

Braille Test Administrator Document

This document can be used by the test administrator to ensure the answer transcription from paper to computer is properly completed. The document contains two features. The first feature contains the critical information to ensure the proper items are administered to each student which is extremely important for mathematics and the second feature includes the answer documents which is a place where the transcription of responses can happen. The use of the answer documents is voluntarily, but it provides a nice, organized document to use when entering the student responses in the computer.

Process for Using the Braille Test Administrator Document for Mathematics

Before Testing

- 1) **Once the standards are selected for the grade level, the Test Coordinator will provide the scope and sequence to the test administrator for the interim assessment.** This could be a screen print of the ITB selected or the standards written down. Either way, the braille test administrator document has the information for both situations. In this example, the Braille test administrator received a screen shot of the ITB (Figure 1).

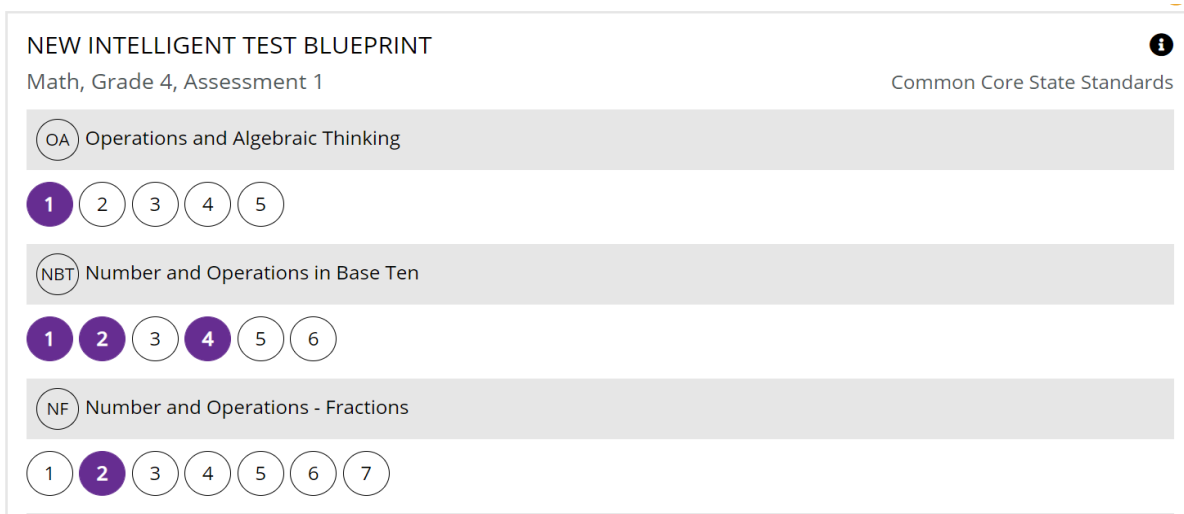
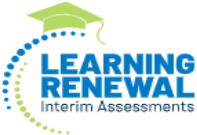


Figure 1: The Transcend Intelligent Test Blueprint and standards selected to be assessed on interim 1.

- 2) **The Test Administrator uses the scope and sequence selected for the interim to determine the items in the Braille book the student will be administered.** Once the test administrator receives the scope and sequence, they can now determine the items the student will be administered by mapping the scope and sequence to the Braille Test Administrator Document (Figure 2). As illustrated in Figure 2, the standards selected for interim 1 should be marked by the test administrator by determining where the items are in the Braille booklet. The red circles in Figure 2 indicate the items the student will be administered based on the scope and sequence selected in Figure 1. If using the answer sheets to transcribe, the last column will inform the test administrator where they can find the answer sheets to transcribe.

- 3) In the Student Braille Booklet, mark the location of the items the student will be administered so you can help guide the student to the next set up items quickly. Using a post-it notes, place it on the first item for each standard. In the example using Figure 2, the items marked in the student Braille book would be 1, 18, 21, 27, and 39. The reason for marking the first item between standards 4.NBT.A.2 and 4.NBT.A.3 is that the student will be told not to move forward to the next item IF the next item is the beginning of a different standard. The student will be told to only proceed to the next item if the item is within a standard.



Learning Renewal Interim Assessments
Braille Test Administrator Document

MATHEMATICS

GRADE 4

ITB Number	Standard	Test Item Number	Page Number in Answer Sheet
1	4.OA.A.1	1,2,3	3
2	4.OA.A.2	4,5,6	4
3	4.OA.A.3	7,8,9,10,11	5
4	4.OA.B.4	12,13,14	6
5	4.OA.C.5	15,16,17	7
1	4.NBT.A.1	18,19,20	8
2	4.NBT.A.2	21,22,23	9
3	4.NBT.A.3	24,25,26	10
4	4.NBT.B.4	27,28,29	11
5	4.NBT.B.5	30,31,32	12
6	4.NBT.B.6	33,34,35	13
1	4.NF.A.1	36,37,38	14
2	4.NF.A.2	39,40,41	15
3	4.NF.B.3	42,43,44	16
4	4.NF.B.4	45,46,47	17
5	4.NF.C.5	48,49,50	18
6	4.NF.C.6	51,52,53	19
7	4.NF.C.7	54,55,56	20
1	4.MD.A.1	57,58,59,60,61	21
2	4.MD.A.2	62,63,64,65,66	22
3	4.MD.A.3	67,68,69,70,71	23
4	4.MD.B.4	72,73,74	24
5	4.MD.C.5	75,76,77	25
6	4.MD.C.6	78,79,80	26
7	4.MD.C.7	81,82,83	27

Figure 2. Mathematics Grade 4 Braille Test Administrator Document

During Testing

- 4) When the student finishes the items for each standard, help the student to the appropriate page number for the next items. Since the scope and sequence will not necessarily be the same order as the items in the Braille test booklet, it is critically important to ensure the students are taking the items associated with the correct scope and sequence. Preparation before testing should help make this an efficient process.
- 5) Make sure the student does not write responses within the Braille Test Booklet. As the student answers the items, be sure the student has some mode of recording their responses. The way in which students can record their responses is not limited and does not have to be the answer documents provided. However, the only restriction is that it is completed in an organized manner so the transcription of student responses from the paper to computer does not get

confused. **The student should not write in the test booklet or take it apart before or during testing**

After Testing

- 6) **Make sure the student responses are collected, organized and are legible.** It is critically important to ensure that the transcription information is collected in a manner that will not cause transcription errors when entering the student responses in the computer.

- 7) **Transcribe the paper student item responses to the test items on the computer.** When the test administrator logs into the assessment to transcribe the student responses, they will see two numbers. The first number is the number of items administered to the student, in our example that is illustrated in Figure 3, it is 15 items (1,2,3,18,19,20,21,22,23,27,28,29,39,40,41); but the **test administrator will also see the item number associated with the Braille test booklet. This is the number that is most important.** To ensure the transcription process is done correctly, please check to make sure the transcription item number is aligned to the Braille item number on the screen. For example, the 5th test item the student was administered was #19 in the Braille test booklet. When you are transcribing, please make sure the Braille item book numbers are aligned. In this example, on the sheet of paper is #19, be sure that the Braille item number on the computer screen is item #19.

# Of Items on Interim 1	Item # in Student Braille Book
1	1
2	2
3	3
4	18
5	19
6	20
7	21
8	22
9	23
10	27
11	28
12	29
13	39
14	40
15	41

Figure 3. The number of items on the interim and the item number in the Student Braille Book.

- 8) **Make sure there are no errant marks, responses, or any other information within the Braille student test booklet.** The Braille student test booklet should not have any writing or marks within the test booklet itself.

Process for Interim 2 and 3

It is important to note that for interim 2 and 3 the process will be the same with one difference. **The Braille students will only be administered the items associated with the new standards selected for interim 2 and interim 3.** Using our previous example, the standards selected for interim 1 will be included in the scope and sequence for interim 2 but will be “light purple” in color rather than “dark purple.” The dark purple standards are the newly selected standards for interim 2 and will be the only items administered to students for interim 2 since they already were administered the items associated with light purple standards in interim 1. Figure 4 illustrates what interim 2 would look like using our example. Following the process described above, Figure 5 illustrates what items in the Braille item book will need to be administered for interim 2. As described above and illustrated in Figure 6, the overall number of the items on the test went from 15 to 17, but more importantly, it is critical to ensure the item associated with the Braille booklet are the same as the number as the item on the computer screen.

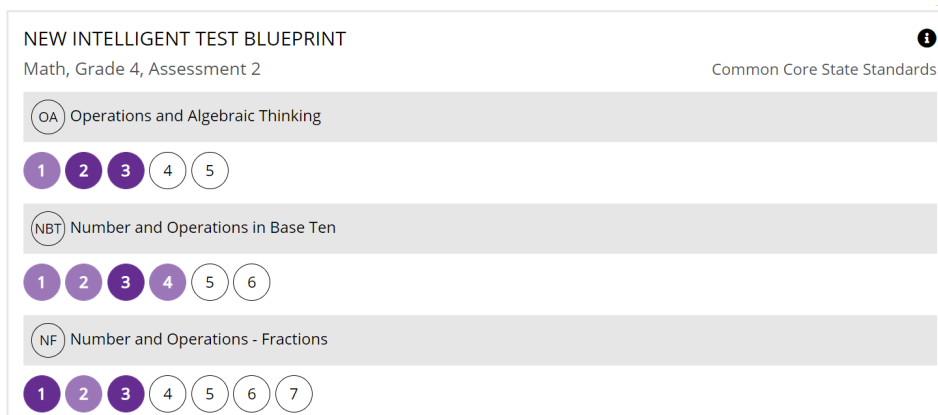


Figure 4. What the ITB scope and sequence will look like for Interim 2.



Learning Renewal Interim Assessments
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MATHEMATICS

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ITB Number	Standard	Test Item Number	Page Number in Answer Sheet
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3	4.OA.A.3	7,8,9,10,11	5
4	4.OA.B.4	12,13,14	6
5	4.OA.C.5	15,16,17	7
1	4.NBT.A.1	18,19,20	8
2	4.NBT.A.2	21,22,23	9
3	4.NBT.A.3	24,25,26	10
4	4.NBT.B.4	27,28,29	11
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4	4.MD.B.4	72,73,74	24
5	4.MD.C.5	75,76,77	25
6	4.MD.C.6	78,79,80	26
7	4.MD.C.7	81,82,83	27

Figure 5. The Items that Students would be administered for Interim 2

# Of Items on Interim 2	Item # in Student Braille Book
1	4
2	5
3	6
4	7
5	8
6	9
7	10
8	11
9	24
10	25
11	26
12	36
13	37
14	38
15	42
16	43
17	44

Figure 6. The number of items on the interim and the item number in the Student Braille Book

Process for Using the Braille Test Administrator Document for Reading

The process for Reading is different than math. Overall, it is much more straightforward. For each interim, students will take around 20 questions. The students will receive one braille test booklet for each interim and they will be administered all the items within that booklet. The test administrator will need to know the number of items for each interim which is found in the Braille Test Administrator Document. In the Braille Test Administrator Document, it will include a header indicating where the new interim assessment begins and the item number in the braille test booklet. For example, Figure 7 illustrates for grade 4 reading interim 2, the test administrator would turn to page four of the answer sheet to know the exact number of items the student will be administered, and Figure 8 illustrates the header and the number associated with the items associated with the interim. Please note that the test item numbers are continuous in the Braille book, so it is still important to ensure that when you are transcribing the braille book number that is it aligned to the braille test number on the computer. **You do not need to know the Reading scope and sequence to administer the Reading assessment. This means students will take the items in a pre-established order.**



Learning Renewal Interim Assessments
Braille Test Administrator Document

READING

GRADE 4

Interim	Page Number in Answer Sheet
INTERIM 1	2
INTERIM 2	4
INTERIM 3	6

Figure 7. Grade 4 Reading Interim assessment.

LEARNING RENEWAL
Interim Assessments

Learning Renewal Interim Assessments (2017)
Transcription Answer Sheet
READING

GRADE 4

INTERIM 2

21. (A) (B) (C) (D)

22. (A) (B) (C) (D)

23. (A) (B) (C) (D)

24. (A) (B) (C) (D)

25. (A) (B) (C) (D)

26. (A) (B) (C) (D)

27. (A) (B) (C) (D)

28. (A) (B) (C) (D)

29. (A) (B) (C) (D)

30. (A) (B) (C) (D)

4

Figure 8. Reading Interim 2