

Arabic Read-Aloud Guidelines

M-STEP Mathematics

Spring 2017

Updated September 2016



Some students may benefit from an oral translation of the M-STEP Mathematics assessment. 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 ONLY available for students testing online as an individual administration option. Students testing paper/pencil may be administered the assessment with an oral translation in small groups of no more than 5 students.

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 Arabic 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 coordinators should know in advance of testing the students' language of Mathematics instruction and what the students' comfort level is with receiving the assessment content in a language other than English. For example, many Arabic speaking students, depending on their country of origin, may have learned Mathematics in French or in English.
- 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. Increasing knowledge of test format can be accomplished by reviewing the practice tests.
- 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. This includes having a strong working knowledge of designated support options specific to English Learners (ELs).

Preparation (continued)

- 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.
- Test readers in Arabic should have extensive practice in providing read aloud support in Arabic 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, explain, or define any items, words, or instructions as this would be a violation of test security. However, you may spell any words requested by the student or write the translated word in Arabic.
- Adjust your reading speed and volume if requested by the student. In order to lessen the impact of different Arabic dialects on student's understanding, it is important to read clearly and slow to moderate for students.

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.

Arabic 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 as 'ثلاث نقاط'.
- **Quotations:** Quotation marks should be verbalized as "علامة اقتباس" 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.

Passages

- Read the passage in its entirety as punctuated (e.g., pauses at periods; raised intonation for questions). Do not verbalize punctuation marks other than ellipsis and quotation marks as noted above.
- If the student requires or asks for a specific section of the passage to be re-read with the punctuation indicated, the test reader should re-read those specific lines within the passage and indicate all punctuation found within those lines as many times as requested by the student.
- When test questions refer to particular lines of a passage, read the lines referenced as though they are part of the stem.

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 the graphic organizer, test question, or terms 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 Arabic 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 "عشرة سنتيمترات". Some abbreviations may be read differently by different readers. For example, cm³ may be read as "سنتيمتر مكعب".

Table 1: Test Reader Guidance for Mathematics - Numbers

Description	Example(s):	Read as:
Large whole numbers	632,407,981	"ستة ثلاثة إثنان فاصلة أربعة صفر سبعة فاصلة تسعة ثمانية واحد"
	45,000,689,112	"أربعة خمسة فاصلة صفر صفر صفر فاصلة ستة ثمانية تسعة فاصلة واحد واحد إثنان"
Decimal numbers	0.056	"صفر فاصلة صفر خمسة ستة" OR "صفر علامة عشرية صفر خمسة ستة"
	4.37	"أربعة فاصلة ثلاثة سبعة" OR "أربعة علامة عشرية ثلاثة سبعة"
Fractions – common	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$	"واحد على اثنين، واحد على أربعة، إثنان على ثلاثة، أربعة على خمسة"
	$\frac{14}{25}$	"أربعة عشر على خمسة وعشرين"
	$\frac{487}{6972}$	"أربعة ثمانية سبعة على ستة تسعة سبعة إثنان"
Mixed numbers – read aloud "and" between whole numbers and fractions	$3 \frac{1}{2}$	"ثلاثة ونصف"
	$57 \frac{3}{4}$	"سبعة وخمسون وثلاثة أرباع"
Percent	62%	"إثنان وستون بالمائة"
	7.5%	"سبعة فاصلة خمسة بالمائة" OR "سبعة علامة عشرية خمسة بالمائة"
	0.23%	"صفر فاصلة إثنان ثلاثة بالمائة" OR "صفر علامة عشرية إثنان ثلاثة بالمائة"
Money - if the amount contains a decimal point, read as "dollars AND cents"	\$4.98	"أربع دولارات وثمانية وتسعون سنت"
	\$0.33	"ثلاثة وثلاثون سنت"
	\$5368.00	"خمسة ثلاثة ستة ثمانية دولار"

Table 1: Test Reader Guidance for Mathematics - Numbers

Description	Example(s):	Read as:
Negative numbers - do NOT read negative sign as "minus"	-3	"ناقص ثلاثة" OR "سالب ثلاثة"
	$-\frac{5}{8}$	"ناقص خمسة على ثمانية" OR "سالب خمسة على ثمانية"
	-7.56	"ناقص سبعة فاصلة ستة وخمسون" OR "سالب سبعة علامة عشرية ستة وخمسون"
Dates (years)	1987	"ألف وتسع مائة وسبعة وثمانون"
	2005	"ألفان وخمسة"
Roman Numerals	I II III IV	"الرقم الروماني واحد" "الرقم الروماني إثنان" "الرقم الروماني ثلاثة" "الرقم الروماني أربعة"
Ratios	$x: y$	"x إلى y"

Table 2: Test Reader Guidance for Mathematics - Operations

Description	Example(s):	Read as:
Addition	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$ $13 + 27 =$	"ثلاثة عشر زائد سبعة وعشرون تساوي"
	$13 + 27 = ?$	"ثلاثة عشر زائد سبعة وعشرون تساوي ماذا"
Subtraction	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$ $487 - 159 =$	"أربعةثمانية سبعة ناقص واحد خمسة تسعة تساوي"
	$487 - 159 = ?$	"أربعةثمانية سبعة ناقص واحد خمسة تسعة تساوي ماذا"
Multiplication	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$ $63 \times 49 =$	"ثلاثة وستون ضرب تسعة وأربعون تساوي"
	$63 \times 49 = ?$	"ثلاثة وستون ضرب تسعة وأربعون تساوي ماذا"
Division – Vertical or Horizontal	$\frac{120}{15} = 8$ $120 \div 15 = 8$	"واحد إثنان صفر قسمة خمسة عشر تساوي ثمانية"
Operations with boxes	$3 + \square = 8$	"ثلاثة زائد مربع تساوي ثمانية"

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 زائد أربعة"
	$8x - 3$	ناقص ثلاثة x ثمانية
	$4(y - 2) + 5 = 7$	"ناقص إثنان أغلق القوس زائد خمسة تساوي سبعة y أربعة إفتح القوس"
	$V = \frac{4}{3} \pi r^3$	"مكعب πr تساوي أربعة على ثلاثة V"
	$t - 2$ $t + 8$	"ناقص إثنان t"
	$x^2 y^3 = -36$	"zائد ثمانية t"
	$156x \geq 4$	"مكعب تساوي ناقص 36 y مربع x" OR "مكعب تساوي سالب 36 y مربع x"
Coordinate pairs answer choices with no other text	the point $(-1, 2)$	"أكبر أو تساوي أربعة x واحد خمسة ستة"
	the point A is at $(6, 3)$	"(النقطة ناقص واحد وإثنان" OR "(النقطة (سالب واحد وإثنان"
	A. $(-3, -4)$	"(على ستة وثلاثة A النقطة"
Parallels	$\overline{AB} \parallel \overline{CD}$	"(على ناقص ثلاثة وناقص أربعة A." OR "(على (سالب ثلاثة وسالب أربعة A."
Perpendiculars	$\overline{AB} \perp \overline{CD}$	"CD موازية للقطعة المستقيمة AB القطعة المستقيمة"
		"CD عمودية على القطعة المستقيمة AB القطعة المستقيمة"

Suggested Test Preparation Script

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

مرحبا بكم _____،

الأسبوع القادم في مادة الرياضيات. أريدكم أن تعرفوا كيف سنعمل سوية. حين أقرأ الإمتحان لكم، سوف يكون ذلك مختلفاً كثيراً عما قرأته لكم M-STEP سوف أقرأ لكم الإختبار حين تأخذون امتحان أثناء الصف. علي أن أتبع بعض القواعد

- لا يمكنني مساعدتكم في أية إجابات
- لا يمكنني نقر أي شيء على الشاشة
- لن أغير نبرة صوتي أثناء القراءة. سوف أستعمل نفس نبرة الصوت بغض النظر عن أحداث القصة أو السؤال المطروح
- إذا كان هناك صورة مرفقة بكلمات، سوف أقرأ تلك الكلمات، إذا طلبتم مني إعادة قراءة تلك الكلمات، سأفعل ذلك
- أحياناً، بعض الكلمات أو العبارات قد تدل على الإجابة. في تلك الحالات لن أقرأ تلك الكلمات بل سأشير إليها على الشاشة ثم أكمل القراءة
- يمكنك أن تطلب إعادة قراءة أجزاء من الإختبار إذا لم تسمعني جيداً أو تريد وقتاً إضافياً للتفكير
- يمكنك أن تطلب مني أقرأ بشكل أبطأ أو أسرع، أو بصوت أعلى أو أخفض، إذا كنتم تواجهون صعوبة في فهم ما أقرأه
- سوف أقرأ بعض أحرف التنقيط (مثل الفاصلة والنقطة)، لكن إذا كنتم بحاجة إلى أن أعيد قراءة الجملة وأخبركم كيف تم تنقيطها، سأفعل ذلك
- "إذا سألتني سؤالاً حول الإختبار، كل ما سأقوله هو "إفعل أفضل ما تستطيع. لا يمكنني أن أساعدك
- هل لديك أية أسئلة تود أن تسألني حول طريقة عملنا سوياً خلال الإختبار؟
- ذلك
- "إذا سألتني سؤالاً حول الإختبار، كل ما سأقوله هو "إفعل أفضل ما تستطيع. لا يمكنني أن أساعدك
- هل لديك أية أسئلة تود أن تسألني حول طريقة عملنا سوياً خلال الإختبار؟

References

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Manal Assi

Khalil El-Saghir

Mohammed Ghaleb