

CALIFORNIA

Assessment of Student Performance and Progress

Braille Requirements for Online Testing Manual

Winter/Spring 2015

| *Smarter Balanced Summative Assessments*
| *Smarter Balanced Interim Assessments*



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Acronyms and Initialisms Used in the *Braille Requirements Manual*

AIR	American Institutes for Research
BRF	braille-ready format
CAASPP	California Assessment of Student Performance and Progress
CalTAC	California Technical Assistance Center
DBT	Duxbury Braille Translator
ELA	English language arts/literacy
JAWS	Job Access with Speech®
LEA	local educational agencies
PRN	printer output file
RBD	Refreshable Braille Display
SSID	Statewide Student Identifier
TA	Test Administrator
TDS	test delivery system

Introduction to the Braille Requirements Manual

This manual provides information about supported hardware and software requirements and how to configure Job Access with Speech (JAWS®). General information about administering a test to a student with a braille accommodation and printing test material is also included.

Manual Content

The following bulleted list contains brief descriptions of each section in this manual. Table 1 includes common symbols and elements used throughout the document.

- [Section I. Overview of Braille Testing](#) provides an introduction to testing with braille, including a screenshot of the sample interface that students will use.
- [Section II. Technology Requirements](#) outlines the supported operating systems and hardware and software requirements for students and Test Administrators (TAs).
- [Section III. Configuring JAWS for Online Testing](#) provides instructions for ensuring that JAWS works with the secure browser.
- [Section IV. Configuring Printing Software on TA Computers](#) includes information about braille-ready format and printer output file types and how to configure them.
- [Section V. Quick Guide to Online Testing with Braille](#) covers the process for starting a test session and printing test content requested by students. Information on how to delete temporary downloaded files is also provided.
- [Section VI. JAWS Commands and General Navigation](#) provides an overview of specific JAWS commands for use in the online assessments, as well as instructions for navigating through the logon screens.

Table 1. Key Symbols and Elements

Element	Description
	Alert: This symbol accompanies important information regarding a task that may cause minor errors.
	Note: This symbol accompanies additional information that may be of interest.
	Policy: This symbol accompanies information that is based on policy set by the California Department of Education.
[text]	Bold text in brackets is used to indicate a link or button that is selectable.
	Tip: This symbol accompanies suggestions that may be useful.
	Warning: This symbol accompanies important information regarding actions that may cause fatal errors.

Section I. Overview of Braille Testing

The online test delivery system (TDS) is available to students who use braille, allowing them to access the adaptive algorithm and use the online systems in a similar fashion to general education students.

Students who have a braille accommodation will receive the online assessments in an accessible format via the TDS's Enhanced Accessibility Mode (see Figure 1). The Enhanced Accessibility Mode feature is optimized to allow supported screen-reading software and printing of passages and test items to braille embossers.

About Enhanced Accessibility Mode

When braille is selected as the student's test language, the test layout will default to Enhanced Accessibility Mode. The Enhanced Accessibility Mode layout, shown in Figure 1, is different from the standard test interface and is designed to interact with Job Access with Speech (JAWS®) navigation. When Enhanced Accessibility Mode is enabled, the test content is laid out vertically. Passages and stimuli are located at the top of the screen, with questions appearing below.

Students who have a braille accommodation but also have some vision may use the Zoom tool available in the test to adjust the size of text and graphics as necessary.

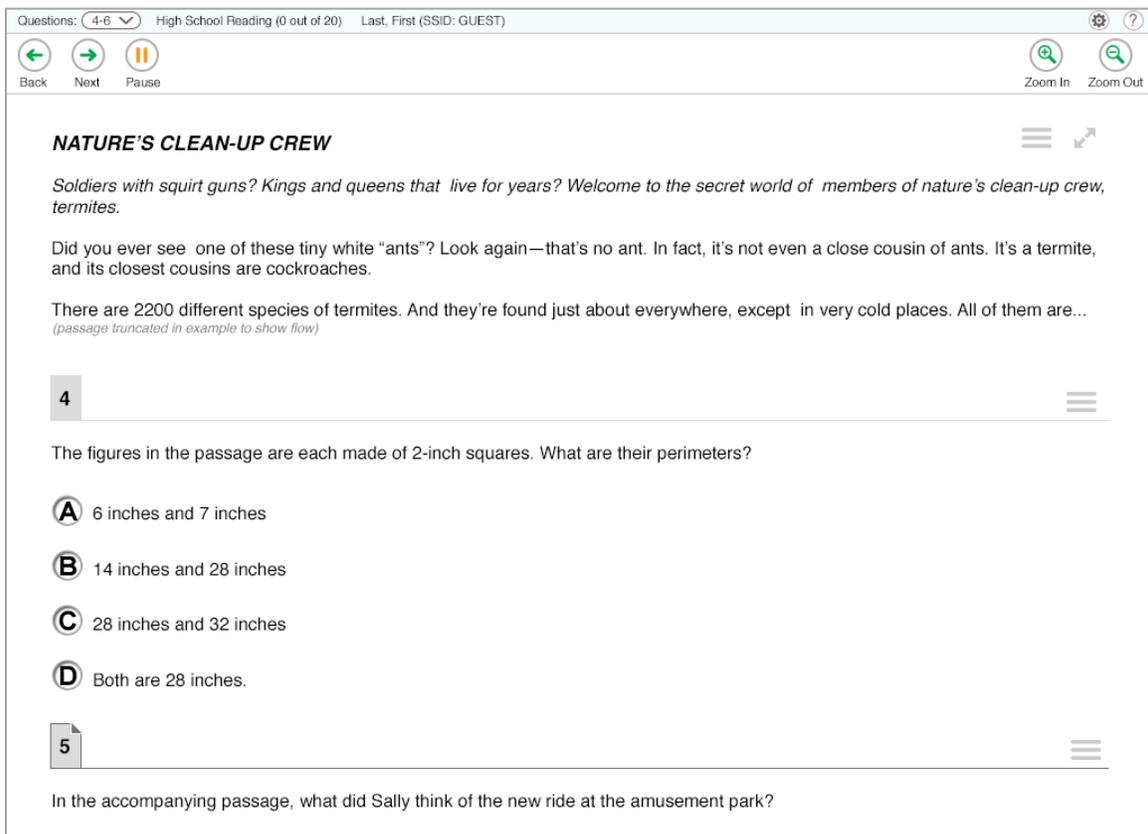


Figure 1. Sample Enhanced Accessibility Mode Layout

About Tests and Braille

The test content determines whether passages and items will be delivered to a braille embosser or to a Refreshable Braille Device (RBD) via JAWS.

English Language Arts/Literacy

The English language arts/literacy (ELA) tests will present students with items in either contracted or uncontracted literary braille:

- Items that contain only text will be sent to an RBD.
- Items that contain text and images that cannot be read by an RBD will be sent to a braille embosser.

Warning: Because the text-to-speech accommodation is not approved for use with the ELA assessments, the sound on the student's computer will be automatically muted when the student begins the first question on a braille ELA test. The sound will automatically turn on again when the student submits the braille ELA test or pauses the test and returns to the logon screen.



Some students may require assistance with JAWS navigation during the ELA test because they will not be able to hear the JAWS commands when the sound is muted. JAWS will still output all commands and text to the refreshable braille display, even with the sound on the computer muted. TAs may need to point out the intended lack of sound to the student and direct him or her to follow commands in the refreshable braille display.

Mathematics

All test content will be delivered in Nemeth braille via a braille embosser.

Section II. Technology Requirements

The technology requirements in this section are specific to online testing with braille. The hardware and software that are used for braille testing require the use of a supported Windows operating system.

For information about complete requirements for online testing, refer to the *Technical Specifications Manual for Online Testing*.

Supported Operating Systems and Related Requirements

For the 2014–2015 test administration, the following must be installed on computers used for braille test administration.

	Requirements for Student Computers	Requirements for TA Computers
Operating Systems*	Windows 7, 8.0, 8.1	Windows XP (SP 3), Vista, 7, 8.0, 8.1 <i>Note: Test Administrators (TAs) must use a computer running an operating system that is supported by Duxbury and ViewPlus software. The above systems are supported by both the American Institutes for Research (AIR) and these third-party companies.</i>
Hardware	Refreshable Braille Display (RBD) <i>Note: AIR recommends an RBD that has a minimum of 40 cells, such as the ALVA USB 640 40-cell braille display from Vision Cue, LLC.</i>	ViewPlus Tiger Max Embosser
Software	Windows Secure Brower 7.2 Job Access with Speech (JAWS®) Screen Reader 12, 13, 14, or 15	Supported Web browser Duxbury Braille Translator 11.1 or 11.2 ViewPlus Desktop Embosser driver <i>(for ViewPlus Tiger Max Embosser)</i>



Note: For security purposes, tablets running Windows 7 or 8 are not supported for braille testing. Only desktop and laptop computers may be used when testing with the braille accommodation.

Software Resources

This section provides resources for downloading software required for braille testing.

Software for Students

- **Windows Secure Browser**

Students will use the same Windows secure browser that is used for all online testing. To download the Windows secure browser, select the [**Secure Browsers**] button on the California Assessment of Student Performance and Progress (CAASPP) portal (<http://caaspp.org>). For secure browser installation instructions, refer to the *Secure Browser Installation Manual* on the Instructions and Manuals Web page at <http://caaspp.org/administration/instructions/>.

- **JAWS Screen Reader**

Students can use the same JAWS screen reader with the Windows secure browser as with other computer applications. For more information about JAWS, or to download the product, please go to <http://www.freedomscientific.com/products/fs/jaws-product-page.asp>.

Software for Test Administrators

- **Duxbury Braille Translator (DBT)**

This software allows printing of items and stimuli that do not contain images. The DBT software may be downloaded at the following location: http://www.duxburysystems.com/dbt_main.asp.

- **ViewPlus Desktop Embosser Driver**

The driver includes the Tiger Viewer software, which allows printing of items and stimuli that contain tactile or spatial components (e.g., images). The driver may be downloaded at the following location: <http://downloads.viewplus.com/drivers/desktop-braille-embosser/>.

Section III. Configuring JAWS for Online Testing

Job Access with Speech (JAWS®) must be configured prior to students using it for online testing. This section contains instructions for the following:

- [Configuring JAWS to Recognize the Secure Browser](#)
- [Applying Settings for Contracted and Uncontracted Braille](#)
- [Configuring JAWS to Speak “Dollars”](#)
- [Optional JAWS Settings](#)

Configuring JAWS to Recognize the Secure Browser

The JAWS versions 12, 13, and 14 require editing the configuration file so that the software will recognize the secure browser. This section contains the instructions for modifying the file.



Note: The following instructions are written for JAWS 13 installed to the default location. If you have another supported version of JAWS or it is installed to a different location, navigate to the appropriate directory.

1. Open the JAWS **ConfigNames.ini** file. This file may appear in two folders. Depending on how JAWS is installed on your computer, both files may need to be modified. Figure 2 shows a file location.

- Start > All Programs > JAWS 13.0 > Explore JAWS > Explore Shared Settings (*required*)
- Start > All Programs > JAWS 13.0 > Explore JAWS > Explore My Settings (*optional*)

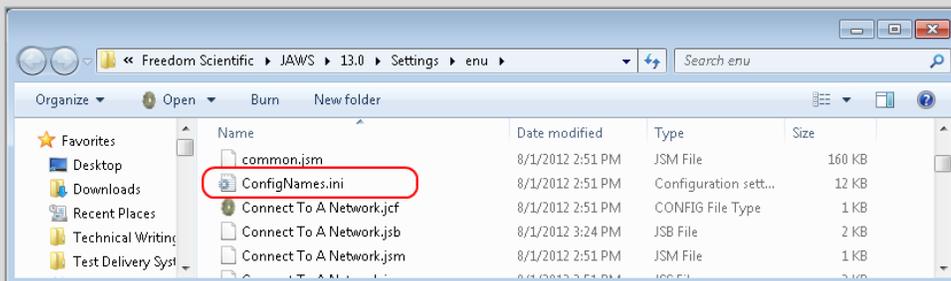


Figure 2. Find the ConfigNames.ini file

2. In the **ConfigNames.ini** file, locate the line of text that contains `Chrome=Firefox`. At the end of this line, press **[Enter]** on your keyboard to create a new line. In the new line, type in the following string:

```
CASecureBrowser7.1=Firefox
```

Note that the version number must match the version number of the secure browser you are using.

3. Save the file.



Note: If you receive an error that you do not have permission to save the .ini file to this location, you will first need to save the file to your desktop as **ConfigNames.ini**. After saving the updated .ini file, copy it to the folder containing the original .ini file (referenced in Step 1). You will need to confirm that you want to replace the original file with the file you created.

Applying Settings for Contracted or Uncontracted Braille

In order for students to use contracted or uncontracted literary braille with their Refreshable Braille Display (RBD), the correct JAWS setting must be applied prior to launching the secure browser. Braille mode settings also need to be selected.

1. Open JAWS, and then select the “Utilities” menu. In the “Utilities” menu, select *Settings Center*. The Settings Center, shown in Figure 3, will open.

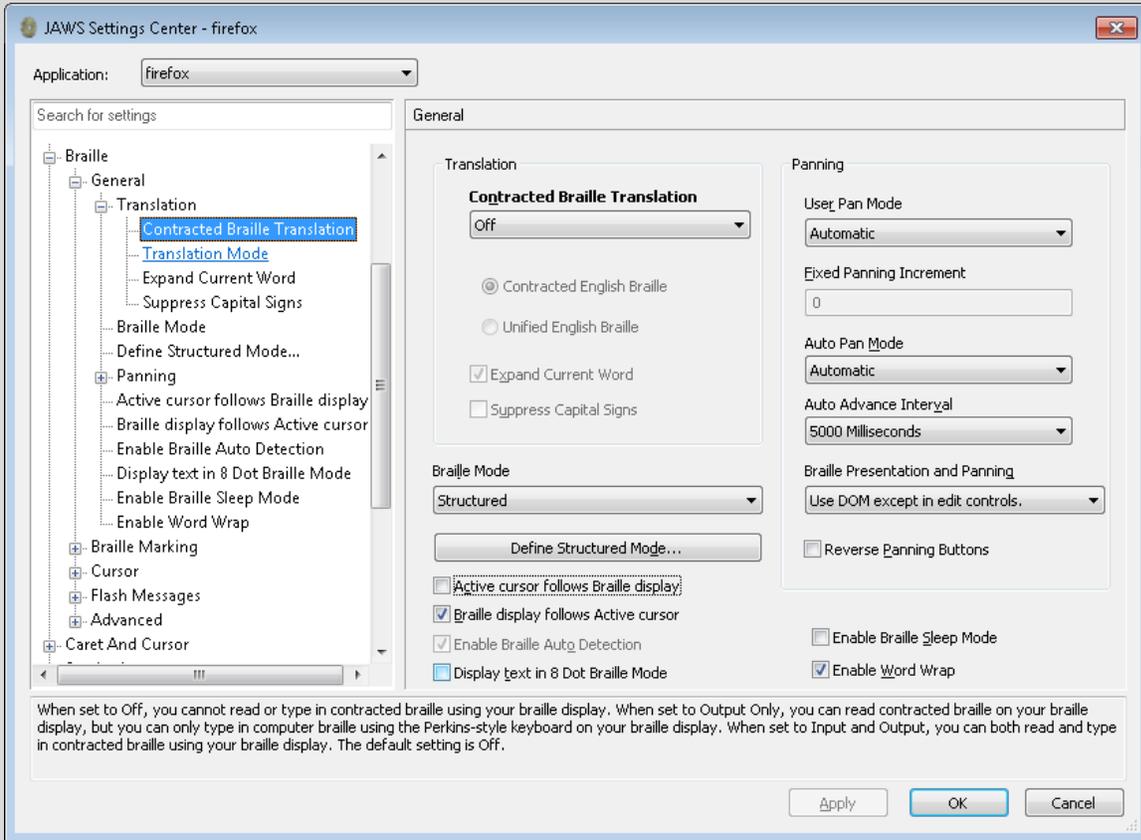


Figure 3. The Settings Center

2. From the “Application” drop-down list at the top of the *Settings Center* screen, select *firefox*.
3. In the “Search for settings” panel on the left side, scroll down to the braille section and expand the sub-settings. Select *Contracted Braille Translation*, shown in Figure 4.

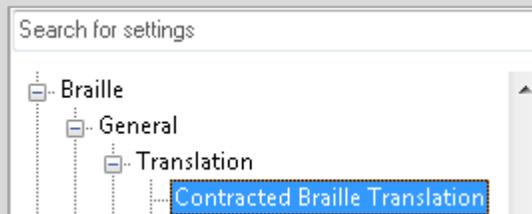


Figure 4. Selecting *Contracted Braille Translation*

4. The *Settings Center* will display the options for *Contracted Braille Translation*.
5. In the *Translation* section, select the correct option from the *Contracted Braille Translation* type drop-down list, shown in Figure 5.
 - For students who prefer **Contracted Braille**, select “Input and Output.”
 - For students who prefer **Uncontracted Braille**, select “Off.”

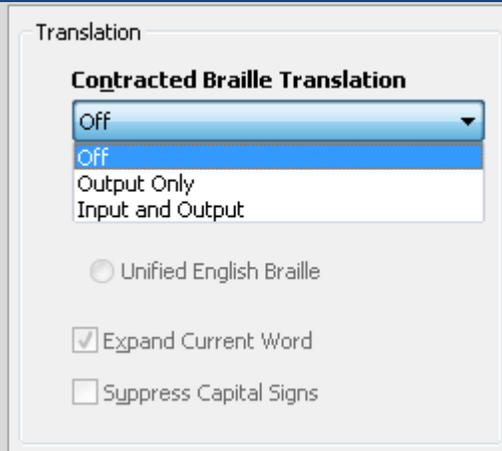


Figure 5. Contracted Braille Translation type drop-down list

6. In the *Braille Mode* section, ensure that the three settings that follow—and shown in Figure 6—are checked (and only these settings are checked):
 - *Active cursor follows braille display*
 - *Enable Braille Auto Detection*
 - *Enable Word Wrap*

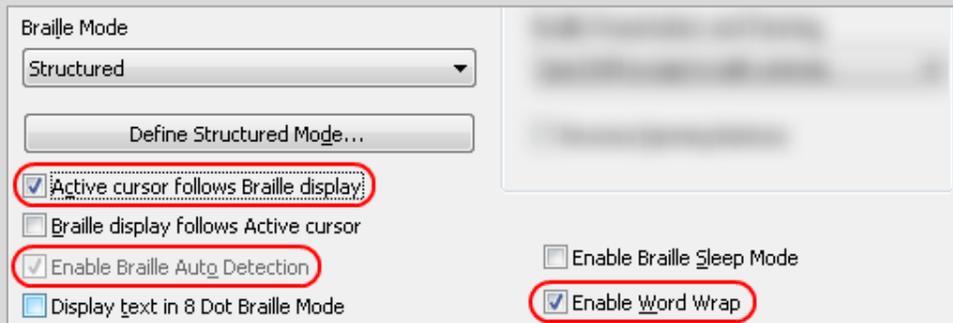


Figure 6. Braille Mode settings

7. Select **[Apply]** and then select **[OK]**.

Configuring JAWS to Speak “Dollars”

The instructions in this section will ensure that JAWS correctly speaks the dollar (\$) symbol.

1. Open JAWS, then select the *Utilities* menu. In the *Utilities* menu, select *Settings Center*. The *Settings Center* will open.
2. In the “Search for settings” panel on the left side, scroll down to the *Text Processing* section and expand the sub-settings. Select *Speak Dollars*.
The *Settings Center*, shown in Figure 7, will display the *Number And Date Processing* options, including *Speak Dollars*.

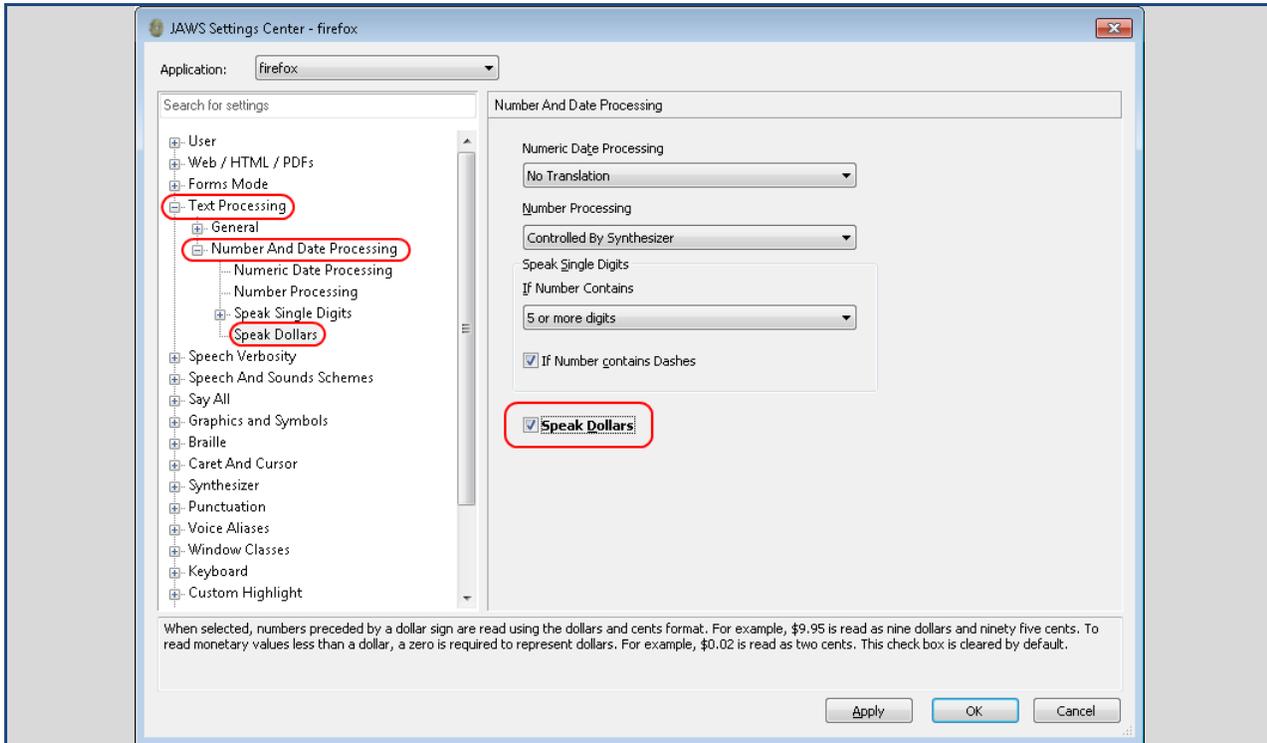


Figure 7. Setting Center Number and Date Processing options

3. Check the box for *Speak Dollars*.
4. Select **[Apply]** and then select **[OK]**.

Optional JAWS Voice Adjustment Settings

JAWS voice settings may be adjusted for individual students based on their needs. The following settings must be set prior to administering assessments: *Voice Profile*, *Speaking Rate*, and *Punctuation*. Instructions for each setting follow.



Alert: Any optional JAWS settings for a student must be set prior to launching the secure browser. Students should take one or more practice tests using JAWS so they can determine whether these settings need to be adjusted.

Opening the JAWS *Voice Adjustment* Window

1. Open JAWS and select the *Options* menu. In the *Options* menu, select *Voices* and then *Voice Adjustment* as shown in Figure 8. The “Voice Adjustment” interface will open.

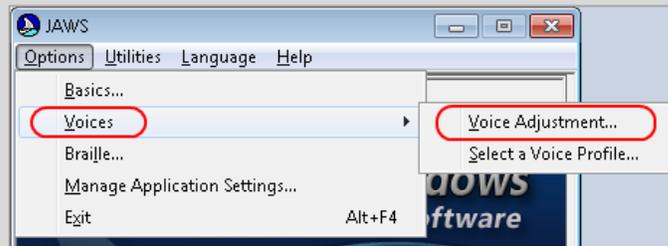


Figure 8. Opening the “Voice Adjustment” interface

Adjusting JAWS Voice Profile, Speaking Rate, and Punctuation Settings

Voice Profile, *Speaking Rate*, and *Punctuation* can be set in the *Voice Adjustment* interface, shown in Figure 9.

Voice Profile

1. In the *Profile* section, select a Voice Profile from the *Name* drop-down list.
2. Select **[Apply]**.

Voice Rate

1. In the *Voice* section, drag the slider to the desired rate of speed. The lower the rate, the slower the words will be read aloud.
2. Select **[Apply]**.

Punctuation

1. In the *Voice* section, select the *Punctuation* drop-down list. Select from the following options: *None*, *Some*, *Most*, and *All*.
2. Select **[Apply]**.

When all settings are saved, select **[OK]**.

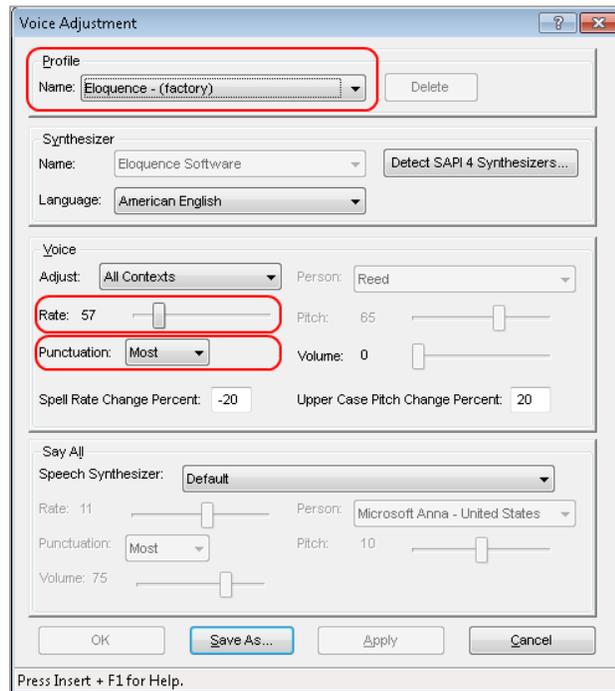


Figure 9. Voice Adjustment interface

Section IV. Configuring Printing Software on Test Administrator Computers

The test delivery system (TDS) is designed to allow students to print secure test material with Test Administrator (TA) approval. This means that the software used for sending print requests to the braille embosser must be installed on the computers that TAs will use for test sessions.

The embossed output for student print requests varies depending on the file type associated with a test item. There are two types of files:

- **Braille Ready Format (BRF):** The BRF file type handles print requests for items containing only text, including formatted tables and poems. This file type is handled by the Duxbury Braille Translator (DBT) software.
- **Printer Output File (PRN):** The PRN file type handles print requests containing tactile or spatial components such as images, diagrams, etc. This file type is handled by the ViewPlus Tiger Viewer software.

Upon approving a print request, the TA must send the file to the embosser using either DBT (for BRF files) or ViewPlus (for PRN files) software. The following section provides steps for configuring BRF and PRN files using sample files that are available under the “Help” menu on the TA Practice site, which is linked on the California Assessment of Student Performance and Progress (CAASPP) Portal on the Smarter Balanced Practice and Training Tests Web page at <http://caaspp.org/practice-and-training/index.html>.

Instructions for printing files are located in [Section V. Quick Guide to Online Testing with Braille](#).



Alert: Test Administrators will need to ensure that the Braille Type setting for the student is correct prior to approving the student for testing. The Braille Type setting (Nemeth, Contracted, or Uncontracted) determines what file type will be used for student print requests.

Opening Sample BRF and PRN Files on TA Computers

This section contains instructions for opening sample BRF and PRN files with the correct software program and setting default printing preferences. The DBT and ViewPlus Tiger Viewer software must already be installed.

Configuring BRF Files with the DBT Software

1. Navigate to the CAASPP Portal at <http://caaspp.org>.
2. Select the **[Practice & Training Tests]** button.
3. Using your Single Sign-On account, log on to the *Test Administrator Practice and Training Site*.
4. When logged on, select the “Help” menu in the top right-hand corner of the screen (shown in Figure 10).

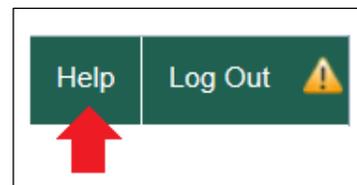


Figure 10. Selecting the “Help” menu

5. Select **[Sample BRF File]**. The file dialog window, shown in Figure 11, will open.
 - a. From the drop-down list next to *Open with*, select *Duxbury Braille Translator (default)* and then select **[OK]**.

This will open the sample file in the DBT program. Continue to Step 9.
 - b. If the *Duxbury Braille Translator* is not available as a selectable program, follow steps 6–8 below.

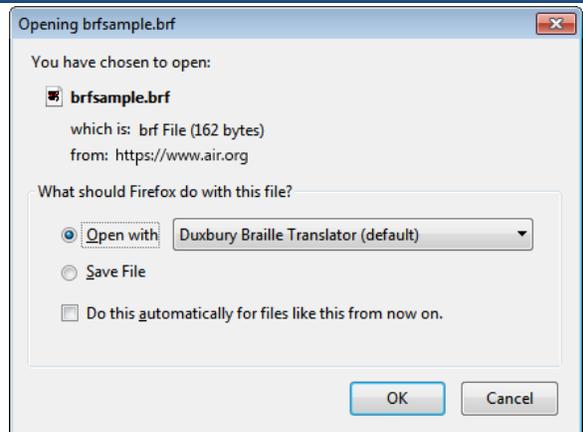


Figure 11. Opening brfsample.brf dialog box

6. To add *Duxbury Braille Translator* as the default program for opening BRF files:
 - a. Select **[Browse]**. The *Choose Helper Application* window, shown in Figure 12, will open.
 - b. Select the **[Browse]** button. The *Choose Helper Application* window will list the available program files.
 - c. Scroll down or navigate to the “Duxbury” folder and open it.

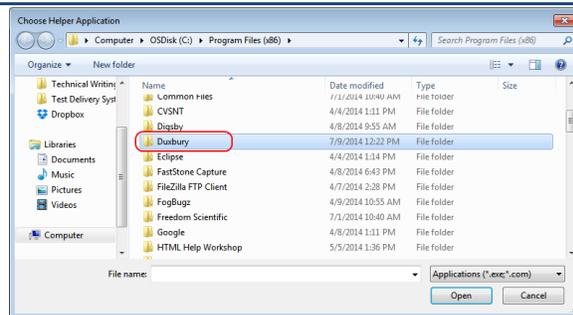


Figure 12. The “Duxbury” folder in the *Choose Helper Application* window

- d. Open the “Duxbury” folder and select **dbtw.exe**, circled in Figure 13.
- e. Select **[Open]**.

The *Duxbury Braille Translator* program will now appear in the *Open with* program selection window.

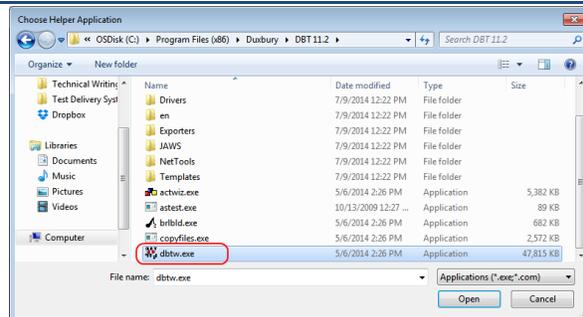


Figure 13. The dbtw.exe file in the *Choose Helper Application* window

7. In the *Open with* program selection window (shown in Figure 14):
 - a. Make sure the **[Duxbury Braille Translator]** icon is selected.
 - b. Check the box for “Always use the selected program to open this kind of file.”
8. Select **[OK]**.
The *Duxbury Braille Translator* program will open and preview the file.

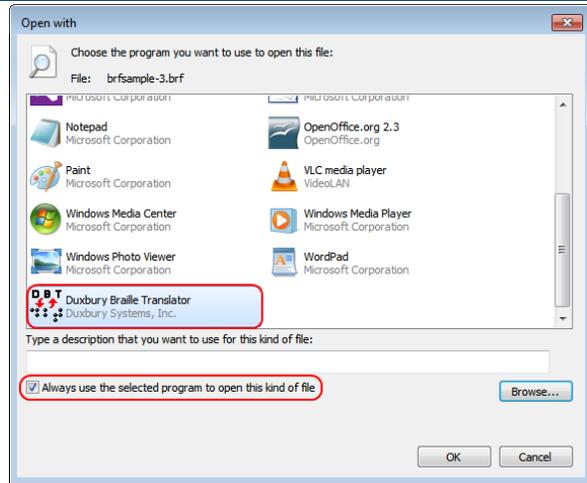


Figure 14. The [Duxbury Braille Translator] icon in the *Open with* program selection window

9. In the *Duxbury Braille Translator* window shown in Figure 15, open the *Document* menu and then select **[Emboss Setup]**. The *Document: Embosser Setup* window will open.

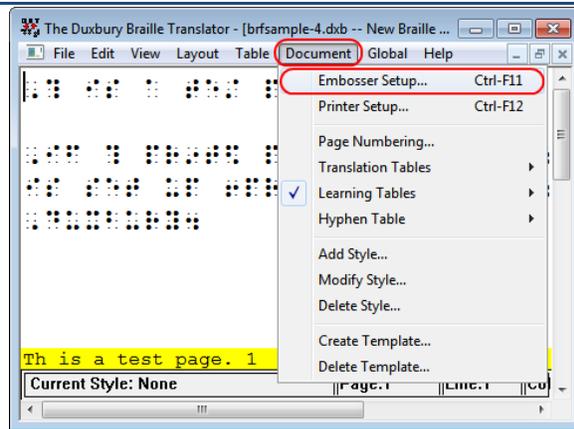


Figure 15. The *Duxbury Braille Translator* window

10. In the *Document: Embosser Setup* window (shown in Figure 16, the following must be set:
 - *Braille Device*: ViewPlus Tiger Max (or other ViewPlus embosser)
 - The following *Desired Braille Document Formatting* options must be set:
 - Top margin in lines: 2
 - Binding margin in characters: 5
11. When you are done, select **[OK]**.

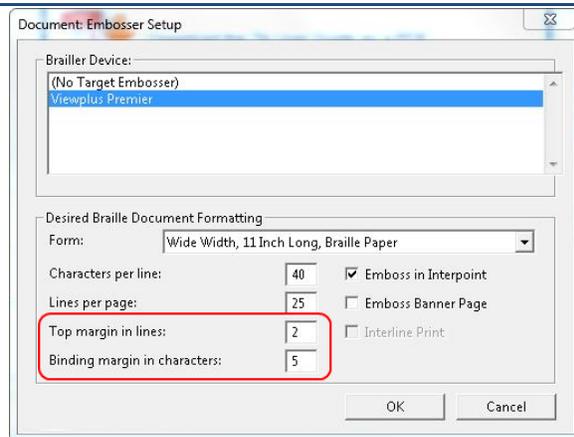


Figure 16. *Document Embosser Setup* window

- In the *Duxbury Braille Translator* window (shown in Figure 17), select the *File* menu and then select [**E**mboss].
The *File: Emboss...* window will open.

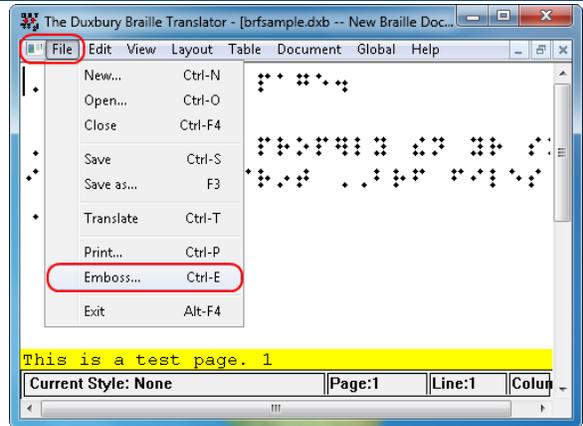


Figure 17. *Duxbury Braille Translator* window

- In the *File: Emboss...* window (shown in Figure 18), ensure that only one copy is being printed and that the page range is set to "All."
- Select [**O**K].

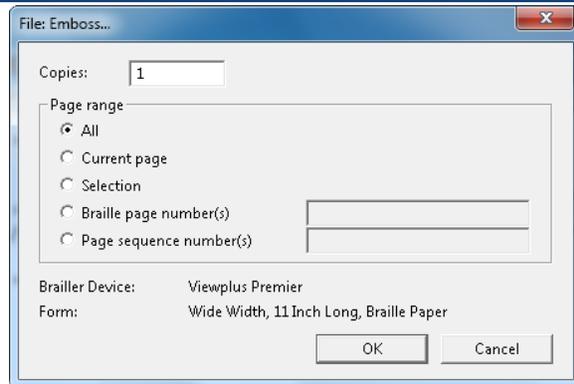


Figure 18. *File: Emboss...* window

Configuring PRN Files with the Tiger Viewer Software

- Navigate to the CAASPP portal at <http://caaspp.org>.
- Select the [**P**ractice & Training Tests] button.
- Using your Single Sign-On account, log on to the *Test Administrator Practice and Training Site*.
- When logged on, select the "Help" menu in the top right-hand corner of the screen (shown in Figure 19).

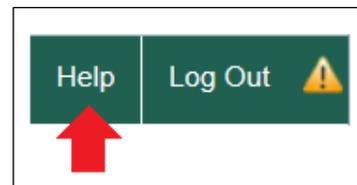


Figure 19. Selecting the "Help" menu

5. Select **[Sample PRN File]**. The file dialog window, shown in Figure 20, will open.
 - a. From the drop-down list next to *Open with*, select *Tiger Viewer* and then select **[OK]**.

This will open the sample file in *Tiger Viewer*. Skip to Step 9.
 - b. If *Tiger Viewer* is not available as a selectable program, follow steps 6–8 below.

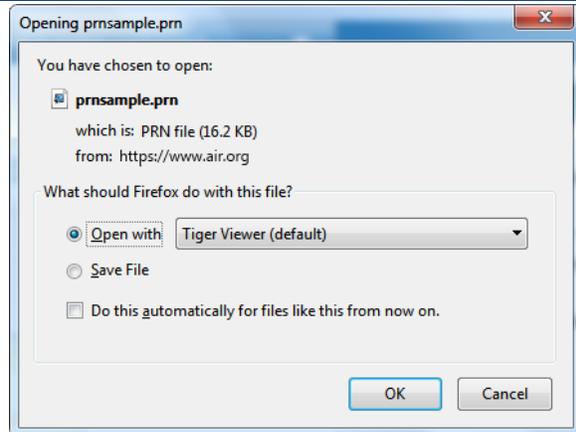


Figure 20. Opening *prnsample.prn* dialog box

6. To add *Tiger Viewer* as the default program for opening PRN files:
 - a. Select **[Browse]**. The *Choose Helper Application* window will open.
 - b. Select the **[Browse]** button. The *Choose Helper Application* window will list the available program files.
 - c. Scroll down or navigate to the “ViewPlus” folder shown in Figure 21 and open it.

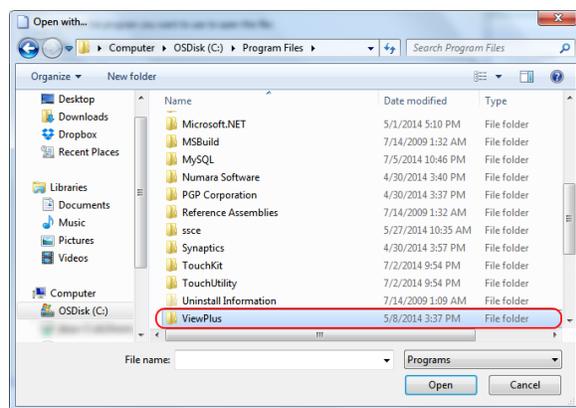


Figure 21. The “ViewPlus” folder in the *Choose Helper Application* window

- d. Open the “Tiger” folder, circled in Figure 22.



Figure 22. The “Tiger” folder in the *Choose Helper Application* window

10. In the *Print current PRN file* dialog box (shown in Figure 27), the following must be selected:
 - *Printer*: ViewPlus Premier or other supported ViewPlus embosser
 - *Copies*: Ensure that only one copy is being printed.
 - *Printer Model*: Ensure the correct model is listed (e.g., ViewPlus Pro/Max/Cub).
11. When you are done, select **[Print]**.



Figure 27. *Print current PRN file* dialog box

Section V. Quick Guide to Online Testing with Braille

This quick guide provides an overview for Test Administrators (TAs) testing students who have a braille accommodation. The following sections are included:

- [Creating a Test Session and Approving Print Requests](#)
- [Sending Requested BRF and PRN Files to the Embosser](#)
- [Removing Files from the Web Browser Download Archive](#)

For detailed information about administering online tests, refer to the *California Assessment of Student Performance and Progress (CAASPP) Test Administrator User Guide*.

For information about online testing policies, refer to the *Online Test Administration Manual*.

About Using Braille in Training Tests



Students who need to take a training test using the braille accommodation must log on to a training test session with a Test Administrator. Students cannot print test content directly from their computers. Students should use the secure browser for training tests so that their experience with testing is more similar to the operational testing environment.

Creating a Test Session and Approving Print Requests

This section provides a brief overview of the process for creating a test session, approving students to enter the session, verifying students' test settings, and viewing print requests.

TA: Review the Student's Test Settings in the Test Operations Management System (TOMS)

1. Open an Internet browser.
2. Go to <http://caaspp.org/> and select the [Test Operations Management System (TOMS)] button.
3. Select the [Students] button.
4. Using the Search for Students Web form shown in Figure 28, either enter the student's name or other identifying information and then select [Search] to find a student.
5. Select the magnifying glass [View] icon for the student in the *Actions* column, shown in Figure 29, to access the *Student Profile* screen in Figure 30.

Figure 28. Searching for a student in TOMS

We found 4 entries matching your search criteria. Results Per Page 20 20

#	Name	SSID	School	Grade	Actions
1	CLARK, CATHERINE	1610393501	Home Valley Middle School (1112223111111)	08	
2	CLOONEY, MERRIC	2059758944	Home Valley Middle School (1112223111111)	07	
3	CLARK, MICHAEL	1048816653	Home Valley Middle School (1112223111111)	08	
4	CLARK, NICOLE	2008184400	Home Valley Middle School (1112223111111)	08	

Showing 1 of 1 NEXT

Figure 29. Student search results

6. Select the [Test Settings] tab.
7. Review the student’s test settings before approving him or her for testing in the Student Profile, shown in Figure 29.

- *Language* must be set to *Braille*.
- *Print on Demand* must be enabled.

(**Reminder:** Your local educational agency [LEA] CAASPP Coordinator should contact the California Technical Assistance Center [CalTAC] by phone at least one business day before testing to have item printing enabled.)

Braille Type should be set as follows:

- Math: *Nemeth*
- ELA: *Contracted* or *Uncontracted*
- *Emboss Request Type* may be set as follows:
 - Math and Science: *Auto-Request*
(As students move through the test, print requests will automatically appear on the TA Interface.)
 - ELA and Social Sciences: *On-Request*
(Students must manually request printing of passages and items as they move through the test.)

8. Log off using the [Logout] button when you have finished reviewing test settings in TOMS.
9. Verify that all other test settings are correct.

- ***If the student’s test language is not set to Braille, the student should not test.*** The student’s information must be updated in TOMS before the student can test.

After you have verified the student’s test settings are correct, you may approve the student. Select [Set & Approve]. The student will appear in the “Students in Your Test Session” table.

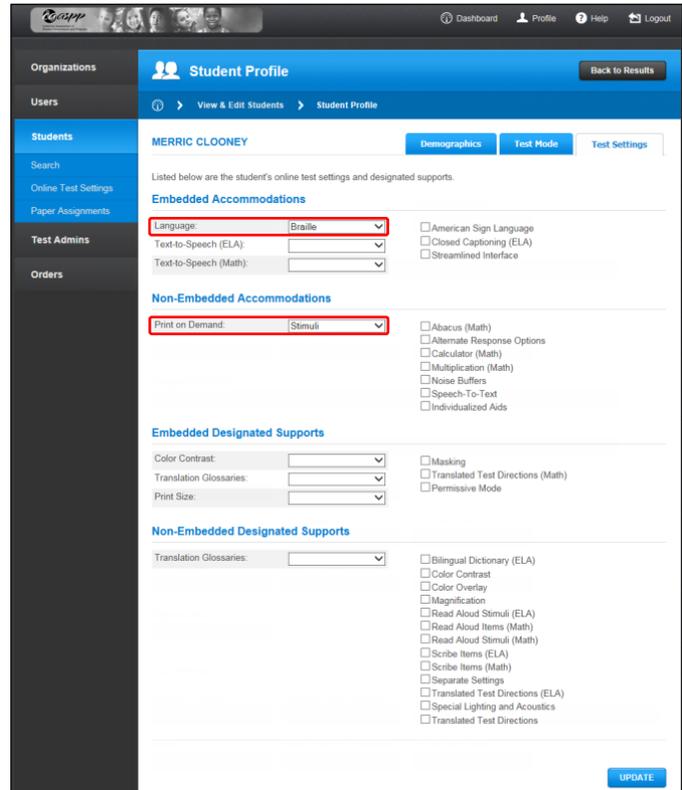


Figure 30. Test Settings in TOMS

TA: Log on to TA Interface

10. Open an Internet browser.
11. Go to <http://caaspp.org/> and select the [Test Administrator Interface] button.
12. Log on with your Single Sign-On username and password in the Web form that is shown in Figure 31.

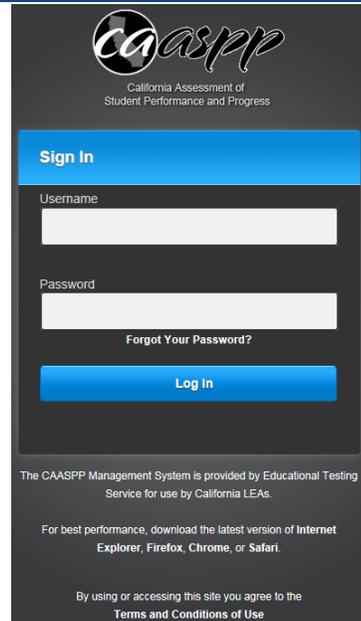


Figure 31. TA Sign In Web form

TA: Create a Test Session

13. In the test selection box shown in Figure 32, select the test(s) to include in the test session.
14. Select the [Start Session] button. The Session ID such as the one in Figure 33 will be generated automatically.

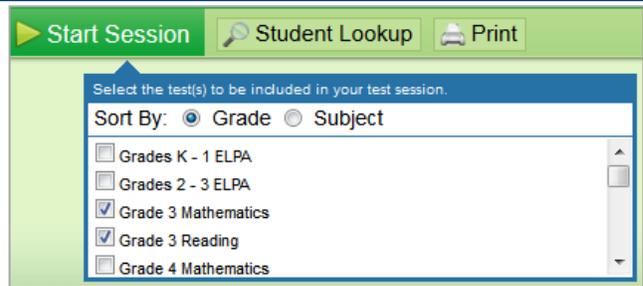


Figure 32. Creating a test session



Figure 33. Sample Session ID

Student: Log on to a Test Session

15. Open Job Access with Speech (JAWS®) on the student machine.
16. Open the secure browser on the student machine. The student Please Sign In Web form, shown in Figure 34, will display.
 - If the student needs to take a practice test, select **[Go to the Practice Test Site]**.
17. On the *Sign In* screen, students must enter their first name/confirmation code, Statewide Student Identifier (SSID), and the Session ID, and then select **[Sign In]**.
 - If the student is taking a practice test and is not entering as a Guest User, the Guest User and Guest Session boxes must be unchecked prior to entering the logon information.

Reminder: Students taking a practice test must enter a training test session created by a TA.

Figure 34. Student Please Sign In Web form

Student: Verify Student Information

18. On the *Is This You?* screen (shown in Figure 35), the student must verify his or her personal information. If the information is correct, the student should select **[Yes]**.

Figure 35. Student verification screen

Student: Select a Test

19. On the *Your Tests* screen (shown in Figure 36), the student must select a test. The student's test request will be sent to the TA Interface.

Figure 36. Selecting a student test

TA: Approve Student for Testing

20. On the TA Interface, the student’s name and selected test will appear in the *Approvals* preview box, shown in Figure 37.

Select the [**Approvals (#)**] button. The *Approvals and Student Test Settings* screen will display.

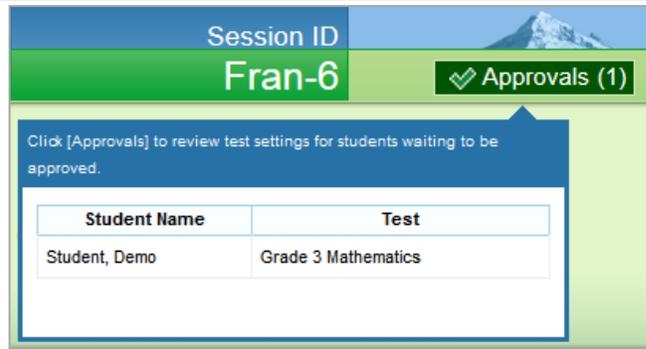


Figure 37. Approving a student test

21. On the *Approvals and Student Test Settings* screen, select the [**See/Edit Details**] button, shown in Figure 38, for a student.

The student’s test settings will appear on the right side of the screen.

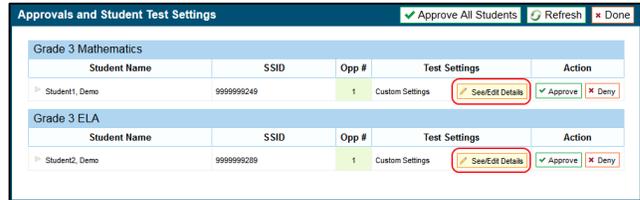


Figure 38. Approving the student test in the TA Interface

Student: Verify Test Settings

22. After you approve the student, he or she will see the *Is This Your Test?* screen (shown in Figure 39). The student should verify that all test information is correct and select [**Yes**].

(If the information is not correct, the student should select [**No**] and communicate the incorrect information to the Test Administrator.)

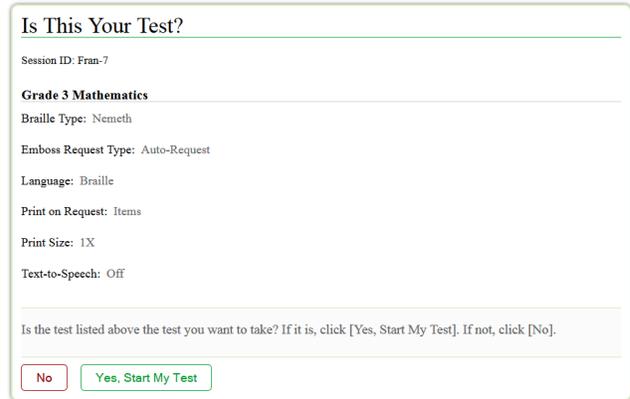


Figure 39. Student verification

Student: Review Test Instructions and Help

23. Review the information on the *Test Instructions and Help* screen, shown in Figure 40.

24. To proceed and start the test, select [**Begin Test Now**].

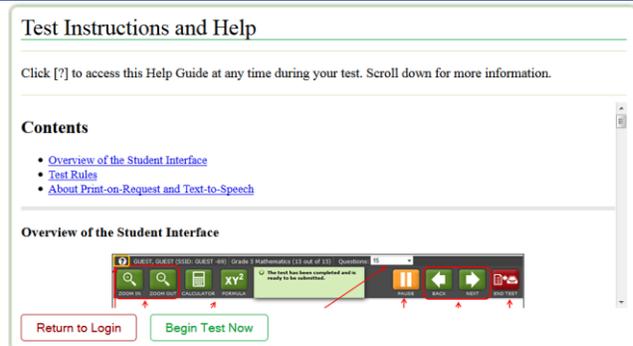


Figure 40. Test Instructions and Help screen

Student: Submit Print Requests

25. For tests that require manual print requests, students must open the context menu for a passage or item and select the print option. The request will be sent to the TA. The **[Context Menu]** icon is circled in the sample item in Figure 41.
 - For *passages*, the student must select the print option in the passage menu. To open the menu, select the **[Context Menu]** icon [☰] at the top right of the passage. The menu will include a print option. Select **[Print]**.
 - For *items*, the student must select the printer option in the item's menu. To open the menu, select the **[Context Menu]** icon [☰] at the top right of the item. The menu will include a print option. Select **[Print]**.

Reminder: For tests that have auto-emboss request enabled, the print requests will automatically appear on the TA Interface as the student moves through the test.

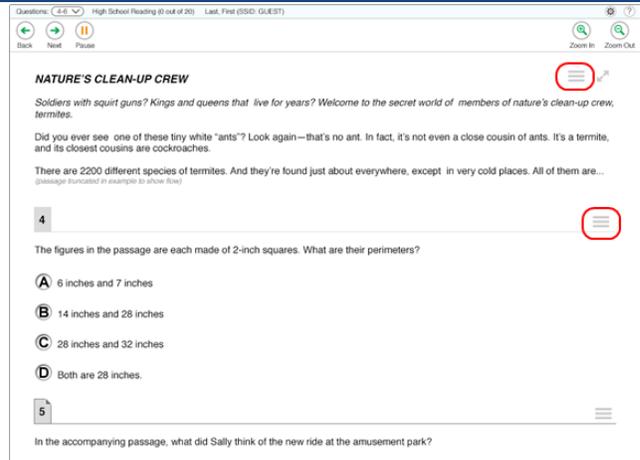


Figure 41. Submitting a print request

TA: Approve Print Requests

The *Students in Your Test Session* table, sampled in Figure 42, includes a *Requests* column. When a student submits a print request, the *Requests* column header changes color and a **[Print]** button appears for the student who submitted the request.

26. Select the **[Print]** button for the student who submitted the print request. The *Student Print Request(s)* window, like the one in Figure 43, will open.
27. Review the print requests. Multiple requests may appear.
28. Select **[Approve]** for each print request that is allowed. Select **[Deny]** for incorrect (or duplicate) print requests.
29. Process the print requests. (For information, refer to the next section.)

Student Name	SSID	Opp.#	Test	Test Settings	Requests	Student Status	Pause Test
Student1, Demo	999999249	1	Grade 3 Mathematics	Custom Settings		started: 0:15	
Student2, Demo	999999209	1	Grade 3 Reading	Custom Settings		paused: 0:0	

Figure 42. Students in Your Test Session table

Student Print Request(s) For: x Close

Name: Student1, Demo **SSID:** 999999249

This page displays a request for each passage that a student would like printed. Click **[Approve]** if you approve the print request, or **[Deny]** if you do not.

Note: Clicking **[Approve]** brings up a Print Preview page based on the browser you are using. Click **[Print]** from that page to send this request to your print station.

		New Requests	Date & Time of Request
		Item 1 (BRF)	10/10/2014 8:59:02 AM
		Item 2 (PRN)	10/10/2014 8:59:04 AM
		Item 3 (BRF)	10/10/2014 8:59:05 AM

Figure 43. Student print requests



Policy: Deleting Files and Discarding Test Material

- When the student’s test session is completed, all test materials must be deleted and discarded.
- For instructions on deleting downloaded files, refer to the [Removing Files from the Web Browser Download Archive](#) section.
- Printed test materials must be securely destroyed.

Sending Requested Braille-ready Format (BRF) and Printer Output Files (PRNs) to the Embosser

The instructions in this section assume the TA has begun a test session and approved a print request from a student.

Printing BRF Files

Upon approving a print request for a test passage or item that will be printed in BRF format, a print dialog box like the one shown in Figure 44 will open.

1. Select *Open with* (not *Save File*).
2. In the drop-down list, make sure “Duxbury Braille Translator” is selected.
3. Select **[OK]**. The *Import File* dialog box will open.

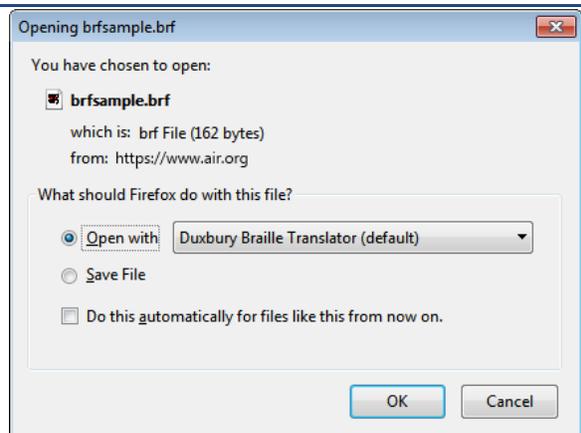


Figure 44. BRF printing dialog box

4. On the *Import File* dialog box, ensure that the following are selected:
 - *Template*: “English (American) – Standard Literary Format”
 - *Import Filter*: “Formatted braille”
5. Select **[OK]**.

The *Duxbury Braille Translator* preview window will open.

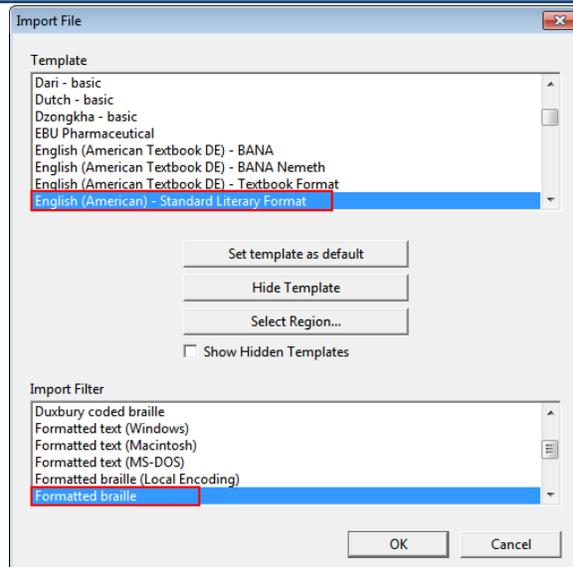


Figure 45. *Import File* dialog box

6. In the *Duxbury Braille Translator* preview window, shown in Figure 46, open the *File* menu and select [Emboss...]. The *File: Emboss...* dialog box will open.

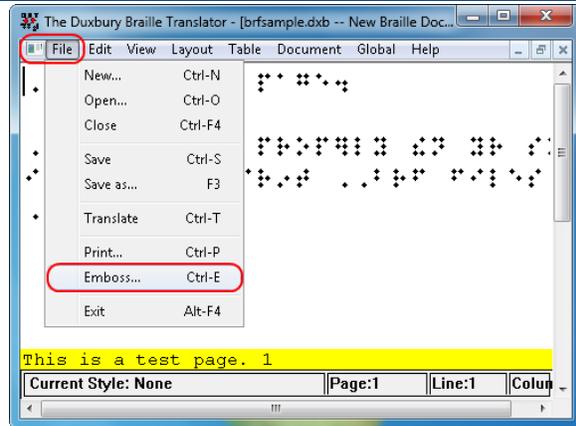


Figure 46. *Duxbury Braille Translator* preview window

7. In the *File: Emboss...* dialog box, shown in Figure 47, ensure the following are selected:
 - *Copies*: 1
 - *Page range*: All
 - *Braille Device*: Viewplus Premier
8. When you are ready, select [OK]. The print request will be sent to the Tiger Max embosser.

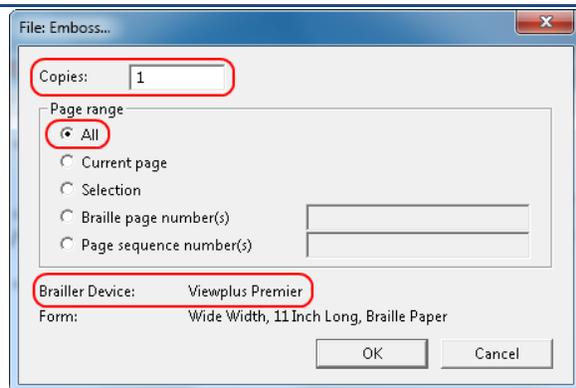


Figure 47. *File: Emboss...* dialog box

Printing PRN Files

1. Upon approving a print request for a test passage or item that will be printed in PRN format, a print dialog box like the one shown in Figure 48 will open.
 - Select *Open with* (not *Save File*).
 - In the drop-down list, make sure “Tiger Viewer” is selected.
 - Select [OK]. The *Tiger Viewer* preview window will open.

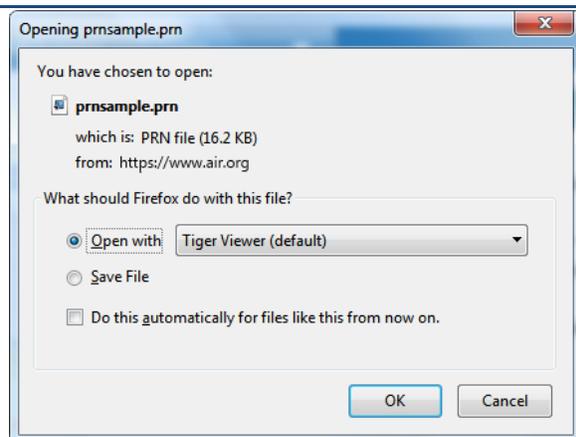


Figure 48. PRN printing dialog box

2. In the *Tiger Viewer* preview window, shown in Figure 49, open the *File* menu and then select **[Print]**.
The *Print current PRN File* dialog box will open.

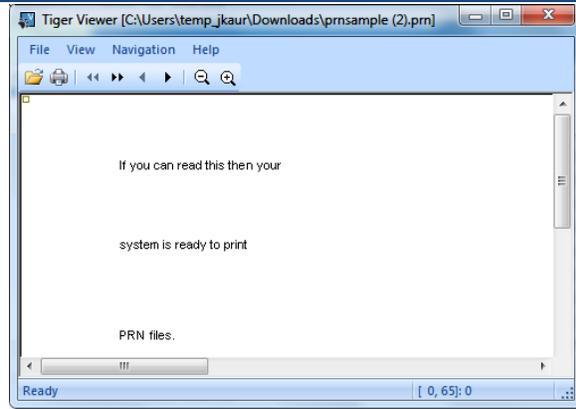


Figure 49. *Tiger Viewer* preview window

3. In the *Print current PRN File* dialog box, shown in Figure 50, the following must be selected:
 - *Printer*: ViewPlus Premier or other supported ViewPlus embosser
 - *Copies*: Ensure that only one copy is being printed.
 - *Printer Model*: Ensure the correct model is listed (e.g., ViewPlus Pro/Max/Cub).
4. When you are ready, select **[Print]**. The print request will be sent to the Tiger Max embosser.

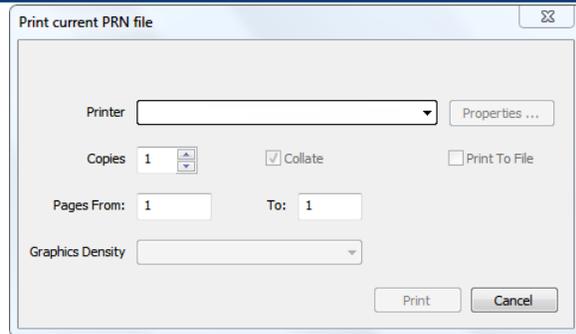


Figure 50. *Print current PRN File* dialog box

Removing Files from the Web Browser Download Archive

Most supported Web browsers automatically save downloaded files. If your computer automatically saves the BRF and PRN files, you will need to ensure that no one else can print the requested test materials. For security purposes, all test-related files must be deleted from your Web browser’s download archive.

Google Chrome

1. Open Google Chrome.
2. Open the **[Chrome Menu]** icon [☰] in the upper right corner.
3. Select **[Downloads]**. The *Downloads* tab will open.
4. Remove all test-related files.
 - Option 1*: For each file, select the **[Remove from list]** link.
 - Option 2*: Select the **[Clear all]** link in the upper right corner. (This will not delete any files you may have saved to your computer.)

Internet Explorer

1. Open Internet Explorer.
2. Select the **[Settings]** gear icon [⚙️] in the upper right corner.
3. Select *View Downloads*. The *View Downloads* window will open.
4. Delete all test-related files.

Option 1: Select each file and press the **[Delete]** key on your keyboard.

Option 2: Select the file name with your right mouse button and select “Delete File” from the pop-up menu.

Option 3: Select the **[Clear list]** button located at the bottom of the *View Downloads* window. This will remove all temporary downloaded files, including any other files you may have downloaded. (This will not delete any files you may have saved to your computer.)



Note: Depending on your download settings (where temporary files are saved), you may also need to delete files from your Temporary Internet Files folder.

Mozilla Firefox

1. Open Firefox.
2. Open the Tools menu and select **[Downloads]** or select the **[Downloads]** icon []. The *Library* window will open.
3. Delete all test-related files.

Option 1: Select each file and press the **[Delete]** key on your keyboard.

Option 2: Select the **[Clear Downloads]** link located at the top of the *Library* window. This will remove all temporary downloaded files, including any other files you may have downloaded. (This will not delete any files you may have saved to your computer.)

Section VI. Navigating the Test with JAWS

This section provides an overview of how students can navigate through the test using Job Access with Speech (JAWS®) commands. Included in this section are the following:

- [Navigating Through the Sign In Screens](#)
- [Navigating Within the Test](#)
- [Responding to Items](#)

As Test Administrators (TAs) work with students to familiarize them with using the test delivery system (TDS), they should make students aware that the braille transcriptions may not follow the usual braille rules. TAs and students should review the information in this section prior to taking a Practice or Training Test or operational assessment.



Tip: As the student interface has recently been updated, students are encouraged to take multiple practice tests to ensure familiarity with JAWS navigation during testing.

Navigating Through the Sign In Screens

This section provides instructions which allow students to move through the various logon screens until they access the first page of the test.

Please Sign In Screen (Figure 51)

To navigate between the fields, press the [Tab] key on the keyboard. There are five text boxes and a [Sign In] button.

1. Press [Tab] to navigate to the *First Name* field. Enter your first name.
2. Press [Tab] to navigate to the *SSID* field. Enter your SSID.
3. Press [Tab] to navigate to the first text box for the Session ID. Enter the first portion of the hyphenated text given to you by your TA.
4. Press [Tab] to navigate to the second text box for the Session ID. Enter the next set of hyphenated text given to you by your TA.
5. Press [Tab] to navigate to the third text box for the session ID. Enter the remaining text given to you by your TA.
6. Press [Tab] to navigate to the [Sign In] button. Press the [Enter] key to log on.

Figure 51. Please Sign In screen

Note: Beginning this year, Session IDs will have three parts. As a result, the Session ID field is now split into three text boxes. The hyphens are automatically provided.

Is This You? Screen (Figure 52)

This screen requires you to verify your personal information.

1. To listen to each line of text, press the **[Down]** arrow. The listed demographic information will be read aloud.
2. To move to the **[No]** and **[Yes]** buttons, press **[Tab]**.
3. To select the **[No]** or **[Yes]** button, press **[Enter]**.

Figure 52. Is This You? screen

Your Tests Screen (Figure 53)

This screen lists the available tests for your grade level. Tests are listed in a two-column table. You will first hear the test name, then the opportunity number, and then the link to choose that test.

1. To move to the first test listed on this screen, press **[Tab]**.
2. To navigate between the test names, press the **[Tab]** key. The order of navigation is from left to right and top to bottom, in a zigzag pattern.
3. To start or resume a test, press the **[Enter]** key.

Figure 53. Your Tests screen

Is This Your Test? Screen (Figure 54)

This screen lists your test information. You need to verify that all test information and settings are correct.

1. To listen to each line of text, press the **[Down]** arrow.
2. To move to the **[No]** and **[Yes, Start My Test]** buttons, press **[Tab]**. (You can also press the **[B]** key.)
3. To select the **[No]** or **[Yes, Start My Test]** button, press **[Enter]**.

Figure 54. Is This Your Test? screen

Test Instructions and Help Screen (Figure 55)

This screen provides a basic overview of test rules and available tools.

1. To listen to each line of text, press the [Down] arrow.
2. To move to the [Return to Login] and [Begin Test Now] buttons, press [Tab] until you reach the button you want. (You can also press the [B] key.)
3. To select the [Return to Login] or [Begin Test Now] button, press [Enter].

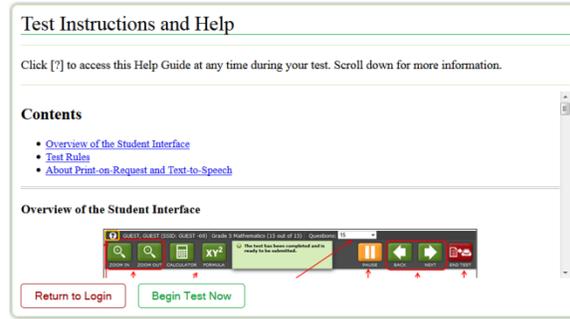


Figure 55. Test Instructions and Help screen

Navigating Within the Test

This section provides instructions that describe how students can move around on a test page, which is sampled in Figure 56.



Note: The first time the test loads, JAWS may start reading everything until the student stops it. However, on the next test page, JAWS will focus on the first item on the page.

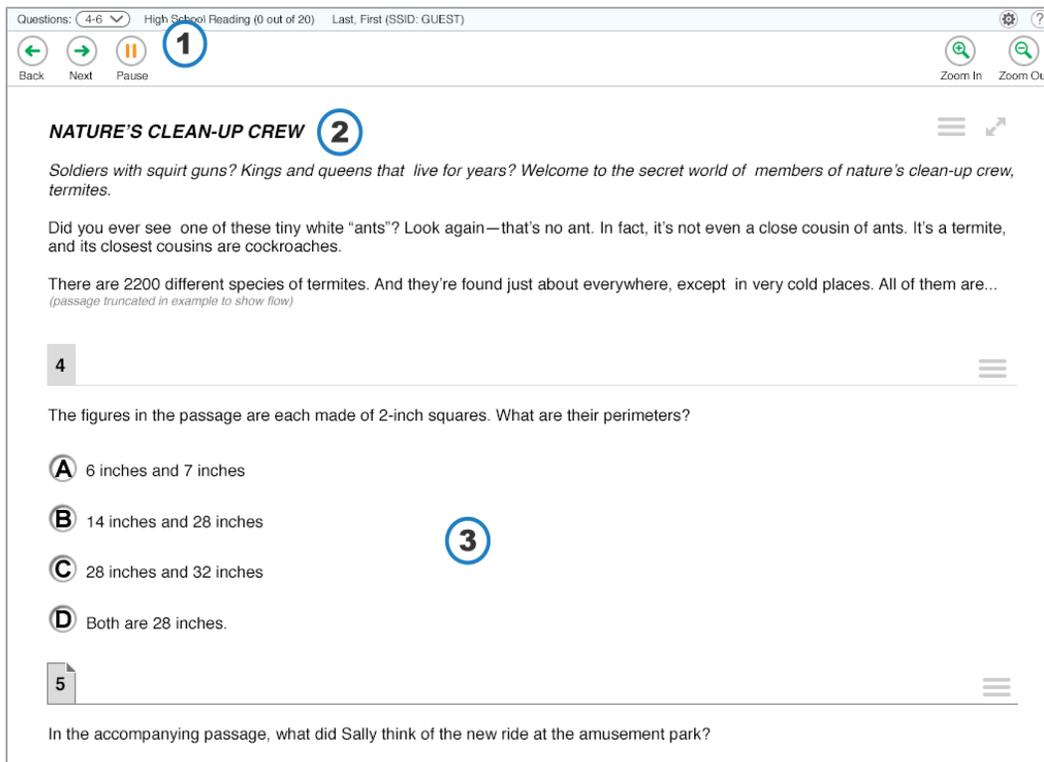


Figure 56. Example test page

About Test Elements

A test page has up to three primary landmark elements: the Banner (test and student information) region, Navigation and test tools region, and the test content region. To navigate between these landmarks using JAWS, press the [R] key.

1. **Banner:** The banner contains two rows.
 - Test Information Row: This row displays the current question number(s), test name, student name, test settings button, and help button.
 - Navigation and Test Tools Row: This row displays the navigation and tool buttons.
2. **Stimulus/Passage:** The Stimulus section contains the following elements:
 - Stimulus/passage title
 - Stimulus/passage context menu
 - Stimulus/passage content
3. **Item:** Each item contains the following elements:
 - Item number
 - Item context menu
 - Item stem
 - Response area/answer options

JAWS Keyboard Commands

Students can use the keyboard commands in Table 2 to navigate within a test page. Please note that this is a subset of all available JAWS commands.



About JAWS Keyboard Commands

The commands in this table are based on JAWS 15. Commands may be slightly different in earlier versions.

Table 2. JAWS keyboard commands

Action	Keyboard Command
Navigate to the next landmark element on the page. <ul style="list-style-type: none"> • In general, the following elements are landmarks: <ul style="list-style-type: none"> – Banner at top of screen (contains test information) – Navigation and test tools row – Content section (contains passages and items) 	[R]
Move to the next line on the page.	[DOWN] Arrow
Move to the previous line on the page.	[UP] Arrow
Move to the next component on the page. <ul style="list-style-type: none"> • In general, the following test elements are components: <ul style="list-style-type: none"> – Item number (and associated item stem text) – Item context menu – Response options – Navigation and tool buttons 	[TAB]
Move to the previous component on the page.	[SHIFT + [TAB]

Action	Keyboard Command
Jump to the next heading on the page. <ul style="list-style-type: none"> In general, the following test components are defined with a heading: <ul style="list-style-type: none"> Test name (H1) Student name (H2) Passage title (H3) Item number (H3) (not the actual question text) Note: On test pages that have multiple items, students can jump directly from one item to the next. To do so, press [H] and then press the [Down] arrow TWICE. The item stem will then be read aloud.	[H]
Jump to the previous header on the page.	[SHIFT] + [H]
Select an option or button.	[ENTER]
Read everything on the page (from your current place on the page).	[INSERT] + [DOWN] Arrow
Stop JAWS from reading.	[CTRL] or [Space bar]

Opening a Context Menu

The first item on a test page will automatically be “in focus.” The instructions in this section assume the student wants to open the context menu for the active (in focus) landmark element on the page and has not yet used the [Tab] key to navigate anywhere.

To open the context menu for a stimulus or passage:

1. Ensure the focus is on the stimulus or passage.
2. To navigate directly to the context menu button, press [Tab] twice. JAWS will read aloud “Menu has pop-up link.”
3. Press the [Enter] key. The context menu will open and display the list of available menu options, as shown in Figure 57. JAWS will read aloud the first item in the menu (for example, “Print Passage”).
4. To move up and down the list, press the [Up] and [Down] arrow keys. JAWS will automatically read aloud each item.
5. To select a menu option, press [Enter].

To exit the menu without making a selection, press the [Esc] key. JAWS will return focus to the context menu button.

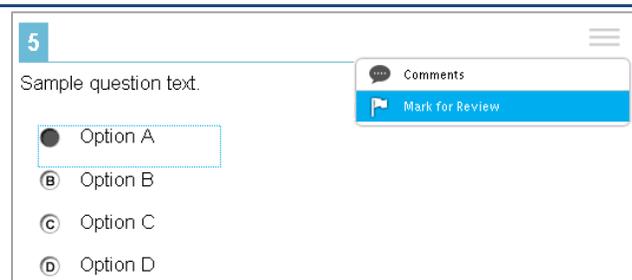


Figure 57. Opening a context menu for a stimulus or passage

To open the context menu for an item:

1. To navigate directly to the context menu button, press **[Tab]** twice. JAWS will read aloud “Menu for (item number) has pop-up link.”
2. Press the **[Enter]** key. The context menu will open and display the list of available menu options, as shown in Figure 58. JAWS will read aloud the first item in the menu (for example, “Mark for Review”).
3. To move up and down the list, press the **[Up]** and **[Down]** arrow keys. JAWS will automatically read aloud each item.
4. To select a menu option, press **[Enter]**.

To exit the menu without making a selection, press the **[Esc]** key. JAWS will return focus to the context menu button.

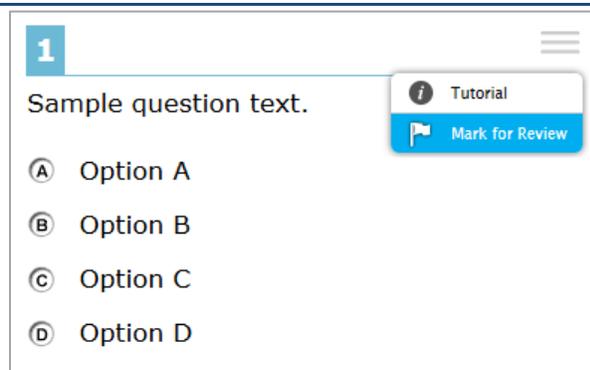


Figure 58. Opening a context menu for an item

Responding to Items

This section provides basic guidance for responding to item types that may appear on Practice or Training Tests and operational assessments.



Alert: Students should review questions via a Refreshable Braille Display (RBD) or printout from a braille embosser before responding to items.

Multiple-Choice

Multiple-choice items require you to select one answer option. The response area will display several multiple-choice options as radio buttons. You must select a radio button.

1. After listening to the question text, press the **[Tab]** key twice. JAWS will read aloud the option letter and option text; these are shown in Figure 59. (For example, “Option A, Response 1”). If the option is an image, JAWS will read the text description associated with the image.
2. To navigate between each answer option, use the **[Tab]** and **[Shift] + [Tab]** commands. (You can also use the **[Up]** and **[Down]** arrow keys to move between options.) JAWS will read aloud the corresponding option letter and option text.
3. To select an answer option in focus as your response, press the **[Enter]** key. The radio button will be selected, and JAWS will read “Enter” aloud.

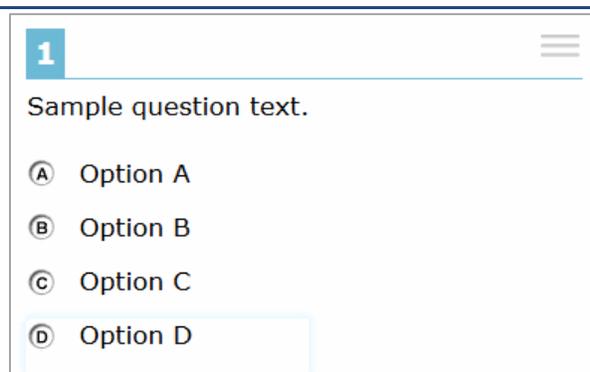


Figure 59. Selecting a radio button

Multi-Select

Multi-select items require you to select more than one answer option. The response area will display several answer options as checkboxes. You must select at least one checkbox.

1. After listening to the question text, press the **[Tab]** key twice. This will take you to the first answer option.
JAWS will read aloud the option letter and option text that is in focus. (For example, “Response 1.”) If the option is an image, JAWS will read the text description associated with the image.
2. To navigate between each answer option, use the **[Tab]** and **[Shift] + [Tab]** commands.
JAWS will read aloud the corresponding option letter and option text.
3. To select an answer option in focus as your response, press the **[Space bar]** key; a sample question with options selected is shown in Figure 59. A check mark will appear for that answer option and JAWS will read “Space” aloud.

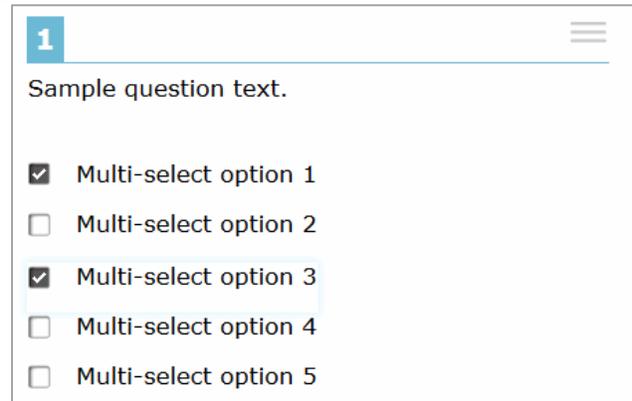


Figure 60. Responding to a multi-select item

Hot Text

Hot text items require you to select at least one word, phrase, or sentence. For these item types, it is critical to follow the instructions provided in the item. Some items may tell you to select two responses. Others may tell you to select one response.



Note: Each selectable text area is pre-defined. If you select a phrase or sentence, all the words in that text area will automatically be marked as selected.

1. After listening to the question text, press the **[Tab]** key twice. This will take you to the first selectable word, phrase, or sentence.
JAWS will read aloud the text that is in focus (“Selectable sentence 1” in Figure 61).
2. To navigate between each selectable text area, use the **[Tab]** and **[Shift] + [Tab]** commands.
JAWS will read aloud the selectable text.
3. To choose a selectable text area in focus as your response, press the **[Enter]** key. JAWS will announce the text is checked.

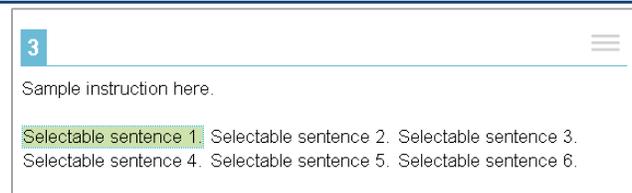


Figure 61. Selecting hot text

Edit Text

Edit text items require you to replace an incorrect selectable word or phrase. For these item types, it is critical to follow the instructions provided in the item. Note the following:

- Some edit text items require you to enter the response into a text box, such as that shown in Figure 62.
- Some edit text items require you to select a response from a drop-down list, such as that shown in Figure 63.

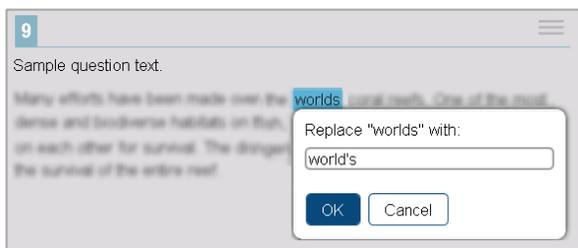


Figure 62. Edit text: text box entry

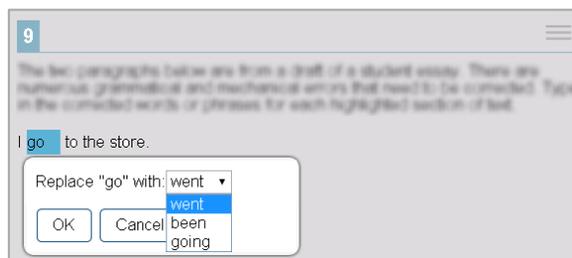


Figure 63. Edit text: drop-down options

Important Notes about JAWS and Edit Text Items

- Each selectable text area is pre-defined. For selectable text, JAWS will indicate whether the word or phrase is “clickable” and then continue reading the rest of the sentence or line.
- Some edit text items require students to make changes that are punctuation-based (e.g., students may be asked to replace a comma with a different punctuation mark). For these edit text items, JAWS will need to read in character mode.



Tip: It is strongly recommended that students read through an entire item before editing text. Students can listen to the item as well as read it via a RBD or printout from an embosser.

1. Use the [**Down**] arrow to read through each line of text.
If a line of text has a selectable word or phrase, JAWS will say “clickable” after the word or phrase.
2. Navigate to each selectable text field in the item.
Option 1: Return to the beginning of the item.
 - a. Press [**Shift**] + [**H**].
 - b. Press [**Tab**] to go to the first selectable text field.*Option 2:* Move backwards through the selectable text fields in the item.
 - c. Press [**Shift**] + [**Tab**].
3. When the selectable text is in focus, press the [**Space bar**]. This will open the edit menu. JAWS will read “Edit tools dialog” aloud and provide additional instructions.
 - *Text box:* Type in the replacement word or phrase.
 - *Drop-down list:* Use the [**Up**] and [**Down**] arrow keys to move between options in the list. JAWS will read each option aloud. To select an option, press [**Enter**].
4. Press [**Tab**] to navigate to the [**OK**] button in the edit menu. Press [**Enter**]. The edit menu will close and the item will be back in focus.

Open Response

Open-response items, like the sample item in Figure 64, require you to enter text into a text box. You may be asked to write a sentence or paragraph.

1. Read the question and then use the **[Tab]** command to move to the response area (text box). JAWS will read “Edit, type in text” aloud.
2. When you are done entering a response, press **[Tab]**.
You will leave the text box and move to the next item on the page.

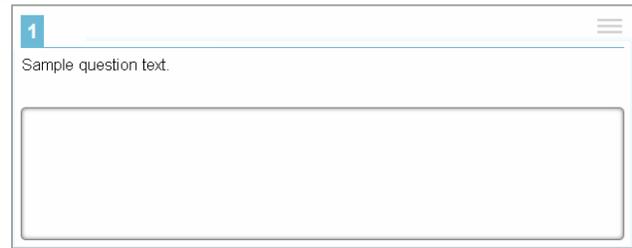


Figure 64. Answering an open-response item

Open Response with Text Formatting Row

Open-response items require you to enter text into a text box. You may be asked to write a sentence, paragraph, or essay. These items include a row for formatting text, which is circled in Figure 65. Formatting options include bold, underline, italics, numbered bulleting, symbol bulleting, and more.

1. Read the question and then use the **[Tab]** command to move to the response. JAWS will read “Edit, type in text” aloud.
2. Enter your response into the text box.
3. When you are done entering a response, press **[Tab]** to exit the response area.
You will leave the text box and move to the next item or field on the page.

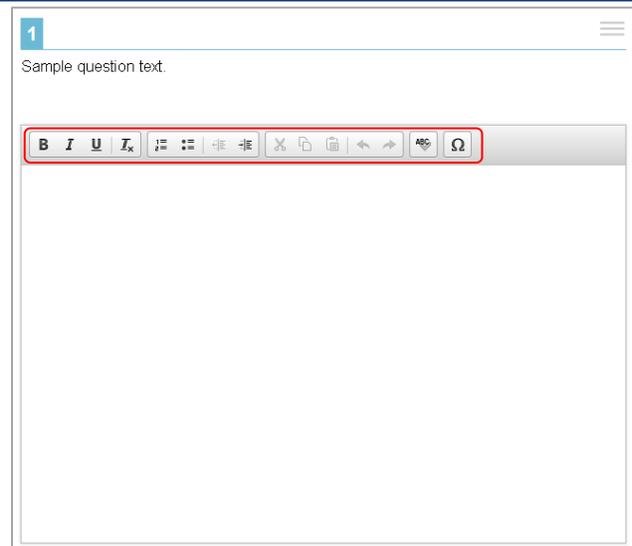


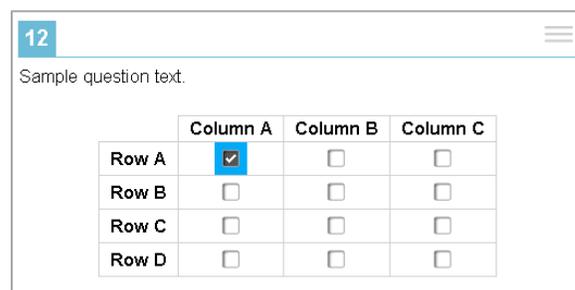
Figure 65. Answering an open-response item with text formatting

Resource: http://docs.cksource.com/CKEditor_3.x/Accessibility

Table Match

Table-match items, like the sample item in Figure 66, require you to mark at least one check box in a table. The table will have multiple rows and columns. The table row heading and column heading are not selectable. The selectable table cells have check boxes.

1. After listening to the question text, press the **[Tab]** key twice. This will take you to the first table cell that has a check box.
JAWS will read aloud the corresponding column name and row name for that table cell.
2. To navigate to each cell that has a check box, press the **[Tab]** key.
JAWS will read aloud the corresponding column and row name for each cell.
3. To mark a check box, press the **[Space bar]**.



The screenshot shows a test interface with a question number '12' in a blue box at the top left and a hamburger menu icon at the top right. Below the question number is the text 'Sample question text.' followed by a table. The table has four rows (Row A, Row B, Row C, Row D) and three columns (Column A, Column B, Column C). The checkbox in the first cell (Row A, Column A) is checked, while all other checkboxes are unchecked.

	Column A	Column B	Column C
Row A	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Row B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Row C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Row D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 66. Responding to a table-match item