

# Appendix D: Procedures for Providing the Human Read-Aloud

## Procedures for Standard Oral Presentation

Human readers who provide the read-aloud accommodation (A5, SA1.1, EL3.2) to a student on the MCAS tests must follow these procedures to ensure a standard oral presentation of the assessments:

- Readers must be trained locally to administer each assessment, as indicated in the appropriate Test Administrator’s Manual.
- Readers must read verbatim (word-for-word) only the text onscreen or in the test & answer booklet without changing, emphasizing, or adding words. Readers may not clarify anything (except for test directions), provide additional information, assist, or influence the student’s selection of a response in any way.
- Readers must speak in a clear and consistent voice throughout the test administration, using correct pronunciation and without vocal inflections that may provide clues to, or mislead, a student. Readers should review the appropriate practice test prior to the start of testing, in order to become familiar with the words, terms, symbols, signs, and/or graphics that will be read aloud to the student.
- Readers should emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or vocal inflection is permitted.
- Readers may repeat passages, test questions, and response options, as requested, according to the needs of the student. Readers should not rush through the test and should ask the student if they are ready to move to the next question.
- Readers may not attempt to solve mathematics problems or determine the correct answers to test questions while reading, as this may result in pauses or changes in inflection that might mislead the student.
- Readers must attempt to maintain a neutral facial expression, neither smiling nor frowning during the test, which may be interpreted by the student as approval or disapproval of the student’s answers.
- Readers must be familiar with the student’s IEP or 504 plan and should know in advance which accommodations are required by the student, and for which tests the student is designated to receive a Human Reader.
- Readers must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, closed circuit television (CCTV), abacus, braille, slate and stylus.
- When reading a word that is pronounced like another word with a different spelling, the reader may spell the word after pronouncing it, if there is any doubt about which word is intended.
- Readers must spell any words requested by the student.
- When reading passages, readers must be aware of punctuation marks. Readers may read the passage or selected lines a second time, with all punctuation marks indicated.
- When test questions refer to a particular line or lines of a passage, readers should reread the lines before reading the question-and-answer choices. For example, the reader should say,

“Question X refers to the following lines...,” then read the lines to the student, followed by Question X and the response options.

- When reading selected response questions, readers must give equal stress to each response option and read all of them before waiting for a response.
- If the student’s responses are also being scribed, and the student designates a response choice by letter only (“D,” for example), the reader must ask the student if they would like the response to be reread before the answer is recorded in the answer booklet.
- If the student chooses an answer before the reader has read all the answer choices, the reader must ask if the student wants the other response options to be read.
- After the reader finishes reading a test question and all response options, the reader must pause and allow the student to pause before responding. If the pause has been lengthy, say: “Do you want me to read the question or any part of it again?”

### General Procedures

- Human readers may read the test aloud to a group of no more than 5 students, provided that each student has the Human Reader accommodation/accessibility feature listed in an IEP, 504 plan, or EL accommodation.
- Should students request not to have a human reader, they should continue to test without the accommodation. The human read-aloud accommodation should remain *available* until a revised IEP or 504 plan is developed.
- All students in the group must be taking the same test form, since test questions will differ on each form of the test.