



Read Aloud Guidelines

Background

In cases where a student cannot use the computer-based version of assessments, the student should be provided the read aloud feature. When provided the read aloud support, the student will have those parts of the test that have audio support in the computer-based version read by a qualified human reader.

Qualifications of Test Readers

- The human reader should be an education professional who is familiar with the student, and who is typically responsible for providing this feature in the classroom.
- The human reader must be trained in accordance with test administration and security policies and procedures as articulated in the ISASP Test Administrator Manual.
- The human reader must have prior experience in providing read aloud support and must be familiar and comfortable with the process before providing this support to a student during test administration.

Preparation Procedures

- Human readers must read and sign a test security/confidentiality agreement consistent with state policy or practice prior to test administration. The Test Security/Confidentiality Agreement is provided in Appendix A.
- Human readers are expected to familiarize themselves with the test environment and format of the test in advance of administering the read aloud support during operational testing.
- Human readers must clearly distinguish between the test content that should and should not be read aloud to students. Reading aloud test content that is not permitted will result in a test misadministration and will invalidate the test.
- Prior to administering the test, the human reader should inform the student of the parameters of the read aloud support.
- The human reader must be aware of whether the student requires additional accessibility supports that have been approved for use during the test.

Guidelines for Reading Aloud

- The test environment must be configured in such a way as to ensure that the read aloud does not interfere with the instruction or assessment of other students (e.g., ensuring adequate spacing so that the reader's voice does not carry to other students or testing in a separate setting).
- The human reader can only read aloud the same test content that is supported through audio in a computer-based version. No other test content may be read aloud.
- The human reader must read test content exactly as written and as clearly as possible.
- The human reader must communicate in a neutral tone and maintain a neutral facial expression and posture.
- The human reader should avoid gesturing, head movements, or any other verbal or non-verbal emphasis on words.



- The human reader must avoid conversing with the student about test items and respond to the student's questions by repeating the item, words, or instructions **verbatim** as needed.
- The human reader must not paraphrase, interpret, define, or translate any items, words, or instructions.
- The human reader may provide spelling of any word in a writing item prompt if requested by the student.
- The human reader should adjust his/her reading speed and volume if requested by the student.

Post-Administration

- The human reader must not discuss any portion of the test or the student's performance with others.

These guidelines are adapted from the *Council of Chief State School Officers (CCSSO) Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students*.