

# NJSLA and NJGPA

New Jersey Student Learning Assessment  
New Jersey Graduation Proficiency Assessment

## 2022 Test Administrator Braille Script for Paper-Based Testing

Grade 3-5, 6-7, 8, High School, and NJGPA Mathematics

**The 2022 Test Administrator Braille Script must be used with the *Spring 2022 Test Administrator Manual*.**

# NJSLA and NJGPA Math PBT 2022

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## Grade 3 Math

### General Information

- 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 mathematics, 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.
- Braille pages are numbers 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 special format and layout of this information.
- Paragraphs are numbered in braille as they are shown in print.
- 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.
- Refer to **Sections 6.0 and 7.0** of the *Spring 2022 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

- 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 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. 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 students in your group require a Human Reader, follow the protocol outlined in **Appendix B** of the *Accessibility Features and Accommodations 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, too.
  - 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. For more information, see **Appendix A, Table A7** of the *Accessibility Features and Accommodations Manual*.

# NJSLA-Math Grade 3 Braille 2022

## Reminders for Test Administrators during Braille Testing

- Refer to **Sections 2.9.1 and 2.8** of the *Spring 2022 Test Administrator Manual* 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.
- 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 onto an answer document. 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 the School Test Coordinator (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, 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 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.

## Grade 3 Math

### Using the Test Administrator Script

The administration script in this document will be used for all units of the NJSLA-Math. On the first read through, Test Administrators (TAs) are required to adhere to this script for administering the NJSLA-Math. 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.

### Grade 3 Math Testing Times and Materials – All Units

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1	60 minutes	<ul style="list-style-type: none"> <li>• Test booklets</li> <li>• Ruler</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		
Unit 2	60 minutes	<ul style="list-style-type: none"> <li>• Test booklets</li> <li>• Ruler</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		
Unit 3	60 minutes	<ul style="list-style-type: none"> <li>• Test booklets</li> <li>• Ruler</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to **Section 6.2** of the *Spring 2022 Test Administrator Manual* for further instructions on how to check accessibility features and accommodations.

### Test Administrator Script

#### Instructions for Preparing to Test

<b>Say:</b>	<p><b>Today, you will take the Mathematics Assessment.</b></p> <p><b>You may not have any electronic devices at your desk, other than your testing device. 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.</b></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 accommodations purposes only during testing. Please contact your Test Coordinator immediately if there are questions regarding electronic devices.

<b>Say:</b>	<b>Please sit quietly while I distribute the test materials.</b>
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## NJSLA-Math Grade 3 Braille 2022

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. 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 or 3: <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 all students have written their names on the test booklet. If necessary, assist students with making sure they are using the test booklet that belong 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) and follow along while I read the directions.</b></p> <p><b>Today, you will take Unit ____ (fill in the appropriate unit) of the Grade 3 New Jersey Student Learning Assessment-Mathematics (NJSLA-Math) Test. You will not be able to use a calculator.</b></p> <p><b>Read each question. Then, follow the directions to answer each question. If you need to change an answer and are using a braillewriter or slate and stylus, use a full cell to cross out your answer. 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> <p><b>Turn to the next page while I continue to read the directions.</b></p>
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<b>Say:</b>	<p><b>Directions for Completing the Answer Grids</b></p> <ol style="list-style-type: none"><li><b>1. Find the answer to the problem.</b></li><li><b>2. Give your answer by using a braille writing device (e.g., braillewriter, braille note-taker, slate and stylus) or other method so that when transcribed, it will fit into the answer grid.</b></li><li><b>3. Answer may take up to six spaces to fit in the grid. Do not leave a blank space in the middle of an answer.</b></li></ol>
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<b>Say:</b>	<p>This is the end of the directions in your test booklet.</p> <p>When you reach the word “Stop” in your test booklet, do not go on until directed to do so.</p> <p>If you finish early and have completely checked your work, 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).

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

<b>Say:</b>	Do you have any questions?
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Answer any questions.

### Instructions for Starting the Test

Regular time:

<b>Say:</b>	<p>You will have 60 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 student’s accommodations.

<b>Say:</b>	<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 you have ____ minutes of testing time left. You may begin working now.</p>

## NJSLA-Math Grade 3 Braille 2022

Write the starting time and stopping time in the timing box (**Figure 2.0** of the *Spring 2022 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 section 2f of the AF&A manual).

TAs must adhere to the following security measures:

- Students must be supervised at all times during breaks.
- Student screens must not be visible to other students.
- 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>	<b>Please stop testing, place your testing materials under your workstation, and close your test booklet. We will take a silent three-minute stretch break. No talking is allowed.</b>
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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>	<b>Open your test booklet and continue testing.</b>
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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:

<b>Say:</b>	<b>You have 10 minutes remaining.</b>
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**Note:** Do not read the preceding text to students with an extended time accommodation.

## Instructions for Ending the Unit

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

<b>Say:</b>	<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. Close your test booklet.</b> <b>I will collect your test materials.</b>
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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 in the same day, allow students to take a short break (e.g., restroom break or stretch break) or extended break (e.g., lunch). Once students have returned and are seated, read the script starting at the very beginning, and move on to the next unit.

# NJSLA-Math Grades 4 & 5 Braille 2022

## Grades 4 and 5 Math

### General Information

- 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 mathematics, 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.
- Braille pages are numbers 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 special format and layout of this information.
- Paragraphs are numbered in braille as they are shown in print.
- 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.
- Refer to **Sections 6.0 and 7.0** of the *Spring 2022 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

- 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 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. 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 students in your group require a Human Reader, follow the protocol outlined in **Appendix B** of the *Accessibility Features and Accommodations 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, too.
  - 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. For more information, see **Appendix A, Table A7** of the *Accessibility Features and Accommodations Manual*.

## Reminders for Test Administrators during Braille Testing

- Refer to **Sections 2.9.1 and 2.8** of the *Spring 2022 Test Administrator Manual* 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.
- 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 onto an answer document. 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 the School Test Coordinator (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, 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 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.

# NJSLA-Math Grades 4 & 5 Braille 2022

## Grades 4 and 5 Math

### Using the Test Administrator Script

The administration script in this document will be used for all units of the NJSLA-Math. On the first read through, Test Administrators (TAs) are required to adhere to this script for administering the NJSLA-Math. 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.

### Grades 4-5 Math Testing Times and Materials – All Units

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1	60 minutes	<ul style="list-style-type: none"><li>• Test booklets</li><li>• Answer sheet</li><li>• Ruler</li><li>• Protractor</li><li>• Mathematics reference sheets (grade 5 only)</li><li>• Pencils</li><li>• Scratch paper</li></ul>		
Unit 2	60 minutes	<ul style="list-style-type: none"><li>• Test booklets</li><li>• Answer sheet</li><li>• Ruler</li><li>• Protractor</li><li>• Mathematics reference sheets (grade 5 only)</li><li>• Pencils</li><li>• Scratch paper</li></ul>		
Unit 3	60 minutes	<ul style="list-style-type: none"><li>• Test booklets</li><li>• Answer sheet</li><li>• Ruler</li><li>• Protractor</li><li>• Mathematics reference sheets (grade 5 only)</li><li>• Pencils</li><li>• Scratch paper</li></ul>		

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to **Section 6.2** of the *Spring 2022 Test Administrator Manual* for further instructions on how to check accessibility features and accommodations.

## Test Administrator Script

### Instructions for Preparing to Test

<b>Say:</b>	<p>Today, you will take the Mathematics Assessment.</p> <p>You may not have any electronic devices at your desk, other than your testing device. 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 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 accommodations purposes only during testing. Please contact your Test Coordinator immediately if there are questions regarding electronic devices.

<b>Say:</b>	Please sit quietly while I distribute the test materials.
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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.

<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 or Unit 3: <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 all students have written their names on the test booklet and answer sheet. If necessary, assist students with making sure they are using the test booklet that belong to them.

# NJSLA-Math Grades 4 & 5 Braille 2022

## Instructions for Administering Each Unit

<b>Say:</b>	<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 Grade ____ (fill in the appropriate grade) New Jersey Student Learning Assessment-Mathematics (NJSLA-Math) Test. You will not be able to use a calculator.</p> <p>Read each question. Then, follow the directions to answer each question. If you need to change an answer and are using a braillewriter or slate and stylus, use a full cell to cross out your answer. 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>If a question asks you to show or explain your work, you must do so to receive full credit.</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. Do not go past the word "Stop."</p> <p>Turn to the next page while I continue to read the directions.</p>
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<b>Say:</b>	<p>Directions for Completing the Answer Grids</p> <ol style="list-style-type: none"><li>1. Find the answer to the problem.</li><li>2. Give your answer by using a braille writing device (e.g., braillewriter, braille note-taker, slate and stylus) or other method so that when transcribed, it will fit into the answer grid.</li><li>3. Answer may take up to six spaces to fit in the grid. Answers may include a number or decimal point, but do not count the braille numeric indicators when determining use of the six spaces in the grid. Do not leave a blank space in the middle of an answer.</li><li>4. Fractions cannot be entered into an answer grid and will not be scored. Insert fractions as decimals.</li></ol>
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<b>Say:</b>	<p>This is the end of the directions in your test booklet.</p> <p>When you reach the word "Stop" in your test booklet, do not go on until directed to do so.</p> <p>If you finish early and have completely checked your work, 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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## NJSLA-Math Grades 4 & 5 Braille 2022

Read from Option A, B, or C based on local policy (contact your STC with any questions).

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

<b>Say:</b>	<b>Do you have any questions?</b>
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Answer any questions.

### Instructions for Starting the Test

Regular time:

<b>Say:</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.</b> <b>Turn to the next page. You may begin working now.</b>
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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 student's accommodations.

<b>Say:</b>	Option A: <b>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.</b>
	Option B: <b>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 you have ____ minutes of testing time left. You may begin working now.</b>

Write the starting time and stopping time in the timing box (**Figure 2.0** of the *Spring 2022 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**.

# NJSLA-Math Grades 4 & 5 Braille 2022

## 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 section 2f of the AF&A manual).

TAs must adhere to the following security measures:

- Students must be supervised at all times during breaks.
- Student screens must not be visible to other students.
- 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>	<b>Please stop testing, place your testing materials under your workstation, and close your test booklet. We will take a silent three-minute stretch break. No talking is allowed.</b>
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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>	<b>Open your test booklet and continue testing.</b>
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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:

<b>Say:</b>	<b>You have 10 minutes remaining.</b>
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**Note:** Do not read the preceding text to students with an extended time accommodation.

## Instructions for Ending the Unit

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

<b>Say:</b>	<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. Close your test booklet.</b> <b>I will collect your test materials.</b>
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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.

## **NJSLA-Math Grades 4 & 5 Braille 2022**

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

# NJSLA-Math Grades 6 & 7 Braille 2022

## Grades 6 and 7 Math – Unit 1

### General Information

- 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 mathematics, 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.
- Braille pages are numbers 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 special format and layout of this information.
- Paragraphs are numbered in braille as they are shown in print.
- 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.
- Refer to **Sections 6.0 and 7.0** of the *Spring 2022 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

- 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 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. 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 students in your group require a Human Reader, follow the protocol outlined in **Appendix B** of the *Accessibility Features and Accommodations 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, too.
  - 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. For more information, see **Appendix A, Table A7** of the *Accessibility Features and Accommodations Manual*.

## Reminders for Test Administrators during Braille Testing

- Refer to **Sections 2.9.1 and 2.8** of the *Spring 2022 Test Administrator Manual* 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.
- 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 onto an answer document. 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 the School Test Coordinator (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, 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 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.

# NJSLA-Math Grades 6 & 7 Braille 2022

## Grades 6 and 7 Math – Unit 1

### Using the Test Administrator Script

The administration script in this section will be used for Unit 1 of the NJSLA-Math. On the first read through, Test Administrators (TAs) are required to adhere to this script for administering the NJSLA-Math. 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 the TAs to follow and should not be read to students.

### Grades 6 & 7 Math Testing Times and Materials – Unit 1

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
<b>Unit 1:</b> 1. Non-Calculator Section 2. Students Go On 3. Calculator Section	60 minutes	<ul style="list-style-type: none"><li>• Test booklets</li><li>• Answer sheets</li><li>• Rulers and protractors</li><li>• Mathematics reference sheets</li><li>• Pencils</li><li>• Scratch paper</li><li>• Calculator (Calculator Section only)</li></ul>		

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to **Section 6.2** of the *Spring 2022 Test Administrator Manual* for further instructions on how to check accessibility features and accommodations.

### Test Administrator Script

#### Instructions for Preparing to Test

<b>Say:</b>	<b>Today, you will take the Mathematics Assessment.</b> <b>You may not have any electronic devices at your desk, other than your testing device. 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.</b>
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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 accommodations purposes only during testing. Please contact your Test Coordinator immediately if there are questions regarding electronic devices.

<b>Say:</b>	<b>Please sit quietly while I distribute the test materials.</b>
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## NJSLA-Math Grades 6 & 7 Braille 2022

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.

<b>Say:</b>	<p><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>
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Make sure all students have written their names on the test booklet and answer sheet. If necessary, assist students with making sure they are using the test booklet that belong to them.

### Instructions for Administering Unit 1

<b>Say:</b>	<p><b>Open your test booklet to the first page of Unit 1 and follow along while I read the directions.</b></p> <p><b>Today, you will take Unit 1 of the Grade ____ (fill in the appropriate grade) New Jersey Student Learning Assessment-Mathematics (NJSLA-Math) Test. Unit 1 has two sections. In the first section, you may not use a calculator. In the second section, you may use a calculator. You will not be allowed to return to the first section of the test after you start the calculator section. You must complete both the non-calculator and calculator sections of Unit 1 within the time allowed.</b></p> <p><b>Read each question. Then, follow the directions to answer each question. If you need to change an answer and are using a braillewriter or slate and stylus, use a full cell to cross out your answer. 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. When you finish the first section, you may review your answers and any questions you did not answer in this section only. Once you have reviewed your answers continue to the calculator section. When you are ready to go on to the calculator section, raise your hand to receive your calculator.</b></p> <p><b>Turn to the next page while I continue to read the directions.</b></p>
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<b>Say:</b>	<p><b>Directions for Completing the Answer Grids</b></p> <ol style="list-style-type: none"><li><b>1. Find the answer to the problem.</b></li><li><b>2. Give your answer by using a braille writing device (e.g., braillewriter, braille note-taker, slate and stylus) or other method so that when transcribed, it will fit into the answer grid.</b></li><li><b>3. Answer may take up to six spaces to fit in the grid. Answers may include a number or decimal point, but do not count the braille numeric indicators when determining use of the six spaces in the grid. Do not leave a blank space in the middle of an answer.</b></li><li><b>4. Fractions cannot be entered into an answer grid and will not be scored. Insert fractions as decimals.</b></li></ol>
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## NJSLA-Math Grades 6 & 7 Braille 2022

<b>Say:</b>	<p>This is the end of the directions in your test booklet.</p> <p>When you reach the word “Stop” in your test booklet, do not go on until directed to do so.</p> <p>If you finish early and have completely checked your work, 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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### Optional, if using hand-held calculators

<b>Say:</b>	<p>Raise your hand to receive your calculator when you are ready to move onto the calculator section.</p>
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Read from Option A, B, or C based on local policy (contact your STC with any questions).

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

<b>Say:</b>	<p>Do you have any questions?</p>
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Answer any questions.

### Instructions for Starting the Test

#### Regular time:

<b>Say:</b>	<p>You will have 60 minutes to complete both the non-calculator and calculator sections of this unit. When there are 20 minutes of testing time left, I will remind you to move on to the calculator section if you have not already done so. 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 student’s accommodations.

<b>Say:</b>	Option A: <b>You will have _____ hours to complete both the non-calculator and calculator sections of this unit. I will let you know when you have _____ minutes of testing time left. You may begin working now.</b>
	Option B: <b>You may take as much time as you need to complete both the non-calculator and calculator sections of this unit, up to the end of the school day. I will let you know when you have _____ minutes of testing time left. You may begin working now.</b>

Write the starting time and stopping time in the timing box (Figure 2.0 of the *Spring 2022 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 section 2f of the AF&A manual).

TAs must adhere to the following security measures:

- Students must be supervised at all times during breaks.
- Student screens must not be visible to other students.
- 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>	<b>Please stop testing, place your testing materials under your workstation, and close your test booklet. No talking is allowed.</b>
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After taking a classroom break, be sure students are seated and device screens are visible.

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

## NJSLA-Math Grades 6 & 7 Braille 2022

### Instructions for When 20 Minutes of Unit Time Remain

When 20 minutes of unit time remain:

<b>Say:</b>	<b>You have 20 minutes remaining. As a reminder, both the non-calculator and calculator sections must be complete within this time.</b>
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**Note:** Do not read the preceding text to students with an extended time accommodation.

### Instructions for Ending the Unit

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

<b>Say:</b>	<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. Close your test booklet.</b> <b>I will collect your test materials.</b>
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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 in the same day, allow students to take a short break (e.g., restroom break or stretch break) or extended break (e.g., lunch). Once students have returned and are seated, read the script starting at the very beginning, and move on to the next unit.

## Grades 6 and 7 Math – Units 2 and 3

### General Information

- 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 mathematics, 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.
- Braille pages are numbers 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 special format and layout of this information.
- Paragraphs are numbered in braille as they are shown in print.
- 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.
- Refer to **Sections 6.0 and 7.0** of the *Spring 2022 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

- 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 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. 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 students in your group require a Human Reader, follow the protocol outlined in **Appendix B** of the *Accessibility Features and Accommodations 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, too.
  - 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. For more information, see **Appendix A, Table A7** of the *Accessibility Features and Accommodations Manual*.

# NJSLA-Math Grades 6 & 7 Braille 2022

## Reminders for Test Administrators during Braille Testing

- Refer to **Sections 2.9.1 and 2.8** of the *Spring 2022 Test Administrator Manual* 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.
- 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 onto an answer document. 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 the School Test Coordinator (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, 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 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.

## Grades 6 and 7 Math – Units 2 and 3

### Using the Test Administrator Script

The administration script in this section will be used for Unit 1 of the NJSLA-Math. On the first read through, Test Administrators (TAs) are required to adhere to this script for administering the NJSLA-Math. 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 the TAs to follow and should not be read to students.

### Grades 6 & 7 Math Testing Times and Materials – Units 2 and 3

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 2	60 minutes	<ul style="list-style-type: none"> <li>• Test booklets</li> <li>• Answer sheet</li> <li>• Rulers and protractors</li> <li>• Mathematics reference sheets</li> <li>• Pencils</li> <li>• Scratch paper</li> <li>• Calculators</li> </ul>		
Unit 3	60 minutes	<ul style="list-style-type: none"> <li>• Test booklets</li> <li>• Answer sheet</li> <li>• Rulers and protractors</li> <li>• Mathematics reference sheets</li> <li>• Pencils</li> <li>• Scratch paper</li> <li>• Calculators</li> </ul>		

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to **Section 6.2** of the *Spring 2022 Test Administrator Manual* for further instructions on how to check accessibility features and accommodations.

### Test Administrator Script

#### Instructions for Preparing to Test

<b>Say:</b>	<p>Today, you will take the Mathematics Assessment.</p> <p>You may not have any electronic devices at your desk, other than your testing device. 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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## NJSLA-Math Grades 6 & 7 Braille 2022

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 accommodations purposes only during testing. Please contact your Test Coordinator immediately if there are questions regarding electronic devices.

<b>Say:</b>	<b>Please sit quietly while I distribute the test materials.</b>
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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.

<b>Say:</b>	<b>Confirm with the Test Administrator that you have the test booklet with your name on it.</b>
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Make sure all students have written their names on the test booklet and answer sheet. If necessary, assist students with making sure they are using the test booklet that belong to them.

### Instructions for Administering Units 2 and 3

<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.</b></p> <p><b>Today, you will take Unit ____ (fill in the appropriate unit number) of the Grade ____ (fill in the appropriate grade) New Jersey Student Learning Assessment-Mathematics (NJSLA-Math) Test. You will be able to use a calculator.</b></p> <p><b>Read each question. Then, follow the directions to answer each question. If you need to change an answer and are using a braillewriter or slate and stylus, use a full cell to cross out your answer. 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> <p><b>Turn to the next page while I continue to read the directions.</b></p>
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<b>Say:</b>	<p><b>Directions for Completing the Answer Grids</b></p> <ol style="list-style-type: none"><li><b>1. Find the answer to the problem.</b></li><li><b>2. Give your answer by using a braille writing device (e.g., braillewriter, braille note-taker, slate and stylus) or other method so that when transcribed, it will fit into the answer grid.</b></li><li><b>3. Answer may take up to six spaces to fit in the grid. Answers may include a number or decimal point, but do not count the braille numeric indicators when determining use of the six spaces in the grid. Do not leave a blank space in the middle of an answer.</b></li><li><b>4. Fractions cannot be entered into an answer grid and will not be scored. Insert fractions as decimals.</b></li></ol>
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## NJSLA-Math Grades 6 & 7 Braille 2022

<b>Say:</b>	<p>This is the end of the directions in your test booklet.</p> <p>When you reach the word “Stop” in your test booklet, do not go on until directed to do so.</p> <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).

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

<b>Say:</b>	Do you have any questions?
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Answer any questions.

### Instructions for Starting the Test

Regular time:

<b>Say:</b>	<p>You will have 60 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 student’s accommodations.

<b>Say:</b>	<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 you have ____ minutes of testing time left. You may begin working now.</p>

## NJSLA-Math Grades 6 & 7 Braille 2022

Write the starting time and stopping time in the timing box (**Figure 2.0** of the *Spring 2022 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 section 2f of the AF&A manual).

TAs must adhere to the following security measures:

- Students must be supervised at all times during breaks.
- Student screens must not be visible to other students.
- 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>	<b>Please stop testing, place your testing materials under your workstation, and close your test booklet. We will take a silent three-minute stretch break. No talking is allowed.</b>
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After taking a classroom break, be sure students are seated and device screens are visible.

<b>Say:</b>	<b>Open your test booklet and continue testing.</b>
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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:

<b>Say:</b>	<b>You have 10 minutes remaining.</b>
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**Note:** Do not read the preceding text to students with an extended time accommodation.

## Instructions for Ending the Unit

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

<b>Say:</b>	<p><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. Close your test booklet and answer document.</b></p> <p><b>I will collect your test materials.</b></p>
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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 in the same day, allow students to take a short break (e.g., restroom break or stretch break) or extended break (e.g., lunch). Once students have returned and are seated, read the script starting at the very beginning, and move on to the next unit.

# NJSLA-Math Grade 8 Braille 2022

## Grade 8 Math – Unit 1

### General Information

- 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 mathematics, 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.
- Braille pages are numbers 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 special format and layout of this information.
- Paragraphs are numbered in braille as they are shown in print.
- 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.
- Refer to **Sections 6.0 and 7.0** of the *Spring 2022 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

- 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 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. 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 students in your group require a Human Reader, follow the protocol outlined in **Appendix B** of the *Accessibility Features and Accommodations 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, too.
  - 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. For more information, see **Appendix A, Table A7** of the *Accessibility Features and Accommodations Manual*.

## Reminders for Test Administrators during Braille Testing

- Refer to **Sections 2.9.1 and 2.8** of the *Spring 2022 Test Administrator Manual* 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.
- 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 onto an answer document. 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 the School Test Coordinator (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, 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 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.

# NJSLA-Math Grade 8 Braille 2022

## Grade 8 Math – Unit 1

### Using the Test Administrator Script

The administration script in this section will be used for Unit 1 for the NJSLA-Math. On the first read through, Test Administrators (TAs) are required to adhere to this script for administering the NJSLA-Math. 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 the TAs to follow and should not be read to students.

### Grade 8 Math Testing Times and Materials – Unit 1

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1: Non-Calculator Section	60 minutes	<ul style="list-style-type: none"><li>• Test booklets</li><li>• Answer sheet</li><li>• Rulers</li><li>• Mathematics reference sheets</li><li>• Pencils</li><li>• Scratch paper</li></ul>		

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to **Section 6.2** of the *Spring 2022 Test Administrator Manual* for further instructions on how to check accessibility features and accommodations.

### Test Administrator Script

#### Instructions for Preparing to Test

<b>Say:</b>	<p>Today, you will take the <b>Mathematics Assessment</b>.</p> <p><b>You may not have any electronic devices at your desk, other than your testing device. 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.</b></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 accommodations purposes only during testing. Please contact your Test Coordinator immediately if there are questions regarding electronic devices.

<b>Say:</b>	<p><b>Please sit quietly while I distribute the test materials.</b></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.

<b>Say:</b>	<p>Sign your name at the top of your test booklet. If you need 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>
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Make sure all students have written their names on the test booklet and answer sheet. If necessary, assist students with making sure they are using the test booklet that belong to them.

### Instructions for Administering Unit 1

<b>Say:</b>	<p>Open your test booklet to the first page of Unit 1 and follow along while I read the directions.</p> <p>Today, you will take Unit 1 of the Grade 8 New Jersey Student Learning Assessment-Mathematics (NJSLA-Math) Test. You will not be able to use a calculator.</p> <p>Read each question. Then, follow the directions to answer each question. If you need to change an answer and are using a braillewriter or slate and stylus, use a full cell to cross out your answer. 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>If a question asks you to show or explain your work, you must do so to receive full credit.</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. Do not go past the word "Stop."</p> <p>Turn to the next page while I continue to read the directions.</p>
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<b>Say:</b>	<p><b>Directions for Completing the Answer Grids</b></p> <ol style="list-style-type: none"> <li>1. Find the answer to the problem.</li> <li>2. Give your answer by using a braille writing device (e.g., braillewriter, braille note-taker, slate and stylus) or other method so that when transcribed, it will fit into the answer grid.</li> <li>3. Answer may take up to six spaces to fit in the grid. Answers may include a number or decimal point, but do not count the braille numeric indicators when determining use of the six spaces in the grid. Do not leave a blank space in the middle of an answer.</li> <li>4. Fractions cannot be entered into an answer grid and will not be scored. Insert fractions as decimals.</li> </ol>
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<b>Say:</b>	<p>This is the end of the directions in your test booklet.</p> <p>When you reach the word "Stop" in your test booklet, do not go on until directed to do so.</p> <p>If you finish early and have completely checked your work, 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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## NJSLA-Math Grade 8 Braille 2022

Read from Option A, B, or C based on local policy (contact your STC with any questions).

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

<b>Say:</b>	<b>Do you have any questions?</b>
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Answer any questions.

### Instructions for Starting the Test

**Regular time:**

<b>Say:</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.</b> <b>Turn to the next page. You may begin working now.</b>
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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 student's accommodations.

<b>Say:</b>	Option A: <b>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.</b>
	Option B: <b>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 you have ____ minutes of testing time left. You may begin working now.</b>

Write the starting time and stopping time in the timing box (**Figure 2.0** of the *Spring 2022 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 section 2f of the AF&A manual).

TAs must adhere to the following security measures:

- Students must be supervised at all times during breaks.
- Student screens must not be visible to other students.
- 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>	<b>Please stop testing, place your testing materials under your workstation, and close your test booklet. We will take a silent three-minute stretch break. No talking is allowed.</b>
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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>	<b>Open your test booklet and continue testing.</b>
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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:

<b>Say:</b>	<b>You have 10 minutes remaining.</b>
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**Note:** Do not read the preceding text to students with an extended time accommodation.

## Instructions for Ending the Unit

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

<b>Say:</b>	<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. Close your test booklet.</b> <b>I will collect your test materials.</b>
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## **NJSLA-Math Grade 8 Braille 2022**

- 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 in the same day, allow students to take a short break (e.g., restroom break or 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.

## Grade 8 Math – Units 2 and 3

### General Information

- 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 mathematics, 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.
- Braille pages are numbers 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 special format and layout of this information.
- Paragraphs are numbered in braille as they are shown in print.
- 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.
- Refer to **Sections 6.0 and 7.0** of the *Spring 2022 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

- 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 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. 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 students in your group require a Human Reader, follow the protocol outlined in **Appendix B** of the *Accessibility Features and Accommodations 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, too.
  - 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. For more information, see **Appendix A, Table A7** of the *Accessibility Features and Accommodations Manual*.

# NJSLA-Math Grade 8 Braille 2022

## Reminders for Test Administrators during Braille Testing

- Refer to **Sections 2.9.1 and 2.8** of the *Spring 2022 Test Administrator Manual* 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.
- 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 onto an answer document. 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 the School Test Coordinator (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, 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 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.

## Grade 8 Math – Units 2 and 3

### Using the Test Administrator Script

The administration script in this section will be used for Units 2 and 3 for the NJSLA-Math. On the first read through, Test Administrators (TAs) are required to adhere to this script for administering the NJSLA-Math. 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 the TAs to follow and should not be read to students.

### Grade 8 Math Testing Times and Materials – Units 2 and 3

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 2	60 minutes	<ul style="list-style-type: none"> <li>• Test booklets</li> <li>• Answer sheets</li> <li>• Rulers</li> <li>• Mathematics reference sheets</li> <li>• Pencils</li> <li>• Scratch paper</li> <li>• Calculators</li> </ul>		
Unit 3	60 minutes	<ul style="list-style-type: none"> <li>• Test booklets</li> <li>• Answer sheets</li> <li>• Rulers</li> <li>• Mathematics reference sheets</li> <li>• Pencils</li> <li>• Scratch paper</li> <li>• Calculators</li> </ul>		

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to **Section 6.2** of the *Spring 2022 Test Administrator Manual* for further instructions on how to check accessibility features and accommodations.

### Test Administrator Script

#### Instructions for Preparing to Test

<b>Say:</b>	<p>Today, you will take the Mathematics Assessment.</p> <p>You may not have any electronic devices at your desk, other than your testing device. 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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## NJSLA-Math Grade 8 Braille 2022

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 accommodations purposes only during testing. Please contact your Test Coordinator immediately if there are questions regarding electronic devices.

<b>Say:</b>	<b>Please sit quietly while I distribute the test materials.</b>
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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.

<b>Say:</b>	<b>Confirm with the Test Administrator that you have the test booklet with your name on it.</b>
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Make sure all students have written their names on the test booklet and answer sheet. If necessary, assist students with making sure they are using the test booklet that belong to them.

### Instructions for Administering Units 2 and 3

<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.</b></p> <p><b>Today, you will take Unit ____ (fill in the appropriate unit number) of the Grade 8 New Jersey Student Learning Assessment-Mathematics (NJSLA-Math) Test. You will be able to use a calculator.</b></p> <p><b>Read each question. Then, follow the directions to answer each question. If you need to change an answer and are using a braillewriter or slate and stylus, use a full cell to cross out your answer. 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> <p><b>Turn to the next page while I continue to read the directions.</b></p>
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<b>Say:</b>	<p><b>Directions for Completing the Answer Grids</b></p> <ol style="list-style-type: none"><li><b>1. Find the answer to the problem.</b></li><li><b>2. Give your answer by using a braille writing device (e.g., braillewriter, braille note-taker, slate and stylus) or other method so that when transcribed, it will fit into the answer grid.</b></li><li><b>3. Answer may take up to six spaces to fit in the grid. Answers may include a number or decimal point, but do not count the braille numeric indicators when determining use of the six spaces in the grid. Do not leave a blank space in the middle of an answer.</b></li><li><b>4. Fractions cannot be entered into an answer grid and will not be scored. Insert fractions as decimals.</b></li></ol>
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<b>Say:</b>	<p>This is the end of the directions in your test booklet.</p> <p>When you reach the word “Stop” in your test booklet, do not go on until directed to do so.</p> <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).

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

<b>Say:</b>	Do you have any questions?
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Answer any questions.

### Instructions for Starting the Test

#### Regular time:

<b>Say:</b>	<p>You will have 60 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 student’s accommodations.

<b>Say:</b>	<p>Option A: 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: 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 you have ____ minutes of testing time left. You may begin working now.</p>

## NJSLA-Math Grade 8 Braille 2022

Write the starting time and stopping time in the timing box (**Figure 2.0** of the *Spring 2022 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 section 2f of the AF&A manual).

TAs must adhere to the following security measures:

- Students must be supervised at all times during breaks.
- Student screens must not be visible to other students.
- 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>	<b>Please stop testing, place your testing materials under your workstation, and close your test booklet. We will take a silent three-minute stretch break. No talking is allowed.</b>
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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>	<b>Open your test booklet and continue testing.</b>
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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:

<b>Say:</b>	<b>You have 10 minutes remaining.</b>
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**Note:** Do not read the preceding text to students with an extended time accommodation.

## Instructions for Ending the Unit

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

<b>Say:</b>	<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. Close your test booklet and answer document.</b> <b>I will collect your test materials.</b>
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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 in the same day, allow students to take a short break (e.g., restroom break or 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.

# NJSLA-Math High School Braille 2022

## High School Math: Algebra I, Geometry, Algebra II – Unit 1

### General Information

- 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 mathematics, 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.
- Braille pages are numbers 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 special format and layout of this information.
- Paragraphs are numbered in braille as they are shown in print.
- 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.
- Refer to **Sections 6.0 and 7.0** of the *Spring 2022 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

- 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 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. 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 students in your group require a Human Reader, follow the protocol outlined in **Appendix B** of the *Accessibility Features and Accommodations 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, too.
  - 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. For more information, see **Appendix A, Table A7** of the *Accessibility Features and Accommodations Manual*.

## Reminders for Test Administrators during Braille Testing

- Refer to **Sections 2.9.1 and 2.8** of the *Spring 2022 Test Administrator Manual* 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.
- 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 onto an answer document. 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 the School Test Coordinator (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, 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 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.

# NJSLA-Math High School Braille 2022

## High School Math: Algebra I, Geometry, Algebra II – Unit 1

### Using the Test Administrator Script

The administration script in this section will be used for Unit 1 for the NJSLA-Math. On the first read through Test Administrators (TAs) are required to adhere to the scripts provided in this manual for administering the NJSLA-Math. 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 the TAs to follow and should not be read to the students.

### High School Math Testing Times and Materials – Unit 1

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
<b>Unit 1:</b> 1. Non-Calculator Section 2. Students Go On 3. Calculator Section	90 minutes	<ul style="list-style-type: none"><li>• Test booklets</li><li>• Answer sheet</li><li>• Rulers</li><li>• Mathematics reference sheets</li><li>• Pencils</li><li>• Scratch paper</li><li>• Calculator (Calculator Section only)</li></ul>		

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to **Section 6.2** of the *Spring 2022 Test Administrator Manual* for further instructions on how to check accessibility features and accommodations.

### Test Administrator Script

#### Instructions for Preparing to Test

<b>Say:</b>	<b>Today, you will take the Mathematics Assessment.</b> <b>You may not have any electronic devices at your desk, other than your testing device. 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.</b>
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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 accommodations purposes only during testing. Please contact your Test Coordinator immediately if there are questions regarding electronic devices.

<b>Say:</b>	<b>Please sit quietly while I distribute the test materials.</b>
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## NJSLA-Math High School Braille 2022

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.

<b>Say:</b>	<p><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>
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Make sure all students have written their names on the test booklet and answer sheet. If necessary, assist students with making sure they are using the test booklet that belong to them.

### Instructions for Administering Unit 1

<b>Say:</b>	<p><b>Open your test booklet to the first page of Unit 1 and follow along while I read the directions.</b></p> <p><b>Today, you will take Unit 1 of the ____ (fill in the appropriate course) New Jersey Student Learning Assessment-Mathematics (NJSLA-Math) Test. Unit 1 has two sections. In the first section, you may not use a calculator. In the second section, you may use a calculator. You will not be allowed to return to the first section of the test after you start the calculator section. You must complete both the non-calculator and calculator sections of Unit 1 within the time allowed.</b></p> <p><b>Read each question. Then, follow the directions to answer each question. If you need to change an answer and are using a braillewriter or slate and stylus, use a full cell to cross out your answer. 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. When you finish the first section, you may review your answers and any questions you did not answer in this section only. Once you have reviewed your answers continue to the calculator section. When you are ready to go on to the calculator section, raise your hand to receive your calculator.</b></p> <p><b>Turn to the next page while I continue to read the directions.</b></p>
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## NJSLA-Math High School Braille 2022

<b>Say:</b>	<b>Directions for Completing the Answer Grids</b> <ol style="list-style-type: none"><li>1. Find the answer to the problem.</li><li>2. Give your answer by using a braille writing device (e.g., braillewriter, braille note-taker, slate and stylus) or other method so that when transcribed, it will fit into the answer grid.</li><li>3. Answer may take up to six spaces to fit in the grid. Answers may include a number or decimal point, but do not count the braille numeric indicators when determining use of the six spaces in the grid. Do not leave a blank space in the middle of an answer.</li><li>4. Fractions cannot be entered into an answer grid and will not be scored. Insert fractions as decimals.</li></ol>
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<b>Say:</b>	<p>This is the end of the directions in your test booklet.</p> <p>When you reach the word “Stop” in your test booklet, do not go on until directed to do so.</p> <p>If you finish early and have completely checked your work, 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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### Optional, if using hand-held calculators

<b>Say:</b>	Raise your hand to receive your calculator when you are ready to move onto the calculator section.
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Read from Option A, B, or C based on local policy (contact your STC with any questions).

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

<b>Say:</b>	<b>Do you have any questions?</b>
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Answer any questions.

## Instructions for Starting the Test

Regular time:

<b>Say:</b>	<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 student's accommodations.

<b>Say:</b>	<p>Option A: 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: 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 you have ____ minutes of testing time left. You may begin working now.</p>

Write the starting time and stopping time in the timing box (**Figure 2.0** of the *Spring 2022 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 section 2f of the AF&A manual).

TAs must adhere to the following security measures:

- Students must be supervised at all times during breaks.
- Student screens must not be visible to other students.
- 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.

## NJSLA-Math High School Braille 2022

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

<b>Say:</b>	<b>Please stop testing, place your testing materials under your workstation, and close your test booklet. No talking is allowed.</b>
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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>	<b>Open your test booklet and continue testing.</b>
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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:

<b>Say:</b>	<b>You have 10 minutes remaining.</b>
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**Note:** Do not read the preceding text to students with an extended time accommodation.

### Instructions for Ending the Unit

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

<b>Say:</b>	<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.</b> <b>I will collect your test materials.</b>
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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 in the same day, allow students to take a short break (e.g., restroom break or 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.

## High School Mathematics: Algebra I, Geometry, Algebra II – Unit 2

### General Information

- 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., brailewriter, 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 mathematics, 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.
- Braille pages are numbers 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 special format and layout of this information.
- Paragraphs are numbered in braille as they are shown in print.
- 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.
- Refer to **Sections 6.0 and 7.0** of the *Spring 2022 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

- 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 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. 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 students in your group require a Human Reader, follow the protocol outlined in **Appendix B** of the *Accessibility Features and Accommodations 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, too.
  - 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. For more information, see **Appendix A, Table A7** of the *Accessibility Features and Accommodations Manual*.

# NJSLA-Math High School Braille 2022

## Reminders for Test Administrators during Braille Testing

- Refer to **Sections 2.9.1 and 2.8** of the *Spring 2022 Test Administrator Manual* 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.
- 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 onto an answer document. 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 the School Test Coordinator (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, 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 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.

## High School Mathematics: Algebra I, Geometry, Algebra II – Unit 2

### Using the Test Administrator Script

The administration script in this section will be used for Unit 2 for the NJSLA-Math. On the first read through Test Administrators (TAs) are required to adhere to the scripts provided in this manual for administering the NJSLA-Math. 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 the TAs to follow and should not be read to the students.

### High School Math Testing Times and Materials – Unit 2

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 2	90 minutes	<ul style="list-style-type: none"> <li>• Test booklets</li> <li>• Answer sheets</li> <li>• Rulers and protractors</li> <li>• Mathematics reference sheets</li> <li>• Pencils</li> <li>• Scratch paper</li> <li>• Calculators</li> </ul>		

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to **Section 6.2** of the *Spring 2022 Test Administrator Manual* for further instructions on how to check accessibility features and accommodations.

### Test Administrator Script

#### Instructions for Preparing to Test

<b>Say:</b>	<p><b>Today, you will take the Mathematics Assessment.</b></p> <p><b>You may not have any electronic devices at your desk, other than your testing device. 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.</b></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 accommodations purposes only during testing. Please contact your Test Coordinator immediately if there are questions regarding electronic devices.

<b>Say:</b>	<b>Please sit quietly while I distribute the test materials.</b>
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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.

## NJSLA-Math High School Braille 2022

<b>Say:</b>	Confirm with the Test Administrator that you have the test booklet with your name on it.
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Make sure all students have written their names on the test booklet and answer sheet. If necessary, assist students with making sure they are using the test booklet that belong to them.

### Instructions for Administering Unit 2

<b>Say:</b>	<p>Open your test booklet to the first page of Unit 2 and follow along while I read the directions.</p> <p>Today, you will take Unit 2 of the ____ (fill in the appropriate course) New Jersey Student Learning Assessment-Mathematics (NJSLA-Math) Test. You will be able to use a calculator.</p> <p>Read each question. Then, follow the directions to answer each question. If you need to change an answer and are using a braillewriter or slate and stylus, use a full cell to cross out your answer. 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>If a question asks you to show or explain your work, you must do so to receive full credit.</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. Do not go past the stop sign.</p> <p>Turn to the next page while I continue to read the directions.</p>
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<b>Say:</b>	<p>Directions for Completing the Answer Grids</p> <ol style="list-style-type: none"><li>1. Find the answer to the problem.</li><li>2. Give your answer by using a braille writing device (e.g., braillewriter, braille note-taker, slate and stylus) or other method so that when transcribed, it will fit into the answer grid.</li><li>3. Answer may take up to six spaces to fit in the grid. Answers may include a number or decimal point, but do not count the braille numeric indicators when determining use of the six spaces in the grid. Do not leave a blank space in the middle of an answer.</li><li>4. Fractions cannot be entered into an answer grid and will not be scored. Insert fractions as decimals.</li></ol>
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<b>Say:</b>	<p>This is the end of the directions in your test booklet.</p> <p>When you reach the word "Stop" in your test booklet, do not go on until directed to do so.</p> <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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# NJSLA-Math High School Braille 2022

Read from Option A, B, or C based on local policy (contact your STC with any questions).

<b>Say:</b>	Option A <b>After you have logged out of the test, sit quietly until the unit had ended.</b>
	Option B <b>After you have logged out of the test, I will dismiss you</b>
	Option C <b>After you have logged out of the test, you may read a book or other allowable materials until the unit has ended.</b>

<b>Say:</b>	<b>Do you have any questions?</b>
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Answer any questions.

## Instructions for Starting the Test

Regular time:

<b>Say:</b>	<b>You will have 90 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.</b> <b>You may begin working now.</b>
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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 student's accommodations.

<b>Say:</b>	Option A: <b>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.</b>
	Option B: <b>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 you have _____ minutes of testing time left. You may begin working now.</b>

Write the starting time and stopping time in the timing box (**Figure 2.0** of the *Spring 2022 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**.

# NJSLA-Math High School Braille 2022

## 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 section 2f of the AF&A manual).

TAs must adhere to the following security measures:

- Students must be supervised at all times during breaks.
- Student screens must not be visible to other students.
- 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>	<b>Please stop testing, place your testing materials under your workstation, and close your test booklet. We will take a silent three-minute stretch break. No talking is allowed.</b>
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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>	<b>Open your test booklet and continue testing.</b>
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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:

<b>Say:</b>	<b>You have 10 minutes remaining.</b>
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**Note:** Do not read the preceding text to students with an extended time accommodation.

## Instructions for Ending the Unit

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

<b>Say:</b>	<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. Close your test booklet and answer document.</b> <b>I will collect your test materials.</b>
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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.

## **NJSLA-Math High School Braille 2022**

If more than one unit is being administered in the same day, allow students to take a short break (e.g., restroom break or 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.

# Mathematics Component of NJGPA Braille 2022

## Mathematics Component of NJGPA – Unit 1

### General Information

- 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 mathematics, 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.
- Braille pages are numbers 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 special format and layout of this information.
- Paragraphs are numbered in braille as they are shown in print.
- 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.
- Refer to **Sections 6.0 and 7.0** of the *Spring 2022 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

- 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 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. 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 students in your group require a Human Reader, follow the protocol outlined in **Appendix B** of the *Accessibility Features and Accommodations 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, too.
  - 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. For more information, see **Appendix A, Table A7** of the *Accessibility Features and Accommodations Manual*.

# Mathematics Component of NJGPA Braille 2022

## Reminders for Test Administrators during Braille Testing

- Refer to **Sections 2.9.1 and 2.8** of the *Spring 2022 Test Administrator Manual* 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.
- 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 onto an answer document. 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 the School Test Coordinator (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, 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 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.

# Mathematics Component of NJGPA Braille 2022

## Mathematics Component of NJGPA – Unit 1

### Using the Test Administrator Script

The administration script in this section will be used for Unit 1 for the Mathematics component of NJGPA. On the first read through Test Administrators (TAs) are required to adhere to the scripts provided in this manual for administering the Mathematics 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 the TAs to follow and should not be read to the students.

### Math Component of NJGPA Testing Times and Materials – Unit 1

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
<b>Unit 1:</b> 1. Non-Calculator Section 2. Students Go On 3. Calculator Section	90 minutes	<ul style="list-style-type: none"><li>• Test booklets</li><li>• Answer sheets</li><li>• Rulers</li><li>• Mathematics reference sheets</li><li>• Pencils</li><li>• Scratch paper</li><li>• Calculator (Calculator Section only)</li></ul>		

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to **Section 6.2** of the *Spring 2022 Test Administrator Manual* for further instructions on how to check accessibility features and accommodations.

### Test Administrator Script

#### Instructions for Preparing to Test

<b>Say:</b>	<p><b>Today, you will take the Mathematics component of the Graduation Proficiency Assessment.</b></p> <p><b>You may not have any electronic devices at your desk, other than your testing device. 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.</b></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 accommodations purposes only during testing. Please contact your Test Coordinator immediately if there are questions regarding electronic devices.

<b>Say:</b>	<p><b>Please sit quietly while I distribute the test materials.</b></p>
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# Mathematics Component of NJGPA Braille 2022

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.

<b>Say:</b>	<p><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>
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Make sure all students have written their names on the test booklet and answer sheet. If necessary, assist students with making sure they are using the test booklet that belong to them.

## Instructions for Administering Unit 1

<b>Say:</b>	<p><b>Open your test booklet to the first page of Unit 1 and follow allow while I read the directions.</b></p> <p><b>Today, you will take Unit 1 of the Mathematics component of the Graduation Proficiency Assessment. Unit 1 has two sections. In the first section, you may not use a calculator. In the second section, you may use a calculator. You will not be allowed to return to the first section of the test after you start the calculator section. You must complete both the non-calculator and calculator sections of Unit 1 within the time allowed.</b></p> <p><b>Read each question. Then, follow the directions to answer each question. If you need to change an answer and are using a braillewriter or slate and stylus, use a full cell to cross out your answer. 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. When you finish the first section, you may review your answers and any questions you did not answer in this section only. Once you have reviewed your answers continue to the calculator section. When you are ready to go on to the calculator section, raise your hand to receive your calculator.</b></p> <p><b>Turn to the next page while I continue to read the directions.</b></p>
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<b>Say:</b>	<p><b>Directions for Completing the Answer Grids</b></p> <ol style="list-style-type: none"><li><b>1. Find the answer to the problem.</b></li><li><b>2. Give your answer by using a braille writing device (e.g., braillewriter, braille note-taker, slate and stylus) or other method so that when transcribed, it will fit into the answer grid.</b></li><li><b>3. Answer may take up to six spaces to fit in the grid. Answers may include a number or decimal point, but do not count the braille numeric indicators when determining use of the six spaces in the grid. Do not leave a blank space in the middle of an answer.</b></li><li><b>4. Fractions cannot be entered into an answer grid and will not be scored. Insert fractions as decimals.</b></li></ol>
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## Mathematics Component of NJGPA Braille 2022

<b>Say:</b>	<p>This is the end of the directions in your test booklet.</p> <p>When you reach the word “Stop” in your test booklet, do not go on until directed to do so.</p> <p>If you finish early and have completely checked your work, 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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### Optional, if using hand-held calculators

<b>Say:</b>	<p>Raise your hand to receive your calculator when you are ready to move onto the calculator section.</p>
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Read from Option A, B, or C based on local policy (contact your STC with any questions).

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

<b>Say:</b>	<p>Do you have any questions?</p>
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Answer any questions.

### Instructions for Starting the Test

#### Regular time:

<b>Say:</b>	<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 student’s accommodations.

<b>Say:</b>	Option A: <b>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.</b>
	Option B: <b>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 you have _____ minutes of testing time left. You may begin working now.</b>

# Mathematics Component of NJGPA Braille 2022

Write the starting time and stopping time in the timing box (Figure 2.0 of the *Spring 2022 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).

TAs must adhere to the following security measures:

- Students must be supervised at all times during breaks.
- Student screens must not be visible to other students.
- 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>	<b>Please stop testing, place your testing materials under your workstation, and close your test booklet. We will take a silent three-minute stretch break. No talking is allowed.</b>
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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>	<b>Open your test booklet and continue testing.</b>
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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:

<b>Say:</b>	<b>You have 10 minutes remaining.</b>
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**Note:** Do not read the preceding text to students with an extended time accommodation.

## Instructions for Ending the Unit

When the unit is finished, read the following "Say" box if there are students still actively testing.

<b>Say:</b>	<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. Close your test booklet and answer document.</b> <b>I will collect your test materials.</b>
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## **Mathematics Component of NJGPA Braille 2022**

- 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 in the same day, allow students to take a short break (e.g., restroom break or 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.

# Mathematics Component of NJGPA Braille 2022

## Mathematics Component of NJGPA – Unit 2

### General Information

- 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 mathematics, 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.
- Braille pages are numbers 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 special format and layout of this information.
- Paragraphs are numbered in braille as they are shown in print.
- 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.
- Refer to **Sections 6.0 and 7.0** of the *Spring 2022 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

- 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 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. 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 students in your group require a Human Reader, follow the protocol outlined in **Appendix B** of the *Accessibility Features and Accommodations 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, too.
  - 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. For more information, see **Appendix A, Table A7** of the *Accessibility Features and Accommodations Manual*.

# Mathematics Component of NJGPA Braille 2022

## Reminders for Test Administrators during Braille Testing

- Refer to **Sections 2.9.1 and 2.8** of the *Spring 2022 Test Administrator Manual* 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.
- 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 onto an answer document. 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 the School Test Coordinator (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, 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 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.

# Mathematics Component of NJGPA Braille 2022

## Mathematics Component of NJGPA – Unit 2

### Using the Test Administrator Script

The administration script in this section will be used for Unit 2 for Mathematics component of NJGPA. On the first read through Test Administrators (TAs) are required to adhere to the scripts provided in this manual for administering the Mathematics 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 the TAs to follow and should not be read to the students.

### Math Component of NJGPA Testing Times and Materials – Unit 2

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 2	90 minutes	<ul style="list-style-type: none"><li>• Test booklets</li><li>• Answer sheets</li><li>• Rulers and protractors</li><li>• Mathematics reference sheets</li><li>• Pencils</li><li>• Scratch paper</li><li>• Calculators</li></ul>		

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to **Section 6.2** of the *Spring 2022 Test Administrator Manual* for further instructions on how to check accessibility features and accommodations.

### Test Administrator Script

#### Instructions for Preparing to Test

<b>Say:</b>	<p>Today, you will take the Mathematics component of the Graduation Proficiency Assessment.</p> <p>You may not have any electronic devices at your desk, other than your testing device. 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 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 accommodations purposes only during testing. Please contact your Test Coordinator immediately if there are questions regarding electronic devices.

<b>Say:</b>	Please sit quietly while I distribute the test materials.
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## Mathematics Component of NJGPA Braille 2022

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.

<b>Say:</b>	<b>Confirm with the Test Administrator that you have the test booklet with your name on it.</b>
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Make sure all students have written their names on the test booklet and answer document. If necessary, assist students with making sure they are using the test booklet and answer document that belong to them.

### Instructions for Administering Unit 2

<b>Say:</b>	<p><b>Using the labels on the edge of the page, open your test booklet to the first page of Unit 2 and follow along while I read the directions.</b></p> <p><b>Today, you will take Unit 2 of the Mathematics component of the Graduation Proficiency Assessment. You will be able to use a calculator.</b></p> <p><b>Read each question. Then, follow the directions to answer each question. If you need to change an answer and are using a braillewriter or slate and stylus, use a full cell to cross out your answer. 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 stop sign.</b></p> <p><b>Turn to the next page while I continue to read the directions.</b></p>
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<b>Say:</b>	<p><b>Directions for Completing the Answer Grids</b></p> <ol style="list-style-type: none"><li><b>1. Find the answer to the problem.</b></li><li><b>2. Give your answer by using a braille writing device (e.g., braillewriter, braille note-taker, slate and stylus) or other method so that when transcribed, it will fit into the answer grid.</b></li><li><b>3. Answer may take up to six spaces to fit in the grid. Answers may include a number or decimal point, but do not count the braille numeric indicators when determining use of the six spaces in the grid. Do not leave a blank space in the middle of an answer.</b></li><li><b>4. Fractions cannot be entered into an answer grid and will not be scored. Insert fractions as decimals.</b></li></ol>
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# Mathematics Component of NJGPA Braille 2022

<b>Say:</b>	<p>This is the end of the directions in your test booklet.</p> <p>When you reach the word “Stop” in your test booklet, do not go on until directed to do so.</p> <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).

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

<b>Say:</b>	<b>Do you have any questions?</b>
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Answer any questions.

## Instructions for Starting the Test

Regular time:

<b>Say:</b>	<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 student’s accommodations.

<b>Say:</b>	Option A: <b>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.</b>
	Option B: <b>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 you have ____ minutes of testing time left. You may begin working now.</b>

## Mathematics Component of NJGPA Braille 2022

Write the starting time and stopping time in the timing box (**Figure 2.0** of the *Spring 2022 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 section 2f of the AF&A manual).

TAs must adhere to the following security measures:

- Students must be supervised at all times during breaks.
- Student screens must not be visible to other students.
- 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>	<b>Please stop testing, place your testing materials under your workstation, and close your test booklet. We will take a silent three-minute stretch break. No talking is allowed.</b>
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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>	<b>Open your test booklet and continue testing.</b>
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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:

<b>Say:</b>	<b>You have 10 minutes remaining.</b>
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**Note:** Do not read the preceding text to students with an extended time accommodation.

# Mathematics Component of NJGPA Braille 2022

## Instructions for Ending the Unit

When the unit is finished, read the following “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.**

**I will collect your test materials.**

- 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 in the same day, allow students to take a short break (e.g., restroom break or 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.