Missouri Assessment Program – Practice Form  
Grade 5 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.
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GRADE 5, 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 5, 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.*
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GRADE 5, 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 4.

Make sure students are on the correct page.
Redbird Reef
Subway cars travel under the streets of New York City. These cars transport passengers all day and night for years and years. But what happens when a subway car wears out? The amazing answer is that some old cars are dumped in the ocean for a very good reason.

In 2001, New York City gave more than six hundred subway cars to the state of Delaware. Since the cars were red, they were called “Redbirds.” Delaware put the subway cars on a big boat, which sailed down the coast to where the cars were dumped into the water. Why? Delaware wanted to turn the old cars into an artificial reef for sea life.

Fish need reefs for shelter. A natural reef has lots of spaces where fish can look for food and hide from predators. Many coastal towns have built artificial reefs in places where there are no natural reefs. These reefs can bring plants and fish into the area. The reefs become new places to live for all sorts of sea creatures.

Delaware called its new reef Redbird Reef after the red subway cars. Before they were dropped into the water, all the old subway cars had their windows and doors removed and underwent a thorough cleaning. Any toxic materials were removed.

Redbird Reef has been so successful that other states want old subway cars to create their own reefs. These cars, which were once crowded with people, are now alive with fish. They have transformed an empty stretch of ocean floor into a thriving home for animals and plants.

SAY I will read it one more time.

Read the presentation aloud again.

SAY Please answer questions 1 through 4. When you complete these four questions, please stop working and sit quietly.

Pause. Allow time for students to respond.
The Story of My World Record

I did it! I have finally broken a world record! This is the greatest moment in my life, and I have it all recorded on video.

As far back as I can remember, I have always wanted to be the best at something. Every time I go to the school library, I look for a book about world records. My dream is to break one and see my name in the book.

I searched for an activity I thought I could actually be the best at. I decided to try some different activities to see if I could break any world records. The first record I tried to break was farthest water-balloon throw. I asked my little brother to help me with this one. The record is 127.36 feet. We did not break the record and we got soaked trying. However, we did have fun!

Next, I tried stacking the most dominoes in thirty seconds. The record is only forty-eight, so I figured it would be easy, but stacking dominoes is harder than it seems.

Then, I attempted to blow the largest bubblegum bubble. I practiced all day long, but I blew my biggest bubble while I was doing my homework. It popped and went all over my math textbook. Several of the pages ended up stuck together. I could not finish my homework, and I got in a lot of trouble. My teacher and my parents were furious. I had to do an extra math assignment, and I am no longer allowed to chew gum.

But all my failures no longer matter. Now, everyone who watches my video will be a witness to my record-breaking attempt. I have successfully eaten twenty-one candies in one minute, using chopsticks, while blindfolded, beating the previous record of twenty. You heard it here first.

I’ll play the video to make sure I got it. Oh, no! I forgot to click “record”! I can’t believe this. No one will ever know I broke the record!
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SAY I will read it one more time.

Read the presentation aloud again.

SAY Please answer questions 5 through 8. 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.