

# Spanish Read-Aloud Guidelines

## M-STEP Mathematics

### Spring 2018

Updated December 2017



Some students may benefit from an in-person oral translation of the stacked Spanish test form available for online and paper/pencil M-STEP Mathematics. This support is intended for students who may be in bilingual programs or whose native language fluency is greater than that of their English fluency. Use of this support assumes that a student is able to better show their knowledge of the content in a language other than English. Use of this support with students whose fluency in a language other than English is low may result in less valid assessment results.

This option is available for students in small groups of no more than 5 students. IF students are using the Stacked Spanish test form (online or paper/pencil). Students receiving a Spanish read-aloud from an in-person translator cannot take the assessment with students not receiving this support. The oral translation will create unnecessary distraction for students not needing this support.

#### Reader Qualifications

- The test reader should be a biliterate adult who is familiar with the student, and who is typically responsible for providing a Read-Aloud support in Spanish during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be trained in accordance with Michigan's state administration and security policies and procedures as articulated in Michigan's state test administration manuals, guidelines, and related documentation.

#### Preparation

- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on M-STEP assessments.
- Test readers should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional designated supports and/or accommodations. This will ensure that there are plans in place for providing all needed designated supports and accommodations.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the Supports and Accommodations Table. Test readers should be familiar with any assistive technology or approved supports the student requires.

## Preparation (continued)

- Test readers in Spanish should have extensive practice in providing read aloud support in Spanish and must be familiar and comfortable with the process before working directly with a student.
- The reader should be knowledgeable of procedures for reading aloud text by content area (see Table 1 at the end of the Guidelines for Read-Aloud, Test Reader).
- The test reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included at the end of the Guidelines for Read-Aloud, Test Reader.
- Unless otherwise specified by a student’s IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with appropriate script that reinforces the parameters during the test session.

## General Guidelines

- The test reader’s support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written as clearly as possible.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions as this would be 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, or define any items, words, or instructions as this would be a violation of test security.
- Spell any words requested by the student.
- Adjust your reading speed and volume if requested by the student.

## Post-Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with Michigan Department of Education state policies and procedures.
- The test reader must not discuss any portion of the test with others.

## Spanish Usage/Conventions

- **Punctuation:** Read all text as punctuated.
- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as ‘punto, punto, punto.’
- **Quotations:** Quotation marks should be verbalized as “comillas” and “fin de comillas” at the beginning and end of quoted material, respectively.
- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.

- **Misspellings:** In some cases a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

## Images / Graphics

- Before describing a picture or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item.
- Describe the image/graphic 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, or general to specific in accordance with teaching practices.

## Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical manner in which to present the information. In general, information should be presented from broad to specific as indicated by the visual components of the document. The test reader should read the terms exactly as indicated in the graphic organizer. No other information about should be articulated. For example, the test reader should not create sentences if information is bulleted or appears in a title or label.
- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (labels, blank cells, stems, etc.).

## Mathematical Expressions

- Mathematical expressions must be read precisely and with care to avoid misrepresentation by a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common Spanish usage for the student's grade level.
- Numbers greater than 99, however, should be read as individual numbers.
- Additional examples may be found in the attached appendix.
- Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as "diez centímetros." Some abbreviations may be read differently by different readers. For example,  $cm^3$  may be read as "centímetros cúbicos" or "centímetros al cubo".

**Table 1: Test Reader Guidance for Mathematics - Numbers**

Description	Example(s):	Read as:
Large whole numbers	632,407,981	"seiscientos treinta y dos millones cuatrocientos siete mil novecientos ochenta y uno"
	45,000,689,112	"cuarenta y cinco mil millones seiscientos ochenta y nueve mil ciento doce"
Decimal numbers	0.056	"cero punto cero cinco seis"
	4.37	"cuatro punto tres siete"
Fractions – common	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$	"un medio, un cuarto, dos tercios, cuatro quintos"
	$\frac{14}{25}$	"catorce sobre veinticinco"
	$\frac{487}{6972}$	"cuatrocientos ochenta y siete sobre seis mil novecientos setenta y dos"
Mixed numbers – read aloud "and" between whole numbers and fractions	$3 \frac{1}{2}$	"tres y un medio"
	$57 \frac{3}{4}$	"cincuenta y siete y tres cuartos"
Percent	62%	"sesenta y dos por ciento"
	7.5%	"siete punto cinco por ciento"
	0.23%	"cero punto dos tres por ciento"
Money - if the amount contains a decimal point, read as "dollars AND cents"	\$4.98	"cuatro dólares y noventa y ocho centavos"
	\$0.33	"treinta y tres centavos"
	\$5,368.00	"cinco mil trescientos sesenta y ocho dólares"
Negative numbers - do NOT read negative sign as "minus"	-3	"negativo tres"
	$-\frac{5}{8}$	"negativo cinco octavos"
	-7.56	"negativo siete punto cinco seis"
Dates (years)	1987	"mil novecientos ochenta y siete"
	2005	"dos mil cinco"
Roman Numerals	I II III IV	"número romano uno" "número romano dos" "número romano tres" "número romano cuatro"
Ratios	x: y	"x a y"

**Table 2: Test Reader Guidance for Mathematics - Operations**

Description	Example(s):	Read as:
Addition	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$ $13 + 27 =$	"trece más veintisiete es igual a"
	$13 + 27 = ?$	"cuatrocientos ochenta y siete menos cien cincuenta y nueve es igual a signo de interrogación"
Subtraction	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$ $487 - 159 =$	"cuatro ocho siete menos uno cinco nueve es igual a"
	$487 - 159 = ?$	"cuatro ocho siete menos uno cinco nueve es igual a signo de interrogación"
Multiplication	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$ $63 \times 49 =$	"sesenta y tres por cuarenta y nueve es igual a"
	$63 \times 49 = ?$	"sesenta y tres por cuarenta y nueve es igual a signo de interrogación"
Division – Vertical or Horizontal	$\frac{120}{15} = 8$ $120 \div 15 = 8$	"Ciento veinte dividido entre quince es igual a ocho"
Operations with boxes	$3 + \square = 8$	"tres más casilla es igual a ocho"

**Table 3: Test Reader Guidance for Mathematics - Expressions**

Description	Example(s):	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$	"'N' más cuatro"
	$8x - 3$	"ocho 'x' menos tres"
	$4(y - 2) + 5 = 7$	"cuatro abre paréntesis 'y' menos dos cierra paréntesis más cinco es igual a siete"
	$V = \frac{4}{3}\pi r^3$	"'V' es igual a cuatro tercios pi 'r' al cubo"
	$t - 2$ $t + 8$	"'t' menos dos (pause) sobre 't' más ocho"
	$x^2 y^3 = -36$	"'x' al cuadrado 'y' al cubo es igual a negativo treinta y seis" o "'x' a la segunda potencia por 'y' a la tercera potencia es igual a negativo treinta y seis"
	$156x \geq 4$	"uno cincuenta y seis 'x' es mayor o igual a cuatro"

**Table 3: Test Reader Guidance for Mathematics - Expressions**

Description	Example(s):	Read as:
Coordinate pairs answer choices with no other text	the point $(-1, 2)$	“el punto (pause) negativo uno coma dos”
	the point A is at $(6, 3)$	“El punto A está en (pause) seis coma tres.”
	A. $(-3, -4)$	“‘A’ (pause) negativo tres coma negativo cuatro”
Parallels	$\overline{AB} \parallel \overline{CD}$	“el segmento de línea AB es paralela al segmento de línea CD”
Perpendiculars	$\overline{AB} \perp \overline{CD}$	“el segmento de línea AB es perpendicular al segmento de línea CD”

### Suggested Test Preparation Script

(used with student in advance of the day of testing)

Hola, \_\_\_\_\_,

Soy la persona asignada para leerte el examen que tomarás la próxima semana durante M-STEP. Me gustaría informarte cómo estaremos trabajando juntos. Cuando te esté leyendo la prueba, será de manera muy distinta a cuando te estoy leyendo durante la clase. Necesito seguir ciertas reglas.

- No te puedo ayudar con ninguna respuesta.
- No puedo hacer clic sobre nada en la pantalla.<sup>1</sup>
- No estaré usando diferentes voces de personajes o cambiando mi tono de voz cuando lea. Estaré usando una voz muy directa que no cambie mucho, no importa qué tan emocionante sea la historia o ítem de la prueba.
- Si hay una imagen con palabras, leeré esas palabras. Si lo pides, leeré nuevamente las palabras.
- Algunas veces puede haber algo sobre una palabra o frase que te puede dar una clave si lo leo en voz alta. En esos casos, no leeré esa la palabra, la señalaré en la pantalla [o en el cuadernillo de impreso al momento] y continuaré leyendo.
- Todavía puedo ayudarte con tus [\*\*\*]list any assistive technology that the student may require that would need adult support -- if that support is provided by you].
- Me puedes pedir que lea nuevamente partes de la prueba si no me escuchaste o necesitas más tiempo para pensar.
- Me puedes pedir que haga una pausa en la lectura si necesitas tomar un descanso.
- Me puedes pedir que lea más despacio o más rápido, o leer más alto o más bajo si tienes problema entendiendo lo que leo.
- Leeré ciertos signos de puntuación, pero si necesitas que lea nuevamente una oración y que te diga la puntuación, puedo hacerlo.
- Si me haces una pregunta sobre la prueba lo único que te voy a decir es: "Haz tu mejor trabajo. No te puedo ayudar en eso.
- ¿Tienes alguna pregunta sobre cómo vamos a trabajar juntos durante la prueba?

<sup>1</sup> A reader may click on something on the screen only if this is an identified need in the student’s IEP or 504 plan and the reader has received appropriate training on when and how to do so.

## References



### **Educational Testing Service (2002)**

[Guidelines for a Test Reader](https://www.ets.org/disabilities/test_reader/) (https://www.ets.org/disabilities/test\_reader/)

Retrieved from the [ETS web page](https://www.ets.org/disabilities) (https://www.ets.org/disabilities)

### **Oregon Department of Education Office of Student Learning and Partnerships (2012, December)**

[Guidelines for the Read Aloud Accommodation](http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/2-guidelines-for-the-math-read-aloud-accommodation-for-2012-2013-(3).pdf)

(http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/2-guidelines-for-the-math-read-aloud-accommodation-for-2012-2013-(3).pdf)

### **State of Washington Office of Superintendent of Public Instruction (2013, September)**

[Access Supports and Accommodations Guidelines for State Assessments](http://www.k12.wa.us/assessment/statetesting/pubdocs/AccommodationManual.pdf)

(http://www.k12.wa.us/assessment/statetesting/pubdocs/AccommodationManual.pdf)

### **West Virginia Department of Education (December, 2013)**

[Guidelines for Participation in State Assessments, 2013-2014](http://wvde.state.wv.us/osp/ParticipationGuidelines-2013-2014.pdf) (http://wvde.state.wv.us/osp/

ParticipationGuidelines-2013-2014.pdf) Guidance on Accommodations for Students with Disabilities and/or Limited English Proficiency in State and District-Wide Testing