Missouri Assessment Program – Practice Form
Grade 7 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 7, 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 Test. 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 Test, 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 7, 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 Test. 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 Test, 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 7, 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 Test. 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.
SAY Is Studying the Only Way to Improve Academic Performance?

Characters in science-fiction novels sometimes just plug themselves into a computer to transfer new information, such as a new language, into their brains. Wouldn’t that be wonderful? Unfortunately, learning new information will likely never be that easy. While there is nothing that can replace studying, there are some things you can do to study more effectively. This could lead to an increase in your academic performance.

Get up and get moving! While scientists are still working on researching this connection, they do believe that there is a link between physical activity and academics. It is thought that exercise can help you focus better and improve understanding. Scientists are interested in finding out whether there is a specific amount of time spent exercising that leads to optimal academic performance.

Put your headphones on! There are some studies that have shown listening to music before performing a task can help concentration and focus. It may also reduce anxiety and depression. Some scientists think the relaxation effects of music may allow the mind to focus.

Wake up and smell the rosemary! Rosemary is an herb. It is a woody plant with needle-like leaves. It has a very distinct aroma. The scent of rosemary essential oil has long been connected to improving memory in adults. Recent studies have shown that when children are exposed to the scent of rosemary essential oil, their working memory can improve. More research is necessary, but preliminary results show that diffusing essential oil in the room where children are working can help to improve academic performance.

There is no substitution for studying, but doing a few simple things can help your brain to function more efficiently. And having a more efficient brain can help to improve your academic performance.

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.

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

Pause.

**SAY** The Rain Forests of the Sea

Coral reefs are sometimes called the rain forests of the sea. Full of color and life, they are the most diverse of all of Earth’s ecosystems and are home to tens of thousands of marine species. Though corals look like underwater plants, they are actually colonies of individual animals that join together and make the foundation of the reef. With so many plants and animals dependent on coral reefs, protecting and preserving coral reefs has become a significant concern.

Coral reefs cover only about 1 percent of the planet’s surface, yet their existence is extremely important for a vast number of organisms. For example, reefs provide nutrients and shelter for about a quarter of the ocean’s fish. Up to one billion people depend on coral reefs for food as well as for income from tourism and commercial fishing. Additionally, coral reefs act as a barrier against powerful waves and help protect coastal communities from flooding and land erosion. In places where reefs have been harmed, the damaging effects of storms can increase. Another benefit of coral reefs is in finding new medicines. Scientists are studying how chemicals produced by reef organisms can help fight many human diseases.

Coral reefs face both natural and human threats. Storms and volcanic eruptions, for example, can damage reefs. Harmful fishing practices, coastal development, pollution, and unsustainable tourism also threaten reefs. Coral bleaching happens when rising ocean temperatures become too warm for the survival of algae, which the corals depend on for nutrients.

There are simple things everyone can do to help protect coral reefs. Conserve water and choose only sustainable seafood. If you live near a beach, volunteer to clean up the trash and never leave garbage behind when you visit. Divers and snorkelers should never touch corals. Remember that corals are alive! Saving coral reefs for future generations depends on us as much as we depend on the reefs.
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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 Test, Session 3. Please close your test booklet.

Collect all test materials.