

NJGPA

New Jersey Graduation Proficiency Assessment

2025 Test Administrator Braille Script for Paper-Based Testing

NJGPA English Language Arts

**The 2025 Test Administrator Braille Script must be used with the
Spring 2025 Test Administrator Manual.**

ELA Component of NJGPA Braille 2025

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General Information

- Directions for 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.
- Braille pages are numbered sequentially in the lower right-hand corner. The corresponding print page numbers are in the upper right-hand corner.
- A Special Symbols page is included to provide the student with information about the dot information of special braille characters. A Transcriber’s Note page is included within the test to explain the special format and layout of this information.
- Paragraphs are numbered in braille as they are shown in print.
- Refer to **Sections 6.0 and 7.0** of the *Spring 2025 Test Administrator Manual* for more information on tasks to complete before, during, and after testing.
- The words “Go On” are omitted at the bottom of the page. The word “Stop” is retained at the bottom of the page.

Reminders for Test Administrators before Braille Testing

- Before beginning each unit, write the student's name on the top of the braille test booklet. The student will also sign their name on the braille test booklet for Unit 1.
- Verify you have the correct picture descriptions for English language arts.
- Make sure you have a list of the accommodations for the students testing and have received the proper training from your School Test Coordinator (STC). Consult **Appendix A** of the *Accessibility Features and Accommodations (AF&A) 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 *AF&A Manual*. Please note that the text in the regular-print test booklet may differ from the braille test booklet. These instances are listed in the Additional Notes section of the Transcriber’s Notes document. Image descriptions should be read aloud to the students.
- 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 *AF&A Manual*.
- If one or more students require a word-to-word dictionary as an accommodation, have these available to students or allow students to bring their own. For more information, see the table entitled Accommodations for Multilingual Learners Taking the Paper-Based Assessments in **Appendix A** of the *AF&A Manual*.
- Also see **Appendix J**: NJSLA and NJGPA for Students with Visual Impairment, Including Blindness of the *AF&A Manual*.

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Reminders for Test Administrators during Braille Testing

- Refer to **Sections 2.8 and 2.9.1** of the *Spring 2025 Test Administrator Manual* for guidance on redirecting students and clarifying directions during an administration. Test Administrators (TAs) 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.
- Braille test booklets may be disassembled during testing to make it easier for the student to access previous pages. For example, an item may refer to a table or graphic on a previous page. Sometimes a single item may take up multiple pages.
- The student should number their responses to be sure that their answers can be transcribed accurately into the test booklet, and then into TestNav. If an item has multiple parts, they should label each part clearly.
- During the test, a student who is recording their responses 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 given to your STC after testing.
- For breaks during test units, have students place a bookmark in their test booklet to help them identify their place in the exam when they return.

Reminders for Test Administrators after Braille Testing

- If the student recorded their answers electronically, TAs 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 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.
- All student responses recorded in the student's paper test booklet must be transcribed into TestNav by the posted deadline based on the *NJSLA/NJGPA Accommodated Paper-Tests Procedures* document available at the [New Jersey Assessments Resource Center](#) located under **Educator Resources > Test Administration Resources > Testing Resources**.
- For student responses that must first be transcribed into the paper test booklet, follow the steps in **Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses** in the *New Jersey Accessibility Features and Accommodations (AF&A) Manual*.

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Using the Test Administrator Script

The administration script in this document will be used for all units of the English Language Arts (ELA) component of NJGPA. The script must be used with the *Spring 2025 Test Administration Manual*. On the first read through, TAs are required to adhere to this script for administering the ELA component of NJGPA. Read word-for-word the bold instructions in each “**Say**” box to students. Do 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 the students testing. Some directions may differ slightly by unit and are noted within the administration script. Text that is outside the “**Say**” boxes includes directions for TAs to follow and should not be read to students.

ELA Component of NJGPA Testing Times and Materials – All Units

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1	90 minutes	<ul style="list-style-type: none">• Braille test booklets• Pencils and braille writing devices• Scratch paper• Signature guide (optional)		
Unit 2	90 minutes	<ul style="list-style-type: none">• Braille test booklets• Pencils and braille writing devices• Scratch paper• Signature guide (optional)		

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. To verify student accessibility features and accommodations, reach out to your STC. Refer to **Section 6.1** and **Section 6.2** of the *Spring 2025 Test Administrator Manual* for further instructions on how to check accessibility features and accommodations.

According to New Jersey Administrative Code (N.J.A.C.) 6A:8-4.1(e), “District boards of education shall be responsible for ensuring the security of all components of the Statewide assessment system that are administered within the school district.” Unauthorized electronic devices can significantly undermine the integrity of test results, thereby compromising a district’s ability to evaluate and interpret student performance accurately. Upholding rigorous standards to protect the assessment process ensures that the data are used to inform educational initiatives is both valid and reliable.

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Test Administrator Script

Instructions for Preparing to Test

Say:	<p>Today, you will take the English Language Arts component of the Graduation Proficiency 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 and Bluetooth devices (headphones or microphones), 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 the school/district policy) and store it until testing for all students has been completed and all secure materials have been collected. Certain electronic devices may be allowed for accommodation purposes only during testing. Please contact your STC immediately if there are questions regarding electronic devices.

Say:	<p>Please sit quietly while I distribute the test materials.</p>
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Distribute scratch paper, 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.

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:	<p>If Unit 1: Sign your name at the top of your test booklet. If you need a signature guide or assistance with signing your name, please raise your hand.</p> <p>(Pause.)</p> <p>Write your name at the beginning of your answer sheet.</p> <p>If Unit 2: Confirm with the Test Administrator that you have the test booklet with your name on it.</p>
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Make sure all students have written their names on the Unit 1 test booklet.

Say:	<p>If you want to disassemble the test for easier access to different pages, please raise your hand and the Test Administrator will assist you.</p>
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For students with Human Reader Accommodation only

Say:	<p>If you have a Human Reader, the reader will read every word, or read at your request. Graphics can be described for you.</p>
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Instructions for Administering Each Unit

At the beginning of the unit, please have students review the list of special symbols in the test booklet.

At the beginning of Unit 1 only, please have students review the sample items to become familiar with the types of questions on the test.

Say:	<p>Open your test booklet to the first page of Unit ____ (fill in the appropriate unit) and follow along while I read the directions. Do not turn the page until I tell you to do so.</p> <p>Today, you will take Unit ____ (fill in the appropriate unit) of the English Language Arts component of the Graduation Proficiency Assessment.</p> <p>Read each passage and question. Then, follow the directions to answer each question. Number your responses. Label each part of your work if a question has multiple parts and clearly identify your answer for each part.</p> <p>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.</p> <p>One of the questions will ask you to write a response. Write your response.</p> <p>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. The word "Stop" marks the end of this unit.</p>
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Say:	<p>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.</p>
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Read from Option A, B, or C based on local policy (contact your STC with any questions).

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

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Instructions for Starting the Test

Regular time:

Say:	<p>You will have 90 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.</p> <p>Turn to the next page. You may begin working now.</p>
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For extended time students only:

If students are testing with extended time accommodations, it may be necessary to adjust the amount of time students will have to complete this unit. Refer to the students' accommodations.

Say:	<p>Option A:</p> <p>You will have ____ hours to complete this unit. I will let you know when you have ____ minutes of testing time left. You may begin working now.</p> <p>Option B:</p> <p>You may take as much time as you need to complete this unit, up to the end of the school day. I will let you know when there are ____ minutes remaining. You may begin working now.</p>
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Write the starting time and stopping time in the timing box (**Figure 2.0** of the *Spring 2025 Test Administrator Manual*, Timing Box Example). Actively proctor while students are testing:

- Redirect students as necessary (**Section 2.9.1**).
- Collect test materials as students complete testing (**Section 2.10**).
- If students have questions about an item, tell them, "Do the best you can." (**Section 2.8**)
- If students indicate that a test item seems irregular, refer to **Section 7.3.1**.

Instructions for Taking a Break during Testing

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

- 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 are allowed during testing (do not adjust stop time except for students who have frequent breaks in accordance with **Appendix A**, Administrative Considerations for All Students, in the *NJSLA and NJGPA Accessibility Features and Accommodations (AF&A) Manual* which is available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources**).

TAs must adhere to the following security measures:

- 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 during breaks.
- Students are **not permitted** to use unauthorized electronic devices, play games, or engage in activities that may compromise the validity of the test.

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

Say:	Please stop testing. Mark your place and close your test booklet. Place your answer sheet in your test booklet as a bookmark. 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.

Say:	Open your test booklet and continue testing.
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Continue to actively proctor while students are testing.

Instructions for When 10 Minutes of Unit Time Remain

When 10 minutes of unit time remain (**Note:** Do not read the following text to students with an extended time accommodation.):

Say:	You have 10 minutes remaining.
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Instructions for Ending the Unit

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

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. Close your test booklet. I will collect your test materials.
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- Collect all test materials.
- Return all test materials to your STC. Report any missing materials and absent students.
- Report any testing irregularities to your STC.

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