MCAP Maryland Comprehensive Assessment Program

Spring 2023
Test Administrator Braille Script for Paper-Based Testing

Mathematics

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

Tasks for Test Administrators to Complete BEFORE the Braille Test Administration

Refer to Section 3.0 of the *Test Administrator Manual for Paper-Based Testing* for more information on tasks to complete before testing.

Note:

- The student will write their 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 or 504 Plan). 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.
- The words "Go On" are omitted at the bottom of the page. The word "STOP" is retained at the bottom of the page.
- Page numbers that match the print test book are in the top right corner in the braille test book.
- Braille test books may be disassembled for testing, but must be reassembled for return. To reassemble the braille test books, you may staple or binder clip all pages for return to Pearson. It is critical that schools check the number of pages in the braille test book prior to disassembling the test books to help ensure that all pages are returned. Failure to return all pages will be considered a breach of security.
- During the test, a student taking the test electronically may emboss a copy of their answers to review. A final copy of the student's responses must then be printed for transcription purposes. Both the embossed and final copies of the student's work must be returned to the School Test Coordinator after testing.

Before students arrive for each section, do the following:

- Ensure that the testing room is prepared as described in Sections 2.3 and 3.5 of the *Test Administrator Manual for Paper-Based Testing*.
- Verify you have the schedule of times for the day's test sections.
- Make sure you have the correct braille test books for your group to be tested.
- Verify you have the correct tactile graphics for mathematics.
- If applicable, make sure that recreational books and other allowable materials for after testing are out of reach of the students during testing.
- Make sure that hand-held braille calculators and/or any additional approved mathematics calculation devices are available for students during the calculator sessions (refer to Section 4.2 of the *Test Administrator Manual for Paper-Based Testing* for guidelines on calculators).
- Make sure you have a list of the accommodations for the students testing. Consult the *Maryland Assessment, Accessibility, and Accommodations Policy Manual* for the list of available accessibility features and accommodations for paper-based testing.
    - If the student requires a Human Reader, follow the protocol outlined in **Appendix E** of the *Maryland Assessment, Accessibility, and Accommodations Policy Manual*.
    - If one or more students are testing with extended time accommodations, you will need to adjust the amount of time each student will have to complete each section. Refer to each student's accommodations for information on extended time, and follow the guidelines outlined in **Appendix C** of the *Maryland Assessment, Accessibility, and Accommodations Policy Manual*.
    - If one or more students in your group needs a word-to-word dictionary as an accommodation, have these available to students or allow students to bring their own.

Reminders for Test Administrators DURING the Braille Test Administration

Refer to Section 4.0 and 5.0 of the *Test Administrator Manual for Paper-Based Testing* for more information on tasks to complete during and after testing.

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

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

If a student starts a test section and leaves school without finishing (e.g., due to illness, family emergency), they may be allowed to complete that test on a different day. If you have concerns about a student completing a section, you should not allow the student to begin. If a student leaves during a section, contact the School Test Coordinator for additional information on students returning to complete a test.

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

Read only the bold instructions in each **SAY** box to students. Text that is outside the **SAY** boxes includes directions for Test Administrators to follow and should not be read to students. Refer to Section 4.6 of the *Test Administrator Manual for Paper-Based Testing* for guidance on redirecting students and clarifying directions during an administration. Test Administrators are permitted to clarify **only** scripted administration instructions after reading the script word-for-word. No passages or test items may be clarified.

In-between test sections, have students place a bookmark in their braille test book to help them identify their place in the exam when they return to the next section.

Reminders for Test Administrators AFTER the Braille Test Administration

- 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 above the braille cells.
- If the student recorded their answers using a computer, braille display or note-taker, be sure to delete the student's answer sheet file completely from the devices after the student has printed the file.
- If the student used any braille electronic scratch paper or made any electronic notes, ensure that these files are deleted.

4.10 Scripts for Administrating Grade 3 Mathematics and English Language Arts/Literacy (ELA/L)

4.10.1 Grade 3 – Mathematics – All Sections

The administration script under Section 4.10.1 will be used **for all Sections** of the Grade 3 Mathematics Test. Refer to Section 4.10.2 for the administration script for all Sections for the Grade 3 ELA/L Test.

Test Administrators are required to adhere to the scripts provided in this manual for administering the MSDE assessment. Read word-for-word the **bold** instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. Some directions may differ slightly by Section and are noted within the administration script. Test Administrators should be familiar with the script before administering the assessment.

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Sections 1–4	40 Minutes per Section	• Braille test books • Braille rulers • Braille writing device • Braille paper • Calculators (Sections 2 and 4 ONLY for all students)		
End of each Section – Students **Stop**				

Instructions for Preparing to Test

Say	**Today, you are going to take the mathematics assessment.** **You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.**

If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the Section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your Test Coordinator if you have questions regarding electronic devices.

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

Distribute scratch paper, braille paper, braille writing device (e.g..., braille-writer, braille note-taker, slate and stylus), and approved accessibility features/accommodations tools, if needed, for certain students. Then, distribute the braille test books. Note: Some students may require the use of a signature guide to write their name on the braille test books. In these cases, have signature guides available. Then, distribute the braille test books.

Make sure each student has their name on the test book. If necessary, assist students with making sure they are using the braille test book that belongs to them.

Instructions for Administering All Sections

Say	**Open your test book to the first page of Section __** (1, 2, 3, or 4) **and follow along while I read the directions.** **Today, you will take Section __** (1, 2, 3, or 4) **of the Grade 3 Mathematics Test.** (Read the appropriate calculator direction) **You (will not/will) be allowed to use a calculator.** Section 1 – Non-calculator Section 2 – Calculator Section 3 – Non-calculator Section 4 – Calculator **Read each question. Then, follow the directions to answer each question and, if approved for a recorder, indicate your answer to the person who will record it on the answer document. Otherwise, write your answer as directed by your test administrator. If you need to change an answer, be sure to delete it completely, cross it out, or start a new line.** **If a question asks you to show or explain your work, you must do so to receive full credit.** **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 Section ONLY. When you see the word STOP in your test book, do NOT go on until directed to do so.**

Say	**This is the end of the directions in your test book.** **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 test materials, you cannot get them back.**

Read from OPTION A, B, or C below based on your LEA policy (refer to your School Test Coordinator).

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

Say	**Do you have any questions?**

Answer student questions.

Braille students will need an audio prompt that should include the Section number, Starting Time and Stopping Time.

Say	**You will have 40 minutes to complete this Section. I will let you know when you have 10 minutes of testing time left.** **Turn to the next page. You may begin working now.**

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect all braille test materials as students complete testing.
- If students have questions about an item, tell them, "Do the best you can."
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

Instructions for Taking a Break During Testing

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

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

The following security measures must be followed:

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

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

Say	**Please stop testing, place a piece of paper inside your test book and close your test book. We will take a silent three minute stretch break. No talking is allowed.**

After taking a classroom break, ensure students open their braille test books and continue testing where they left off.

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

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

Say	**You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

Instructions for Ending the Section
When the Section time is finished,

Say	**Stop working. Testing time has now ended. Close your test book.** **I will now collect your test materials.**

- Collect braille test books, braille paper, testing tools, and accessibility/accommodations tools (as needed) from students.
- If testing another Section on the same day, collect braille test materials, but do not return braille test materials to the STC until after the next Section is complete.
- Return all braille test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

Note: If you are administering more than one Section during the same day, allow students to take a short break (e.g., restroom break) or an extended break (e.g., lunch). Braille test books should be collected and secured if the break exceeds 15 minutes. The Test Administrator must remain with the braille test books at all times unless they are secured. Once students have returned, read the script to move onto the next Section.

The previous directions should be used for all Sections of the Grade 3 Mathematics Assessment.

4.11 Script for Administering Mathematics

4.11.1 Grades 4 and 5 Mathematics – All Sections

The administration script under Section 4.11.1 will be used **for all Sections** of the Grades 4 and 5 mathematics test.

Test Administrators are required to adhere to the scripts provided in this manual for administering the MSDE assessment. Read word-for-word the **bold** instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. Some directions may differ slightly by Section and are noted within the administration script. Test Administrators should be familiar with the script before administering the assessment.

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Sections 1–4	40 Minutes per Section	• Braille test books • Braille mathematics reference sheets • Braille rulers and protractors • Braille writing device • Braille paper • Calculators (Sections 2 and 4 ONLY for all students)		
End of each Section – Students **Stop**				

Instructions for Preparing to Test

Say	**Today, you are going to take the mathematics assessment.** **You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.**

If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the Section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your Test Coordinator if you have questions regarding electronic devices.

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

Distribute scratch paper, braille paper, braille writing device (e.g..., braille-writer, braille note-taker, slate and stylus), and approved accessibility features/accommodations tools, if needed, for certain students. Then, distribute the braille test books. Note: Some students may require the use of a signature guide to write their name on the braille test books. In these cases, have signature guides available.

Make sure each student has their name on the braille test book. If necessary, assist students with making sure they are using the braille test book that belongs to them.

Instructions for Administering All Sections

Say	**Open your test book to the first page of Section** __ (fill in the appropriate Section) **and follow along while I read the directions.** **Today, you will take Section __** (fill in the appropriate Section) **of the __** (grade 4 or 5 — select the appropriate grade level) **Mathematics Test.** (Read the appropriate calculator direction) **You (will not/will) be allowed to use a calculator.** Section 1 – Non-calculator Section 2 – Calculator Section 3 – Non-calculator Section 4 – Calculator **Read each question. Then, follow the directions to answer each question and, if approved for a recorder, indicate your answer to the person who will record it on the answer document. Otherwise, write your answer as directed by your test administrator. If you need to change an answer, be sure to delete it completely, cross it out, or start a new line.** **If a question asks you to show or explain your work, you must do so to receive full credit.** **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 Section ONLY. When you see the word STOP in your test book, do NOT go on until directed to do so.**

Say	**This is the end of the directions in your test book.** **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 test materials, you cannot get them back.**

Read only one choice from OPTION A, B, or C below based on your LEA or LEA 24 policy (refer to your School Test Coordinator).

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

Say	**Do you have any questions?**

Answer student questions.

Braille students will need an audio prompt that should include the Section number, Starting Time and Stopping Time.

Say	**You will have 40 minutes to complete this Section. I will let you know when you have 10 minutes of testing time left.** **Turn to the next page. You may begin working now.**

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect all braille test materials as students complete testing.
- If students have questions about an item, tell them, "Do the best you can."
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

Instructions for Taking a Break During Testing
The following are permitted during test administration at the discretion of the Test Administrator:

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

The following security measures must be followed:

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

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

Say	**Please stop testing, place a piece of paper inside your test booklet and close your test book. We will take a silent three minute stretch break. No talking is allowed.**

After taking a classroom break, ensure students open their braille test books and continue testing where they left off.

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

Instructions for When 10 Minutes of Section Time Remain
When 10 minutes of section time remain,

Say	**You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

Instructions for Ending the Section

When the section time is finished,

Say	**Stop working. Testing time has now ended. Close your test book.** **I will now collect your test materials.**

- Collect all braille test materials from students.
- If testing another Section on the same day, collect braille test materials, but do not return braille test materials to the STC until after the next Section is complete.
- Return all braille test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

Note: If you are administering more than one Section during the same day, allow students to take a short break (e.g., restroom break) or an extended break (e.g., lunch). Braille test books should be collected and secured if the break exceeds 15 minutes. The Test Administrator must remain with the braille test books at all times unless they are secured. Once students have returned, read the script to move onto the next Section.

The previous directions should be used for all Sections of the Grades 4 and 5 Mathematics Assessments.

4.11.2 Grades 6–8 and High School (Geometry, Algebra I, and Algebra II) Mathematics – Section 1

The administration script under Section 4.11.2 will be used for Section 1 of the Grades 6–8 and High School mathematics test. Refer to Section 4.11.3 for the administration scripts for Sections 2–4 of the Grades 6, 7, 8, and High School mathematics assessment.

Test Administrators are required to adhere to the scripts provided in this manual for administering the MCAP assessment. Read word-for-word the **bold** instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some directions may differ slightly by Sections and are noted within the administration script. Test Administrators should be familiar with the script before administering the assessment.

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Section 1	40 Minutes per Section	• Braille test books • Braille mathematics reference sheets • Braille rulers • Protractors (required for Grade 6) • Braille writing device • Braille paper		
End of Section 1 – Students **Stop**				

Instructions for Preparing to Test

Say	**Today, you are going to take the mathematics assessment.** **You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.**

If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the Section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your Test Coordinator if you have questions regarding electronic devices.

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

Distribute scratch paper, braille paper, braille writing device (e.g..., braille-writer, braille note-taker, slate and stylus), and approved accessibility features/accommodations tools, if needed, for certain students. Then, distribute the braille test books. Note: Some students may require the use of a signature guide to write their name on the braille test books. In these cases, have signature guides available.

Make sure each student has their name on the braille test book. If necessary, assist students with making sure they are using the braille test book that belongs to them.

Instructions for Administering Section 1

Say	**Open your test book to the first page of Section 1 and follow along while I read the directions.** **Today, you will take Section 1 of the ___** (fill in the appropriate grade-level/course) **Mathematics Test. You will not be able to use a calculator.** **Read each question. Then, follow the directions to answer each question and, if approved for a recorder, indicate your answer to the person who will record it on the answer document. Otherwise, write your answer as directed by your test administrator. If you need to change an answer, be sure to delete it completely, cross it out, or start a new line.** **If a question asks you to show or explain your work, you must do so to receive full credit.** **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 Section ONLY. When you see the word STOP in your test book, do NOT go on until directed to do so.**

Say	**This is the end of the directions in your test book.** **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 test materials, you cannot get them back.**

Read only one choice from OPTION A, B, or C below based on your LEA or LEA 24 policy (refer to your School Test Coordinator).

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

Say	**Do you have any questions?**

Answer student questions.

Braille students will need an audio prompt that should include the Section number, Starting Time and Stopping Time.

Say	**You will have 40 minutes to complete this Section. I will let you know when you have 10 minutes of testing time left.** **Turn to the next page. You may begin working now.**

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect all braille test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

Instructions for Taking a Break During Testing

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

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

The following security measures must be followed:

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

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

Say	**Please stop testing, place a piece of paper inside your test booklet and close your test book. We will take a silent three minute stretch break. No talking is allowed.**

After taking a classroom break, ensure students open their braille test books and continue testing where they left off.

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

Instructions for When 10 Minutes of Section Time Remain
When 10 minutes of section time remain,

Say	**You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

Instructions for Ending the Section
When the section time is finished,

Say	**Stop working. Testing time has now ended. Close your test book.** **I will now collect your test materials.**

- Collect all braille test materials from students.
- If testing another Section on the same day, collect braille test materials, but do not return braille test materials to the STC until after the next Section is complete.
- Return all braille test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

Note: If you are administering more than one Section during the same day, allow students to take a short break (e.g., restroom break) or an extended break (e.g., lunch). Braille test books should be collected and secured if the break exceeds 15 minutes. The Test Administrator must remain with the braille test books at all times unless they are secured. Once students have returned, read the script to move onto the next Section.

The script for Sections 2–4 of Grades 6–8 and High School mathematics assessments is on the following pages.

4.11.3 Grades 6–8 and High School Mathematics – Sections 2, 3, and 4

Test administration scripts for Grades 6–8 and High School Section 1 are in Section 4.11.2.

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Sections 2, 3, and 4	40 minutes per Section	• Braille test books • Braille mathematics reference sheets • Braille writing device • Braille paper • Calculator (Refer to Calculator Policy for Grade Specific Calculator) • Braille rulers (required for Grades 6, 7, and 8) • Protractors (required for Grades 6 and 7)		
End of each Section – Students **Stop**				

Instructions for Preparing to Test

Say	**Today, you are going to take the mathematics assessment.** **You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.**

If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the Section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your Test Coordinator if you have questions regarding electronic devices.

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

Distribute scratch paper, braille paper, braille writing device (e.g..., braille-writer, braille note-taker, slate and stylus), and approved accessibility features/accommodations tools, if needed, for certain students. Then, distribute the braille test books. Note: Some students may require the use of a signature guide to write their name on the braille test books. In these cases, have signature guides available.

Make sure each student has their name on the braille test book. If necessary, assist students with making sure they are using the braille test book that belongs to them.

Instructions for Administering Each Section

Say	**Open your test book to the first page of Section ____** (fill in the appropriate Section) **and follow along while I read the directions.** **Today, you will take Section ____** (fill in the appropriate Section) **of the __** (fill in the appropriate grade-level/course) **Mathematics Test. You will be able to use a calculator.** **Read each question. Then, follow the directions to answer each question and, if approved for a recorder, indicate your answer to the person who will record it on the answer document. Otherwise, write your answer as directed by your test administrator. If you need to change an answer, be sure to delete it completely, cross it out, or start a new line.** **If a question asks you to show or explain your work, you must do so to receive full credit.** **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 Section ONLY. When you see the word STOP in your test book, do NOT go on until directed to do so.**

Say	**This is the end of the directions in your test book.** **If you finish early and have completely checked your work in this Section, raise your hand and I will collect your test materials. Once I have collected your test materials, you cannot get them back.**

Read only one choice from OPTION A, B, or C below based on your LEA or LEA 24 policy (refer to your School Test Coordinator).

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

Say	**Do you have any questions?**

Answer student questions.

Braille students will need an audio prompt that should include the Section number, Starting Time and Stopping Time.

Say	**You will have 40 minutes to complete this Section. I will let you know when you have 10 minutes of testing time left.** **Turn to the next page. You may begin working now.**

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect all braille test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

Instructions for Taking a Break During Testing

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

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

The following security measures must be followed:

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

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

Say	**Please stop testing, place a piece of paper inside your test booklet and your test book. We will take a silent three minute stretch break. No talking is allowed.**

After taking a classroom break, ensure students open their braille test books and continue testing where they left off.

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

Instructions for When 10 Minutes of Section Time Remain
When 10 minutes of section time remain,

Say	**You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

Instructions for Ending the Section
When the section time is finished,

Say	**Stop working. Testing time has now ended. Close your test book.** **I will now collect your test materials.**

- Collect all braille test materials from students.
- If testing another Section on the same day, collect materials, but do not return materials to the STC until after the next Section is complete.
- Return all braille test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

Note: If you are administering more than one Section during the same day, allow students to take a short break (e.g., restroom break) or extended break (e.g., lunch). Braille test books should be collected and secured if the break exceeds 15 minutes. The Test Administrator must remain with the braille test books at all times unless they are secured. Once students have returned, read the script to move on to the next Section.

The previous directions should also be used for Sections 3 and 4 of the Grades 6–8 and High School Mathematics Assessments.

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