STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

2019 Test Administrator Braille Scripts for Paper-Based Testing

English Language Arts

The Test Administrator Braille Script must be used with the *Test Administrator Manual for Paper-Based Testing*.

Tasks for Test Administrators to Complete BEFORE Braille Testing

Refer to Section 3.0 of the *Test Administrator Manual for Paper-Based Testing* 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 his or her Individualized Education Program (IEP). These will be referred to as answer sheets in the scripts. The student should number his or her responses to be sure that his or her answers can be transcribed accurately onto an answer document.
- For constructed-response items in mathematics, remind the student to label each part of his or her work if a question has multiple parts and clearly identify his or her 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 Pearson. 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 his/her 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 *Test Administrator Manual for Paper-Based Testing.*
- 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 for mathematics and/or picture descriptions for English language arts.
- If applicable, make sure that recreational books and other allowable materials for after testing are out of reach of the students during testing.
- Make sure that hand-held calculators are available for students during the calculator sessions (refer to Section 4.2 of the *Test Administrator Manual for Paper-Based Testing* for guidelines on calculators).
- 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 *Accessibility Features and Accommodations Manual* for the list of available accessibility features and accommodations for paper-based testing.
    - If the student requires a Human Reader, follow the protocol outlined in Appendix B of the 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 *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 Section 4.0 and 5.0 of the *Test Administrator Manual for Paper-Based Testing* for more 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 *Test Administrator Manual for Paper-Based Testing* 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, you should not allow the student to begin. If a student leaves during a unit, contact the School Test Coordinator.

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

Read only the bold instructions in 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 *Test Administrator Manual for Paper-Based Testing* 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 passages 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 his or her 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 his or her answers using a computer or braille note-taker, be sure to delete the student's answer sheet file completely from the devices 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 Pearson. 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.

4.10.2 Grade 3 – ELA – All Units

The administration script under Section 4.10.2 will be used for all units for the Grade 3 ELA Test.

On the first read through, Test Administrators are required to adhere to the scripts provided in this manual for administering the NJSLA-ELA/Math Assessment. 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.

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1	Grades 3: **75 Minutes**	• Test booklets • Pencils • Scratch paper		
End of Unit 1 – Students **Stop**				
Unit 2	Grades 3: **75 Minutes**	• Test booklets • Pencils • Scratch paper		
End of Unit 2 – Students **Stop**				

Instructions for Preparing to Test

Say	**Today, you are going to take the English Language Arts Assessment.** **You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, 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.**

If a student raises his or her hand, collect the electronic device (or follow your school/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 Test Coordinator if you have questions regarding electronic devices.

Say	**Please sit quietly while I distribute the test materials.**

Distribute scratch paper, braille writing device (e.g., braillewriter, braille note-taker, slate and stylus), and approved accessibility features/accommodations tools, if needed, for certain students. Then, distribute test booklets. 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.

Say	If Unit 1: **Sign your name at the top of your test booklet. If you need assistance with signing your name, raise your hand.** (Pause.) **Write your name at the beginning of your answer sheet.** If Unit 2: **Confirm with the Test Administrator that you have the test booklet with your name on it.**

Make sure each student has written his or her name on all materials.

Instructions for Administering each Unit of Braille Grade 3 English Language Arts

Say	**Open your test booklet and follow along while I read the directions. Do NOT turn the page until I tell you to do so.** **Today, you will be taking Unit __** (fill in appropriate unit number) **of the Grade 3 English Language Arts Test.** **Read each passage and 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.** **One of the questions will ask you to write a response. Write your response.** **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.**

Say	**This is the end of the directions in your test booklet.** **When you reach the word STOP in your test booklet, do NOT go on until directed to do so.** **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.**

Read from OPTION A, B, or C below based on your local policy (refer to **Appendix C** of the *Test Coordinator Manual*).

Say	OPTION A **After I have collected your test materials, please sit quietly until the unit has ended.**
	OPTION B **After I have collected your test materials, I will dismiss you.**
	OPTION C **After I have collected your test materials, you may read a book or other allowable materials until the unit has ended.**

Say	**Do you have any questions?**

Answer student questions.

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.

Say	**You will have...** • Unit 1: **75 minutes** • Unit 2: **75 minutes** ...**to complete this unit. I will let you know when you have 10 minutes of testing time left.** (May not be appropriate for students with extended time). **You may begin working now.**

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

During the test, periodically announce the amount of time remaining.

Ensure students do not move to other units.

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 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 and answer sheets 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:

Say	**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.**

After taking a classroom break, ensure students open their test booklets and answer sheets and continue testing where they left off.

Say	**Open your test booklets and continue testing.**

Instructions for When 10 Minutes of Unit Time Remain
When 10 minutes of unit time remain,

Say	**You have 10 minutes remaining.**

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 with secure test materials.

Say	**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.**

- 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 you are administering more than one unit 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.

4.12.1 Script for Administering English Language Arts (ELA) – All Units

The administration script under Section 4.12.1 will be used for all units for Grades 4 through High School for the ELA Test. On the first read through, Test Administrators are required to adhere to the scripts provided in this manual for administering the NJSLA-ELA/Math Assessment. 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.

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1	All Grades: **90 Minutes**	• Test booklets • Answer sheets • Pencils • Scratch paper		
End of Unit 1 – Students **Stop**				
Unit 2	All Grades: **90 Minutes**	• Test booklets • Answer sheets • Pencils • Scratch paper		
End of Unit 2 – Students **Stop**				

Instructions for Preparing to Test

Say	**Today, you are going to take the English Language Arts Assessment.** **You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, 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.**

If a student raises his or her hand, collect the electronic device (or follow your school/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 Test Coordinator if you have questions regarding electronic devices.

Say	**Please sit quietly while I distribute the test materials.**

Distribute scratch paper, braille writing device (e.g., braillewriter, braille note-taker, slate and stylus), and approved accessibility features/accommodations tools, if needed, for certain students. Then, distribute test booklets. 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.

Say	If Unit 1: **Sign your name at the top of your test booklet. If you need assistance with signing your name, raise your hand.** (Pause.) **Write your name at the beginning of your answer sheet.** If Unit 2: **Confirm with the Test Administrator that you have the test booklet with your name on it.**

Make sure each student has written his or her name on all materials.

Instructions for Administering each Unit of Braille Grade 4-High School English Language Arts

Say	**Open your test booklet and follow along while I read the directions. Do NOT turn the page until I tell you to do so.** **Today, you will be taking Unit __** (fill in appropriate unit number) **of the Grade __** (fill in the appropriate grade) **English Language Arts Test.** **Read each passage and 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.** **One of the questions will ask you to write a response. Write your response.** **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.**

Say	**This is the end of the directions in your test booklet.** **When you reach the word STOP in your test booklet, do NOT go on until directed to do so.** **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.**

Read from OPTION A, B, or C below based on your local policy (refer to **Appendix C** of the *Test Coordinator Manual*).

Say	OPTION A **After I have collected your test materials, please sit quietly until the unit has ended.**
	OPTION B **After I have collected your test materials, I will dismiss you.**
	OPTION C **After I have collected your test materials, you may read a book or other allowable materials until the unit has ended.**

Say	**Do you have any questions?**

Answer student questions.

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.

Say	**You will have...** • Grades 4, 5, 6, 7, 8, and high school Unit 1: **90 minutes** • Grades 4, 5, 6, 7, 8, and high school Unit 2: **90 minutes** ...**to complete this unit. I will let you know when you have 10 minutes of testing time left.** (May not be appropriate for students with extended time). **You may begin working now.**

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

During the test, periodically announce the amount of time remaining.

Ensure students do not move to other units.

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 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 and answer sheets 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:

Say	**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.**

After taking a classroom break, ensure students open their test booklets and answer sheets and continue testing where they left off.

Say	**Open your test booklets and continue testing.**

Instructions for When 10 Minutes of Unit Time Remain
When 10 minutes of unit time remain,

Say	**You have 10 minutes remaining.**

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 with secure test materials.

Say	**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.**

- 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 you are administering more than one unit 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.

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