



# Guidelines for Spanish Read Aloud, Test Reader

## Guidelines for Read Aloud in Spanish, Test Reader

August 24, 2015

When a student cannot access text-to-speech, an embedded resource available on the Smarter Balanced assessment, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the *Smarter Balanced Guidelines for Read Aloud, Test Reader* presented here. The guiding principle in reading aloud is to ensure that the student has access to test content. On Smarter Balanced Assessments, test readers in Spanish are allowable across all grades as a **designated support** for mathematics.

### Qualifications for Test Readers

- The test reader should be a biliterate adult who is familiar with the student, and who is typically responsible for providing a Read Aloud support in Spanish during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be trained in accordance with Smarter Balanced and state administration and security policies and procedures as articulated in Consortium and state test administration manuals, guidelines, and related documentation.

### Preparation

- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on Smarter Balanced assessments.
- Test readers should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional designated supports and/or accommodations. This will ensure that there are plans in place for providing all needed designated supports and accommodations.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the *Usability, Accessibility, and Accommodations Guidelines*. Test readers should be familiar with any assistive technology or approved supports the student requires.
- Test readers in Spanish should have extensive practice in providing read aloud support in Spanish and must be familiar and comfortable with the process before working directly with a student.

- The reader should be knowledgeable of procedures for reading aloud text by content area (see Table 1 at the end of the Guidelines for Read Aloud, Test Reader).
- The test reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included at the end of the Guidelines for Read Aloud, Test Reader.
- Unless otherwise specified by a student's IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with appropriate script that reinforces the parameters during the test session.

### General Guidelines

- The test reader's support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written as clearly as possible.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student's questions by repeating the item, words or instructions verbatim as needed.
- Do not paraphrase, interpret, or define any items, words, or instructions as this would be a violation of test security.
- Spell any words requested by the student.
- Adjust your reading speed and volume if requested by the student.

### Post-Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with Smarter Balanced and state policies and procedures.
- The test reader must not discuss any portion of the test with others.

### Spanish Usage/Conventions

- **Punctuation:** Read all text as punctuated.
- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as 'punto, punto, punto.'
- **Quotations:** Quotation marks should be verbalized as "comillas" and "fin de comillas" at the beginning and end of quoted material, respectively.
- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- **Misspellings:** In some cases a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

### Images / Graphics

- Before describing a picture or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item.
- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic.
- Read the title or caption, if available.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student's needs. Often the reader moves top to bottom, left to right, or general to specific in accordance with teaching practices.

### Passages

- Read the passage in its entirety as punctuated (e.g., pauses at periods; raised intonation for questions). Do not verbalize punctuation marks other than ellipsis and quotation marks as noted above.
- If the student requires or asks for a specific section of the passage to be re-read with the punctuation indicated, the test reader should re-read those specific lines within the passage and indicate all punctuation found within those lines as many times as requested by the student.
- When test questions refer to particular lines of a passage, read the lines referenced as though they are part of the stem.

### Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical manner in which to present the information. In general, information should be presented from broad to specific as indicated by the visual components of the document. The test reader should read the terms exactly as indicated in the graphic organizer. No other information about should be articulated. For example, the test reader should not create sentences if information is bulleted or appears in a title or label.
- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (labels, blank cells, stems, etc.).

### Mathematical Expressions

- Mathematical expressions must be read precisely and with care to avoid misrepresentation by a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common Spanish usage for the student's grade level.
- Numbers greater than 99, however, should be read as individual numbers.
- Additional examples may be found in the attached appendix.
- Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as "diez centímetros." Some abbreviations may be read differently by different readers. For example,  $cm^3$  may be read as "centímetros cúbicos" or "centímetros al cubo".

Table 1. Test Reader Guidance for Mathematics

**Numbers**

Description	Example(s)	Read as:
Large whole numbers	632, 407, 981 45,000,689,112	“seis tres dos coma cuatro cero siete coma nueve ocho uno” “cuatro cinco coma cero cero cero coma seis ocho nueve coma uno uno dos”
Decimal numbers	0.056 4.37	“cero punto cero cinco seis” “cuatro punto tres siete”
Fractions - common  Fractions - not common - read as “numerator over denominator”	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$  $\frac{14}{25}$  $\frac{487}{6972}$	“un medio, un cuarto, dos tercios, cuatro quintos”  “catorce sobre veinticinco”  “cuatro ocho siete sobre seis nueve siete dos”
Mixed numbers - read with “and” between whole number and fraction	$3\frac{1}{2}$  $57\frac{3}{4}$	“tres y un medio”  “cincuenta y siete y tres cuartos”
Percents	62% 7.5% 0.23%	“sesenta y dos por ciento” “siete punto cinco por ciento” “cero punto dos tres por ciento”
Money - if contains a decimal point, read as “dollars AND cents”	\$4.98 \$0.33 \$5368.00	“cuatro dólares y noventa y ocho centavos” “treinta y tres centavos” “cinco tres seis ocho dólares”
Negative numbers - do NOT read negative sign as “minus”	-3  $-\frac{5}{8}$ -7.56	“negativo tres”  “negativo cinco octavos” “negativo siete punto cinco seis”
Dates (years)	1987 2005	“mil novecientos ochenta y siete” “dos mil cinco”
Roman Numerals	I	“número romano uno”

Description	Example(s)	Read as:
	II III IV	“número romano dos” “número romano tres” “número romano cuatro”
Ratios	$x:y$	“x a y”

## Operations

Description	Example(s)	Read as:
Addition	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$ $13 + 27 =$  $13 + 27 = ?$	“trece más veintisiete es igual a”  “trece más veintisiete es igual a signo de interrogación”
Subtraction	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$ $487 - 159 =$  $487 - 159 = ?$	“cuatro ocho siete menos uno cinco nueve es igual a”  “cuatro ocho siete menos uno cinco nueve es igual a signo de interrogación”
Multiplication	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$ $63 \times 49 =$  $63 \times 49 = ?$	“sesenta y tres por cuarenta y nueve es igual a”  “sesenta y tres por cuarenta y nueve es igual a signo de interrogación”
Division – Vertical or Horizontal	$\frac{120}{15} = 8$ $120 \div 15 = 8$	“uno dos cero dividido entre quince es igual a ocho”
Operations with boxes	$3 + \square = 8$	“tres más casilla es igual a ocho”

## Expressions

Description	Example(s)	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$ $8x - 3$  $4(y - 2) + 5 = 7$  $V = \frac{4}{3}\pi r^3$	“‘N’ más cuatro” “ocho ‘x’ menos tres”  “cuatro abre paréntesis ‘y’ menos dos cierra paréntesis más cinco es igual a siete”  “‘V’ es igual a cuatro tercios pi ‘r’ al cubo”

Description	Example(s)	Read as:
	$ t  - 2$  $\frac{t - 2}{t + 8}$  $x^2y^3 = -36$  $156x \geq 4$	<p>“el valor absoluto de ‘t’ (pause) menos dos”</p> <p>“‘t’ menos dos (pause) sobre ‘t’ más ocho”</p> <p>“‘x’ al cuadrado ‘y’ al cubo es igual a negativo treinta y seis” o “‘x’ a la segunda potencia por ‘y’ a la tercera potencia es igual a negativo treinta y seis”</p> <p>“uno cinco seis ‘x’ es mayor o igual a cuatro”</p>
Coordinate pairs  Answer choices with no other text	the point $(-1, 2)$  the point A is at $(6, 3)$ .  A. $(-3, -4)$	<p>“el punto (pause) negativo uno coma dos”</p> <p>“El punto A está en (pause) seis coma tres.”</p> <p>“‘A’ (pause) negativo tres coma negativo cuatro”</p>
Parallels	$\overline{AB} \parallel \overline{CD}$	“el segmento de línea AB es paralelo al segmento de línea CD”
Perpendiculars	$\overline{AB} \perp \overline{CD}$	“el segmento de línea AB es perpendicular al segmento de línea CD”



## Guidelines for Spanish Read Aloud, Test Reader

### Suggested Test Reader Script (to be used with student in advance of the day of testing)

Hola \_\_\_\_\_,

Soy la persona asignada para leerte el examen que tomarás la próxima semana durante la Evaluación de Smarter Balanced de matemáticas. Me gustaría informarte cómo estaremos trabajando juntos. Cuando te esté leyendo la prueba, será de manera muy distinta a cuando te estoy leyendo durante la clase. Necesito seguir ciertas reglas.

- No te puedo ayudar con ninguna respuesta.
- No puedo hacer clic sobre nada en la pantalla.<sup>1</sup>
- No estaré usando diferentes voces de personajes o cambiando mi tono de voz cuando lea. Estaré usando una voz muy directa que no cambie mucho, no importa qué tan emocionante sea la historia o ítem de la prueba.
- Si hay una imagen con palabras, leeré esas palabras. Si lo pides, leeré nuevamente las palabras.
- Algunas veces puede haber algo sobre una palabra o frase que te puede dar una clave si lo leo en voz alta. En esos casos, no leeré esa la palabra, la señalaré en la pantalla [o en el cuadernillo de o impreso al momento] y continuaré leyendo.
- Todavía puedo ayudarte con tus [\*\*\*list any assistive technology that the student may require that would need adult support -- if that support is provided by you].
- Me puedes pedir que lea nuevamente partes de la prueba si no me escuchaste o necesitas más tiempo para pensar.
- Me puedes pedir que haga una pausa en la lectura si necesitas tomar un descanso.
- Me puedes pedir que lea más despacio o más rápido, o leer más alto o más bajo si tienes problema entendiendo lo que leo.
- Leeré ciertos signos de puntuación, pero si necesitas que lea nuevamente una oración y que te diga la puntuación, puedo hacerlo.
- Si me haces una pregunta sobre la prueba lo único que te voy a decir es: "Haz tu mejor trabajo. No te puedo ayudar en eso.
- ¿Tienes alguna pregunta sobre cómo vamos a trabajar juntos durante la prueba?

---

<sup>1</sup> A reader may click on something on the screen only if this is an identified need in the student's IEP or 504 plan and the reader has received appropriate training on when and how to do so.

## References

- Educational Testing Service. (2002). *Guidelines for a Test Reader*. Retrieved from ETS Home: [https://www.ets.org/disabilities/test\\_reader/](https://www.ets.org/disabilities/test_reader/)
- Measured Progress / ETS. (2012, April 16). *Mathematics Audio Guidelines*. Retrieved from Smarter Balanced Assessment Consortium: <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/MathematicsAudioGuidelines.pdf>
- Measured Progress/ETS. (2012, April 16). *ELA Audio Guidelines*. Retrieved from Smarter Balanced Assessment Consortium: <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/ELAAudioGuidelines.pdf>
- Oregon Department of Education Office of Student Learning and Partnerships . (2012, December). *Guidelines for the Read Aloud Accommodation*. Retrieved from Oregon Department of Education Home: [http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/2-guidelines-for-the-math-read-aloud-accommodation-for-2012-2013-\(3\).pdf](http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/2-guidelines-for-the-math-read-aloud-accommodation-for-2012-2013-(3).pdf)
- State of Washington Office of Superintendent of Public Instruction. (2013, September). *Access Supports and Accommodations Guidelines for State Assessments*. Retrieved from State of Washington Office of Superintendent of Public Instruction: <http://www.k12.wa.us/assessment/statetesting/pubdocs/AccommodationManual.pdf>
- West Virginia Department of Education . (December, 2013). *West Virginia Department of Education Office of Assessment and Accountability*. Retrieved from West Virginia Guidelines for Participation in State Assessments, 2013-2014: Guidance on Accommodations for Students with Disabilities and/or Limited English Proficiency in State and District-Wide Testing: <http://wvde.state.wv.us/oaapdf/ParticipationGuidelines.pdf>