

# Best Practices

## Assessment Guidelines

For the Intermediate or Secondary Classroom  
Teacher With a Student Who Has a Visual  
Impairment and

# Reads Print

2010

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

PRCVI is a Ministry of Education Provincial Resource Program

Provincial Resource Centre for the Visually Impaired (PRCVI)

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## **Editors:**

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## **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.

## **Contributors' Notes**

In order to illustrate both the **“Instead of This”** and the **“Try Doing It This Way”** examples have been reduced in size to fit on one page. If the reader of this document requires the information to be in a larger format, please go to the Provincial Resource Centre for the Visually Impaired (PRCVI) website at [www.prcvi.org](http://www.prcvi.org) and use either an enlargement software program or the Microsoft Word zoom feature.

It would be very helpful to print this document using a colour printer as many of the examples use colour to illustrate important adaptations.

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

## **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 and materials best suited and familiar to them.
- Students with visual impairments should be active participants in lab tests and/or paired with a sighted partner when necessary.

## **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.
- Tables, diagrams and graphs are difficult and time consuming to interpret and process. The greater the visual complexity of the tables, diagrams and graphs, the more challenging it is. Try to keep the information clear, concise and relevant.
- Real objects or 3-D models may be necessary to represent some visuals.

## Things to Keep in Mind

The following are general guidelines to keep in mind when creating assessments, however, please remember that every student's visual condition is unique and therefore collaboration with a Teacher of Students with Visual Impairments is necessary. Every student in the class will benefit from the improvements made to the assessments.

- Font size - standard large print font is 18 to 20 pt.
  - This is 18 pt. Arial Font and this is 20 pt. Arial Font.
- **Arial**, **Courier** and **Century Gothic** are some recommended font styles.
- Avoid clutter or crowding of print, graphics and visuals (white space is important). Only include relevant information. Limit visuals and “cutesy” graphics. Avoid information overload.
- Contrast helps to increase clarity and sharpness of detail.
- Real objects or 3-D models are helpful when showing depth, graphics or mapping.
- Exhaustion may result from engaging in tasks requiring the use of vision; frequent supervised breaks are necessary.
- Additional time for tests is recommended.
- When enlarging materials on a photocopier be aware of and check:
  - Font size of the main text
  - Quality and contrast
  - Everything fits and has been copied
  - Use white or cream paper – not coloured

## Tables & Charts

## Math

Redesign the question to remove extraneous information.

### *Instead of This*

Refer To Data

Booklet

Refer to the Sales Taxes in Canada in the Data Booklet to answer question.

	A	B	C	D	E	F	G	H	I	J
1	Item	Price (\$)	Quantity		Total (\$)					
2	T-shirt	15.99	20		319.80					
3	Shorts	23.99	12		287.88					
4	Socks	6.99	30							
5				Subtotal						
6				GST						
7				PST						
8				Total	874.60					

These items were purchased in Alberta.

- A. Statement is always true.
- B. Statement is sometimes true.
- C. Statement is never true.

### *Try Doing It This Way*

Refer To Data

Booklet

Refer to the Sales Taxes in Canada in the Data Booklet to answer question.

	A	B	C	D	E
1	<b>Item</b>	<b>Price</b>	<b>Quantity</b>		<b>Total (\$)</b>
2	<b>T-shirt</b>	<b>15.99</b>	<b>20</b>		<b>319.80</b>
3	<b>Shorts</b>	<b>23.99</b>	<b>12</b>		<b>287.88</b>
4	<b>Socks</b>	<b>6.99</b>	<b>30</b>		<b>209.70</b>
5				<b>Subtotal</b>	
6				<b>GST</b>	
7				<b>PST</b>	
8				<b>Total</b>	<b>874.60</b>

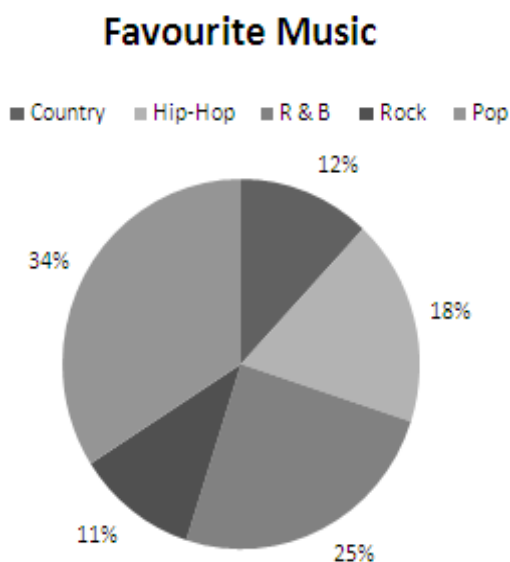
These items were purchased in Alberta.

- A. Statement is always true.
- B. Statement is sometimes true.
- C. Statement is never true.

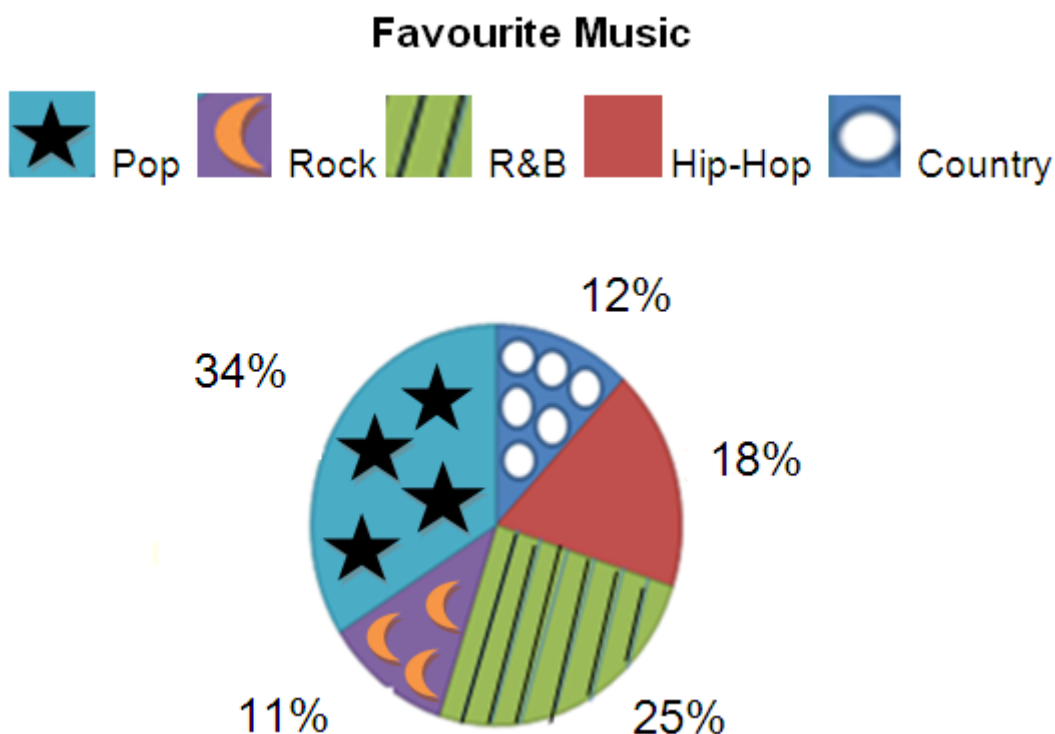
## Graphs Example 1

Redesign the question by: enlarging font/ graph size and increasing segment differentiation through use of colour/texture.

*Instead of This*



*Try Doing It This Way* (print in colour)



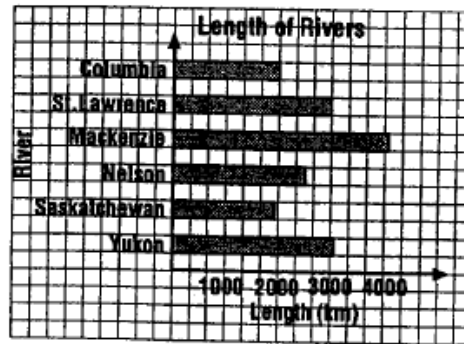


## Graphs Example 2

Redesign question by: removing text from grid and increasing fonts/ graph size/ contrast /spacing.

### *Instead of This*

The graph displays the approximate lengths of the 6 longest rivers in Canada.

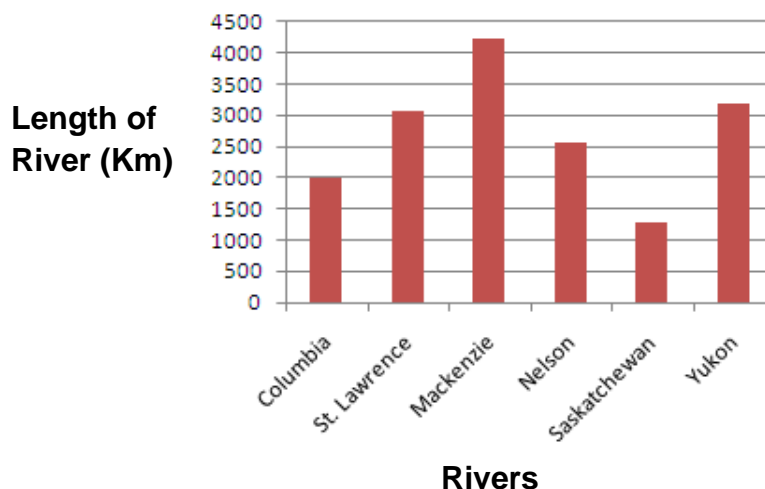


1. About how long is the longest river?

2. Which rivers are longer than 2500 km?

### *Try Doing It This Way*

#### Canada's Longest Rivers



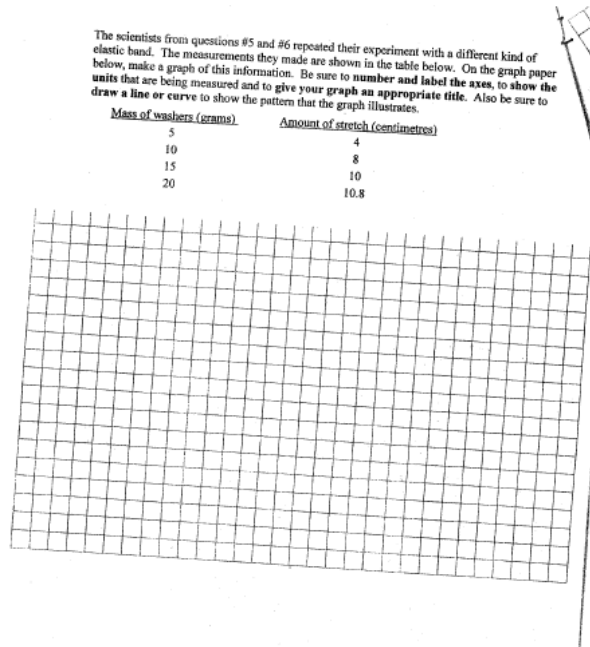
1. About how long is the longest river?

2. Which rivers are longer than 2500 km?

## Graphs Example 3

Ensure graph grid is clear, bold, and large.

*Instead of This*



## *Try Doing It This Way*

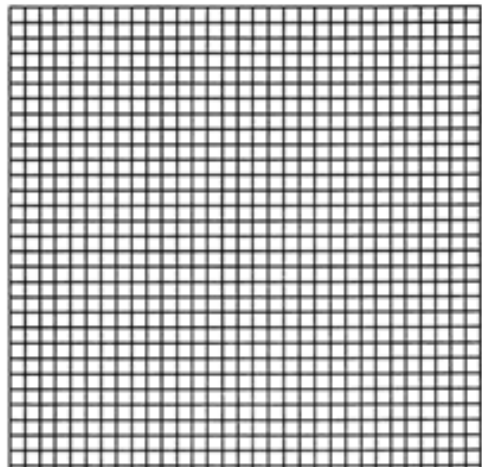
The scientists from questions #5 and #6 repeated their experiment with a different kind of elastic band. The measurements they made are shown in the table below. On the graph paper below, make a graph of this information. Be sure to **number and label the axis**, to **show the units that are being measured** and to **give your graph an appropriate title**. Also be sure to **draw a line or curve** to show the pattern that the graph illustrates.

Mass of washer (grams)

Amount of stretch (centimetres)

5  
10  
15  
20

4  
8  
10  
10.8



## Tables and Charts

## Science

Redesign the question to include table information.

*Instead of This*

Planet Name	Diameter (km)	Maximum Distance from Sun (millions of km)	Average Surface Temperature (°C)	Length of Year (in Earth units)
Mercury	4880	70	-170 to 350	88 days
Venus	12 100	109	480	225 days
Earth	12 756	152	22	365 days
Mars	6787	249	-23	687 days
Jupiter	142 800	816	-150	12 years
Saturn	120 000	1507	-180	30 years
Uranus	51 800	3004	-210	84 years
Neptune	49 500	4537	-220	165 years
Pluto	3000	7375	-230	248 years



### Analyze

- Which planet is the:
  - largest?
  - coldest?
  - one with the shortest orbit time?
  - one that is closest to the Sun?
  - one that is closest to Earth?
  - one that is most similar to Earth?

### Conclude and Apply

- Why is it important to know the orbits of the planets when planning a space mission in the solar system?

- Which planet is probably the easiest for humans to visit? Why?
  - Which planet is probably the most difficult for humans to visit? Why?
- Write a short story, poem, or song about the planet you would most like to explore.

### Extend Your Skills

- Most planets have several moons orbiting around them. Research to discover which planet has the most moons.

## *Try Doing It This Way*

Which one of the following planets is the largest?

- Uranus 51, 800
- Saturn 120, 000
- Jupiter 142, 800
- Neptune 49, 500
- Mars 6787
- Pluto 3000
- Earth 12, 756

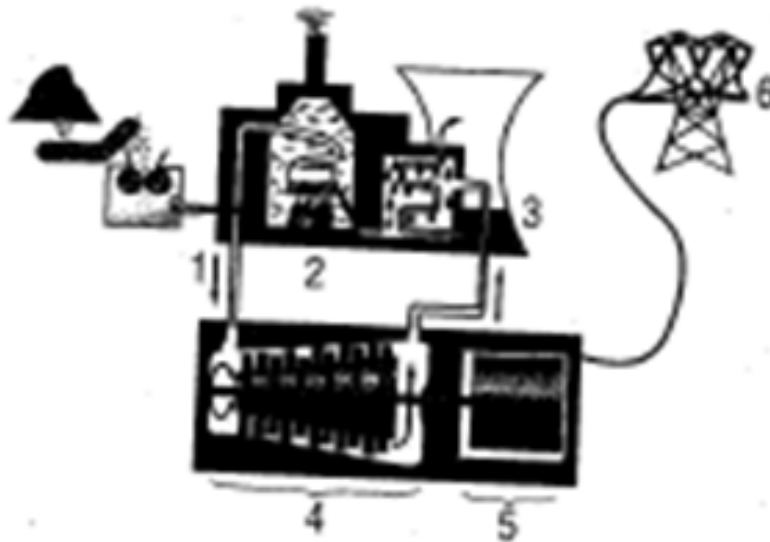
Which planet is the coldest?

- Saturn -180 degrees
- Pluto -230 degrees
- Neptune -220 degrees
- Mercury -170 – 350 degrees
- Mars - 23 degrees
- Jupiter - 150 degrees
- Uranus - 210 degrees

## Replacement Question

Redesign a question based on a diagram that is difficult to discern visually.

*Instead of This*



The diagram illustrates the parts of a coal-fired power station. In your science notebook, match the component of the power station to the correct number in the diagram.

- A. Steam turbine
- B. Cooling water
- C. Combustion chamber
- D. Generator
- E. Superheated steam
- F. Transmission lines

(See next page for redesigned question)

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

What is the purpose of transmission lines at a coal-fired power station?

- A. Transmit electricity to the power station.
- B. Transmit electricity to the customers.
- C. Generate electricity.
- D. None of the above.

### **Or this Way**

In a short paragraph explain the purpose(s) of transmission lines at a coal-fired power station?

## Diagrams and Illustrations    Example 1

Remove extraneous information and visuals to reduce clutter.

*Instead of This*

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

CHAPTER 21  
Mosses and Ferns  
Section 21-2

SKILL ACTIVITY  
Making comparisons

### Distinguishing Between Mosses and Ferns

Biologists often learn about two or more biological systems by comparing them. In this activity you will compare mosses and ferns. Figures 1 and 2 show the life cycles of a moss and a fern.

**Figure 1 Life Cycle of a Moss**

**Figure 2 Life Cycle of a Fern**

1. The moss contains vegetative structures that are similar to structures in the fern. Compare the vegetative structures of the moss and the fern that are shown in Figures 1 and 2.

2. Compare the spore-containing structures of both plants.

3. Which stage in the life cycles of the moss and the fern would you be most likely to see in the woods? Explain your answer.

4. Compare the events that occur just after the spores are released in mosses and ferns.

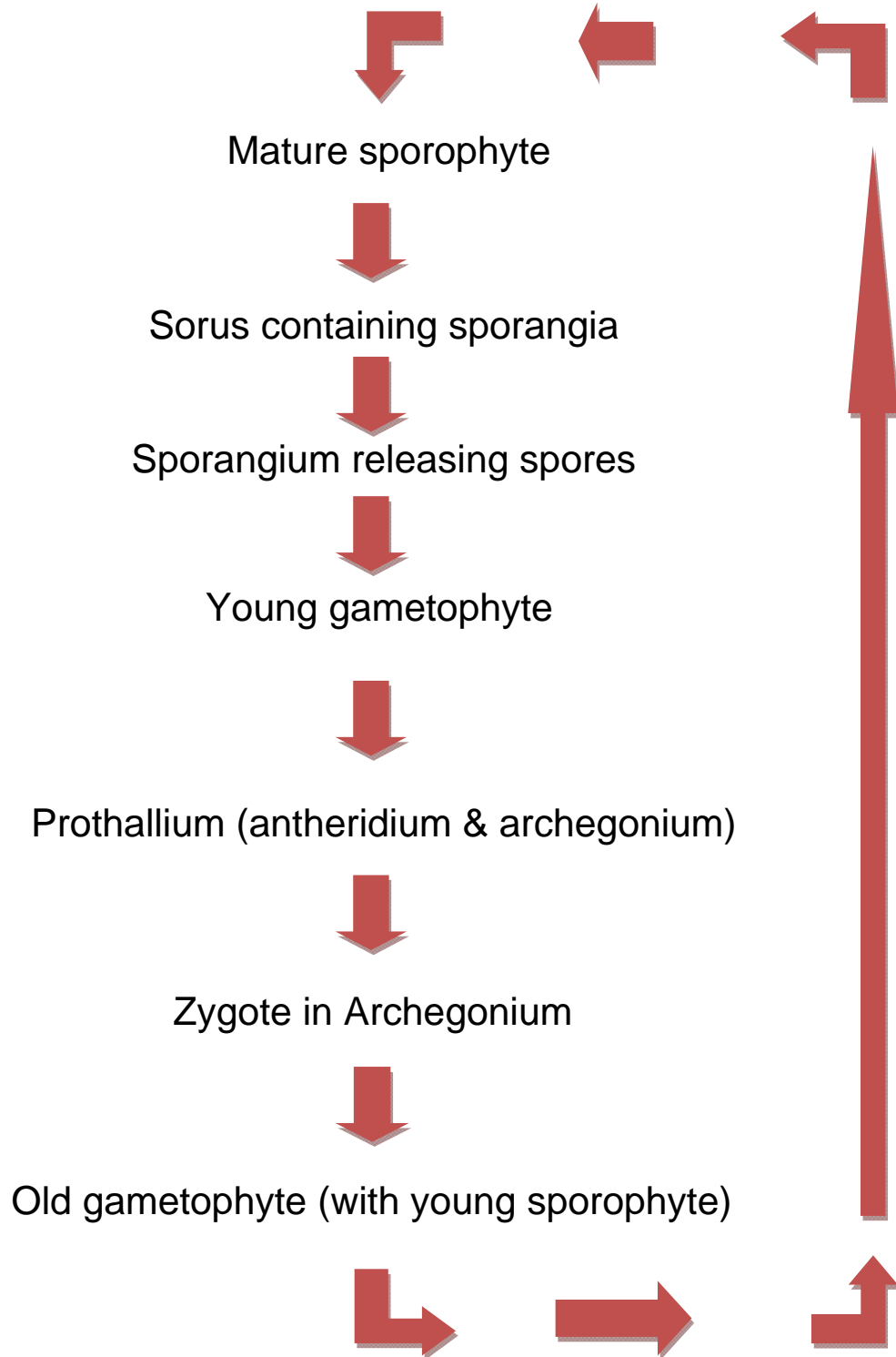
5. Compare the ways in which the sperm and the egg join in mosses and ferns.

6. Explain why ferns can grow larger and taller than mosses.

(See next page for redesigned question)

***Try Doing It This Way***

## Life Cycle of a Fern

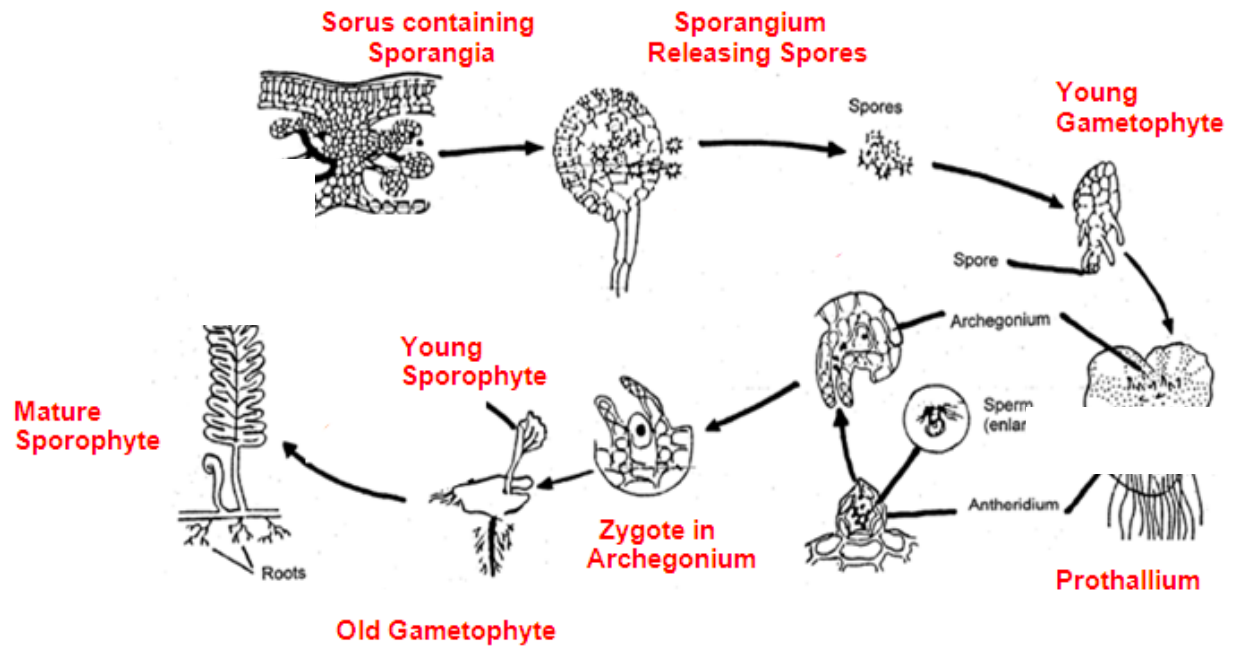


(See next page for redesigned question)



***Try Doing It This Way (print in colour)***

## **Life Cycle of a Fern**



## Pictures and Photographs

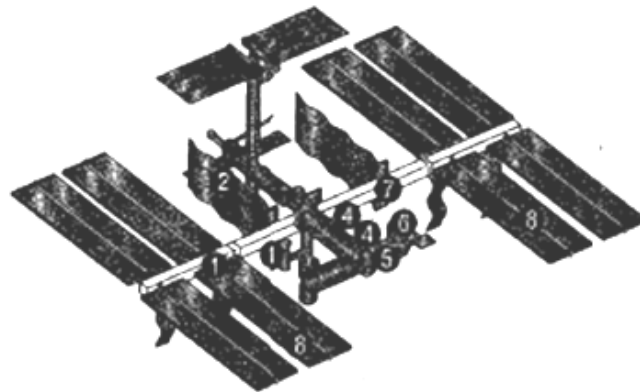
**Redesign the question to include picture and diagram information.**

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

Study the diagram of the International Space Station, then answer the following questions:

- A. What section is probably solar collectors?
- B. Where are laboratory tests done?
- C. Where does the crew sleep?
- D. Where should technicians make any repairs
- E. Name two countries involved.

- |                           |                       |
|---------------------------|-----------------------|
| 1 Research Modules        | 5 Logistics Module    |
| 2 Service Module (behind) | 6 Experiment Module   |
| 3 Power Modules           | 7 Accomodation Module |
| 4 Lab Module              | 8 Solar Arrays        |

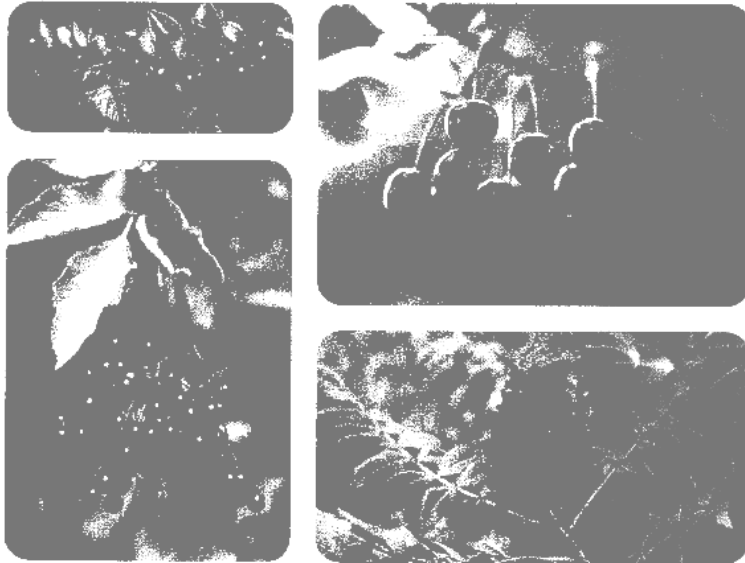


### ***Try Doing It This Way***

- 1. Where are the solar collectors located?
  - A. Service Module
  - B. Solar Arrays
  - C. Lab Module
  - D. Logistics Module
  - E. Experiment Module
- 2. Where are the laboratory tests completed?
  - A. Research Modules
  - B. Lab Modules
  - C. Accommodation Module
  - D. Experiment Module
  - E. None of the above

## Photographs

### *Instead of This*



***Try Doing It This Way*** (print in colour using original photos)



# Humanities

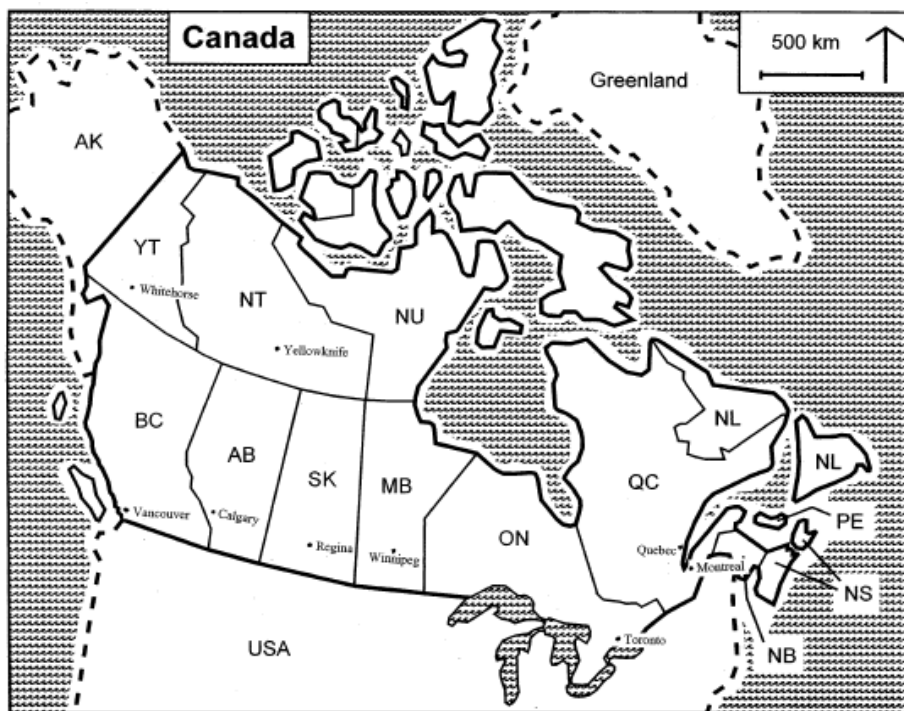
## Maps Example 1

Use simple outline maps with only relevant information.

*Instead of This*

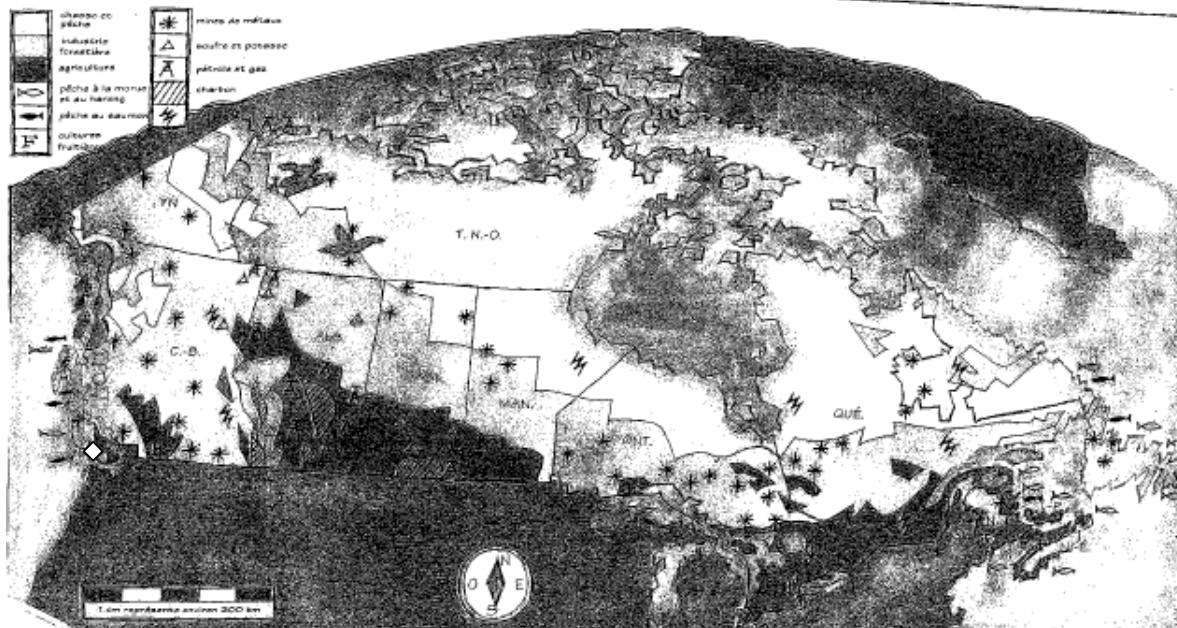


*Try Doing It This Way*

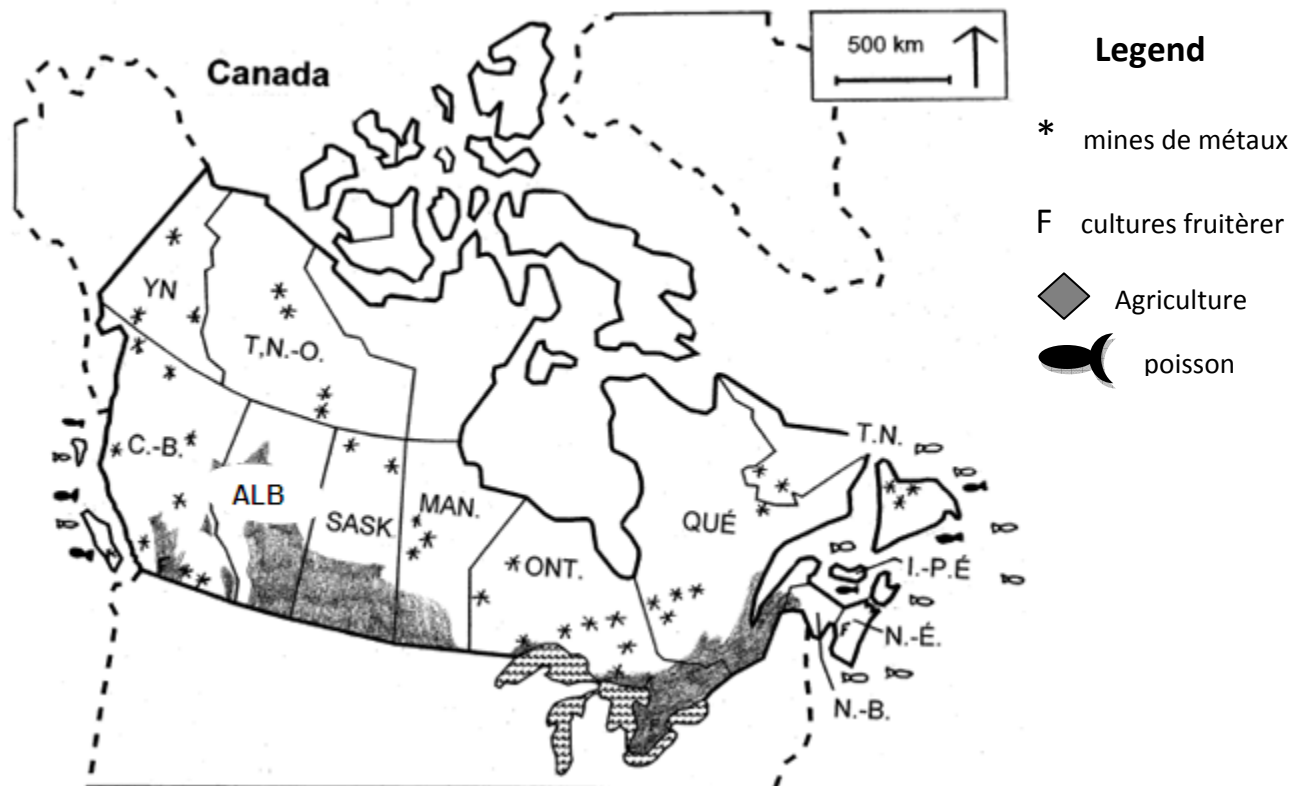


## Maps Example 2

### *Instead of This*



### *Try Doing It This Way*

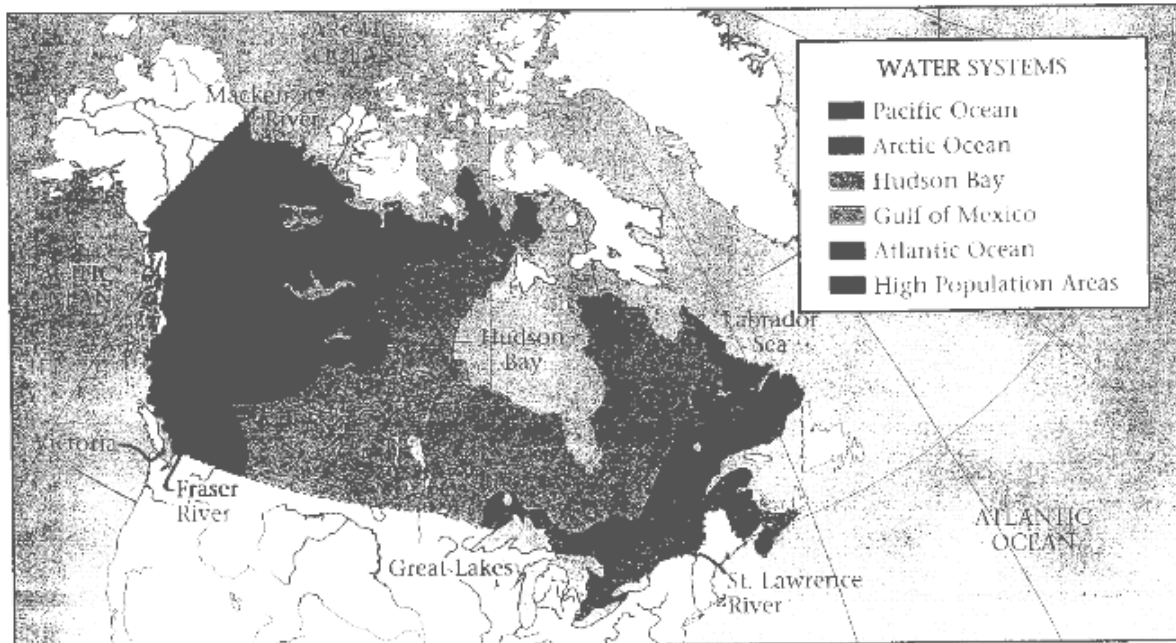




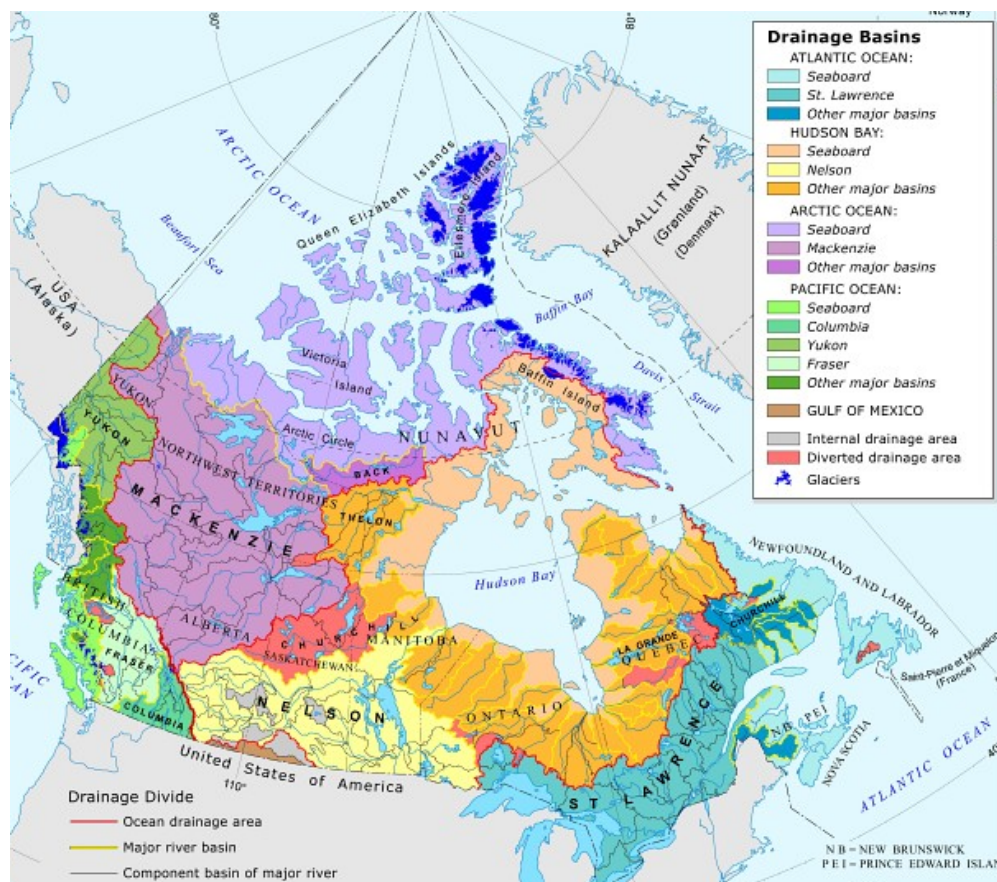
## Maps Example 3

Substitute with a clearer and coloured map.

*Instead of This*



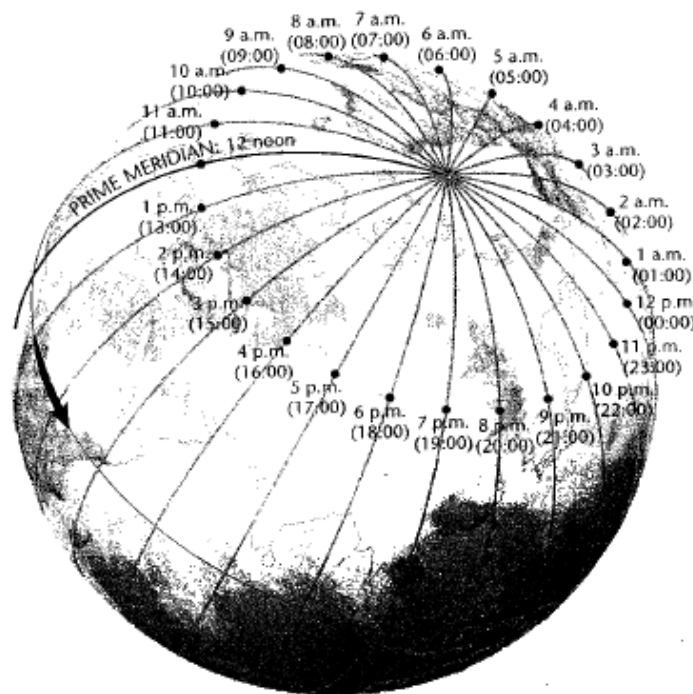
*Try Doing It This Way (print in colour)*



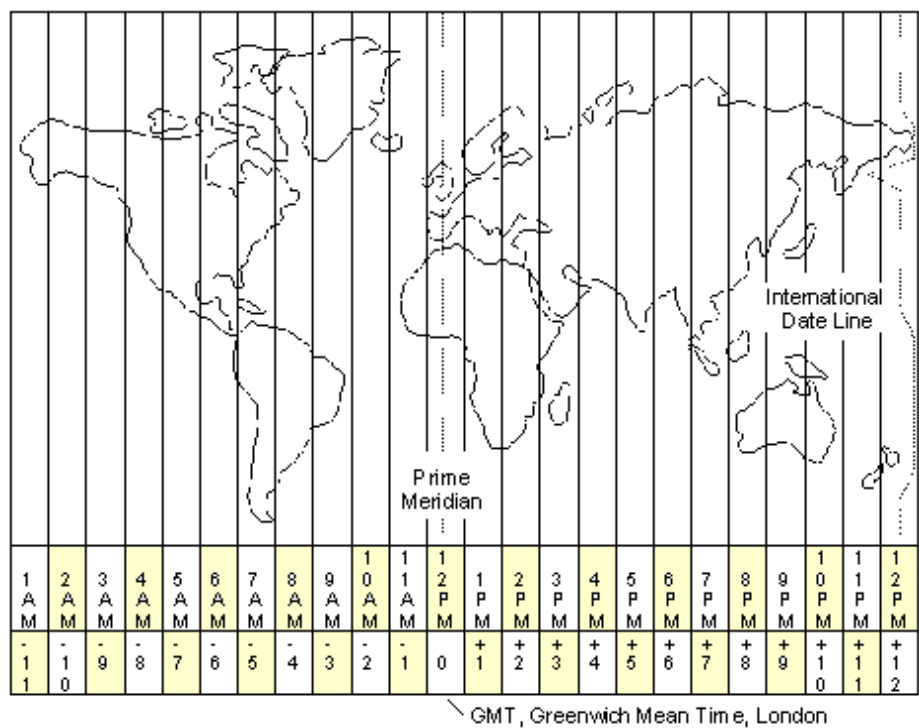
**Graphics**

Replace the graphic from a 3-D to a linear, clearer and less cluttered format.

*Instead of This*



*Try Doing It This Way*



# Coloured Paper

Avoid using coloured paper – Photocopying materials which has a coloured background results in a grey background and poor contrast. Use white or cream background originals only.

Photocopied (dark grey)

Original (pink)

# Anachemia

Anachemia Canada Inc.  
502 Dufferin Avenue  
Wile St-Pierre, QC  
H9B 3A5  
Tel: (514) 499-4711  
Fax: (514) 963-6281

## Material Safety Data Sheet

24 hour emergency number  
Canada: (513) 936-6886

Product Name : SODIUM HYDROXIDE

Subst:

Data Sheet No.: 4370-1  
Prepared: 1/9/99  
Supervisor:  
Prepared by: George Lacombe

### 1. Product Identification

Synonyms or Generic ID :	Caustic soda, sodium hydroxide, lye, AC-4370, AC-4371, AC-4372T
DOT Hazard Classification:	8 8.2 PG2 Gr II
UN# (PG):	1823
WGMS Class:	Formulas: NaOH Molecular Wt: 40.00

### 2. Components

Ingredients	If present, UN#, RTEP, OSHA numbers are identified in this section. See definition page for classification.		
Sodium hydroxide	CAS 1310-73-2	OSHA 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000	

### 3. Physical Data

Physical State:	Solid	Specific Vapour Density:	< 1
Odour Threshold:	n/a	Specific Gravity:	2.130 (H <sub>2</sub> O=1)
Melting Point:	318°C	Solubility in H <sub>2</sub> O:	111g/ 100g H <sub>2</sub> O
Boiling Point:	1380°C	Conc./% w/w:	n/a
Vapour Pressure:	1 atm @ 739°C	Percent Volatile:	n/a
Evaporation Rate:	n/a (n-Butylacetate=1)	pH:	n/a
Appearance / Odour:	White deliquescent lumps		

### 4. Fire and Explosion Hazard Data

Flash Point: NONE	Flammable Under UEL: n/a	UEL: n/a	Auto-ignition: n/a
Explosion Data:	none.		
Extinguishing Media:	Use extinguishing media appropriate to surrounding fire conditions. DO NOT USE WATER.		
Hazardous Combustion Products:	MIXED. On contact with metal it may generate heat and hydrogen gas.		

Firefighting Procedures: Self contained breathing apparatus with a full facepiece operated in a pressure demand or other positive pressure mode, (v not use water). Use extinguish media appropriate to the surrounding fire conditions.

Special Fire and Explosion Hazard: Toxic fumes given off under fire conditions. Dangerous when wet.

### 5. Health Hazard Data

Effects of Acute Exposure: See below.

LCSO:	n/a	LSDO:	n/a
Eyes:	Causes irritation. Causes burns. Chronic effects.		
Skin:	Causes severe burns. Destructive to tissues of mucous membranes. May be fatal if inhaled, swallowed, or absorbed through skin.		
Breathing:	May cause respiratory inflammation. Headache, Vomiting. Causes nausea.		
Swallowing:	Abdominal pain. Burns in mouth, pharynx and gastrointestinal tract.		

Effects of Chronic Overexposure: Destructive effect upon tissues. CORROSIVE.

First Aid: Wash eyes and skin with copious quantities of water for at least 15 min. Call a physician.

First Aid: Wash eyes and skin with copious quantities of water for at least 15 min. Remove contaminated clothing. Call a physician.

If Swallowed: Remove patient to fresh air. Administer approved oxygen supply if breathing is difficult. Administer artificial respiration or CPR if breathing has ceased. Call a physician.

If Swallowed: Do not induce vomiting. If swallowed give a large quantity of water to dilute. Call a physician. Never give anything by mouth to an unconscious person.

Primary Route(s) of Entry:

# Anachemia

Anachemia Canada Inc.  
502 Dufferin Ave.  
Wile St-Pierre, QC  
H9B 3A5  
Tel: (514) 499-4711  
Fax: (514) 963-6281

## Material Safety Data Sheet

24 hour emergency number  
Canada: (513) 936-6886

Product Name : SODIUM HYDROXIDE

Subst:

Data Sheet No.: 4370-1  
Prepared: 1/9/99  
Supervisor:  
Prepared by: George Lacombe

### 1. Product Identification

Synonyms or Generic ID: Caustic soda, sodium hydroxide, lye, AC-4370, AC-4371, AC-4372T  
DOT Hazard Classification: 8 8.2 PG2 Gr II  
UN# (PG): 1823  
WGMS Class:

Formulas: NaOH  
Molecular Wt: 40.00

### 2. Components

Ingredients If present, UN#, RTEP, OSHA numbers are identified in this section. See definition page for classification.  
Sodium hydroxide CAS 1310-73-2 RTEP 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000

### 3. Physical Data

Physical State: Solid  
Odour Threshold: n/a  
Melting Point: 318°C  
Boiling Point: 1380°C  
Vapour Pressure: 1 atm @ 739°C  
Evaporation Rate: n/a (n-Butylacetate=1)  
Appearance / Odour: White deliquescent lumps  
Specific Vapour Density: < 1  
Specific Gravity: 2.130 (H<sub>2</sub>O=1)  
Solubility in H<sub>2</sub>O: 111g/ 100g H<sub>2</sub>O  
Conc./% w/w: n/a  
Percent Volatile: n/a  
pH: n/a

### 4. Fire and Explosion Hazard Data

Flash Point: NONE  
Explosion Data: Flammable Under UEL: n/a  
Extinguishing Media: Use extinguishing media appropriate to surrounding fire conditions. DO NOT USE WATER.  
Hazardous Combustion Products: MIXED. On contact with metal it may generate heat and hydrogen gas.

Firefighting Procedures: Self contained breathing apparatus with a full facepiece operated in a pressure demand or other positive pressure mode, (v not use water). Use extinguish media appropriate to the surrounding fire conditions.

Special Fire and Explosion Hazard: Toxic fumes given off under fire conditions. Dangerous when wet.

### 5. Health Hazard Data

Effects of Acute Exposure: See below.

LCSO: n/a  
Eyes: Causes irritation. Causes burns. Chronic effects.  
Skin: Causes severe burns. Destructive to tissues of mucous membranes. May be fatal if inhaled, swallowed, or absorbed through skin.  
Breathing: May cause respiratory inflammation. Headache, Vomiting. Causes nausea.  
Swallowing: Abdominal pain. Burns in mouth, pharynx and gastrointestinal tract.

Effects of Chronic Overexposure: Destructive effect upon tissues. CORROSIVE.

First Aid: Wash eyes and skin with copious quantities of water for at least 15 min. Call a physician.

1 to Eyes: Wash eyes and skin with copious quantities of water for at least 15 min. Remove contaminated clothing. Call a physician.

1 Swallowed: Remove patient to fresh air. Administer approved oxygen supply if breathing is difficult. Administer artificial respiration or CPR if breathing has ceased. Call a physician.

1 Swallowed: Do not induce vomiting. If swallowed give a large quantity of water to dilute. Call a physician. Never give anything by mouth to an unconscious person.

Primary Route(s) of Entry:



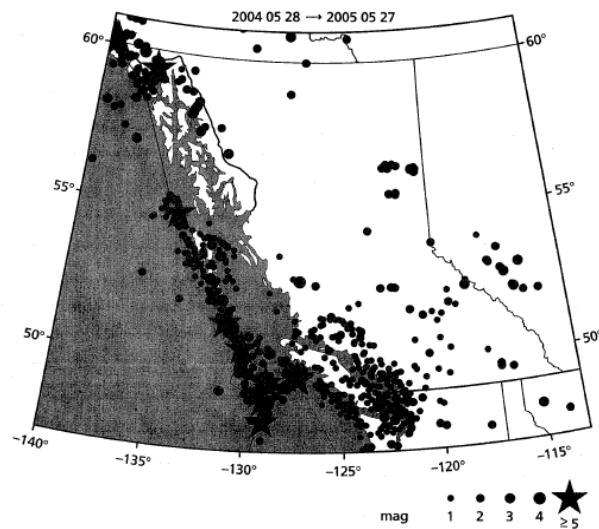
## Contrast and Clarity

Use of colour improves the ability to distinguish items.

*Instead of This*

### Earthquakes in British Columbia Over a One-Year Period

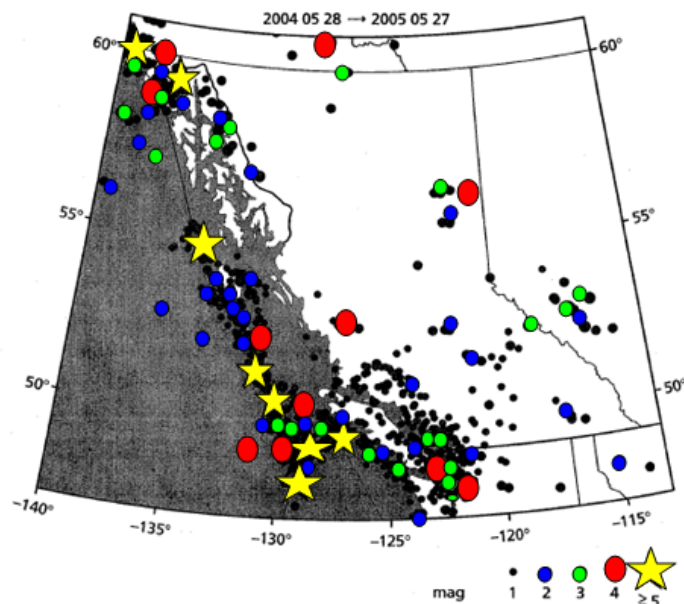
The following map shows the locations of earthquakes in British Columbia from May 28, 2004, to May 27, 2005.



*Try Doing It This Way* (print in colour)

### Earthquakes in British Columbia Over a One-Year Period

The following map shows the locations of earthquakes in British Columbia from May 28, 2004, to May 27, 2005.



## Poor Quality Reproduction Example 1

Retype document that has small, blurry, filled-in letters, with spotted background.

### *Instead of This*

#### More Subordinate Clause Exercises

Underline the main bare subject and circle the main bare predicate and square bracket the subordinate clauses. (For extra practise small bracket the prepositional phrases.)

1. Everything turned out as the fortune-teller had predicted.
2. As I am a poor man, I cannot buy tickets for the sweepstakes.
3. The students watched attentively while the mathematics professor completed the proof on the blackboard.
4. The soldier realized that the enemy was approaching.
5. It amazes me that the convict made his escape so easily.
6. The figure skater realized that her blunder would cost her several points.
7. The postman noticed that the door had been painted yellow.

### *Try Doing It This Way*

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## Poor Quality Reproduction Example 2

The words and letters are blurry and difficult to read.  
More space is required to answer question.

### *Instead of This*

5. Write a pronoun above each of the underlined words or phrases in these sentences.

a) Terri asked Dad to pass the potatoes

b) Sue and Mary took the puppy on the trip.

6. Use we or us in each blank.

a) May \_\_\_\_\_ make some popcorn?

b) Is it time for \_\_\_\_\_ to go home?

c) It was fun for \_\_\_\_\_ to sleep in the tent.

### *Try Doing It This Way*

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c) It is fun for \_\_\_\_\_ to sleep in the tent.

## Poor Quality Reproduction Example 3

Nom et # : \_\_\_\_\_

### Quiz de verbes

Conjugué les verbes suivants. N'oublie pas de mettre les pronoms personnels (je, tu, il, nous, vous, ils).

être

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

avoir

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

aimer

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

aller

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

faire

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

finir

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Conjugué le verbe au présent de l'indicatif.

1. Nous \_\_\_\_\_ des amies depuis longtemps. (avoir)
2. La soupe \_\_\_\_\_ lentement. (mijoter)
3. Je \_\_\_\_\_ une auto bleue. (choisir)
4. Ma mère et moi \_\_\_\_\_ faire de l'exercice ensemble. (aller)
5. Tu \_\_\_\_\_ le même salaire. (faire)
6. Ils \_\_\_\_\_ habituellement leurs assiettes. (vider)
7. Depuis longtemps, elle \_\_\_\_\_ une personne très importante pour moi. (être)
8. Vous \_\_\_\_\_ un cadeau à lui offrir. (avoir)
9. Tu \_\_\_\_\_ du fromage pour la pizza. (râper)
10. Mon gâfagiste \_\_\_\_\_ un bon travail. (accomplir)
11. Je \_\_\_\_\_ à l'épicérrie ce matin. (aller)
12. Vous \_\_\_\_\_ le ménage. (faire)
13. \_\_\_\_\_ vous avant de prendre une décision? (réfléchir)
14. Les enfants \_\_\_\_\_ au parc tout l'après-midi. (aller)
15. Nous \_\_\_\_\_ de notre mieux pour bien travailler. (faire)
16. Plusieurs variétés d'arbres \_\_\_\_\_ la forêt tropicale. (garnir)
17. Nous \_\_\_\_\_ aux États-unis pour magasiner. (aller)
18. Michel \_\_\_\_\_ un effort pour se lever tôt. (faire)
19. Les employés \_\_\_\_\_ du pop-corn. (faire)

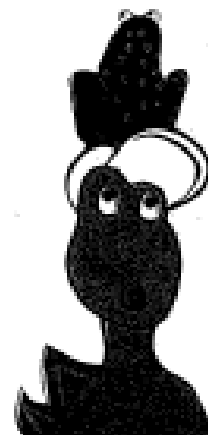
## Poor Quality Reproduction Example 4

*et / est / à / a / sont / son*

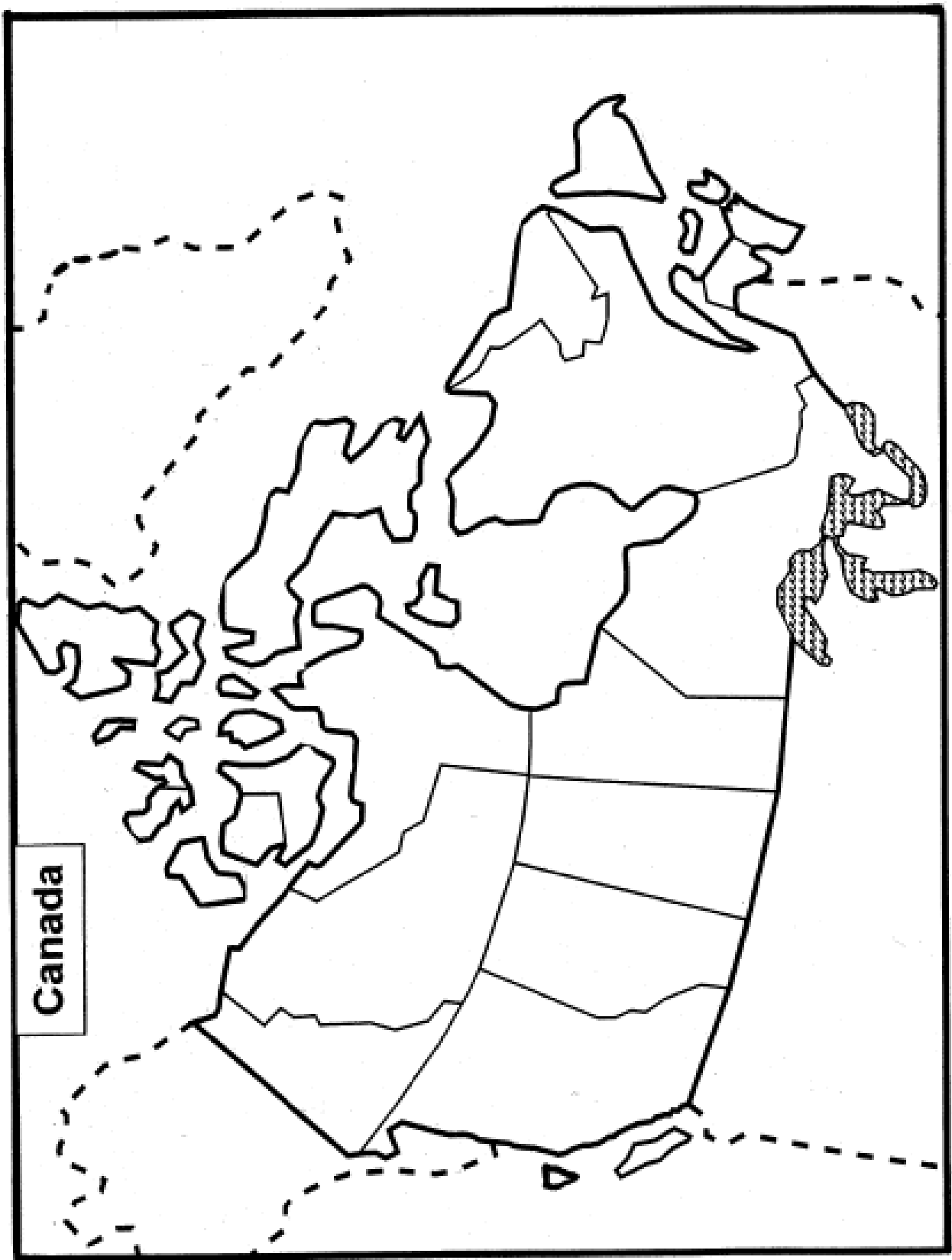
Choisis le bon homophone.

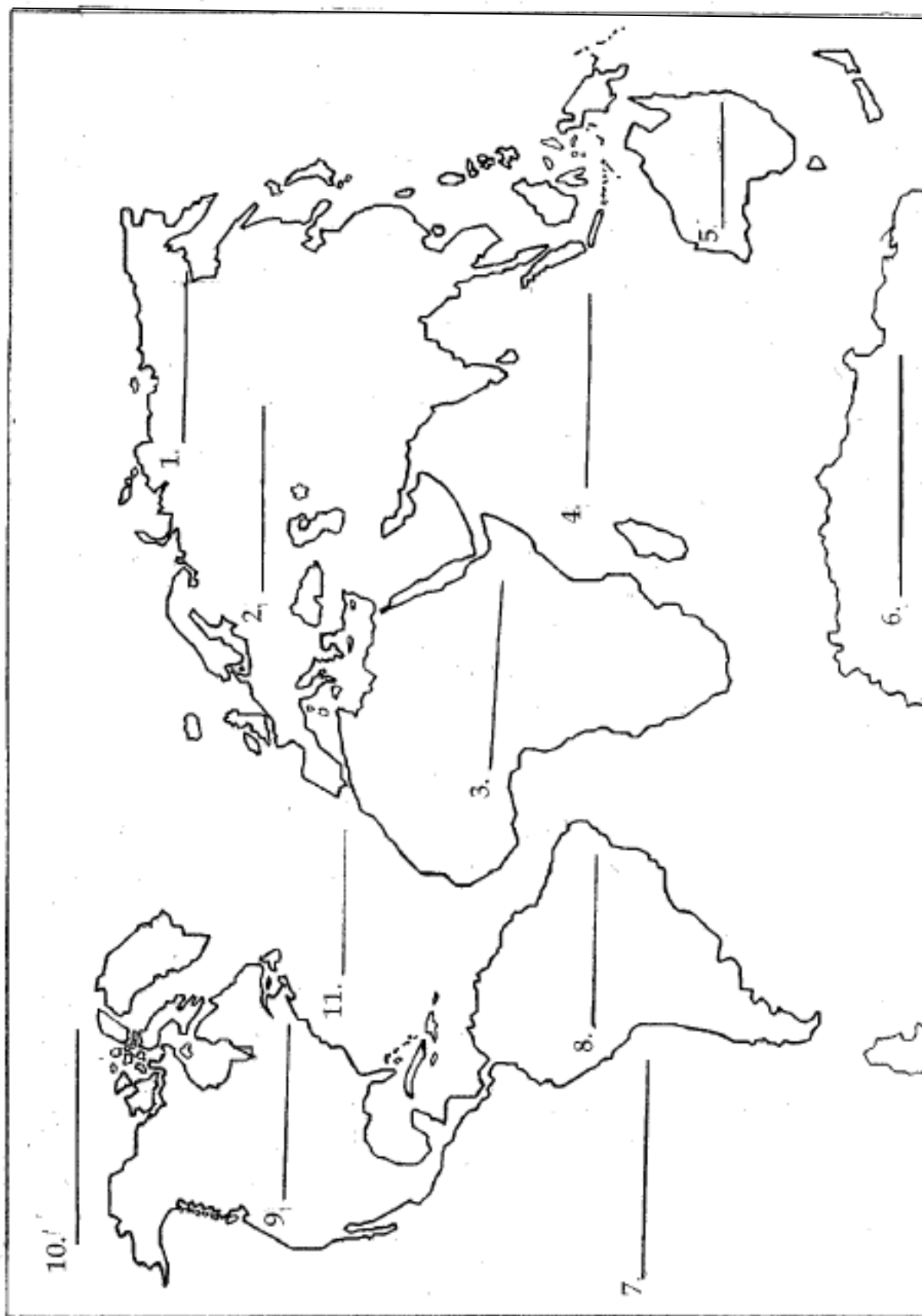
### *La grenouille*

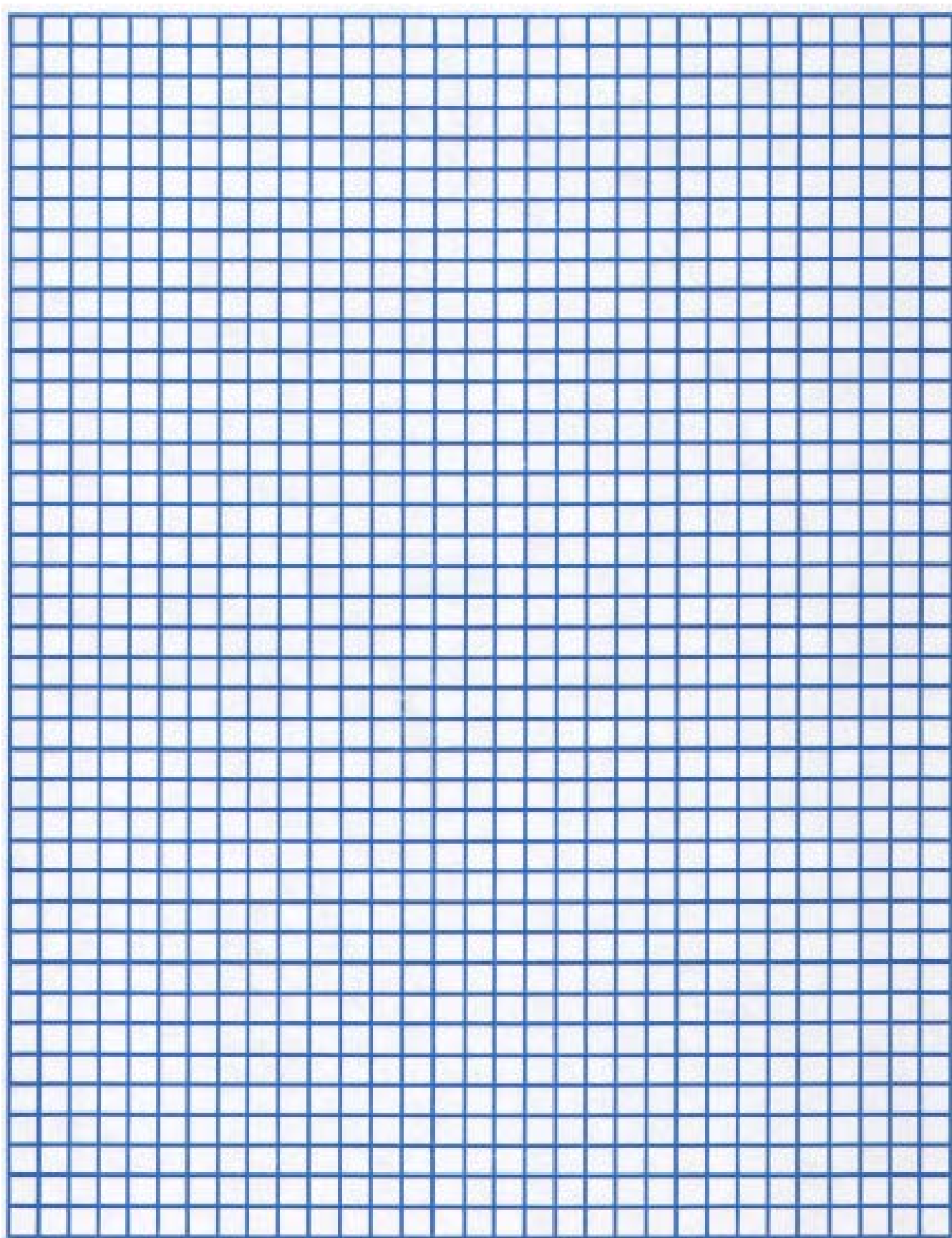
La grenouille vit sur la terre (et, est) \_\_\_\_\_ dans l'eau. Elle saute (à, a) \_\_\_\_\_ l'eau lorsqu'il y (à, a) \_\_\_\_\_ du danger. Avec sa langue gluante, elle capture les vers de terre (et, est) \_\_\_\_\_ les insectes. La grenouille est très utile au fermier, car elle mange les insectes de (sont, son) \_\_\_\_\_ jardin. Ses pattes (sont, son) \_\_\_\_\_ palmées, ce qui lui permet de mieux nager. Ses pattes arrière (sont, son) \_\_\_\_\_ longues pour lui permettre de sauter loin. Sa peau (et, est) \_\_\_\_\_ toujours froide. Elle passe l'hiver enfouie dans la boue. La grenouille pond ses oeufs au printemps. Quand l'oeuf éclot, le têtard sort. Il (à, a) \_\_\_\_\_ la forme d'une goutte d'eau, mais avec des yeux. Le têtard grossit rapidement. Ses pattes de derrière poussent en premier (et, est) \_\_\_\_\_ ensuite se développent ses pattes de devant. C'est la queue de la «goutte d'eau» qui disparaît en dernier. Quelle (et, est) \_\_\_\_\_ la différence entre un crapaud (et, est) \_\_\_\_\_ une grenouille? La grenouille (à, a) \_\_\_\_\_ la peau lisse, de longues pattes (et, est) \_\_\_\_\_ elle vit dans l'eau ou tout près. Les crapauds (sont, son) \_\_\_\_\_ plus courts avec des petites pattes (et, est) \_\_\_\_\_ une peau rugueuse.



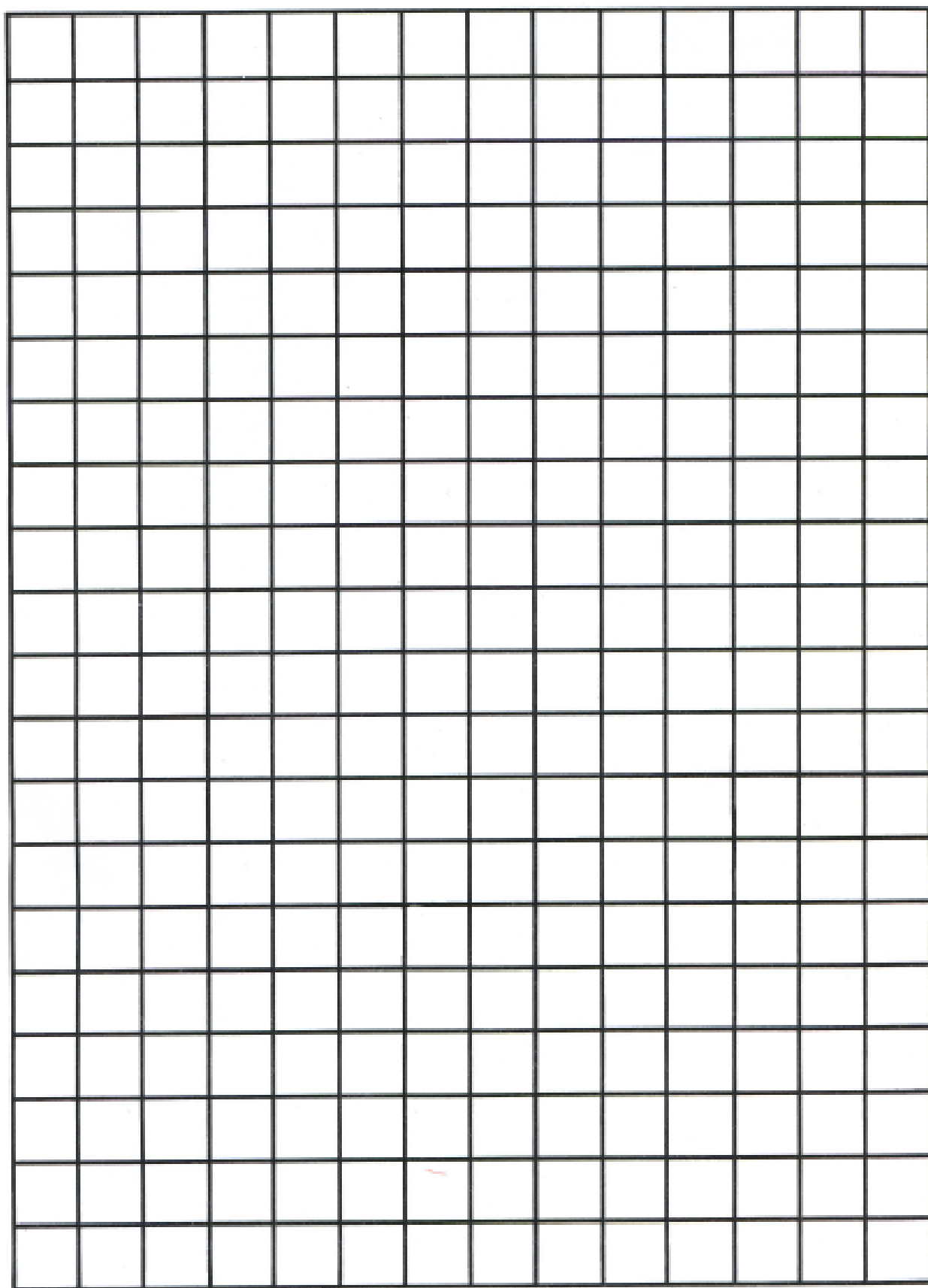
**Additional Resources** (may be reproduced)

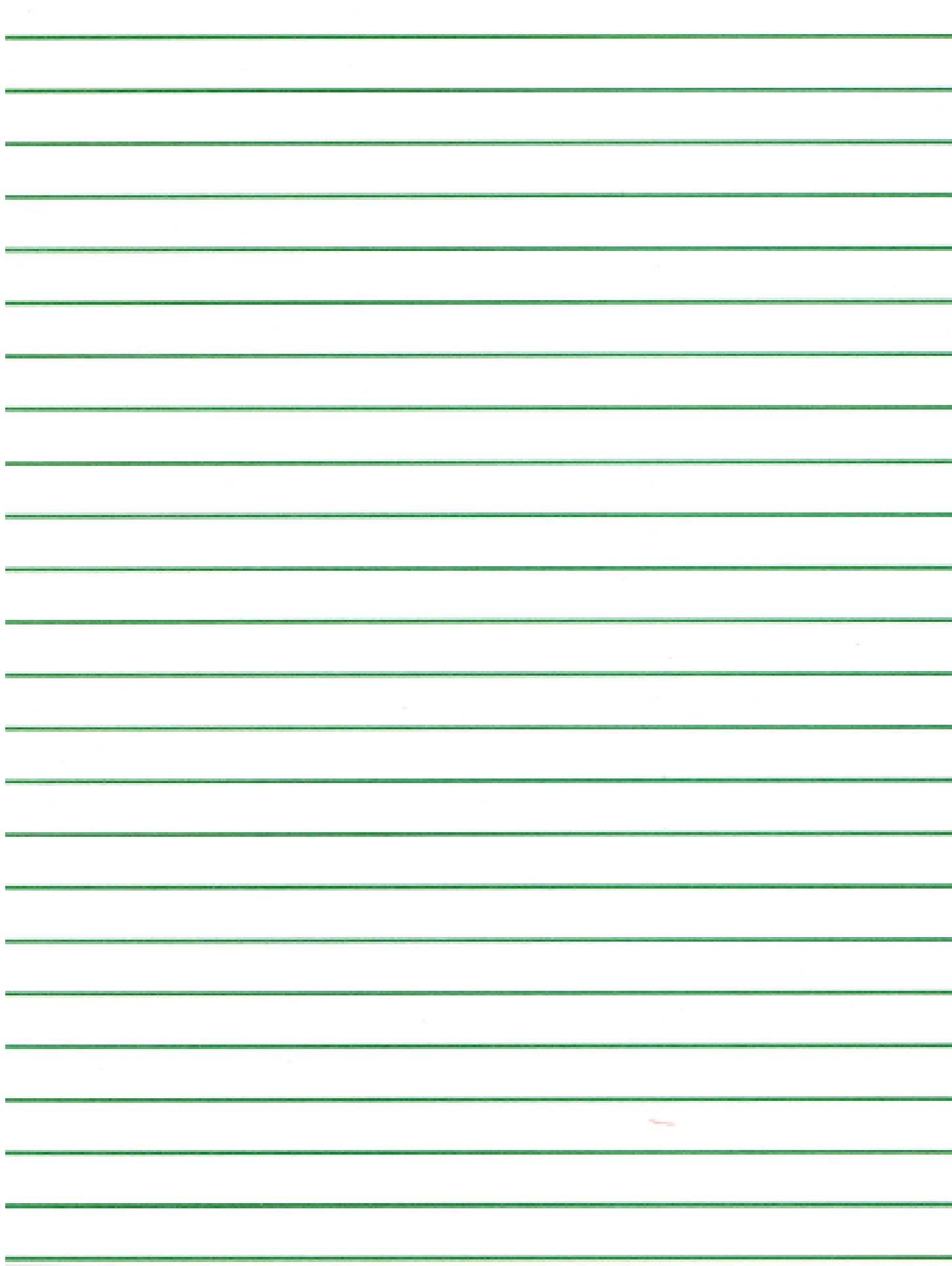












## References:

- 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>.