

# NJSLA–S

New Jersey Student Learning  
Assessment–Science

## **2020 Test Administrator Braille Script for Paper-Based Testing**

**Science**

**The 2020 Test Administrator Braille Script must be used with the  
*Spring 2020 Test Administrator Manual,*  
*Paper-Based Testing–Science***



## Tasks for Test Administrators to Complete before Braille Testing

Refer to Section 3.0 of the *Spring 2020 Test Administrator Manual, Paper-Based Testing–Science* for more information on tasks to complete before testing. Note:

- Directions for filling in a circle, making marks, and erasing do not apply. The student will write answers using a braille writing device (e.g., braillewriter, braille note-taker, slate and stylus) or other method identified in their Individualized Education Program (IEP). These will be referred to as answer sheets in the scripts. The student should number their responses to be sure that their answers can be transcribed accurately onto an answer document.
- For constructed-response items in Science, remind the student to label each part of their work if a question has multiple parts and clearly identify their answer for each part, as necessary.
- The words “Go On” are omitted at the bottom of the page. The word “Stop” is retained at the bottom of the page.
- Page numbers that match the print copy are in the top right corner in the braille test booklet.
- Braille test booklets may be disassembled for testing, but must be reassembled for return. To reassemble the test booklets, you may staple or binder clip all pages for return to Measurement Incorporated. It is critical that schools check the number of pages in the test booklet prior to disassembling the test booklets to help ensure that all pages are returned. Failure to return all pages will be considered a breach of security.
- During the test, a student taking the test electronically may emboss a copy of their answers to review. A final copy of the student’s responses must then be printed for transcription purposes. Both the embossed and final copies of the student’s work must be returned to the School Test Coordinator after testing.

Before students arrive for each unit, do the following:

- Ensure that the testing room is prepared as described in Sections 2.3 and 3.5 of the *Spring 2020 Test Administrator Manual, Paper-Based Testing–Science*.
- Verify you have the schedule of times for the day’s test units.
- Make sure you have the correct test booklets for your group to be tested.
- Write the student’s name on the top of the test booklet.
- Verify you have the correct tactile graphics and/or picture descriptions for Science.
- If applicable, make sure that recreational books and other allowable materials for after testing are out of reach of the students during testing.
- For science units, ensure that you have sufficient calculators and periodic tables for students.
- Make sure you have a list of the accommodations for the students testing and have received the proper training from your School Test Coordinator. Consult **Appendix A** of the *NJSLA Accessibility Features and Accommodations Manual* for the list of available accessibility features and accommodations for paper-based testing.
  - If the students in your group require a Human Reader, follow the protocol outlined in **Appendix B** of the *NJSLA Accessibility Features and Accommodations Manual*.
  - If one or more students are testing with extended-time accommodations, you will need to adjust the amount of time each student will have to complete each unit. Refer to each student’s accommodations for information on extended time, and follow the guidelines outlined in **Appendix E** of the *NJSLA Accessibility Features and Accommodations Manual*.
  - If one or more students in your unit needs a word-to-word dictionary as an accommodation, have these available to students or allow students to bring their own.

## **Reminders for Test Administrators during Braille Testing**

Refer to Sections 4.0 and 5.0 of the *Spring 2020 Test Administrator Manual, Paper-Based Testing–Science* for information on tasks to complete during and after testing.

When announcing the amount of time students will have to complete each unit, be sure to adjust the amount of time available to all students who have approved extended-time accommodations.

During testing, you must focus your full attention on the students at all times to confirm that they are working independently. Ensure that all student desks are free of any prohibited materials, and that all prohibited aids in the classroom have been removed or covered. Refer to Sections 2.2 and 2.3 of the *Spring 2020 Test Administrator Manual, Paper-Based Testing–Science* for information on prohibited activities and prohibited materials.

If a student starts a test unit and leaves school without finishing (e.g., due to illness, family emergency), he or she may be allowed to complete that test on a different day. If you have concerns about a student completing a unit before the end of the school day, you should not allow the student to begin. If a student leaves during a unit, contact your School Test Coordinator.

If you have questions regarding policy, security breaches, or irregularities, consult your School Test Coordinator.

Read only the bold instructions within each “Say” box to students. Text that is outside the “Say” boxes includes directions for Test Administrators to follow and should not be read to students. Refer to Section 4.6 of the *Spring 2020 Test Administrator Manual, Paper-Based Testing–Science* for guidance on redirecting students and clarifying directions during an administration. Test Administrators are permitted to clarify only scripted administration instructions after reading the script word-for-word. No charts, graphics, prompts, or test items may be clarified.

In-between test units, have students place a bookmark in their test booklet to help them identify their place in the exam when they return to the next unit.

## **Reminders for Test Administrators after Braille Testing**

- If the student recorded their answers electronically, Test Administrators should print out a copy of the student’s answer sheet or ink print the student’s answers in braille.
- If the student recorded their answers using a computer or braille note-taker, be sure to delete the student’s answer sheet file completely from the device after the student has printed.
- If the student used any electronic scratch paper or made any electronic notes, ensure that these files are deleted.
- Braille test booklets may be disassembled for testing, but must be reassembled for return. To reassemble the test booklets, you may staple or binder clip all pages for return to Measurement Incorporated. It is critical that schools check the number of pages in the test booklet prior to disassembling the test booklets to help ensure that all pages are returned. Failure to return all pages will be considered a breach of security.

## 4.10 Script for Administering Braille Science

The administration script under Section 4.10.1 will be used for all units for the NJSLA–S.

On the first read through, Test Administrators are required to adhere to the scripts provided in this manual for administering the NJSLA–S. Read word-for-word the bold instructions in each “Say” box to students. You may not modify or paraphrase the wording in the “Say” boxes. Some of the “Say” boxes are outlined with a dashed line and should only be read aloud if they are applicable to your students. Some directions may differ slightly by unit and are noted within the administration script.

### 4.10.1 Elementary, Middle, and High School Braille Science – All Units

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1  End of Unit 1 – Students Stop	Grade 5: <b>45 minutes</b> Grade 8: <b>45 minutes</b> Grade 11: <b>60 minutes</b>	<ul style="list-style-type: none"> <li>• Test Booklets</li> <li>• Pencils and braille writing devices</li> <li>• Scratch paper</li> <li>• Calculators</li> <li>• Braille periodic tables (Grades 8 and 11 only)</li> </ul>	Write time	Write time
Unit 2  End of Unit 2 – Students Stop	Grade 5: <b>45 minutes</b> Grade 8: <b>45 minutes</b> Grade 11: <b>60 minutes</b>	<ul style="list-style-type: none"> <li>• Test Booklets</li> <li>• Pencils and braille writing devices</li> <li>• Scratch paper</li> <li>• Calculators</li> <li>• Braille periodic tables (Grades 8 and 11 only)</li> </ul>	Write time	Write time
Unit 3  End of Unit 3 – Students Stop	Grade 5: <b>45 minutes</b> Grade 8: <b>45 minutes</b> Grade 11: <b>60 minutes</b>	<ul style="list-style-type: none"> <li>• Test Booklets</li> <li>• Pencils and braille writing devices</li> <li>• Scratch paper</li> <li>• Calculators</li> <li>• Braille periodic tables (Grades 8 and 11 only)</li> </ul>	Write time	Write time
Unit 4  End of Unit 4 – Students Stop	Grade 5: <b>45 minutes</b> Grade 8: <b>45 minutes</b> Grade 11: <b>60 minutes</b>	<ul style="list-style-type: none"> <li>• Test Booklets</li> <li>• Pencils and braille writing devices</li> <li>• Scratch paper</li> <li>• Calculators</li> <li>• Braille periodic tables (Grades 8 and 11 only)</li> </ul>	Write time	Write time

### Instructions for Preparing to Test

<b>Say:</b>	<p>Today, you are going to take the Science assessment.</p> <p>You may not have any unapproved electronic devices at your desk. Making calls, texting, taking pictures, and browsing the internet are not allowed. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</p>
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If a student raises their hand, collect the electronic device (or follow your school or district policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your School Test Coordinator immediately if you have questions regarding electronic devices.

<b>Say:</b>	Please sit quietly while I distribute the test materials.
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Distribute scratch paper, calculators, braille writing device, (e.g., braillewriter, braille note-taker, slate and stylus), and approved accessibility/accommodations tools, if needed, for certain students. Then, distribute test booklets. For Grade 8 and Grade 11, also distribute periodic tables. Note: Some students may require the use of a signature guide to write their name on the test booklets. In these cases, have signature guides available.

<b>Say:</b>	<p>If Unit 1: <b>Sign your name at the top of your test booklet. If you need assistance with signing your name, please raise your hand.</b></p> <p>(Pause.)</p> <p><b>Write your name at the beginning of your answer sheet.</b></p> <p>If Unit 2, 3, or 4: <b>Confirm with the Test Administrator that you have the test booklet with your name on it.</b></p>
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Make sure each student has written their name on the test booklet and answer sheet. If necessary, assist students with making sure they are using the test booklet that belongs to them.

**Instructions for Administering Each Unit**

<b>Say:</b>	<p><b>Open your test booklet to the first page of Unit (fill in the appropriate unit number) and follow along while I read the directions. Do not turn the page until I tell you to do so.</b></p> <p><b>Today, you will take Unit (fill in the appropriate unit number) of the Grade (fill in the appropriate grade) Science Test. You will be able to use a calculator.</b></p> <p><b>Read each question. Then, follow the directions to answer each question. To change an answer when using a braillewriter or slate and stylus, full cell over the answer to cross it out. To change an answer when using a braille note-taker, delete the answer that was inserted by backspacing and replacing it with your new answer.</b></p> <p><b>If a question asks you to show or explain your work, you must do so to receive full credit.</b></p> <p><b>If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this unit only. Do not go past the word “Stop.”</b></p>
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<b>Say:</b>	<p><b>This is the end of the directions in your test booklet.</b></p> <p><b>When you reach the word “Stop” in your test booklet, do not go on until directed to do so.</b></p> <p><b>If you finish early and have completely checked your work in this unit, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.</b></p>
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Read from Option A, B, or C below based on local policy (contact your School Test Coordinator with any questions).

<b>Say:</b>	<p>Option A  <b>After I have collected your test materials, sit quietly until the unit has ended.</b></p> <p>Option B  <b>After I have collected your test materials, I will dismiss you.</b></p> <p>Option C  <b>After I have collected your test materials, you may read a book or other allowable materials until the unit has ended.</b></p>
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<b>Say:</b>	<b>Do you have any questions?</b>
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Answer student questions.

<b>Say:</b>	<b>Grade 5 Units:</b>
<b>Grade 5</b>	<b>You will have 45 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left. You may begin working now.</b>

If students are testing with extended time accommodations, you may need to adjust the amount of time students will have to complete this unit. Refer to the student’s accommodations.

<b>Say:</b>	<b>Grade 8 Units:</b>
<b>Grade 8</b>	<b>You will have 45 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left. You may begin working now.</b>

Write the starting time and stopping time in the table in Section 4.10.1.

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, “Do the best you can.”

<b>Say:</b>	<b>Grade 11 Units:</b>
<b>Grade 11</b>	<b>You will have 60 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left. You may begin working now.</b>

- If students indicate that a test item seems irregular, refer to Section 4.6.4.

### Instructions for Taking a Break during Testing

The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes is allowed for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised at all times during breaks.
- Test booklets must be closed or covered.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

If taking a three-minute stand-and-stretch break during the unit:

<b>Say:</b>	Please stop testing, place your testing materials under your work station, and close your test booklet. We will take a silent three-minute stretch break. No talking is allowed.
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After taking a classroom break, ensure students open their test booklets and continue testing where they left off.

<b>Say:</b>	Open your test booklets and continue testing.
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### Instructions for When 10 Minutes of Unit Time Remain

When 10 minutes of unit time remain,

<b>Say:</b>	You have 10 minutes remaining.
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Continue to actively proctor while students are testing.

### Instructions for Ending the Unit

When the unit time is finished, read the following optional “Say” box if there are students still actively testing.

<b>Say:</b>	Stop working. Testing time has now ended. When using a braillewriter or slate and stylus, remove your answer sheet and place it in your test booklet as a bookmark at the end of the unit. Close your test booklet. I will collect your test materials.
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- Collect all test materials.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

If more than one unit is being administered in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Once students have returned and are seated, read the script to move on to the next unit.