Missouri Assessment Program – Practice Form
Grade 3 English Language Arts
Script for Administering Braille Edition

This script should be used to administer the Braille edition of the assessments. This script should not be used to administer the online assessments. This document contains secure testing materials and must be destroyed following the guidelines provided in Section 3.4 of the Test Coordinator’s Manual.

To ensure that all students are tested under the same conditions, the Test Examiner (TE) should adhere strictly to the script for administering the test. These instructions can be found in the boxes in bold on the following pages. The TE should answer questions raised by students when asked but should never help the class or individual students with specific test items. Except for single words, no test items can be read to any student for any content area unless the student has Read Aloud as a specified tool/accommodation.

Please remember that the script must be followed exactly and used each time a test is administered. All directions and listening presentations that a TE must read to students are indicated by the word “SAY” and are in boxes so they stand out from the regular text. They should be read aloud exactly as written, using a natural tone and manner. If the TE makes a mistake in reading a direction, the TE should stop and say, “I made a mistake. Listen again.” Then the direction should be reread.

The TE should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, he or she should encourage students to do their best.
GRADE 3, SESSION 1
Make sure that each student has his or her own test booklet and any additional materials needed to access the assessment. Students should mark their answers or indicate their responses to the Test Examiner.

SAY  Please make sure you have the correct test booklet. Do not open your test booklet until I tell you to do so.

Pause to make sure students have their own test booklets.

SAY  Now you will be taking the English Language Arts Practice Form. This test has three sessions that contain different types of questions. Today you will take Session 1. This session includes questions based on passages. Be sure to read each passage. Some questions will require you to choose each correct answer. Other questions will require you to mark or indicate your answers to the Test Examiner. Read each question carefully and follow the directions.

Pause.

SAY  When you come to the word STOP at the bottom of the page, you have finished this session. You may go back over Session 1 and check your answers, but do not go to any other session. When you finish checking Session 1, please close your test booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students have. When you are sure that the students understand the directions, continue.

SAY  Open your test booklet to the first question in Session 1. You may begin.

Make sure students are on the correct page.
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*When the students have finished,*

**SAY**  
Stop. This is the end of the English Language Arts Practice Form, Session 1. Please close your test booklet.

*If this is the end of testing for the day, collect all testing materials and secure the materials after confirming that all test booklets are accounted for.*

*If this is not the end of testing for the day, have students close their test booklets and take a short break. Resume testing when students are ready to continue.*
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GRADE 3, SESSION 2
Make sure that each student has his or her own test booklet and any additional materials needed to access the assessment. Students should mark their answers or indicate their responses to the Test Examiner.

Say Please make sure you have the correct test booklet. Do not open your test booklet until I tell you to do so.

Pause to make sure students have their own test booklets.

Say Now you will be taking Session 2 of the English Language Arts Practice Form. This session includes different types of questions. Some questions will require you to choose each correct answer. Other questions will require you to mark or indicate your answers to the Test Examiner. Read each question carefully and follow the directions.

You may NOT go back to Session 1 in your test booklet. Work through each question in Session 2 only.

Are there any questions?

Pause to answer any questions the students have.

Say When you come to the word STOP at the bottom of the page, you have finished this session. You may go back over Session 2 and check your answers, but do not go to any other session. When you finish checking Session 2, please close your test booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students have. When you are sure that the students understand the directions, continue.

Say Open your test booklet to the first question in Session 2. You may begin.

Make sure students are on the correct page.
When the students have finished,

**SAY**  Stop. This is the end of the English Language Arts Practice Form, Session 2. Please close your test booklet.

*If this is the end of testing for the day, collect all testing materials and secure the materials after confirming that all test booklets are accounted for.*

*If this is not the end of testing for the day, have students close their test booklets and take a short break. Resume testing when students are ready to continue.*
GRADE 3, SESSION 3
For Session 3, scripts are provided for items assessing listening.

Make sure that each student has his or her own test booklet and any additional materials needed to access the assessment. Students should mark their answers or indicate their responses to the Test Examiner.

**SAY**
Please make sure you have the correct test booklet. Do not open your test booklet until I tell you to do so.

Pause to make sure students have their own test booklets.

**SAY**
Now you will be taking Session 3 of the English Language Arts Practice Form. This session includes different types of questions based on presentations. Some questions will require you to choose each correct answer. Other questions will require you to mark or indicate your answers to the Test Examiner. Read each question carefully and follow the directions.

You may NOT go back to a previous session in your test booklet. Work through each question in Session 3 only.

Are there any questions?

Pause to answer any questions the students have. When you are sure that the students understand the directions, continue.

**SAY**
Open your test booklet to Session 3. You will listen to a presentation and then answer questions 1 through 3.

Make sure students are on the correct page.
Marco helped Grandpa plant his garden. Marco asked, “When can we eat the tomatoes?”

Grandpa said, “Be patient. There’s the ‘W’ rule for gardening: weed, water, wait, and watch.”

Marco answered, “We pulled weeds, and we watered the plants, so how long do we wait and watch?”

Grandpa said, “Read the plant tags.”

Marco read, “Forty-nine days. Grandpa, that’s a long time.”

Marco complained, “If I were planting my own garden, I would want something that grows faster.”

Grandpa laughed. “I bought just the thing for you.” He gave Marco a box with a picture of a flower growing in a pot. Then, Grandpa opened his toolbox and set something on the workbench. “This is my carpenter’s ruler.”

Marco said, “It’s a folding ruler with hinges.”

“Exactly,” said Grandpa.

Marco picked up the ruler and unfolded and refolded it. “I can make my initial ‘M’ with it.”

“Or a ‘W,’” said Grandpa. “Follow the ‘W’ rule to grow your lily bulb in the flowerpot. Your flowerpot won’t have to be weeded, so you only have to—”

Marco interrupted. “Three simple steps. First, I need to water. Next, I need to wait. Finally, I need to watch.”

“Right,” said Grandpa, “and when it sprouts, measure it with the ruler every day. Write down the measurements so you can see how much it has grown each day.”

Marco followed the directions. He only waited a few days before seeing a green sprout. He watered his plant whenever the soil felt dry. He watched the sprout and measured it every day. Soon it was an inch tall, then two inches, then three. One day it passed the first hinge on the ruler.

“Grandpa,” he said, “the lily is growing fast and has knobs near the top.”

“Those will be flowers,” said Grandpa.

“Wow!” Marco exclaimed. “A lily grows a lot faster than tomatoes. Growing a lily is fun!”
SAY  I will read it one more time.

Read the presentation aloud again.

SAY  Please answer questions 1 through 3. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

SAY  Find question 4 in your test booklet. You will listen to a presentation and then answer questions 4 through 7.

Pause.
The Story of America’s Flag

In 1777, Congress chose a flag for our new nation. It had stars and stripes. While people often think Betsy Ross thought up this design, it is uncertain who created it. Most likely, a member of Congress drew the flag’s pattern.

Our first flag had 13 stars and 13 stripes. There was one for each state. However, new states soon joined the nation. People began to add a star for every new state. They sewed the stars into circle patterns, rows, or “X” shapes. As a result, the flags did not all look alike. Also, the number of stars kept growing.

After many years, America had 50 states. Congress decided to hold a contest to find an official flag design. Thousands of people sent in their ideas. Robert Heft, a student, mailed in his flag design. He had spent hours arranging its 50 stars. Then he stitched them into a neatly spaced pattern. His flag won! It was the first official 50-star flag to fly above the nation’s Capitol.

Over the years, our flag has had different names too. Francis Scott Key called the flag a “Star-Spangled Banner” in his poem. He was writing about a huge flag that flew during a battle. Later, his poem became our national song. William Driver named his flag “Old Glory” and proudly flew it on his ship. These special flag names are now familiar favorites.

Today, our country’s flag flies in front of many homes, schools, and businesses. To fly the flag, follow these guidelines:

1. In the morning, attach the flag to its pole outside.
2. Raise the flag quickly.
3. At night, slowly lower the flag and fold it.

I will read it one more time.

Read the presentation aloud again.
SAY Please answer questions 4 through 7. When you complete these four questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

When the students have finished,

SAY Stop. This is the end of the English Language Arts Practice Form, Session 3. Please close your test booklet.

Collect all test materials.