



# DC CAPE

DC COMPREHENSIVE  
ASSESSMENTS OF  
PROGRESS IN EDUCATION

## **2025 Test Administrator Large Print Scripts for Paper-Based Testing**

**Science**

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



## Tasks for Test Administrators to Complete BEFORE Large Print 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:

- Students will not record their answers in standard print Test Booklets. Rather, students will circle their answers in the Large Print Test Booklets. For constructed response items, students will write their answers on the lines provided in their Large Print Test Booklets.
- Throughout the scripts, there are several instances which instruct Test Administrators to demonstrate an activity. Ensure that this is done where it is visible for each student (e.g., on the board or near the student).
- In mathematics, students will need to write their answers in boxes at the top of the Answer Grids, but they do not need to bubble in their answers.

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 test sections to be tested.
- Make sure you have the correct test booklets for your group to be tested.
- As appropriate, draw a timing box on the board, similar to the ELA/Literacy example in the *Test Administrator Manual for Paper-Based Testing*.
  - Write the name of the test section you are administering on the Section Name line in the timing box on the board.
  - Using the Section Testing Time tables in Section 2.4 of the *Test Administrator Manual for Paper-Based Testing* for reference, write the Section Time on the correct line in the timing box on the board.
  - Do not fill in the Starting Time or Stopping Time lines until instructed to do so in the scripts.
  - 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*.
- Make sure you have a list of the accommodations for the students testing, consult the plan established in **Appendix A** of the *Accessibility Features and Accommodations Manual*.
  - If the students in your group require a Human Reader, follow the protocol outlined in **Appendix B** of the *Accessibility Features and Accommodations Manual*.
  - If the students in your group require an extended time accommodation, follow the guidelines outlined in **Appendix E** of the *Accessibility Features and Accommodations Manual*.
  - If the students in your section need a word-to-word dictionary as an accommodation, have these available to students or allow students to bring their own.

Post a copy of the STOP and GO ON signs in **Appendix C** of the *Test Administrator Manual for Paper-Based Testing* on the board to show students what the signs in the book look like. 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 Large Print 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 before the end of the school day, 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 within 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.

## 4.10 Script for Administering Large Print 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 Large Print 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"> <li>• Student testing booklets</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		
End of All Sections – Students <b>Stop</b>				

#### Instructions for Preparing to Test

<b>Say</b>	<p><b>Today, you are going to take the science assessment.</b></p> <p><b>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.</b></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.

<b>Say</b>	<p><b>Please sit quietly while I distribute the test materials.</b></p>
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Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute test booklets.

<b>Say</b>	<p>If Section 1: <b>Write your first and last name at the top of your test booklet.</b></p> <p>(Pause.)</p> <p>If Section 2, 3, or 4: <b>Please raise your hand if your name is not at the top of your test booklet.</b></p>
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Make sure that each student has written his or her name on the test booklet or has received their own test booklet.

## Instructions for Administering All Sections

**Say**

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.

Today, you will take Section\_ (fill in the appropriate section) of the\_ (fill in the appropriate grade level) Science Assessment.

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.

Some tasks require more than one response. You may look back at the information as often as necessary.

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.

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.

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.

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.

**Say**

This is the end of the directions in your test booklet.

When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach the word STOP in your test booklet, do NOT go on until directed to do so.

Examples of the GO ON and STOP signs are posted on the board.

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.

Read from OPTION A, B, or C below based on your state or local policy (refer to **Appendix C** of the *Test Coordinator Manual*).

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

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

<b>Say</b>	<b>You will have 45 minutes to complete this section. I will let you know when you have 10 minutes of testing time left.</b> (May not be appropriate for students with extended time). <b>Turn to the next page. You may begin working now.</b>
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Write the starting time and stopping time in the timing box.

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 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:


	<b>Please stop testing, place your answer sheet in the test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.</b>
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After taking a classroom break, ensure students open their test booklets and continue testing where they left off.

	<b>Open your test booklets and continue testing.</b>
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### **Instructions for When 10 Minutes of Section Time Remain**


When 10 minutes of section time remain,

	<b>You have 10 minutes remaining.</b>
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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.

	<b>Stop working. Testing time has now ended. Place a bookmark at the end of the section. Close your test booklet.</b>
	<b>I will collect your test materials.</b>

- 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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