

# Best Practices

## Assessment Guidelines

For the Secondary Classroom Teacher

With a Student Who Has a Visual Impairment and

## Reads Braille

# Humanities

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A Resource Project by the Provincial Resource Centre for the Visually Impaired (PRCVI)

PRCVI is a Ministry of Education Provincial Resource Program

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# **Humanities for Secondary Students Who Use Braille**

## **Mission Statement**

Students with visual impairments have unique needs and challenges when demonstrating subject knowledge through tests. The responsibility for assessments lies with the classroom teacher. With appropriate accommodations, students with visual impairments are able to accurately demonstrate their knowledge and skills. Most test questions can be formulated or adapted to minimize the need to acquire and process visual information.

The following guidelines have been developed to assist classroom teachers in making assessment accommodations to both informal and formal tests without compromising integrity, reliability or validity. A Teacher of Students with Visual Impairments should be consulted during the development of test items.

Many of the following suggested guidelines may be beneficial to all students.

## **Humanities Exams – Braille Format**

Provide a copy of the exam to the transcribers as far in advance as possible. A minimum of one week is required for preparing, reviewing and proof reading a braille exam. Braille transcribers may need additional lead time to prepare exams depending on complexity and length. Some types of questions may need to be modified or deleted (cartoons or photographs are extremely difficult to rework without giving away the answers).

## **Test Administration:**

- Students with visual impairments should be expected to demonstrate competency in the same learning outcomes as their peers.
- Extra time may be required (often 3 or 4 times above what is required for a sighted student).
- Longer exams may need to be divided into sections to allow for them to be taken over a period of time or even days, with breaks during each sitting.
- A separate setting with qualified supervision must be available.
- Oral clarification of test questions should be provided to the student by a supervisor, if needed.
- Provision must be made for students to respond to test items using the equipment or materials best suited and/or familiar to them.
- Students with visual impairments should be active participants in lab tests and/or paired with a sighted partner when necessary.
- Video clips require experienced audio description.

## **Formulation of Test Questions:**

- Questions that contain complex visual information should be reviewed. Adaptations may be made or questions may be replaced as long as mastery of learning outcomes is demonstrated.
- Tactile tables, diagrams and graphs are difficult and time consuming to interpret and process. Students must have previous experience and familiarity with the layout of tactile graphics and 3-D models presented on an exam.
- 3-D Models may be necessary to represent some diagrams, maps, graphs.

## Matching Columns (no longer used for Provincial Exams)

Redesign the question to include column information.

### *Instead of This*

TOPIC: Canadian Charter of Rights and Freedoms	
Match each description in Column I with the correct Charter right in Column II. Record your answers on the Response Booklet.	
Column I	Column II
9. preserves the right to vote	A. legal rights
10. guarantees the right to a lawyer	B. democratic rights
11. grants the right to travel and work in any province	C. employment rights
12. guarantees the right to be educated in one's first language	D. education rights
	E. mobility rights
	F. minority language rights

### *Try Doing It This Way*

#### TOPIC: Canadian Charter of Rights and Freedoms

9. Which component of the Canadian Charter of Rights and Freedoms preserves the right to vote?

- A. legal rights
- B. democratic rights
- C. employment rights
- D. education rights
- E. mobility rights
- F. minority language rights

10. Which component of the Canadian Charter of Rights and Freedoms guarantees the right to a lawyer?

- A. legal rights
- B. democratic rights
- C. employment rights
- D. education rights
- E. mobility rights
- F. minority language rights

11. Which component of the Canadian Charter of Rights and Freedoms allows individuals the right to travel and work in any province?

- A. legal rights
- B. democratic rights
- C. employment rights
- D. education rights
- E. mobility rights
- F. minority language rights

12. Which component of the Canadian Charter of Rights and Freedoms guarantees the right to be educated in one's first language?

- A. legal rights
- B. democratic rights
- C. employment rights
- D. education rights
- E. mobility rights
- F. minority language rights

## Maps Example 1

**Redesign the question to include map information.**

***Instead of This***

Use the map to answer the following question.



In which pair of countries did Canadians fight in World War One?

- A. U and Z
- B. V and W
- C. V and Z
- D. X and Y

## ***Try Doing It This Way***

In which pair of countries did Canadians fight in World War One?

- A. Austria and Italy
- B. Britain and France
- C. Belgium and France
- D. Belgium and Germany

## ***Instead of This (Example 2)***

Use the map to answer the following questions



After the German annexation of Czechoslovakia in 1939, which nation did Britain pledge to support?

- A. 2
- B. 3
- C. 4
- D. 5

Where did the four allies open a Second Front in 1944?

- A. 1
- B. 2
- C. 5
- D. 6

## ***Try Doing It This Way***

After the German annexation of Czechoslovakia in 1939, which nation did Britain pledge to support?

- A. Italy
- B. Poland
- C. Austria
- D. Czechoslovakia

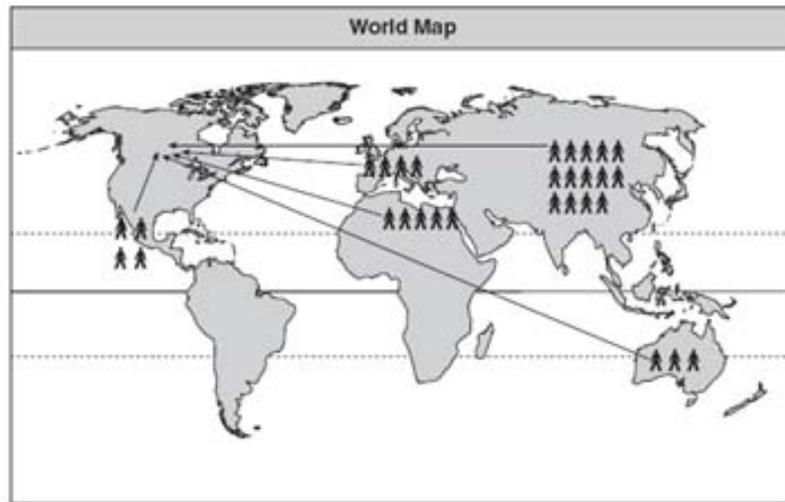
Where did the Allies open a Second Front in 1944?

- A. Italy
- B. France
- C. Poland
- D. U.S.S.R.

## Maps Example 3

### ***Instead of This***

Use this map to answer the following question



From Canada's perspective, which term describes the movement illustrated by this map?

- A. emigration
- B. immigration
- C. net migration
- D. population density

### ***Try Doing It This Way***

The World Map has been omitted in Braille. The map shows the following information: People from Middle America (4 symbols), people from Europe (4 symbols), people from Africa (5 symbols), people from Australia (3 symbols) and people from Asia (14 symbols) with arrows pointing from all of the above countries to Canada.

From Canada's perspective, which term describes the movement illustrated by this map?

- A. emigration
- B. immigration
- C. net migration
- D. population density

## Photographs Example 1

Use “photo description” to replace a photograph.

### ***Instead of This***

Explain how intolerance has been an issue in Canada since 1914.



There cannot be one cultural policy for Canadians of British and French origin, another for the original peoples and yet a third for all others.

Prime Minister Pierre Trudeau to the House of Commons  
October 8, 1971

### ***Try Doing It This Way***

**Explain how intolerance has been an issue in Canada since 1914.**

**SS St Louise 1939**

Passengers await Canada's answer. Will she accept them as refugees?

There cannot be one cultural policy for Canadians of British and French origin, another for the original peoples and, yet a, third for all others.

Prime Minister Pierre Trudeau to the House of Commons

October 8, 1971

## Photographs Example 2

### *Instead of This*

Use the photograph to answer the following question.



Which government policy is illustrated in these two photos of Thomas Moore?

- A. paternalism
- B. assimilation
- C. fiduciary duty
- D. multiculturalism

(See next page for redesigned question)

## *Try Doing It This Way*



Saskatchewan Archives Board R-A8223-1



Saskatchewan Archives Board R-A8223-2

### Description of Two Photographs:

First Photograph: A boy poses for the camera in traditional First Nations dress. He wears a leather tunic and many necklaces made from beads and shells. The leggings he wears are decorated with intricate woven designs. He wears moccasins on his feet. The boy's hair is worn in two long braids interwoven with long pieces of fur.

Second Photograph: The same boy poses for the camera in European dress. He wears a buttoned jacket and trousers. He wears leather shoes on his feet. The boy's hair is cut short.

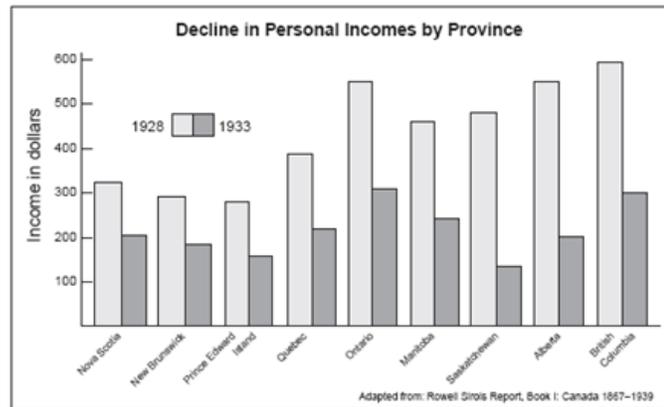
Which government policy is illustrated in these two photos of Thomas Moore?

- A. paternalism
- B. assimilation
- C. fiduciary duty
- D. multiculturalism

## Graphs

Reduce the number of columns and extraneous information.  
*Instead of This*

Use the graph to answer the following question.



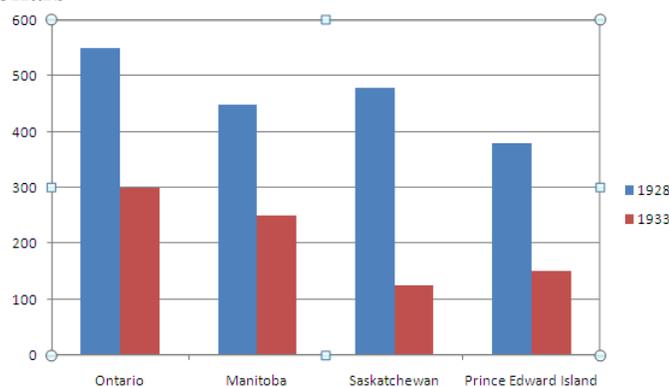
Which province experienced the greatest decline in personal incomes as a result of the Depression?

- A. Ontario
- B. Manitoba
- C. Saskatchewan
- D. Prince Edward Island

## *Try Doing It This Way*

Use the graph to answer the following question.

Decline in Personal Incomes by Province  
Income in Dollars



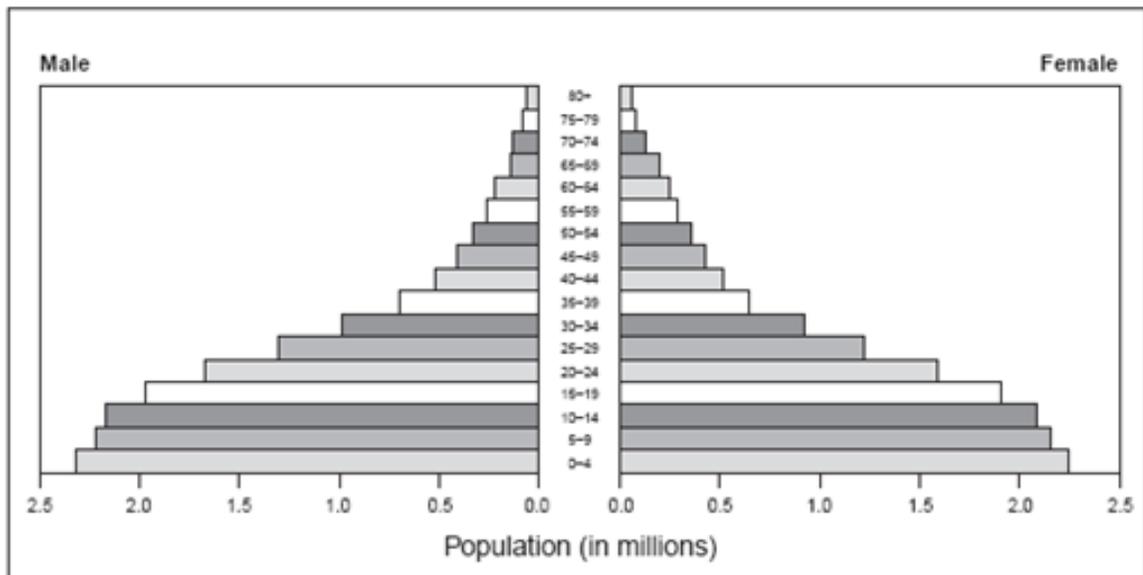
Which province experienced the greatest decline in personal income as a result of the depression?

- A. Ontario
- B. Manitoba
- C. Saskatchewan
- D. Prince Edward Island

## Not Feasible to Transcribe

The following question is not feasible or practical to transcribe into braille.

Use the pyramid graph to answer the following question.



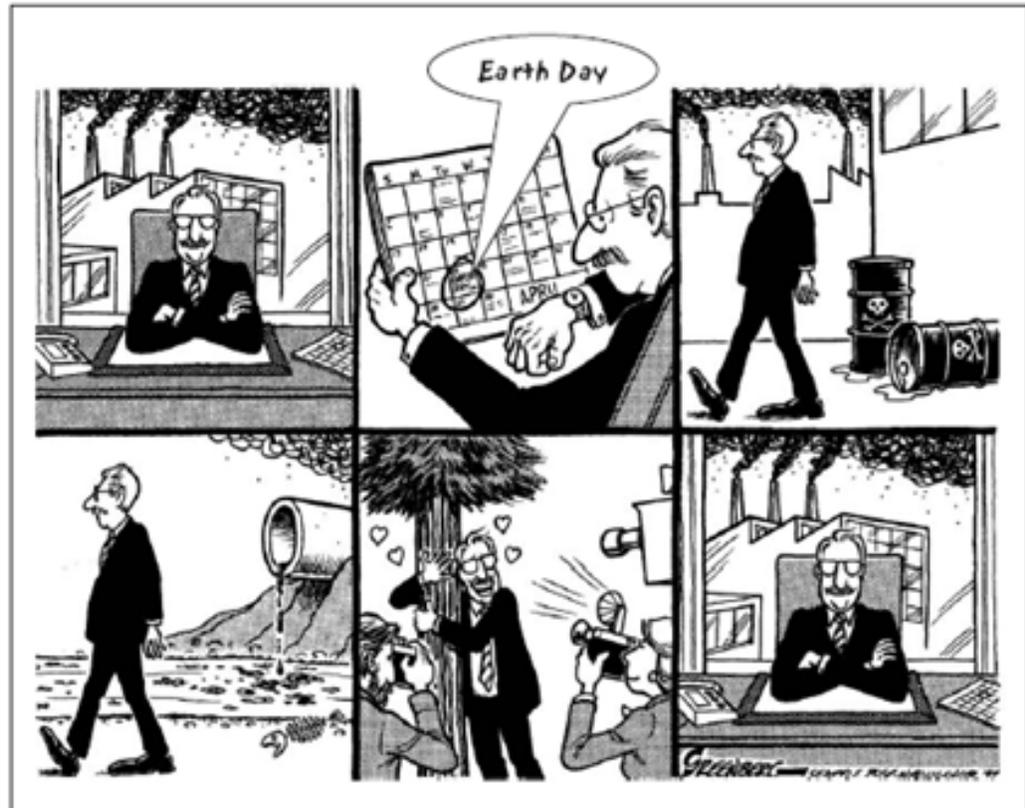
In what stage of demographic growth is the population pyramid?

- A. early expanding
- B. expanding
- C. stable growth
- D. contracting



## Cartoons and Complex Diagrams Example 2

Use the cartoon to answer the following question.



Which of the following statements **best** describes the cartoonist's message?

- A. Air pollution lasts longer than water pollution.
- B. Industries are committed to protecting the environment.
- C. Environmental impacts from industry have been reduced.
- D. Some industries do not genuinely care about the environment.

## Cartoons and Complex Diagrams Example 3

Use the cartoon to answer the following question.



Which of the following statements **best** describes the message of the cartoon?

- A. Humans will become extinct in the near future.
- B. People are apathetic towards environmental issues.
- C. People are more pessimistic about the earth's future.
- D. More people are now realizing the importance of environmental issues.

## References:

- BC Ministry of Education Released Provincial Exams
- Classroom Teacher created exams and assessments
- Allman, C. (2004). Making Tests Accessible for Students with Visual Impairments: A Guide for Test Publishers, Test Developers, and State Assessment Personnel. (2<sup>nd</sup> Edition). Louisville, KY: American Printing House for the Blind, Available from <http://www.aph.org>.