

APPENDIX K: RICAS and NGS Read Aloud (Human Reader) Guidelines

When a student cannot access text-to-speech and instead requires a human reader, or *test reader*, the following guidelines will help the test reader prepare to administer the test. Because 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 person providing the read aloud must meet the qualifications and follow the guidelines below.

Qualifications for Test Readers:

- The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.
- Test readers must meet qualifications for test administrators found in the RISAP Test Coordinator Manual.
- Test readers must be familiar with the terminology and symbols used on the NGS test.
- *For Spanish RICAS Math and NGS Science Tests:* Test readers must be fluent in reading, writing, and speaking Spanish.

Requirements:

- Test readers must read and sign a test security agreement prior to test administration.
- Test readers must familiarize themselves with the test and participate in any online and/or in-person training sessions held by the district, school, or provided online before the testing session.
- Test readers must be familiar with the read aloud and any other accommodations or test supports required by the student.
- It is important to practice with a student prior to testing so that both the student and the test reader are familiar with the process.

Guidelines for Administering Human Read Alouds:

- **Read aloud of the RICAS ELA test:** Make sure the student meets the criteria to receive this read aloud before administering the test. If you have questions, consult with your district special education director.
- Read alouds must be conducted in a separate setting, either individually or in a group of 2-5 students.
- Read each question exactly as written as clearly as possible.
- Adjust your reading speed and volume as requested by the student and maintain a neutral tone, facial expression, and posture.
- Avoid gesturing, head movements, and verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Do not discuss the test questions with the student. This is 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, define, or translate any items or words. This is a violation of test security. EL students requiring translations of items or words may use a word-to-word dictionary or glossary.

Language Usage/Conventions

- Read all text as punctuated.
- Quotation marks should be verbalized as "quote" and "end quote" at the beginning and end of quoted material, respectively.
- **For students with visual impairments.** For words printed in boldface, italics, underlined, or capitals, tell the student the words are printed that way. Do not emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.

Diagrams/Pictures/Maps for Students who are Visually Impaired

- Describe the diagram, picture, or map 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, in a clockwise direction, or general to specific in accordance with teaching practices.

Graphs/Tables/Keys for Students who are Visually Impaired

- Read the title of the graph, table, or key first.
- Read the label and numbers on each axis second, referring to the horizontal axis at the bottom and vertical axis as the left side of the graph.
- For data tables, first read the title of the data table. If the data table has two or more columns, read as follows:
 - The heading of the left column is...
 - The heading of the right column is...
 - The data from left to right are as follows:
 - row one:
 - row two:
 - row three:
- Test readers must read scientific equations and symbols with technical accuracy and according to the charts on the following pages.

Description	Example(s)	Read As:
Large whole numbers	603,407,981 45,000,689,112	“six hundred and three million, four hundred and seven thousand, nine hundred eighty one” “forty-five billion, six hundred eighty-nine thousand, one hundred twelve”
Decimal numbers	0.056 4.37	“zero point zero five six” “four point three seven”
Fractions	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}$ $\frac{14}{25}$ $\frac{487}{6972}$	“one half, one fourth, two thirds, four fifths” Other common fractions include “sixths, eighths, tenths” “fourteen over twenty-five” “four hundred eighty-seven over six thousand, nine hundred and seventy-two”
Mixed numbers	$3\frac{1}{2}$ $57\frac{3}{4}$	read with “and” between whole number and fraction “three and one-half” “fifty-seven and three fourths”
Percent	62% 7.5% 0.23%	“sixty-two percent” “seven point five percent” “zero point two three percent”
Money	\$4.98 \$0.33 \$5,368.00	“four dollars and ninety-eight cents” “thirty three cents” “five thousand, three hundred and sixty-eight dollars” NOTE: if contains a decimal point, read as “dollars AND cents”
Negative numbers • do NOT read negative sign as “minus”	- 3 $-\frac{5}{8}$ -7.56	“negative three” “negative five eighths” “negative seven point five six”
Dates (years)	1987 2005	“nineteen eighty-seven” “two thousand five”
Roman Numerals	I II III IV	“one” “two” “three” “four”
Ratios	$x : y$	“x to y”
Addition	$13 + 27 =$	“thirteen plus twenty-seven equals”
Subtraction	$487 - 159 =$	“four eight seven minus one five nine equals”
Multiplication	$63 \times 49 =$ $63 \times 49 = ?$	“sixty-three times forty-nine equals” “sixty-three times forty-nine equals question mark”

Division (<i>vertical or horizontal</i>)	$\frac{120}{15} = 8$	"one hundred twenty divided by fifteen equals eight"
Expressions or Formulas containing variables NOTE: any letter may be used as a variable.	$N + 4$ $8x - 3$ $4(y - 2) + 5 = 7$ $V = 4 \frac{r^3}{3}$ $x^2y^3 = -36$ $156x \geq 4$	"'N' plus four" "eight 'x' minus three" "four open parenthesis 'y' minus two close parenthesis plus five equals seven" "Capitol 'V' equals four-thirds pi 'r' cubed" "'x' squared 'y' cubed equals negative thirty-six" or "'x' to the second power times 'y' to the third power equals negative thirty-six" "one hundred fifty-six 'x' is greater than or equal to four"
Coordinate Pairs	the point (-1, 2)	"the point (pause) negative one comma two"
Exponents	2^2 6^{-5} $3^{2.5}$ 2^x	"two squared" "six to the negative fifth power" "three to the two point five power" "2 to the x power"
Less Than	$<$ \leq	"is less than" "is less than or equal to"
Greater Than	$>$ \geq	"is greater than" "is greater than or equal to"
Similar To	\sim	"is similar to"
Plus or Positive	$+$	"plus" or "positive" depending on the context of the item.
Negative/Minus	$-$ -4°C -20°F -22°K	"minus" "negative four degrees Celsius" "negative twenty degrees Fahrenheit" "negative twenty-two degrees Kelvin"
Pi	π	"pi"
Theta	θ	"Theta"
Alpha	α	"Alpha"
Percent	$\%$	"percent"
Formulas	$p = \frac{m}{V}$	Read letters and numbers of scientific formulas exactly as they are printed; do not substitute the words that the letters represent. "p is equal to m divided by capitol V"
Scientific Units	3m 9.8 m/s^2	Abbreviated units should be described using the full word(s). "three meters" "nine point eight meters per second squared"

<p>Chemical Symbols</p>	<p>Sodium sulfate (Na₂SO₄)</p>	<p>Elements and formulas should be read in a way that does not cue the correct answer or provide a hint to the student.</p> <p>If the item includes both the name and symbol of an element or formula of a compound, the symbol/formula may be read as the name in later instances within the test question: “sodium sulfate [pause] parentheses N-A two, S-O four parenthesis”</p>
	<p>Cl²</p>	<p>If only the symbol/formula appears within the test question, only the symbol/formula should be read: “C-L two” <i>not</i> “Chlorine” or “Chlorine gas”</p>