



Testing Accommodations for CLBPT and BTC-NCLC

1. CLBPT and BTC-NCLC are placement tests and before anything the purpose of administering the tests has to be a consideration. Is there a program able to meet the client's requirements?
2. CLBPT and BTC-NCLC cover the four skills, each skill is tested separately, and the result given for that skill is a stand-alone Benchmark. It is totally acceptable to administer only one or two of the skills.
3. Bearing in mind possible options and limitations of placement, it is permissible to:
 - Enlarge the font of written texts
 - Enlarge the photographs
 - Provide extra time to complete the test

Some of the accommodations in this document were taken from the Accessibility-Recommendations-for-Assessors-2016-05.pdf from Achév.

Assessing vision-impaired clients

- Magnifying glasses and/or reading glasses may be provided upon request. Clients may not be completely without vision, just varying degrees of low vision.
- Clients may bring their own magnifying devices to assessment appointments to help them read the text for the R & W booklets.
- We continue to review the feasibility of using other adaptive software tools - some adaptive tools may change the actual skill being measured.
- Clients may be given extra time to complete the Reading and Writing portions of the assessment. If offering the Proctor-less CLBPT or BTC-NCLC Remote, you may want to connect with us at support@language.ca to gain access to an alternate version of the test that does not include a time restraint.
- Photocopying of CLBPT and BTC-NCLC assessment materials is generally not permitted however in cases where this is appropriate and needed to enlarge the R & W booklets, this may be done.
- Clients are provided with benchmarks only for the skills of the assessment that they are able to complete (S, L, R, W).
- Client should be referred to CNIB (or other organizations serving your area) for additional support services if requested.
- The assessor indicates "Special Needs: visually impaired" on iCARE or HARTs.
- The Language Training Provider to whom the client is referred is informed of the disability.

Assessing hearing-impaired clients

- The assessment centre may partner with the local [Canadian Hearing Society \(CHS\)](#) where onsite assessments are arranged for clients with hearing impairments. The assessment is always conducted in a private area to protect test validity / confidentiality.
- A Language Assessor who communicates in American Sign Language (ASL) is assigned as the key contact for administering assessments at the CHS location on a pre-arranged basis. The ASL proficient assessor communicates with CHS staff in order to identify services, such as language classes, that may be helpful for the client.
- Assessments for hearing impaired clients may be administered at other language providers delivering ASL classes, including local school boards upon request; again this is done in a private area where test security is assured.
- Accommodations to clients vary on the degree of their hearing impairment, but primarily include provision of amplified headphones for listening tasks if appropriate.
- For clients with some hearing ability (most clients have varying degrees of impairment), extra initial time is taken by the assessor in setting up any hearing devices to ensure the client is able to complete L/S tasks comfortably.
- Clients with partial hearing loss have been accommodated by having the assessor read the listening script aloud to the client so that lip reading is possible as a supplement to the client's hearing ability. However, this is not advised for clients who are profoundly deaf as lip reading is a different skill than listening, and therefore a Listening benchmark cannot be assigned to a client who is physically unable to listen.
- For those clients who may know some ASL, the assessor can use ASL to help with general needs assessment.
- Clients who are profoundly deaf and who rely on ASL to communicate are not given the L/S portion of the assessment, as it is recognized that ASL is its own language and cannot be equated to English for purposes of assigning L/S benchmarks.
- Clients are provided with benchmarks only for the skills of the assessment that they are able to complete (S, L, R, W).
- In areas/regions where classes geared to hearing impaired clients aren't offered, clients with severe hearing loss may be referred to the nearest [Centre for the Deaf](#).
- The assessor indicates "Special Needs: hearing impaired" on iCARE or HARTs.
- The Language Training Provider to whom the client is referred is informed of the disability.

Assessing clients with physical disabilities and motor impairment

- All locations are accessible to clients using wheelchairs and seating arrangements can be modified.
- Clients who are unable to write with a pencil can complete the assessment on an assessment centre computer using the keyboard (including the on-screen keyboard with the mouse). The client types the Reading and Writing answers into a Word document created by the assessor on the computer, and when finished, the assessor prints out the client's pages and deletes the document. It is recommended this be done on an assessment centre computer because it is possible for 'deleted' files on a client's/other computer to be retrieved.
- The assessment can be delivered in blocks of time that allow for breaks in between tasks as needed.
- Clients are given extra time if needed for the R & W booklets. If offering the Proctor-less CLBPT or BTC-NCLC Remote, you may want to connect with us at support@language.ca to gain access to an alternate version of the test that does not include a time restraint.
- The assessor indicates "Special Needs: physical disability" on iCARE or HARTs.
- The Language Training Provider to whom the client is referred is informed of the disability.