



DC
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ASSESSMENTS OF
PROGRESS IN EDUCATION

2026 Test Administrator Braille Scripts for Paper-Based Testing

English Language Arts/Literacy

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

Tasks for Test Administrators to Complete BEFORE Braille Testing

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

- Directions for filling in a circle, making marks, and erasing do not apply. The student will write answers using a braille writing device (e.g., braillewriter, braille note-taker, slate and stylus) or other method identified in his or her Individualized Education Program (IEP). These will be referred to as answer sheets in the scripts. The student should number his or her responses to be sure that his or her answers can be transcribed accurately onto an answer document.
- The words “Go On” are omitted at the bottom of the page. The word “STOP” is retained at the bottom of the page.
- Page numbers that match the print copy are in the top right corner in the braille test booklet.
- Braille test booklets may be disassembled for testing, but must be reassembled for return. To reassemble the test booklets, you may staple or binder clip all pages for return to Pearson. It is critical that schools check the number of pages in the test booklet prior to disassembling the test booklets to help ensure that all pages are returned. Failure to return all pages will be considered a breach of security.
- During the test, a student taking the test electronically may emboss a copy of his/her answers to review. A final copy of the student’s responses must then be printed for transcription purposes. Both the embossed and final copies of the student’s work must be returned to the School Test Coordinator after testing.

Before students arrive for each 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 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.
- 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 you have a list of the accommodations for the students testing and have received the proper training from your School Test Coordinator. Consult **Appendix A** of the *Accessibility Features and Accommodations Manual* for the list of available accessibility features and accommodations for paper-based testing.
 - If the student requires a Human Reader, follow the protocol outlined in Appendix B of the *Accessibility Features and Accommodations Manual*.
 - If one or more students are testing with extended time accommodations, you will need to adjust the amount of time each student will have to complete each section. 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 section needs a word-to-word dictionary as an accommodation, have these available to students or allow students to bring their own.

Reminders for Test Administrators DURING Braille Testing

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

When announcing the amount of time students will have to complete each 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 on prohibited activities and prohibited materials.

If a student starts a test section and leaves school without finishing (e.g., due to illness, family emergency), he or she may be allowed to complete that test on a different day with approval from OSSE. 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, note the exact place in the test where the student stopped and the time remaining, and then contact the School Test Coordinator.

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

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

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

Reminders for Test Administrators AFTER Braille Testing

- If the student recorded his or her answers electronically, Test Administrators should print out a copy of the student's answer sheet or ink print the student's answers in braille.
- If the student recorded his or her answers using a computer or braille note-taker, be sure to delete the student's answer sheet file completely from the devices after the student has printed.
- If the student used any electronic scratch paper or made any electronic notes, ensure that these files are deleted.
- Braille test booklets may be disassembled for testing, but must be reassembled for return. To reassemble the test booklets, you may staple or binder clip all pages for return to Pearson. It is critical that schools check the number of pages in the test booklet prior to disassembling the test booklets to help ensure that all pages are returned. Failure to return all pages will be considered a breach of security.

4.11.1 Grade 3 – ELA/Literacy – All Sections

The administration script under Section 4.11.1 will be used for all sections for the Grade 3 ELA/L Test.

On the first read through, Test Administrators are required to adhere to the scripts provided in this manual for administering the DC CAPE 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.

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Section 1	Grades 3: 75 Minutes	<ul style="list-style-type: none"> • Test booklets • Pencils • Scratch paper 		
End of Section 1 – Students Stop				
Section 2	Grades 3: 75 Minutes	<ul style="list-style-type: none"> • Test booklets • Pencils • Scratch paper 		
End of Section 2 – Students Stop				
Section 3	Grades 3: 75 Minutes	<ul style="list-style-type: none"> • Test booklets • Pencils • Scratch paper 		
End of Section 3 – Students Stop				

Instructions for Preparing to Test

	<p>Today, you are going to take the English Language Arts/Literacy Assessment.</p> <p>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.</p>
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If a student raises his or her 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. Please contact your Test Coordinator if you have questions regarding electronic devices.

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

Say	<p>If Section 1: Sign your name at the top of your test booklet. If you need assistance with signing your name, raise your hand.</p> <p>(Pause.)</p> <p>Write your name at the beginning of your answer sheet.</p> <p>If Section 2 or 3: Confirm with the Test Administrator that you have the test booklet with your name on it.</p>
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Make sure each student has written his or her name on all materials.

Instructions for Administering each Section of Braille High School English Language Arts/Literacy

Say	<p>Open your test booklet 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 be taking Section __ (fill in appropriate section number) of the Grade 3 English Language Arts/Literacy Test.</p> <p>Read each passage and question. Then, follow the directions to answer each question. To change an answer when using a braillewriter or slate and stylus, full cell over the answer to cross it out. To change an answer when using a Braille note-taker, delete the answer that was inserted by backspacing and replacing it with your new answer.</p> <p>One of the questions will ask you to write a response. Write your response.</p> <p>If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this section ONLY. Do not go past the word STOP.</p>
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Say	<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 section, 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 below based on your local policy.

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



Do you have any questions?

Answer student questions.

If students are testing with extended time accommodations, you may need to adjust the amount of time students will have to complete this section. Refer to the student’s accommodations.



You will have...

- Section 1: **75 minutes**
- Section 2: **75 minutes**
- Section 3: **75 minutes**

...to complete this section. I will let you know when you have 10 minutes of testing time left. (May not be appropriate for students with extended time).

You may begin working now.

Actively proctor while students are testing:

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

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

Ensure students do not move to other sections.

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.
- Test booklets and answer sheets must be closed or covered.
- Students are **not permitted to talk to each other**, during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

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

Say Please stop testing, place your testing materials under your work station, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.

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

Say Open your test booklets and continue testing.

Instructions for When 10 Minutes of 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, read the following optional SAY box if there are students with secure test materials.

Say Stop working. Testing time has now ended. When using a braillewriter or slate and stylus, remove your answer sheet and place it in your test booklet as a bookmark at the end of the section. Close your test booklet.
I will collect your test materials.

- Collect all test materials.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

If you are administering more than one section in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Once students have returned and are seated, read the script to move on to the next section.

4.11.2 Script for Administering English Language Arts/Literacy (ELA/L) – All Sections

The administration script under Section 4.11.2 will be used for all sections for Grades 4 through High School for the ELA/L Test. On the first read through, Test Administrators are required to adhere to the scripts provided in this manual for administering the DC CAPE 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.

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Section 1	All Grades: 90 Minutes	<ul style="list-style-type: none"> • Test booklets • Answer sheets • Pencils • Scratch paper 		
End of Section 1 – Students Stop				
Section 2	All Grades: 90 Minutes	<ul style="list-style-type: none"> • Test booklets • Answer sheets • Pencils • Scratch paper 		
End of Section 2 – Students Stop				
Section 3	All Grades: 90 Minutes	<ul style="list-style-type: none"> • Test booklets • Answer sheets • Pencils • Scratch paper 		
End of Section 3 – Students Stop				

Instructions for Preparing to Test

	<p>Today, you are going to take the English Language Arts/Literacy Assessment.</p> <p>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.</p>
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If a student raises his or her 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. Please contact your Test Coordinator if you have questions regarding electronic devices.

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

Say	<p>If Section 1: Sign your name at the top of your test booklet. If you need assistance with signing your name, raise your hand.</p> <p>(Pause.)</p> <p>Write your name at the beginning of your answer sheet.</p> <p>If Section 2 or 3: Confirm with the Test Administrator that you have the test booklet with your name on it.</p>
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Make sure each student has written his or her name on all materials.

Instructions for Administering each Section of Braille High School English Language Arts/Literacy

Say	<p>Open your test booklet 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 be taking Section ___ (fill in appropriate section number) of the Grade ___ (fill in the appropriate grade) English Language Arts/Literacy Test.</p> <p>Read each passage and question. Then, follow the directions to answer each question. To change an answer when using a braillewriter or slate and stylus, full cell over the answer to cross it out. To change an answer when using a Braille note-taker, delete the answer that was inserted by backspacing and replacing it with your new answer.</p> <p>One of the questions will ask you to write a response. Write your response.</p> <p>If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this section ONLY. Do not go past the word STOP.</p>
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Say	<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 section, 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 below based on your local policy.

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



Do you have any questions?

Answer student questions.

If students are testing with extended time accommodations, you may need to adjust the amount of time students will have to complete this section. Refer to the student’s accommodations.



You will have...

- Grades 4, 5, 6, 7, 8, and high school Section 1: **90 minutes**
- Grades 4, 5, 6, 7, 8, and high school Section 2: **90 minutes**
- Grades 4, 5, 6, 7, 8, and high school Section 3: **90 minutes**

...to complete this section. I will let you know when you have 10 minutes of testing time left. (May not be appropriate for students with extended time).

You may begin working now.

Actively proctor while students are testing:

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

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

Ensure students do not move to other sections.

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.
- Test booklets and answer sheets must be closed or covered.
- Students are **not permitted to talk to each other**, during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

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

Say	Please stop testing, place your testing materials under your work station, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.
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After taking a classroom break, ensure students open their test booklets and answer sheets and continue testing where they left off.

Say	Open your test booklets and continue testing.
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Instructions for When 10 Minutes of Section Time Remain

When 10 minutes of section time remain,

Say	You have 10 minutes remaining.
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Continue to actively proctor while students are testing.

Instructions for Ending the Section

When the section time is finished, read the following optional SAY box if there are students with secure test materials.

Say	Stop working. Testing time has now ended. When using a braillewriter or slate and stylus, remove your answer sheet and place it in your test booklet as a bookmark at the end of the section. Close your test booklet.
	I will collect your test materials.

- Collect all test materials.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

If you are administering more than one section in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Once students have returned and are seated, read the script to move on to the next section.



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