



Spring 2022
FSA Braille Scripts
and Instructions

Grade 3 English Language Arts Reading



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Introduction

These scripts and instructions should be used to administer the Grade 3 ELA Reading assessment to students who require braille test materials. Test administrators are responsible for reading the policies and procedures sections, the *Test Administrator Responsibilities* sections, and the appropriate appendices of the *Spring 2022 Paper-Based Testing Test Administrator Manual*, which is available on the Florida Statewide Assessments Portal. Additional instructions for braille test administrators are provided on pages 9–11 of this document.

Script for Administering Braille Grade 3 ELA Reading

Session 1

The Braille Notes for the ELA Reading test are packaged with the braille test materials. It is very important that you read through the Braille Notes carefully before administering the test and that you use them, as appropriate, during the test administration. Additional instructions for braille test administrators are provided on pages 9–11 of this document.

During this test session, remember the following:

- Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.
- Prior to the test administration, make sure the student’s first and last names are written on the front cover of his or her braille Grade 3 ELA Reading Session 1 Test Book. Make sure the student’s first and last names, district name, school name, grade level, and the words “Grade 3 ELA Reading” are included on each braille answer sheet and on the Testing Rules Acknowledgment Sheet.
- Provide individual student restroom and stretch breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss the test or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- Students must complete each session of the Grade 3 ELA Reading test within one school day or within the amount of time allowed on their Individual Education Plans (IEPs).
- Be familiar with the prohibited activities listed on the *Test Administrator Prohibited Activities Agreement* that you signed.

SAY	Today, you are going to take Session 1 of the Grade 3 ELA Reading test.
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	<p>You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, cameras, Bluetooth/wireless headphones/earbuds, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. If you access any electronic or recording devices at any time during this test session, including breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.</p>
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If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

Distribute the braille Grade 3 ELA Reading Session 1 Test Books, braille answer sheets, and Testing Rules Acknowledgment sheets.

SAY	<p>The only things on your desk should be your Grade 3 ELA Reading Session 1 Test Book, Testing Rules Acknowledgment Sheet, braille answer sheets, and braille writing device (e.g., braillewriter, slate and stylus). Do not open your test book.</p> <p>Now, locate your Testing Rules Acknowledgment Sheet. Please listen as I read the testing rules.</p> <ul style="list-style-type: none"> • Do not go on to Session 2. • Do not talk to other students or make any disturbance. • Do not ask for help answering test questions. • Do not give help to another student in answering test questions. • You cannot have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them. <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p style="text-align: center;">I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</p> <p>Now, braille your initials or sign your name on the signature line to indicate that you understand the testing rules.</p>
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Pause while students braille their initials or sign their names on their Testing Rules Acknowledgment Sheets. If a student does not initial or sign the Testing Rules Acknowledgment Sheet, contact your school assessment coordinator.

SAY	<p>This test includes reading passages and several types of items. Listen carefully as I explain how to complete the different types of items that may appear on this test.</p> <p>For multiple-choice items, choose the best answer from the answer choices, and write your choice for one correct answer on the braille paper provided.</p> <p>For multiselect items, choose more than one correct answer from the answer choices, and write your choices for more than one correct answer on the braille paper provided. Be sure to read the item carefully to know how many correct answers to choose.</p> <p>For multi-part items, write your responses to two or more related questions on the braille paper provided. The parts of the item may be either multiple-choice (one correct answer) or multiselect (more than one correct answer), so be sure to read the item carefully to know how many correct answers to choose.</p> <p>Write your answers on the braille paper provided. If you change your answer, use the full braille cell to erase completely.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.
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	When you come to the word STOP, you have finished Session 1. Remember to go back and check your answers. It is very important that you do not go on to Session 2.
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	Please raise your hand if you have any questions.
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Answer all questions.

SAY	Open your test book to regular print page 4 and begin working.
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During testing, do not use cell phones, classroom phones, computers, or other devices (except to contact your school assessment coordinator). Do not check email, grade papers, etc. Your full attention should be on students **at all times** while you are **actively monitoring** the testing room. Although it is your responsibility to ensure that students are working independently and in the correct session, you are prohibited from reading the contents of the test books and answer sheets before, during, and after the test.

Provide breaks as necessary. **You are responsible for maintaining the security of the test during any breaks. If an extended break such as lunch occurs, all braille test materials should be collected, verified, and returned to the school assessment coordinator until testing resumes.** Make sure that students are not discussing the test or exchanging information about the test in the testing room, hallways, bathrooms, lunchroom, etc. **Students should not be given access to electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.**

If any students are still working 10 minutes before the end of the school day,

SAY	You have 10 minutes to complete Session 1.
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After 10 more minutes,

SAY	Stop. Close your test book and place your braille answer sheets under your test book.
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Complete the following steps:

1. Make sure that each student returns his or her braille test book, braille answer sheets, and Testing Rules Acknowledgment Sheet, and indicate on your required administration information that each book has been returned. Also make sure that your testing room seating chart is accurate and complete and includes arrows to indicate which direction students are facing.
2. Make sure that the student's first and last names, district name, school name, grade level, and the words "Grade 3 ELA Reading" are printed on each braille answer sheet and on the Testing Rules Acknowledgment Sheet.
3. Make sure that the final braille answer sheets are numbered consecutively or stapled together in the proper order.
4. Ensure that a PreID label has been applied and all information on the front of each student's regular print test and answer book has been filled in accurately and completely.
5. Record the Session 1 test group code on the front of each student's regular print Grade 3 ELA Reading test and answer book. Grid the corresponding bubbles.

6. Record the accommodations provided to each student and the accommodations used by each student on your required administration information. For each student who tested using braille materials, ensure that you record flexible presentation, flexible responding, and any other category of accommodations used during this test session. Use the following accommodations codes to record this information:

For ESE/504 students:

- 1-FP = Flexible Presentation
 - 1-FR = Flexible Responding
 - 1-FSC = Flexible Scheduling
 - 1-FSE = Flexible Setting
 - 1-AD = Assistive Devices
7. Return all materials to your school assessment coordinator until the beginning of Session 2.

Script for Administering Braille Grade 3 ELA Reading

Session 2

The Braille Notes for the ELA Reading test are packaged with the braille test materials. It is very important that you read through the Braille Notes carefully before administering the test and that you use them, as appropriate, during the test administration. Additional instructions for braille test administrators are provided on pages 9–11 of this document.

During this test session, remember the following:

- Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.
- Prior to the test administration, make sure the student’s first and last names are written on the front cover of his or her braille Grade 3 ELA Reading Session 2 Test Book. Make sure the student’s first and last names, district name, school name, grade level, and the words “Grade 3 ELA Reading” are included on each braille answer sheet and on the Testing Rules Acknowledgment Sheet.
- Provide individual student restroom and stretch breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss the test or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- Students must complete each session of the Grade 3 ELA Reading test within one school day or within the amount of time allowed on their Individual Education Plans (IEPs).
- Be familiar with the prohibited activities listed on the *Test Administrator Prohibited Activities Agreement* that you signed.

SAY	Today, you are going to take Session 2 of the Grade 3 ELA Reading test. If you have not taken Session 1 of the Grade 3 ELA Reading test, please raise your hand.
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If a student raises his or her hand, contact your school assessment coordinator.

SAY	You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, cameras, Bluetooth/wireless headphones/earbuds, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. If you access any electronic or recording devices at any time during this test session, including breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.
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If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

Distribute the braille Grade 3 ELA Reading Session 2 Test Books and braille answer sheets.

SAY	<p>The only things on your desk should be your Grade 3 ELA Reading Session 2 Test Book, braille answer sheets, and braille writing device (e.g., braillewriter, slate and stylus). You may not return to or change any answers from Session 1.</p> <p>Remember, this test includes reading passages and several types of items. Listen carefully as I explain how to complete the different types of items that may appear on this test.</p> <p>For multiple-choice items, choose the best answer from the answer choices, and write your choice for one correct answer on the braille paper provided.</p> <p>For multiselect items, choose more than one correct answer from the answer choices, and write your choices for more than one correct answer on the braille paper provided. Be sure to read the item carefully to know how many correct answers to choose.</p> <p>For multi-part items, write your responses to two or more related questions on the braille paper provided. The parts of the item may be either multiple-choice (one correct answer) or multiselect (more than one correct answer), so be sure to read the item carefully to know how many correct answers to choose.</p> <p>Write your answers on the braille paper provided. If you change your answer, use the full braille cell to erase completely.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>When you come to the word STOP, you have finished Session 2. Remember to go back and check your answers in Session 2 only. It is very important that you do not go back and work in Session 1.</p> <p>Before taking Session 1 of this test, you brailled your initials or signed your name on the Testing Rules Acknowledgment Sheet to indicate that you understand the testing rules. These testing rules are also in place for Session 2 of the test.</p> <ul style="list-style-type: none"> • Do not work in Session 1. • Do not talk to other students or make any disturbance. • Do not ask for help answering test questions. • Do not give help to another student in answering test questions. • You cannot have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them. <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or passages after the test. Remember, this includes any type of electronic communication, such as texting, emailing, or posting to social media sites.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	Open your test book to regular print page 36 and begin working.
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During testing, do not use cell phones, classroom phones, computers, or other devices (except to contact your school assessment coordinator). Do not check email, grade papers, etc. Your full attention should be on students **at all times** while you are **actively monitoring** the testing room. Although it is your responsibility to ensure that students are working independently and in the correct session, you are prohibited from reading the contents of the test books and answer sheets before, during, and after the test.

Provide breaks as necessary. **You are responsible for maintaining the security of the test during any breaks. If an extended break such as lunch occurs, all braille test materials should be collected, verified, and returned to the school assessment coordinator until testing resumes.** Make sure that students are not discussing the test or exchanging information about the test in the testing room, hallways, bathrooms, lunchroom, etc. **Students should not be given access to electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**

If any students are still working 10 minutes before the end of the school day,

SAY	You have 10 minutes to complete Session 2.
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After 10 more minutes,

SAY	Stop. Close your test book and place your braille answer sheets under your test book.
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Complete the following steps:

1. Make sure that each student returns his or her braille test book and braille answer sheets, and indicate on your required administration information that each book has been returned. Also make sure that your testing room seating chart is accurate and complete and includes arrows to indicate which direction students are facing.
2. Make sure that the student’s first and last names, district name, school name, grade level, and the words “Grade 3 ELA Reading” are printed on each braille answer sheet.
3. Make sure that the final braille answer sheets are numbered consecutively or stapled together in the proper order.
4. Record the Session 2 test group code on the front of each student’s regular print Grade 3 ELA Reading test and answer book. Grid the corresponding bubbles.
5. Record the accommodations provided to each student and the accommodations used by each student on your required administration information. For each student who tested using braille materials, ensure that you record flexible presentation, flexible responding, and any other category of accommodations used during this test session. Use the following accommodations codes to record this information:

For ESE/504 students:

 - 1-FP = Flexible Presentation
 - 1-FR = Flexible Responding
 - 1-FSC = Flexible Scheduling
 - 1-FSE = Flexible Setting
 - 1-AD = Assistive Devices
6. Return all materials to your school assessment coordinator, as described on page 11 of this document.

Braille Test Administrator Instructions

Assemble Braille Materials

Your school assessment coordinator will provide the materials needed to administer the test to students using braille materials. Read the following chart to ensure that you have all appropriate materials. If you are missing any materials or have questions about their use, contact your school assessment coordinator. See the *Test Administrator Responsibilities Before Testing* on pages 10–15 of the *Spring 2022 Paper-Based Testing Test Administrator Manual*.

Students using braille materials record their responses on braille paper. A regular print test and answer book is included in each braille test materials kit. School/district personnel are responsible for applying a PreID label and ensuring that all information on the front of each student’s regular print test and answer book has been filled in accurately and completely so that the student’s response can be transcribed into the regular print document by the contractor. **School/district personnel should not transcribe student responses from the braille documents into the regular print test and answer books, except when indicated for an accommodation.**

Braille Test Materials	
Test Administrator	<ul style="list-style-type: none"> • Required Administration Information • Braille Script • Braille Notes • Regular Print ELA Reading Test and Answer Book • Special Document Return Envelope
Student	<ul style="list-style-type: none"> • Braille ELA Reading Session 1 Test Book • Braille ELA Reading Session 2 Test Book • Braille Testing Rules Acknowledgment Sheet • Braille Paper (for student responses)

Braille Scripts and Braille Notes

You will use the braille scripts provided in this document to administer the Grade 3 ELA Reading assessment to students using braille materials. It is important that you review the braille scripts before testing begins.

Braille Notes are also included with the braille test materials and provide a page-by-page detailed list of the differences between the braille version and the regular print version of the test documents. **It is very important that you read the Braille Notes carefully before administering the test and that you use them, as appropriate, during the test administration.**

Prepare Student Braille Documents

To ensure that each student's test documents are processed correctly, verify that the student's first and last names, district name, school name, and grade level are included on the front cover of his or her braille test book(s). Make sure that the student's first and last names, district name, school name, grade level, and the tested subject are included on each braille answer sheet and on the Testing Rules Acknowledgment Sheet.

A PreID label must be applied and all information on the front of each student's regular print test and answer book must be filled in accurately and completely. For information about PreID labels, see pages 18–19 of the *2021–2022 Statewide Assessments Accommodations Guide*, which is available on the Florida Statewide Assessments Portal.

Distribute Braille Materials

To ensure that you have all necessary materials, refer to the chart on page 9 of this document and to the Test Administrator Responsibilities Before Testing section on pages 10–15 of the *Spring 2022 Paper-Based Testing Test Administrator Manual*.

Braille Student Responses

Students who use braille materials will record their responses on braille paper. The contractor will transcribe the student's responses from the braille paper into the regular print test and answer book included in the student's return envelope. School/district personnel are responsible for applying a PreID label and ensuring that all information on the front of each student's regular print test and answer book has been filled in accurately and completely before placing it in the student's Special Document Return Envelope.

If a student using braille materials provides verbal or signed responses, you will record the student's responses in the regular print test and answer book provided for the student. Include the student's braille test materials and the regular print test and answer book containing his or her responses in the student's Special Document Return Envelope(s).

If a student is using multiple learning media (e.g., a student uses braille materials and records his or her responses in a large print test and answer book), make sure that the student's responses are in one answer document type. Place the TO BE SCORED document containing the student's responses in the student's Special Document Return Envelope(s) according to the return instructions for that document type.

See Appendix A in the *Spring 2022 Paper-Based Testing Test Administrator Manual* or the *2021–2022 Statewide Assessments Accommodations Guide* for additional information on flexible responding accommodations.

Return Braille Materials

Complete the following steps after testing:

1. Verify that you have collected all required administration information (see page 11 of the *Spring 2022 Paper-Based Testing Test Administrator Manual*). Make a copy for your files. Notify the school assessment coordinator immediately if any secure test materials are missing.
2. Ensure that the accommodations provided to each student and the accommodations used by each student have been recorded with other required administration information. For each student who tested using braille materials, ensure that flexible presentation, flexible responding, and any other category of accommodations used during the test are recorded.
3. Verify that your Security Log and seating chart have been completed correctly. Make copies for your files.
4. Ensure that the student's first and last names, district name, school name, and grade level are included on the front cover of each braille test book, on each braille answer sheet, and on the Testing Rules Acknowledgment Sheet.
5. Ensure that a PreID label has been applied and all information on the front of each student's regular print test and answer book has been filled in accurately and completely.
6. If a test is TO BE SCORED, verify that the DNS bubble on the front of the student's regular print test and answer book has not been gridded. If a DNS bubble is gridded by mistake, erase it completely and grid the UNDO bubble.
7. Ensure that student responses are entered in the correct document type (i.e., on braille paper or, if recorded for the student, in a regular print test and answer book).
8. Place each student's test materials in the Special Document Return Envelope according to the chart below. **Do not place materials for more than one student in the same envelope.** Do not seal the envelope(s).

Return Braille Test Materials
<ul style="list-style-type: none"> • Braille Answer Sheets (containing student responses) • Braille Testing Rules Acknowledgment Sheets • Braille Test Books • Braille Notes <p style="text-align: center;">and</p> <ul style="list-style-type: none"> • Regular Print Test and Answer Books

9. Complete the Special Document Return Envelope for each student according to the instructions on the envelope.
10. Return the completed Special Document Return Envelopes and all other materials (e.g., unused braille paper) to your school assessment coordinator.

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