

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

**English Language Arts/Literacy**

**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 in which Test Administrators are instructed 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 unit, 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 units 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 unit you are administering on the Unit Name line in the timing box on the board.
  - Using the Unit Testing Time tables in Section 2.4 of the *Test Administrator Manual for Paper-Based Testing* for reference, write the Unit 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 unit. Refer to each student's accommodations for information on extended time, and follow the guidelines outlined in **Appendix D** of the *Accessibility Features and Accommodations Manual*.
- Make sure you have a list of the accommodations for the students testing, and 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 D** of the *Accessibility Features and Accommodations Manual*.
  - If the students in your unit 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.



## 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 unit, 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 unit 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 unit before the end of the school day, you should not allow the student to begin. If a student leaves during a unit, 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.


#### 4.10.2 Script for Administering Large Print Grade 3 ELA/L – All Units

The administration script under Section 4.10.2 will be used for all units for the Grade 3 ELA/Literacy Test.


On the first read through, Test Administrators are required to adhere to the scripts provided in this manual for administering the BIE ELA/Literacy 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 be read aloud **ONLY** if they are applicable to your students. Some directions may differ slightly by unit and are noted within the administration script.

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


#### Instructions for Preparing to Test

	<p><b>Today, you are going to take the English language arts 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.</b></p>
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If a student raises his or her hand, collect the electronic device (or follow your school policy) and store it until the unit 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><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.

	<p>If Unit 1: <b>Write your first and last name at the top of your test booklet.</b></p> <p>If Unit 2: <b>Check to make sure your first and last name is written at the top of your test booklet.</b></p>
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Make sure each student has written his or her name on the test booklet. If necessary, assist students with making sure they are using the test booklet that belongs to them.



## Instructions for Administering All Units of Grade 3 English Language Arts/Literacy

<b>Say</b>	<p>Using the labels on the edge of the page, open your test booklet to the first page of Unit ____ (fill in the appropriate unit) 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 take Unit ____ (fill in appropriate unit number) of the Grade 3 English Language Arts Test.</p> <p>Read each passage and question. Then, follow the directions to answer each question. Circle the answer or answers you have chosen in your test booklet. If you need to change an answer, be sure to erase your first answer completely.</p> <p>One of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.</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 unit ONLY. Do not go past the stop sign.</p>
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<b>Say</b>	<p>This is the end of the directions in your test booklet.</p> <p>When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach the STOP sign in your test booklet, do NOT go on until directed to do so.</p> <p>Examples of the GO ON and STOP signs are posted on the board.</p> <p>If you finish early and have completely checked your work in this unit, 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 BIE's policy or your local policy (refer to your School Test Coordinator).

<b>Say</b>	OPTION A
	After I have collected your test materials, please sit quietly until the unit 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 unit has ended.

<b>Say</b>	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 unit. Refer to the students' accommodations.

	<p><b>You will have 75 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.</b> (May not be appropriate for students with extended time).</p> <p><b>You may begin working now.</b></p>
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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.

### 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 unit. 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 unit:

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

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

When 10 minutes of unit time remain,



**You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

### **Instructions for Ending the Unit**

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



**Stop working. Testing time has now ended. Close your test booklet.**

**Check that your name is written on 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 unit 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 unit.




#### 4.12.1 Script for Administering Large Print Grades 4 – 8 and 11 ELA/L – All Units


The administration script under Section 4.12.1 will be used for all units 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 BIE ELA/L 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 be read aloud **ONLY** if they are applicable to your students. Some directions may differ slightly by unit and are noted within the administration script.

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


#### Instructions for Preparing to Test

	<p><b>Today, you are going to take the English Language Arts 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 policy) and store it until the unit 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><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.


	<p><b>If Unit 1: Write your first and last name at the top of your test booklet.</b></p> <p><b>If Unit 2: Check to make sure your first and last name is written at the top of your test booklet.</b></p>
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Make sure each student has written his or her name on the test booklet. If necessary, assist students with making sure they are using the test booklet that belongs to them.





## Instructions for Administering All Units of Large Print High School English Language Arts/Literacy

 <b>Say</b>	<b>Using the labels on the edge of the page, open your test booklet to the first page of Unit ____ (fill in the appropriate unit) and follow along while I read the directions. Do NOT turn the page until I tell you to do so.</b>
	<b>Today, you will take Unit ____ (fill in appropriate unit number) of the Grade ____ (fill in the appropriate grade) English Language Arts Test.</b>
	<b>Read each passage and question. Then, follow the directions to answer each question. Circle the answer or answers you have chosen in your test booklet. If you need to change an answer, be sure to erase your first answer completely.</b>
	<b>One of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.</b>
	<b>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 unit ONLY. Do not go past the stop sign.</b>

 <b>Say</b>	<b>This is the end of the directions in your test booklet.</b>
	<b>When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach the STOP sign in your test booklet, do NOT go on until directed to do so.</b>
	<b>Examples of the GO ON and STOP signs are posted on the board.</b>
	<b>If you finish early and have completely checked your work in this unit, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.</b>


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

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

	<p><b>You will have 90 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.</b> (May not be appropriate for students with extended time).</p> <p><b>You may begin working now.</b></p>
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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.

### 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 unit. 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 unit:



**Say**

**Please stop testing, place your scratch paper in the test booklet, 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 continue testing where they left off.

**Say**

**Open your test booklets and continue testing.**

#### **Instructions for When 10 Minutes of Unit Time Remain**

When 10 minutes of unit time remain,

**Say**

**You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

#### **Instructions for Ending the Unit**

When the unit 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. Close your test booklet.**

**Check that your name is written on 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 unit 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 unit.









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