Missouri Assessment Program – Practice Form
Grade 6 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 6, 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 four 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.
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.*
GRADE 6, 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.

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.

Now you will be taking Session 2 of the English Language Arts Practice Form. This session includes different types of 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.

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.

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.

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 6, SESSION 3
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. 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.
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**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 3 and check your answers, but do not go to any other session. When you finish checking Session 3, 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 3. 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 3. 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.
GRADED 6, SESSION 4
For Session 4, 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 4 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 4 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 4. You will listen to a presentation and then answer questions 1 through 4.

Make sure students are on the correct page.
The Middle School Newspaper: A Worthwhile Effort

Producing a school newspaper is hard work, but it is rewarding. Students who read the newspaper benefit because they find out about significant events that are going on at school and in the community. Students who volunteer to join the newspaper staff also acquire valuable life skills. Newspaper staff learn to work with others, have an opportunity to improve their abilities, and gain experience communicating for different audiences.

First, as the staff organize, write, and edit the newspaper, students learn to work together as a team. They work with volunteers from several different grades. Members of the newspaper staff have differing viewpoints and opinions. Each one is obliged to be flexible and to consider the new or unusual ideas that others present.

Second, volunteers all have their own special interests and skills. Working on the newspaper improves these skills. They become better writers, photographers, and page designers. Students learn how to manage their time to meet deadlines. They also have the opportunity to practice the computer technologies they are learning in class.

Finally, a school newspaper allows students to communicate with more than their close friends and family. Instead, as they gather material for each issue’s articles, they might communicate with students they don’t know or with adults. This acquaints them with a wide variety of people. Also, the newspaper content must be written to appeal to all students as well as parents and teachers.

A school newspaper encourages personal expression along with teamwork. It teaches flexibility along with the need to meet deadlines. When their work is published and others like it, students feel happy and motivated. Research shows that students who volunteer for the school newspaper learn important skills to help them be successful in the future.

I will read it one more time.

Read the presentation aloud again.

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.
Find question 5 in your test booklet. You will listen to a presentation and then answer questions 5 through 8.

Why Good Teachers Deserve Recognition

In schools across the nation, great teachers are changing students’ lives for the better. These teachers help their students become excited to learn and inspired about their futures. Often using humor or creative methods, they become mentors and shining examples to their students. Unfortunately, these extraordinary teachers are not always recognized for their contributions. Great teachers serve from the heart, regardless of recognition. Even so, they should be recognized and rewarded for their valuable work.

Research shows that teachers are the most important influence in schools at helping students succeed. Other influences include school programs, financial resources, and administration staff. It is estimated that a teacher’s impact on student performance is two to three times greater than anything else at school. A teacher who makes students enthusiastic about learning, a teacher who makes students feel cared for—this teacher is truly great.

Around the world, the level of public respect teachers receive varies greatly. In some places, such as China, teachers are given the same level of respect as doctors. In the United States, the teaching profession is less respected. Many believe that in order for the United States to recruit the brightest and the best into the teaching profession, teaching needs to become a high-status occupation. Financial reward is also important. These two changes are important in attracting the best teachers to the profession.

People who do extraordinary jobs often receive rewards. Students are recognized in school. Workers are rewarded in business. Teachers deserve no less. From a simple, heartfelt “thank you” to public recognition and even financial bonuses, there are many ways to show appreciation. While great teachers do not strive for such rewards, they certainly deserve them. Truly, they create hope and open a future for young people in ways that cannot be measured.

I will read it one more time.
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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 4. Please close your test booklet.

*Collect all test materials.*