



## **Read-Aloud Guidelines**

End-of-Course

End-of-Grade



# CONTACT INFORMATION

Assessment Division: (800) 634-4106

## TEST SECURITY

Below is a list, although not inclusive, of actions that constitute a breach of test security:

- coaches examinees during testing, or alters or interferes with examinees' responses in any way;
- gives examinees access to test questions or prompts prior to testing;
- copies, reproduces, or uses in any manner inconsistent with test security regulations all or any portion of secure test booklets/online testing forms;
- makes answers available to examinees;
- reads or reviews test questions before, during (unless specified in the IEP, IAP, or EL/TPC), or after testing, this is applicable to both paper and online test forms;
- questions students about test content after the test administration;
- fails to follow security regulations for distribution and return of secure test materials as directed, or fails to account for all secure test materials before, during, and after testing (**NOTE:** lost test booklets constitute a breach of test security and will result in a referral to PSC);
- uses or handles secure test booklets, answer documents, online testing logins/passwords/test forms for any purpose other than examination;
- fails to follow administration directions for the test;
- fails to properly secure and safeguard logins/passwords necessary for online test administration;
- erases, marks answers, or alters responses on an answer document or within an online test form;
- participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts.

## SECURE TEST MATERIALS—DO NOT COPY

All test booklets and supporting materials associated with the Georgia Milestones Assessment System are confidential and secure. No part of any test booklet or electronic online test form may be reproduced or transmitted in any form or by any means, including but not limited to electronic, mechanical, manual, or verbal (e.g., photocopying, photography, scanning, recording, paraphrasing— rewording or creating mirror items for instruction—and/or copying). Georgia Milestones materials must remain secure at all times and (excluding the *School and System Test Coordinator's Manual*, the *Paper-and-Pencil Examiner's Manual*, and the *Online Examiner's Manual*) cannot be viewed by any individual or entity prior to or after testing. To do so is a direct violation of testing policies and procedures established by Georgia law (§20-2-281) and State Board of Education (Rule 160-3-1-.07(4)) in addition to copyright laws and the Georgia Code of Ethics for Educators. Georgia Milestones materials may not be provided to any persons except those conducting the test administration and those being tested. All test booklets (used and unused) and all supporting materials must be accounted for and returned at the completion of the test administration and in the manner prescribed in the *School and System Test Coordinator's Manual*.

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# **ADMINISTERING TESTS TO STUDENTS WITH A READ-ALoud ACCOMMODATION**

The read-aloud accommodation is restricted to those students who meet the eligibility criteria. While the screen reader functionality in the online platform is the preferred delivery method for this accommodation, eligible students can use a human reader if their disability necessitates this provision.

Read-aloud Examiners should be familiar with the content area for which they are reading, so that they understand the associated terms and academic language.

Follow the guidelines in this document to administer tests to students with a read-aloud accommodation.

## **Eligibility Criteria for Reading of English Language Arts Passages**

### **Students with Disabilities (SWD)**

The use of this conditional accommodation for the Georgia Milestones English Language Arts assessment, regardless of grade level, must be restricted to only those students with IEPs who meet **ALL** eligibility criteria outlined below. Note that these criteria now apply to all grades, including the high school ELA courses.

1. The student has a specific documented disability that severely limits or prevents his or her ability to decode text at any level of difficulty, even after varied and repeated attempts to teach the student to do so (i.e., the student is a non-reader, not simply reading below grade level); **and**
2. The student has access to printed materials only through a reader or other electronic format during routine instruction; **and**
3. There are clear and specific goals within the student's IEP addressing the deficits which necessitate the need for this conditional accommodation.

**NOTE:** For oral reading, screen reader is the preferred delivery method.

### **English Learners (EL)**

The use of this conditional accommodation for the Georgia Milestones English Language Arts assessment, regardless of grade level, must be restricted to only those EL students who meet **ALL** eligibility criteria outlined below. Note that these criteria now apply to all grades, including the high school ELA courses.

- The student's English proficiency scores and performance in the classroom indicate that the student cannot access, retain, or comprehend text without the assistance of a reader

(i.e., the student is unable to access English text due to their language proficiency, not simply reading below grade level); **and**

- The student is not poised to exit language services within the current school year; **and**
- There are clear and specific goals within the student’s educational plan addressing the deficits which necessitate the need for this conditional accommodation.

**NOTE:** For oral reading, screen reader is the preferred delivery method.

## **General Guidelines**

Use the following sections as a guide for administering an assessment to students with a read-aloud accommodation. The first list below describes general guidelines. Following these are guidelines specific to each content area. Refer to the tables at the end of this document for examples of how to read various elements of the test.

- Read all test items exactly as they are printed in the *Student Test Booklet*. **Test items may not be explained, translated, or interpreted.** The read-aloud accommodation is **not** a substitute for the student interacting with the text; rather, it is simply a means of facilitating the student’s access to the test. Therefore, the student should read along as the test items are being read.
- While oral reading of test items is a standard accommodation, **oral reading of English Language Arts passages is a conditional accommodation** and must be restricted to students who meet the specific guidelines outlined in this document and the *Student Assessment Handbook*.
- All text must be read word for word exactly as written. The Examiner may not provide any assistance to the student regarding the meaning of words, the intent of test items, or the student’s responses to test items. The Examiner may not rearrange the order of text in any way (e.g., reading the questions or answer choices before reading the passage). The student must be instructed to follow along in his or her test booklet as the Examiner reads the text aloud.
- For students with a read-aloud accommodation, it is permissible to read text in tables, charts, graphs, and other stimuli. If necessary, orient the students to the table, chart, or graph before reading content. However, it is not permissible to describe or interpret information contained in the table, chart, or graph in any way.
- **Each test item may be read twice** during a standard read-aloud accommodation. Test items may also be read twice during a conditional read-aloud accommodation, **but English Language Arts passages may only be read once.**
- Caution must be taken to minimize the impact of inflection, word emphasis, or reading style. Voice inflection can clue students in to the correct response or make answer choices more confusing. Read all test items at a normal pace and in a normal tone of voice. If necessary, take time before administration to practice reading appropriately.

## Specific Guidelines for the English Language Arts Assessment

- For students with a standard read-aloud accommodation, read the test items **only**; do **not** read the English Language Arts passages or describe any pictures that accompany the passages. Test items may be read twice.
- For students with a conditional read-aloud accommodation, read the English Language Arts passage **first**, and then read each of the test items. Test items may be read twice, **but the English Language Arts passage may only be read once.**
- For items that ask a question about a specific sentence or sentences, read the question first, then the sentence or sentences and then the four answer choices.
- For items that ask a question about a specific sentence or short paragraph(s), read the question first, then the sentence or short paragraph(s), and then the four answer choices.
- For items that include a sentence with four underlined words or phrases (one of which is misspelled), read the sentence **only**; do **not** read the A/B/C/D letter designators. Take care to read the misspelled word as if it were spelled correctly.
- For items that present four different ways to punctuate a **single** sentence, **do not read the four answer choices.** Instead, read the question, and then ask, “Is it A, B, C, or D?”
- For items that present an incomplete sentence or paragraph and ask which of four answer choices best completes the sentence or paragraph, read “blank” for the underlined space. For example, “She \_\_\_\_\_ the door” should be read “She blank the door.”
- For items that present a short paragraph with four or more numbered sentences, do **not** read the number designators in the paragraph.
- For items that ask about end punctuation for **varied** sentences, take care to read all answer choices in an even tone of voice; do not clue students in to the correct answer by allowing your intonation to rise or fall at the end of each answer choice.

For more information on how to vocalize specific elements of the English Language Arts assessments, refer to pages 8-13.

## Specific Guidelines for the Mathematics Assessment

- For students with a read-aloud accommodation, it is permissible to read text in tables, charts, graphs, and other stimuli. If necessary, orient the students to the table, chart, or graph before reading content. It is not permissible to describe or interpret information contained in the table, chart, or graph in any way.

For more information on how to read specific elements of the Mathematics assessments, refer to pages 8-13.

## **Specific Guidelines for the Science Assessment**

- For students with a read-aloud accommodation, it is permissible to read text in tables, charts, graphs, and other stimuli. If necessary, orient the students to the table, chart, or graph before reading content. However, it is not permissible to describe or interpret information contained in the table, chart, or graph in any way.

For more information on how to read specific elements of the Science assessments, see pages 8-13.

## **Specific Guidelines for the Social Studies Assessment**

- For students with a read-aloud accommodation, it is permissible to read text in maps, tables, charts, graphs, and other stimuli. If necessary, orient the students to the map, table, chart, or graph before reading content. However, it is not permissible to describe or interpret information contained in the map, table, chart, or graph in any way.

For more information on how to articulate specific elements of the Social Studies assessments, see pages 8-13.

Refer to the *Student Assessment Handbook* for additional information on standard and conditional read-aloud accommodations and testing students with IEP, IAP, or EL/TPC Plans.

## Guidelines for Specific Test Elements

Use the table below for examples of reading symbols, numbers, formulas, abbreviations, and other special text found in the Georgia Milestones assessments.

### Conventions

Description	Content Area	How to Read Aloud	Example
<b>Abbreviations</b>	All	If a unit of measurement is abbreviated, read each letter in the abbreviation rather than word being abbreviated.	“kg,” NOT “kilograms”
<b>All caps</b>	All	Words in all caps should be pronounced as a word rather than spelled out.	BEST
<b>Apostrophes</b>	All	Reader should not pronounce “s” as “ess.” It should be pronounced as the plural form of the word.	“Evelyn’s table” should be read as “Evelyns table”
<b>Bullet points</b>	All	Pause between bullets and phrases.	Refer to How to Read Aloud column
<b>Dates</b>	All	Dates should be read using the complete word for days of the week, months of the year, and years. Numbers should be read as appropriate.	June 16, 1978: “June sixteenth nineteen seventy-eight”  June 16 <sup>th</sup> : “June sixteenth”  1978: “Nineteen seventy-eight”  1900: “Nineteen hundred”
<b>Time</b>	All	When “AM” and “PM” appear in conjunction with a time zone, there should be a comma pause between the time of day and the time zone.  Analog clock faces should not be read aloud.	“2:30 p.m. eastern” should be read as “two thirty P M, eastern”
<b>Punctuation Questions</b>	ELA	For items that present four different ways to punctuate a single sentence, do not read the four answer choices.	Refer to How to Read Aloud column



## Numbers and Mathematical Symbols

Description	Content Area	How to Read Aloud	Example
<b>Whole large numbers</b>	All	Large numbers (numbers <b>with more than</b> 6 digits) should be read as the numbers in order.	“453,562,908” should be read as “Four five three comma five six two comma nine zero eight”
<b>Fractions</b>	Math, Science, Social Studies	Simple fractions should be read as “numerator over denominator”  Mixed numbers should be read as “whole number and numerator over denominator”  Fractions that contain expressions and/or variables in the numerator or denominator should be read as described in the example column.	$\frac{3}{4}$ should be read as “three over four,” NOT “three fourths,” or “three quarters”  $2\frac{3}{4} + 6\frac{7}{8}$ should be read as “two and three over four, plus six and seven over eight”  $\frac{(3-1)}{4+8 \div 2 \times 3}$ should be read as “open parenthesis three minus one, close parenthesis, over four plus eight divided by two times three”
<b>Exponents</b>	Math, Science	For exponents 2 and 3, read as “squared” and “cubed.” All other numeric exponents should be read as “to the n <sup>th</sup> power.”  An exponent of 0 should be read as “to the zero power.”  Variables presented as exponents should be read as they appear.	“2 <sup>2</sup> ” should be read as “two squared”  “6 <sup>-5</sup> ” should be read as “six to the negative fifth power”  “3 <sup>0</sup> ” should be read as “three to the zero power”  “2 <sup>x</sup> ” should be read as “2 to the x power”
<b>Decimals</b>	All	Decimals should be read as “point.” Digits after the decimal will be read individually.	“3.504” should be read as “three point five zero four”  “46.8” should be read as “forty-six point eight”
<b>Roman Numerals</b>	All	State the number when reading Roman numerals	“IV” should be read as “four”

Description	Content Area	How to Read Aloud	Example
<b>Denominations (money)</b>	All	Read dollar expressions with decimals.	\$ 13.50: “dollar sign, thirteen point fifty”  \$ 45.00: “dollar sign, forty-five point zero, zero”  \$100.05: “dollar sign one hundred point zero five”  \$ .45: “dollar sign point forty-five”
<b>Mathematical Symbols</b>	Math, Science	<	“is less than”
<b>Mathematical Symbols</b>	Math, Science	>	“is greater than”
<b>Mathematical Symbols</b>	Math, Science	≤	“is less than or equal to”
<b>Mathematical Symbols</b>	Math, Science	≥	“is greater than or equal to”
<b>Mathematical Symbols</b>	Math, Science	~	“is similar to”
<b>Mathematical Symbols</b>	Math, Science	≈	“is approximately equal to”
<b>Mathematical Symbols</b>	Math, Science	≠	“is not equal to”
<b>Mathematical Symbols</b>	Math, Science	≅	“is congruent to”
<b>Mathematical Symbols</b>	Math, Science	+	“plus”
<b>Mathematical Symbols</b>	Math, Science	−	“minus”
<b>Mathematical Symbols</b>	Math, Science	±	“plus or minus”
<b>Mathematical Symbols</b>	Math, Science	×	“times”
<b>Mathematical Symbols</b>	Math, Science	÷	“divided by”
<b>Mathematical Symbols</b>	Math, Science	−5	“negative five”
<b>Mathematical Symbols</b>	Math, Science	5	“the absolute value of 5”
<b>Mathematical Symbols</b>	All	°F	“degrees Fahrenheit”
<b>Mathematical Symbols</b>	All	°C	“degrees Celsius”
<b>Mathematical Symbols</b>	Math, Science	√	“radical”
<b>Mathematical Symbols</b>	Math, Science	π	“pi”

Description	Content Area	How to Read Aloud	Example
Mathematical Symbols	Math, Science	•	“times”
Mathematical Symbols	Math, Science	$\theta$	“Theta”
Mathematical Symbols	Math, Science	$\alpha$	“Alpha”
Mathematical Symbols	Math, Science	$\infty$	“Infinity”
Mathematical Symbols	Math, Science	{ }	“The set of” The set of 21, 24, 36, 42.
Mathematical Symbols	Math, Science	(x, y)	“The point (3, -2)” should be read as “the point three negative 2 (Coordinates are not sets and should be read only as numbers.)”
Mathematical Symbols	Math, Science	(5, -6]	Should be read <b>open parenthesis, five, comma, negative 6, bracket</b> (When using brackets and parenthesis together, the numbers aren’t pairs, so the comma between the numbers needs to be read.)
Mathematical Symbols	Math, Science	$f(x)$	“F of X”
Mathematical Symbols	Math, Science	$(f \circ g)(x)=$	“The composition of f of x and g of x =”
Mathematical Symbols	Math, Science	$\parallel$	“is parallel to”
Mathematical Symbols	Math		“such that” $\{y \mid y \geq 2\}$ should be read as “the set of y such that y is greater than or equal to 2”
Mathematical Symbols	Math, Science	%	“percent”
Formulas	Math, Science	Read letters and numbers of mathematical formulas exactly as they are printed; do not substitute the words that the letters represent.	$A = bh$ should be read “Capital A equals bh,” <b>not</b> “area equals base times height”
Operations with boxes or shapes	Math	$\Delta + \square = 26$	“triangle plus box equals twenty-six”

Description	Content Area	How to Read Aloud	Example
<b>Elements or Compounds</b>	Science	<p>The chemical symbols and subscripts in a chemical formula should be read as letters and numbers</p> <p>In a chemical formula, a quantity before a chemical symbol or chemical formula is read as a number. A plus sign is read as “plus.” A right-facing arrow (or a double-headed equilibrium arrow) will be read as “yields.”</p>	<p>“H<sub>2</sub>O” should be read as “H two O”</p> <p>“NaCl” should be read as “N A C L”</p> <p>“6CO<sub>2</sub> + 6H<sub>2</sub>O + Energy → C<sub>6</sub>H<sub>12</sub>O<sub>6</sub> + 6O<sub>2</sub>” should be read as “six C O two plus six H two O plus energy yields C six H twelve O six plus six O two”</p>
<b>Angles and points</b>	Math	Angles should be read as they are named and without pauses.	<p>When variables on a figure appear, such as Q' R' S' T', it should be read as “Q prime, R prime, S prime, T prime”</p> <p>“Angle ABC” should be read as “Angle ABC”</p>
<b>Line segments</b>	Math	Line segments should be read as “line segment XX.”	$\overline{XY}$ should be read as “line segment XY”
<b>Arcs</b>	Math	Read Arc RS	$\widehat{RS}$ “Arc RS”
<b>Trigonometric Functions</b>	Math	Trigonometric functions should be read as full words.	“sin 15°” should be read as sine 15 degrees.

## Linguistic Preferences

Description	Content Area	How to Read Aloud	Example
<b>Dashes in numbers</b>	All	When a dash appears between two numbers, it should be read as “to” when a range of numbers is represented. “Through” should be used when a series is given that should include both ends of the range.	“A bus will arrive in 5–10 minutes” should be read as “five to ten minutes”  “Five cars were parked in space number 6–10” should be read as “number six through ten”
<b>Parentheses</b>	All	Parentheses in items should be read as “open parenthesis” and “close parenthesis”	“ $3(x + 3)$ ” should be read as “three, open parenthesis, x plus three, close parenthesis”
<b>Items on grammar, spelling, etc.</b>	ELA	Read the entire sentence once with the underlined words spoken as they appear in the item.	Refer to How to Read Aloud column
<b>Poetry items</b>	ELA	Read the entire poem. If a question refers to a specific part of the poem, such as a stanza or line, re-read the indicated part of the poem.	Refer to How to Read Aloud column
<b>Items with numbered sentences</b>	ELA	Read the numbered sentences in the order in which the answer choices present them.	Refer to How to Read Aloud column

## Graphs

Description	Content Area	How to Read Aloud
<b>General</b>	All	Read the title, labels, and numbers in the graph or table, but do NOT interpret them in any way.
<b>Venn diagrams</b>	All	The elements of Venn diagrams should be read in the following order: Titles, and then labels in the diagram.
<b>Coordinate Grids</b>	Math	When the whole grid is shown, read the horizontal ( $x$ ) numbers left to right first, and then the vertical ( $y$ ) numbers top to bottom.

## Supplementary Information

Description	Content Area	How to Read Aloud
<b>Keys</b>	All	The title “key” should be read first and then the text inside the key box. When the words “equals” or “represents” are not used, an icon may appear in the item followed by what the icon stands for. In this case, the reader should read only what the icon stands for.
<b>Scale boxes</b>	All	Should be read as “Scale (pause) one unit equals (blank)” (insert appropriate text).
<b>Not-to-scale boxes</b>	All	When a not-to-scale box appears, it should say “not to scale.”
<b>Graphics and illustrations</b>	All	Read from top to bottom, left to right.
<b>Graphics with Letter vertices</b>	Math	Read these as worded in the question, so if the question says 'triangle XYZ, that is the order it is read. Then the sides are read in the most logical order, 3 cm, 5 cm, 4 cm.
<b>Reference sheets</b>	Math, Science	May be read according to the guidelines specified in this document.