



DC
CAPE

DC COMPREHENSIVE
ASSESSMENTS OF
PROGRESS IN EDUCATION

2025 Test Administrator Braille Scripts for Paper-Based Testing

Science

**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 into a scorable test booklet.
- For constructed-response items in mathematics or science, remind the student to label each part of his or her work if a question has multiple parts and clearly identify his or her 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 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 tactile graphics for mathematics or science and/or picture descriptions for ELA/literacy.
- 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 Sections 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. 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.

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.
Note: Only an Eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness or someone working under the direct supervision of an Eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness may transcribe the student's responses into the test booklet, answer document or online form of the DC CAPE assessments.
- 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.
Note: A student response can be embossed for their reviews, after which copies must be securely shred after transcription.
- 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.


4.10 Script for Administering Braille Science

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.


4.10.1 Braille Grades 5, 8 and High School Biology – All Sections

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Sections 1 - 4	Grades 5, 8 and high school biology (each section): 45 Minutes	<ul style="list-style-type: none"> • Student testing booklets • Pencils • Scratch paper 		
End of All Sections – Students Stop				


Instructions for Preparing to Test

 Say	<p>Today, you are going to take the science 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. Contact your Test Coordinator if you have questions regarding electronic devices.

 Say	<p>Please sit quietly while I distribute the test materials.</p>
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Distribute scratch paper, braille writing device (e.g., braillewriter, braille note-taker, slate and stylus), and approved accessibility 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, 3, or 4: Confirm with the Test Administrator that you have the test booklet with your name on it.</p>
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Make sure that each student has written his or her name on all materials.

Instructions for Administering All Sections of Braille

	<p>Using the labels on the edge of the page, open your test booklet to the first page of Section_ (fill in the appropriate section) and follow along while I read the directions.</p> <p>Today, you will take Section_ (fill in the appropriate section) of the_ (fill in the appropriate grade level) Science Assessment.</p> <p>To respond to the tasks on this test, you may be asked to review information in the form of text, images, data tables, and graphs. Analyze all the information and tasks carefully and then respond to each task. You may need to read across multiple pages to see all the information. You will be allowed to use a calculator for all sections in this test.</p> <p>Some tasks require more than one response. You may look back at the information as often as necessary.</p> <p>For tasks that ask you to explain, describe, or answer in your own words, write your responses in the space provided. You may use scratch paper to organize your thinking before writing your response in the space provided.</p> <p>For tasks that ask you to fill in the blank spaces or write answers in the correct box, you may write the letter corresponding to the response or write the entire response in the blank space.</p> <p>If you do not know the answer to a question, you may select or compose an answer you think is the best response and 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 stop sign.</p> <p>Finally, before beginning the test, please write your name on the top of the cover page and wait for the test administrator to inform you to turn the page.</p>
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	<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 below based on your state or local policy (refer to **Appendix C** of the *Test Coordinator Manual*).

	<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>

Say	Do you have any questions?
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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.

Say	You will have 45 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). Turn to the next page. You may begin working now.
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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.

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,

	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 test materials.

	Stop working. Testing time has now ended. If 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 an 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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