

Smarter Balanced Braille Test Administration Manual Insert for Summative Assessments (2020-21)

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Considerations for Braille Administration

NOTE: This document should in no way replace the *Smarter Balanced Summative Test Administration Manual* (available on the Smarter Balanced portal [Resources > Test Administration](#) page). 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 BRAILLE ASSESSMENT

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

The administration of the braille assessment requires advanced preparation for both the test administrator (TA) and the student. The student accesses the online 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 Hawaii Department of Education training prior to test administration. Please contact Susan Forbes at the Assessment Section (808-307-3636 or susan.forbes@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 *Smarter Balanced Summative Test Administration Manual*, the *Usability, Accessibility, and Accommodations Guidelines*, the *Guide to Navigating the Online HSAP Administration*, the *Assistive Technology Manual* as well as view the associated training modules. All manuals, user guides, and training modules are available on the [Resources page](#) of the Smarter Balanced portal website. The TA or additional support person 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 have 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 braille assessments.

SECTION 5: TESTING INCIDENTS

Refer to Section 5 of the TAM.

Table 8 in 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 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 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 in the *Assistive Technology Manual*.

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 school, complex, and/or complex area, 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 Accommodations. A student taking the braille assessment may also require additional universal tools, designated supports, and accommodations, such as a scribe or zoom. The student's team should be familiar with the *Usability, Accessibility, and Accommodations Guidelines* and choose which supports provided on the assessment best align with the student's needs and are used in daily instruction.

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 administration of braille assessments.

- ✓ Ensure that 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. (See *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. (See *Assistive Technology Manual*).
- ✓ 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. (See information about Practice and Training Tests in Section 2 above and *Assistive Technology Manual*).
- ✓ 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. (See *Braille Options for Summative Assessment* section below).
- ✓ 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. (See *Braille Options for Summative Assessment* section below and *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*. (See *Assistive Technology Manual*)
- ✓ Gather additional resources the student may need for the day of the assessment such as abacus, Perkins Braille, braille paper, braille notetaker (if allowed as an accommodation for notetaking), talking calculator (if using a calculator other than the embedded calculator as an accommodation), other notetaking tools, headphones, and other resources.

SECTION 10: DAY OF TEST ADMINISTRATION

Refer to Section 10 of the TAM.

Additional information for administering the braille assessment:

1. Due to the nature of braille embossers, a separate location may be necessary for testing.
2. The student logs onto the assessment using screen reading software and refreshable braille display.
3. As the student begins the assessment, the student accesses the item or stimulus with their screen reading software and refreshable braille display.
4. 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.
5. The TA receives the emboss (print) request and approves the request. The TA receives either a BRF file type or a PRN file type.
6. 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.
7. 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.
8. If additional time is needed for the student, refer to section 10.1 of the TAM.

More detailed information for administering the braille assessment can be found in the *Assistive Technology Manual*.

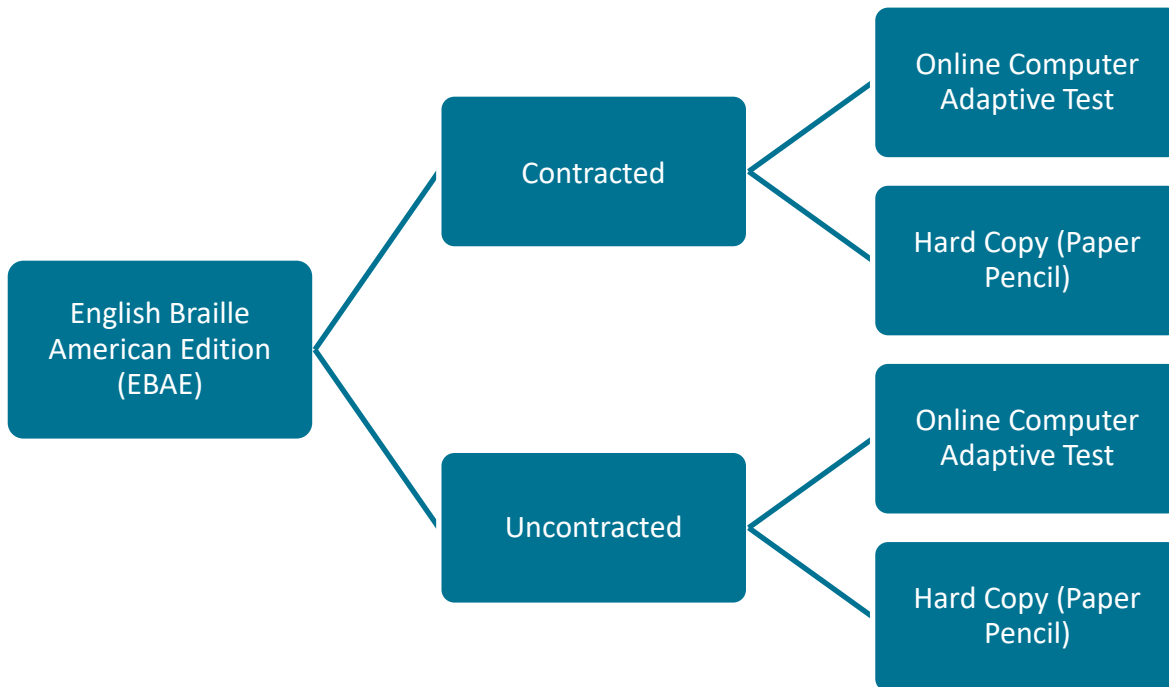
SECTION 11: FOLLOWING TEST ADMINISTRATION

Refer to Section 11 of the TAM.

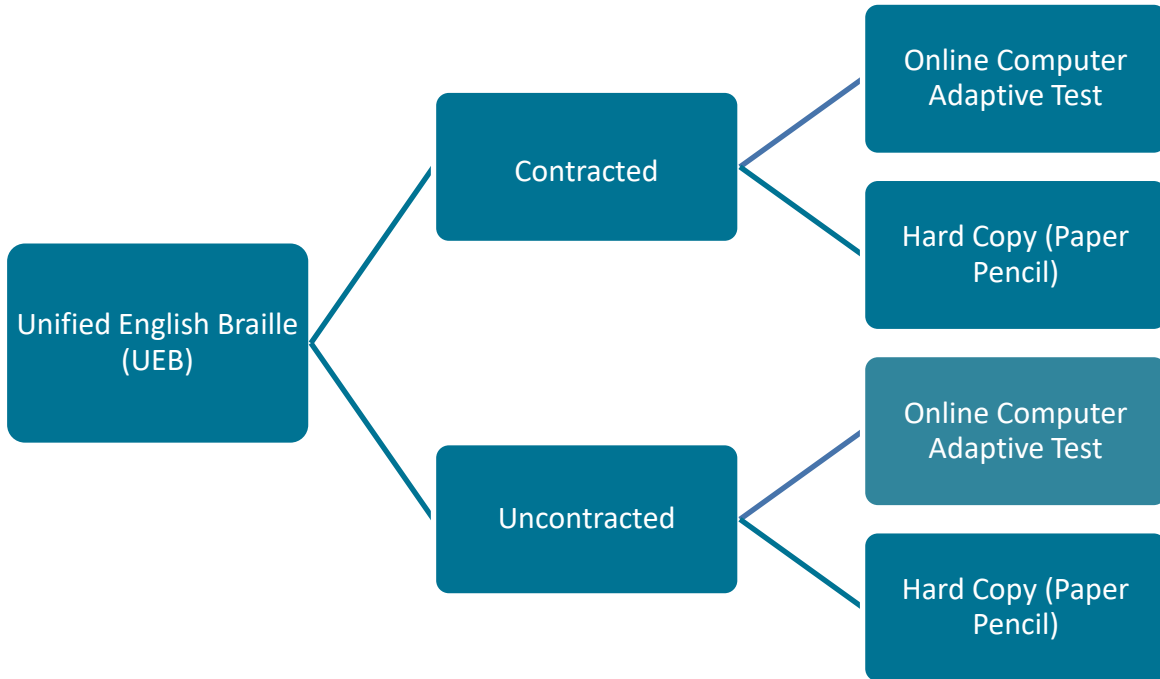
All materials embossed during administration, along with any notes taken by a student with either braille paper or with an assistive technology device need to be destroyed or deleted at the end of administration. In addition, files downloaded onto the TA computer must be deleted. Directions for deleting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

Braille Options for Summative Assessment (2020–2021 Administration)

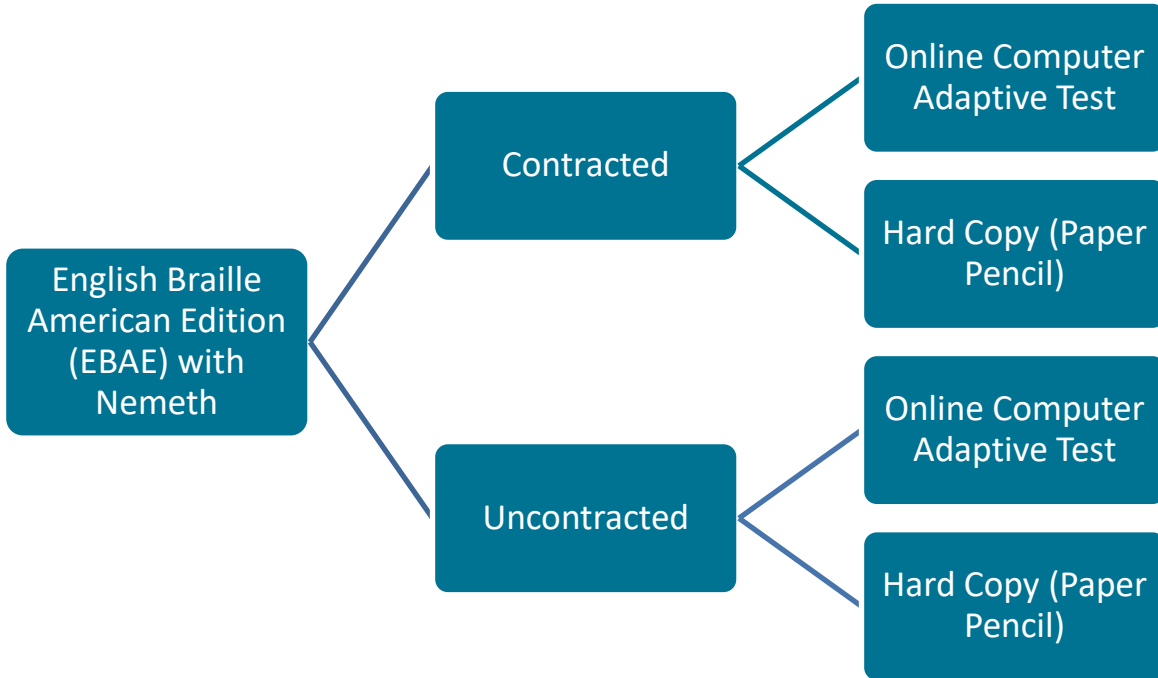
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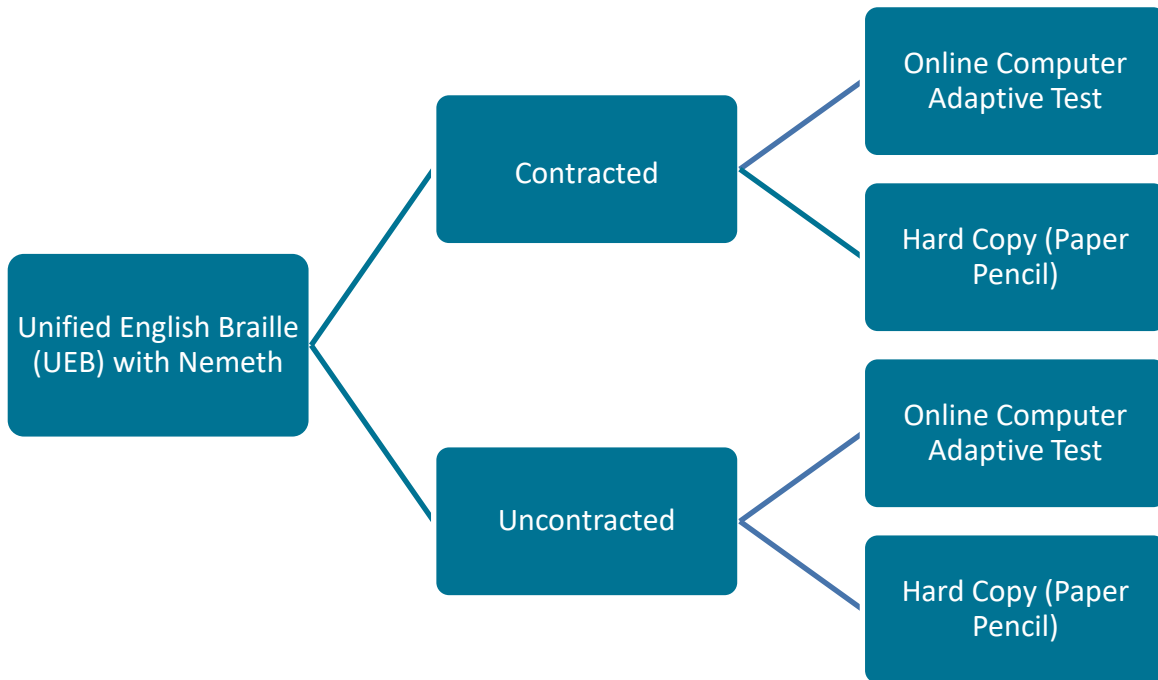
English Language Arts (continued)



Mathematics



Mathematics (continued)



Mathematics (continued)

