Appendix I: Human Signer Guidelines

Test Administration Protocol for the Human Signer Accommodation for English Language Arts(ELA) Assessments, and the Human Signer Accessibility Feature for Mathematics/Science Assessments

In cases where a student requires a sign language accommodation on the NJSLA and NJGPA English language arts (ELA) assessments and/or a sign language accessibility feature on the NJSLA and NJGPA mathematics/ science assessments, and for whom the American Sign Language (ASL) video accommodation is not appropriate, a human signer must be provided. Human signers for the NJSLA and NJGPA must follow theseprocedures during testing to ensure the standardization of the signed presentation to the students.

Procedures for Human Signers Providing the Human Signer Accommodation for the ELA Assessments or the Human Signer Accessibility Feature for the Mathematic/Science Assessments

1. Signers must be trained on test administration policies by local Test Coordinators, as indicated in the Test Administrator Manuals (TAM). Signers must sign the Security Agreement in the TAM.

2. Signers should use signs that are conceptually accurate (except for SEE2 users), with or without simultaneous voicing, translating only the content that is printed in the test book or on the computer screen without changing, emphasizing, or adding information. Signers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way. Signers must do their best to use the same signs if the student requests a portion repeated.

3. Signers must sign (or sign and speak when using Sim-Com [Simultaneous Communication]) in a clear and consistent manner throughout test administration, using correct production, and without inflections that may provide clues to, or mislead, a student. Signers should be provided a copy of the test and the administrative directions prior to the start of testing (check individual state policy for the amount of time allowed), in order to become familiar with the words, terms, symbols, signs, and/or graphics that will be read aloud to the student.

4. Signers should emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or inflection is permitted.

5. Signers may repeat passages, test items, and response options, as requested, according to the needs of the student. Signers should not rush through the test and should ask the student if they are ready to move to the next item.

6. Signers may not attempt to solve mathematics problems, or determine the correct answer to a test item while signing, as this may result in pauses or changes in inflection which may mislead the student.

7. Signers must use facial expressions consistent with sign language delivery and must not use expressions which may be interpreted by the student as approval or disapproval of the student's answers.

8. Test Administrators must be familiar with the student's Individualized Education Plan (IEP) or 504 plan, and should know in advance which accommodations are required by the student, and for which test (ELA and/or Mathematics/Science) the student is designated to receive a human signer. Test Administrators must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, closed circuit television (CCTV), abacus, brailler, slate, stylus, etc., and if use of these tools impacts the translation of the test, the signer should be made aware of this.

9. Upon review of the test, if a human signer is unsure how to sign and/or pronounce an unfamiliar word, the signer should collaborate with an ASL-fluent content expert (if available) which sign is most appropriate to use. If the signer is unable to obtain this information before the test, the signer should advise the student of the uncertainty and spell the word.

10. When using an ASL sign that can represent more than one concept or English word, the signer must adequately contextualize the word, in order to reduce ambiguity. The signer may also spell the word after signing it, if there is any doubt about which word is intended.

11. Signers must spell any words requested by the student during the test administration.

12. When test items refer to a particular line, or lines, of a passage, resign the lines before signing the question and answer choices. For example, the signer should sign, "Question X refers to the following lines…," then sign the lines to the student, followed by question X and the response options.

13. When signing selected response items, signers must be careful to give equal emphasis to each response option and to sign options before waiting for the student's response.

14. When response choices will be scribed, the signer should inform the student at the beginning of the test that if the student designates a response choice by letter only ("D", for example), the signer will ask the student if they would like the response to be signed again before the answer is recorded in the answer booklet or the computer-based test.

15. If the student chooses an answer before the signer has signed all the answer choices, the human signer must ask if the student wants the other response options to be signed.

16. After the signer finishes signing a test item and all response options, the signer must allow the student to pause before responding. If the pause has been lengthy, ask: "Do you want me to sign the question or any part of it again?" When signing questions again, signers must avoid emphasis on words not bolded, italicized, or capitalized.

17. Signers should refer to the NJSLA and NJGPA ASL Glossary for technical vocabulary (signs used on theASL video accommodation) for consistency in providing the accommodation.

Procedures for Providing the Human Signer Accommodation for ELA Assessments or the Human Signer Accessibility Feature for the Mathematics/Science Assessments to a Small Group of Students

Human signers may sign the test to a small group of students, rather than individually, provided that each student has the human signer accommodation/accessibility feature listed in an IEP, 504 plan, or Student Registration/Personal Needs Profile (in the case of mathematics/science only).The following procedures must be followed:

- Check individual state policies on the maximum allowable number of students in a human signer small group.
- Students with the human signer accessibility feature for mathematics/science or human signer accommodation for ELA that will be grouped together must be administered the SAME TEST FORM, since test questions will differ on each form of the test.
- Students not receiving the human accessibility feature for mathematics/science or human signer accommodation for ELA may not be tested in the same location as students who are receiving the human signer accessibility feature for mathematics/science or human signer accommodation for ELA.

Sign-System-Specific Procedures

Human signers must deliver the accommodation in the language or communication mode used by the student according to the student's IEP or 504 plan.

American Sign Language (ASL)

Human signers delivering the accommodation via ASL must use appropriate ASL features (including signs, sentence structure, non-manual markers, classifiers, etc.) while protecting the construct being measured by the assessment. Although it is necessary for a human signer to use appropriate non-manual markers to ensure proper delivery of test content in ASL, the human signer must be careful not to cue students while doing so.

English-Based Sign Systems (SEE2, CASE, Sim-Com, etc.)

Human signers delivering the accommodation via an English-based signing system must use the features of the communication mode used by the student. Human signers delivering the test in Signing Exact English (SEE2) should use the rules of that signing system (e.g. specific signed vocabulary, prefixes, suffixes, etc.). Human Signers delivering the test in other English-based signing systems (CASE, Sim-Com, etc.) should use the rules of those signing systems (conceptually accurate signs, English word order, etc.), with or without simultaneous voicing.

NJSLA and NJGPA Mathematics Sign Language Glossary

Human signers should refer to the online NJSLA and NJGPA Mathematics Sign Language Glossary forguidance on how to deliver mathematics symbols and terms. The guidance provided in the glossary is the same as what has been used in development of the ASL video accommodated assessments and provides a standardized approach for students who use sign language accommodations. The glossary provides signs that can be used for both ASL and English-Based Sign Systems.