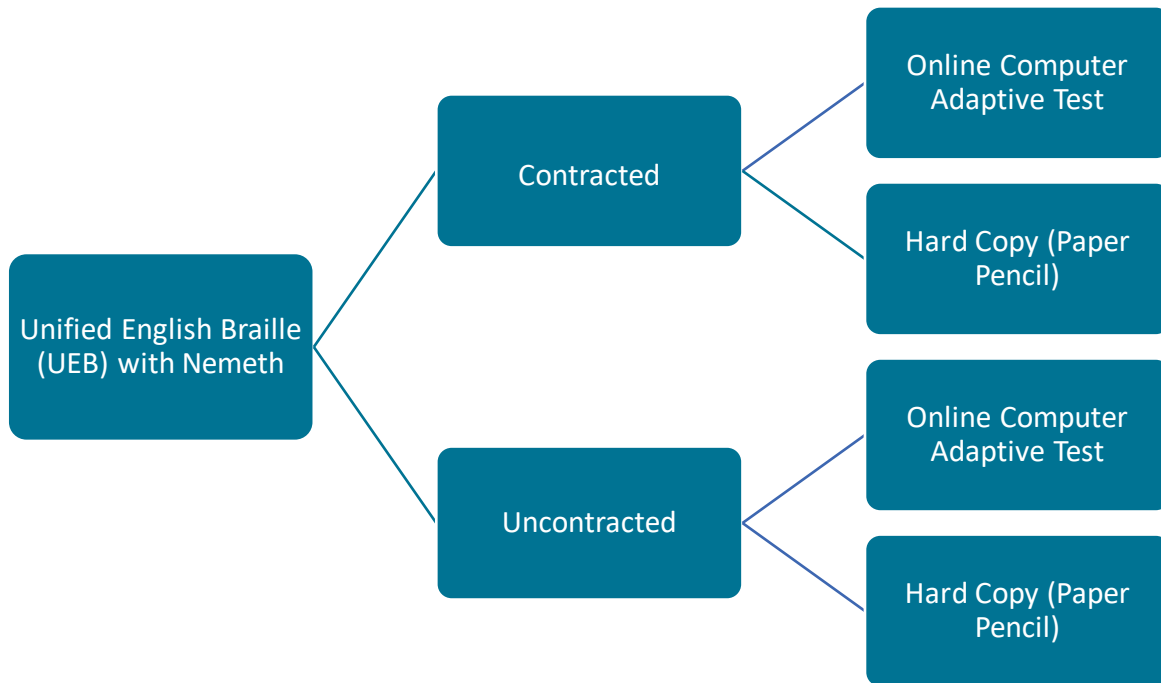
All materials embossed during administration, along with any notes taken by a student with either braille paper or with an assistive technology device, need to be destroyed or deleted at the end of administration. In addition, files downloaded onto the TA computer must be deleted. Directions for deleting these files can be found in the *Assistive Technology Manual, Administering Braille Tests – Embossing Braille Print Requests for BRF and PRN Files*.

BRAILLE OPTIONS FOR SUMMATIVE ASSESSMENT (2022–2023 ADMINISTRATION)

ENGLISH LANGUAGE ARTS



MATHEMATICS



MATHEMATICS (CONTINUED)

