

Read Aloud Protocol - DCAS and EOC

This accommodation is not likely to be chosen very often for the DCAS now that the text-to-speech (TTS) feature is available in the online test. However, there may still be students for whom it is determined that a human reader is more appropriate than the TTS feature. A human reader may read aloud the online adaptive test or the fixed-form, multiple-choice only, paper version of the DCAS.

Note: The human reader accommodation and the TTS accommodation are not interchangeable and not considered to be the same accommodation. Only administer the human reader accommodation if the student is documented to receive the human reader accommodation. Students with TTS only may not receive assistance from a human reader.

Student must have at least one of the following accommodations:

Human Reader – questions. Reading, re-reading of test questions, multiple-choice options ONLY. IEP/504 team may determine that reader may present all allowable items or just items requested by student. (Simplifying language is not allowed.)

ELL students must have at least one of the following accommodations:

Human Reader (English) – test questions and options. Reading, re-reading in ENGLISH the test questions, including multiple-choice options. Instructor may determine that the reader should read all allowable items or only items requested by student. (Simplifying language is not allowed.)

Human Reader (Spanish) – test questions and options. Reading, re-reading, in SPANISH the test questions, including multiple-choice options. Mathematics, science, and social studies ONLY. Instructor may determine if reader will read all items or only those requested by the student. Must also select Accommodation #703.

Human Reader (Spanish) – directions. Reading, re-reading in SPANISH the test directions ONLY. Instructor may determine if reader reads all items or only items requested by student.

Qualifications of a Reader

- Able to read clearly and at a normal pace with good English pronunciation.
- Familiar with the vocabulary used in the test.
- Willingness to be patient and repeat directions and questions.
- If the reader is also the scribe, qualifications for both roles are required.
- Proficient in English (if reading in English).
- Proficient in Spanish (if reading in Spanish).
- Proficient in both English and Spanish (if reading in English and Spanish).

Before a Test

The reader must:

- Complete DCAS Test Administrator Training and sign all necessary forms.
- Become familiar with the terminology used in the test.
- Review the security policy.
- Verify which accommodations a student has,

- Review the guidelines for reading mathematical expressions and numbers.
- Have ample access to water, without having to leave the testing venue.
- Make sure there is one copy of the test for the student and one for the reader.

During a Test

The reader must:

- Not alert the student to his/her mistakes during testing.
- Not prompt the student in any way that would result in a better response or essay.
- Not influence the student's response in any way.
- Not try to solve problems or determine the correct answer as you read because this may result in an unconscious pause or change in inflection that could be misleading or disconcerting to the test taker.
- Keep the expression on his/her face neutral. Do not look at the student or smile or frown to indicate approval or disapproval.
- Not paraphrase, clarify, elaborate, or provide assistance, unless doing so complies with the correct provision of an additional accommodation the student is required to receive.
- Read all words that appear on the page.
- Read all directions including example questions.
- Read only the directions, and do not add to or re-phrase the directions.
- Repeat the entire paragraph or question if asked to repeat a question or paragraph, so as not to identify only important aspects.
- Give special emphasis to words printed in boldface, italics, or capitals.
- Always read all answer choices on a multiple-choice test before accepting an answer.
- Avoid voice inflection which may be seen as a clue (with the exception of words in bold, italics, or capitals, which are intended to be emphasized).

After a Test

The reader must:

- Not discuss test items or responses with others.
- Participate in the evaluation process if asked by the school or district test coordinator (discussion of how well the accommodation worked).

Guidelines for Reading Aloud Mathematical Expressions and Numbers

The following are guidelines for reading aloud mathematical expressions and numbers:

Mathematical expressions must be read precisely and with care to avoid misrepresentation for a student who has no visual reference. For math items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the entire question before reading it aloud to the test taker. Use technically correct yet simple terms and be consistent in the treatment of similar expressions. Some typical expressions and the manner in which they should be read follow:

- (a) **Lowercase letters that are juxtaposed should be read as a multiplication expression: e.g.,**

xy should be read as "x times y,"

- (b) **Capital and lower-case letters should be differentiated because they can have different meanings in mathematical or scientific expressions e.g.,**

$R - 2y = 6$ should be read as "Capital R minus two y equals six."

- (c) **Simple numerical fractions should be read as fractions: e.g.,**

$\frac{5}{6}$ Should be read as "five sixths."

However, similar letter expressions can be read as one letter "over" another: e.g.,

$\frac{a}{b}$ Should be read as "a over b."

- (d) **To prevent confusion, complicated fractions (those that contain other mathematical operations) should be read as following e.g.,**

$\frac{b + d}{c}$ Should be read as "a fraction with the quantity b plus d in the numerator over c in the denominator

OR a fraction with quantity b plus d close quantity over c.

If there is any question as to where the fraction ends, say "end fraction."

- (e) **Negative numbers should be read as "negative," e.g.,**

-5 should be read as "negative five," not "minus five."

When a subtraction operation is involved, read the sign as "minus," e.g.,

$x - 5$ should be read as "x minus five."

- (f) **Expressions containing multiple mathematical operations should be read exactly as they appear. Expressions containing parentheses or brackets can be read in any of the following two ways:**

Quantity, close quantity

Open parenthesis, close parenthesis (or bracket, close bracket)

If you use the term "quantity" in complicated expressions, announce where enclosed portions end by saying "close quantity," e.g.,

$(2x - 6y) - 10$ could be read

As "The quantity two x minus six y, close quantity, minus ten;"

OR as "open parenthesis, two x minus six y, close parenthesis, minus ten"

$a(x - y)$ could be read as "a times open parenthesis, x minus y, close parenthesis."

OR "a times quantity x minus y, close quantity"

$a \times b^2$ or ab^2 could be read as "a times the square of b." OR "a times b squared"

Use pauses to audibly group sections of an expression together.

$z + (-a)$ could be read as "z plus [PAUSE] open parenthesis [PAUSE] negative a, close parenthesis" OR "z plus the quantity negative a"

(g) If equations are used in the test you will be reading:

Since equations are a shorthand means of stating relationships between quantities, the reader's job is to translate this shorthand back into everyday English. Read equations in this order:

If the equation is numbered, read its number first.

Read the equation.

Give the meaning of each letter or symbol.

e.g.: Eq. 6-2 $E = mc^2$

E = energy in ergs

m = mass in grams

c = speed of light in cm./sec.

Read as "Equation six dash two. Capital E equals m times c squared. Capital E equals energy in ergs, m equals mass in grams, and c equals the speed of light in centimeters per second.

(h) The expression 4.5 should be read as, "four and five tenths."

(i) The expression $4!$ should be read as, "Four factorial."

(j) The expression $\sqrt{4}$ should be read as, "the square root of four."

(k) The expression 4^3 should be read as, "4 to the power of 3."

Adapted from:

Clapper, A.T., Morse, A.B., Thurlow, M. L., & Thompson, S. J. (2006). How to Develop State Guidelines for Access Assistants: Scribes, Readers, and Sign Language Interpreters. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

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Educational Testing Services. Guidelines for a Test Reader retrieved May 1, 2008 from http://www.ets.org/portal/site/ets/menuitem.22f30af61d34e9c39a77b13bc3921509/?vgn_extoid=d7f7be3a864f4010VgnVCM10000022f95190RCRD.