

CDE Braille Competency Practice Test

INSTRUCTIONS FOR PREPARING PRACTICE BRAILLE SAMPLE

Ten

Braille the following passage using 8.5 by 11 inch braille paper. Use standard literary braille format and a 28-cell line, 25 lines per page. To fully prepare for the Colorado Braille Competency Test, a braille writer should be used to transcribe this passage.

- On the first page the title is shown on lines one and two, as shown in print above. Each following page should have the title Seven centered on line one. This becomes the running head.
- Skip one line between the title and the first paragraph on page one. Do not skip a line between the shortened title (running head) and text on subsequent pages.
- Do not skip a line between paragraphs.
- Make maximum use of the 28 cell line. You are not required to hyphenate a word at the end of the line, but you must make maximum use of the 28 cell line to the extent possible with or without hyphenation. Failure to do so will be counted as one error each occurrence.

* **Print copy clarification:** The passage for this sample contains hyphens, dashes and italicizes.

***Simulated Braille clarification:** The APH font in Word is providing a space between paragraphs in the Simbraille. You should **not** have a space between paragraphs in your document.

Please prepare your braille sample based on the text on the following page. Once complete, please cross-check your braille passage with the simulated braille on the remaining pages of this document.

If you are in need of an embossed master copy of the passage to check your braille because you are a tactual braille reader, please be in touch with Tanni Anthony at Anthony_t@cde.state.co.us This offer is only for approved Colorado candidates preparing to take the Colorado Braille Competency Test.

Ten

As darkness closed down on the Amil Mountains, the heights were not friendly, but were rather enemies to be feared or conquered. Fel-hoen felt he had subdued the mountains by his coming into them and his ride alone out of them. Temrane, left behind, feared the towering rocks, feeling that unfriendly eyes were upon him.

He had watched his father ride back down the mountains until he could no longer spot the slow jogging of the horse. He had wanted to shout to that quickly vanishing back, entreating him once again to forget the kingdom. But his begging had been unheard before—he knew it would be no different now. The king was as unyielding as the face of the mountain. If his father had any doubts about leaving his only son, he hid them well.

Temrane sat upon the ground, an oak tree at his back, and tried to justify this betrayal. He knew his father had never loved him, but he had always felt it was because of the priesthood. He had never dreamed that his father's hate would come to leaving his son to defend himself against a wizard. Pain rushed through him as he remembered his father's words: "The kingdom is everything." Greed had twisted his father's face into an ugly, alien thing. And Temrane especially agonized because throughout all, he still loved his father.

He peered around the tree, trying to penetrate the pervasive darkness. He heard sounds and in his fright imagined horrible monsters that would rend him to pieces. The wizard, whenever he came for him, would find only white bones, picked clean by ravaging teeth. The thought calmed him, and he released his fists.

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Temrane clenched his fists together, drawing blood into his palms in half-circles. He was no longer a child. He had faced the Calli-kor today and had been declared a man. A man would not fear the dark, nor a half-mad wizard. The thought calmed him and he released his fists.

He stood and began walking in the direction he saw his father take. Just because his father—what pain that word caused—had left him here did not mean he had to stay here and await the wizard. He would return to Zopel, under cover of darkness if needed, and seek Cand-hoen. His father—Temrane shook his head; he no longer had a father—the king paid little attention to the goings-on of the temple and would not notice a new priest, albeit a young one, in the ranks.

A new thought grabbed him with such intensity that he stopped as suddenly as though hit with lightning. Perhaps Cand-hoen would not receive him.

No, he thought, starting again. Cand-hoen's love had always been strong, much stronger and surer than his father's. But Cand-hoen was also a priest, the high priest of Hoen, and as such would not hide Temrane from the king.

Wetness touched his cheek, and he hurriedly brushed it away. Had Hoen deserted him also? Why else would he allow his servant to be abandoned to a wizard? *But I am a faithful servant*, he argued. *My life has always been given to pleasing Hoen. I can feel the strength of the god within.* But as soon as the thought was formed, he began to feel that strength slip from him. It was being drawn away, taken back into Hoen to be given a more deserving acolyte.

This passage is taken from: The Falcon and the Serpent, Crossways Books, 1990, with permission of the author, Cheryl A. Smith

Answer Key

The following SimBraille copy of the passage is for your use in correcting your work. Please note the following:

The use of APH Braille Font in Word, has left spaces between paragraphs that your document should not have.

We used Duxbury to produce a SimBraille copy and copied its spacing of words into lines. You will note in the first paragraph of page 7, that the word Calli-kor was moved to the next line instead of putting part of the name and the hyphen at the end of the line, and the remainder on the next. You will also see the same situation on page 8, line 3, with the name Cand-hoen.

It is highly recommended that we not hyphenate words any longer, So Duxbury has been programmed to accommodate no hyphens, moving it to the next line. In this case, we are transcribing a hyphenated name, and it is correct to move it to the next line, or break the name at the hyphen, and move the remainder to the next line. Either way is correct. If you hyphenate the name at the end of the line, you will note that your spacing will be different from the SimBraille example.

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Braille text consisting of multiple lines of characters, likely representing a passage of text or a list of items. The text is rendered in Braille format, using dots and characters to represent letters and punctuation. The text is arranged in approximately 25 lines, with varying lengths of characters per line. The characters are composed of dots in a 6-dot grid pattern, typical of Braille. The text appears to be a mix of uppercase and lowercase letters, numbers, and punctuation marks, though the specific words are difficult to discern due to the Braille format. The text is centered on the page.

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1. The first part of the test consists of a series of Braille characters arranged in a grid. The characters are arranged in a pattern that is difficult to read, and the goal is to identify the words hidden within the grid.

2. The second part of the test consists of a series of Braille characters arranged in a grid. The characters are arranged in a pattern that is difficult to read, and the goal is to identify the words hidden within the grid.

3. The third part of the test consists of a series of Braille characters arranged in a grid. The characters are arranged in a pattern that is difficult to read, and the goal is to identify the words hidden within the grid.

4. The fourth part of the test consists of a series of Braille characters arranged in a grid. The characters are arranged in a pattern that is difficult to read, and the goal is to identify the words hidden within the grid.

5. The fifth part of the test consists of a series of Braille characters arranged in a grid. The characters are arranged in a pattern that is difficult to read, and the goal is to identify the words hidden within the grid.

6. The sixth part of the test consists of a series of Braille characters arranged in a grid. The characters are arranged in a pattern that is difficult to read, and the goal is to identify the words hidden within the grid.

7. The seventh part of the test consists of a series of Braille characters arranged in a grid. The characters are arranged in a pattern that is difficult to read, and the goal is to identify the words hidden within the grid.

8. The eighth part of the test consists of a series of Braille characters arranged in a grid. The characters are arranged in a pattern that is difficult to read, and the goal is to identify the words hidden within the grid.

9. The ninth part of the test consists of a series of Braille characters arranged in a grid. The characters are arranged in a pattern that is difficult to read, and the goal is to identify the words hidden within the grid.

10. The tenth part of the test consists of a series of Braille characters arranged in a grid. The characters are arranged in a pattern that is difficult to read, and the goal is to identify the words hidden within the grid.