

Read Aloud Guidelines

for

Washington State Assessments

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# Read Aloud Guidelines Overview

When a student cannot access text-to-speech, an embedded resource available on the Smarter Balanced assessment or the Washington Comprehensive Assessment of Science (WCAS), the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. 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 test reader must be trained and qualified and must follow the *Read Aloud Guideline for Washington State Assessments* presented here. The guiding principle in reading aloud is to ensure that the student has accurate access to test content.

On Smarter Balanced Assessments, test readers are allowable across all grades as a designated support for mathematics stimuli and items, and for ELA items (not ELA reading passages). Test readers are allowable for ELA reading passages in addition to items as a documented accommodation in all grades. Note that this accommodation is appropriate for a very small number of students (estimated to be approximately 1-2% of students with disabilities participating in a general assessment).

On the Washington Comprehensive Assessment of Science test readers are allowable in all grades as a designated support. For information on documentation requirements and decision-making criteria for the use of test readers please see the *Guidelines on Tools, Supports, and Accommodations for State Assessment (*GTSA*)*.

## Qualifications for Test Readers

* + The test reader should be an adult familiar with the student who is typically responsible for providing this support during educational instruction and assessments.
  + Test readers must be trained in accordance with Washington State test administration and security policies and procedures as articulated in state test administration manuals, guidelines, and related documentation.

## Preparation

* + Test readers should read and sign the *Test Security Staff Assurances Report* before test administration.
  + Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session (either online or paper). The online Training Test or Practice Test is one tool that can help the reader gain this familiarity. Having a working familiarity with the test environment and format will help facilitate the reading of the test.
  + Test readers should have a strong working knowledge of the embedded and non-embedded accessibility supports available on the assessments.
  + Test readers should know about any additional designated supports and/or accommodations the student will need to use during the test. 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 GTSA. Test readers should be made familiar with any assistive technology or approved supports the student requires.
  + Test readers should have extensive practice in providing read-aloud support 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.
  + 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 in this document.
  + 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 the appropriate script that reinforces these 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 and 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 the 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, define, or translate 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 state policies and procedures.
  + The test reader must not discuss any portion of the test or the student’s performance on the test with anyone.

## English Usage/Conventions

* + Punctuation: Read all text as punctuated, unless reading the text compromises the construct being measured.
  + Ellipses: When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as ”dot, dot, dot”.
  + Quotations: Quotation marks should be verbalized as “quote” and “end quote” 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, an ELA test item may present a word or phrase that is intentionally misspelled. To determine how the test reader should pronounce this misspelling, it is important to understand what the test item is measuring, since the test reader’s goal is to provide support without directing students to the right answer. For example, an item may ask students to identify misspelled words within the passage. In this case, reading each letter of the misspelled words would alert students to the right answer. Instead, the test reader should read each misspelled word but pronounce it as it was intended to be spelled/pronounced. For example, if the word is spelled “Agust,” then pronounce it correctly as “August.”

## ELA Images/Graphics/Diagrams

* + Before describing an image 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 or graphic 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. Typically, diagrams are imperative to student understanding and should be read in a logical order.
  + Describe the image/graphic/diagram 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/diagram.
  + Read the title or caption, if available.
  + Any text that appears in the body of the image/graphic/diagram may be read to a student. Read the text in images/graphics/diagrams 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.

## Math and Science Images/Graphics/Diagrams

* + Diagrams are imperative to student understanding and should be read in a logical order.
  + Read the title or caption, if available.
  + Any text that appears in the body of the image/graphic/diagram may be read to a student. Read the text in images/graphics/diagrams 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.
  + See the Mathematics Style Guide and the Science Style Guide at the end of this document for additional information.

## ELA Passages

* + Read the passage in its entirety as punctuated (e.g., pauses at periods and commas; raised intonation for questions). Do not verbalize punctuation marks other than ellipses 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 item.

## Mathematical Expressions

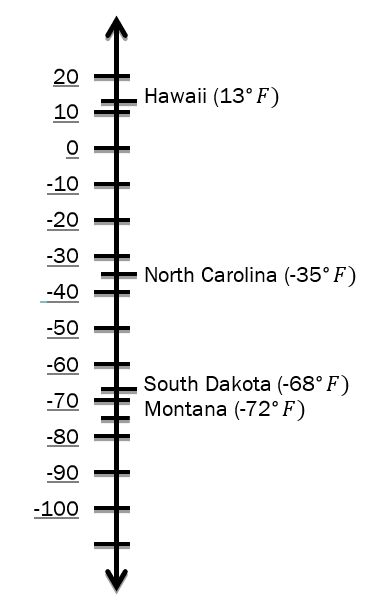
* + The test reader must read mathematical expressions precisely and with care to avoid misrepresentation for a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notations, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
  + Test readers must read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
  + In general, numbers and symbols can be read according to their common English usage for the student’s grade level.
  + Abbreviations and acronyms should be read as full words. For example, 10 𝑐m needs to be read as “ten centimeters.” Some abbreviations may be read differently by different readers. For example, 𝑐m 3 may be read as “cubic centimeters” or “centimeters cubed.”
  + Additional examples may be found in the tables in the Mathematics Style Guide at the end of this document.

## Science Stimuli

* + Read the stimuli in its entirety as punctuated (e.g., pauses at periods and commas; raised intonation for questions). Do not verbalize punctuation marks.
  + If the student requires or asks for a specific section of the text to be re-read with the punctuation indicated, the test reader should re-read those specific and indicate all punctuation found within those lines as many times as requested by the student.
  + When test questions refer to a particular section (e.g., diagram, graph) of a stimulus, the reader should re-read the referenced sections upon the student’s request.
  + The test reader must read mathematical expressions precisely and with care to avoid misrepresentation for a student who has no visual reference. For items involving algebraic expressions or other mathematical notations, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
  + In general, numbers and symbols can be read according to their common English usage for the student’s grade level.
  + Abbreviations and acronyms should be read as full words. For example, 10 𝑐m needs to be read as “ten centimeters.” Some abbreviations may be read differently by different readers. For example, 𝑐m3 may be read as “cubic centimeters” or “centimeters cubed.”
  + Additional examples may be found in the tables in the Science Style Guide at the end of this document.

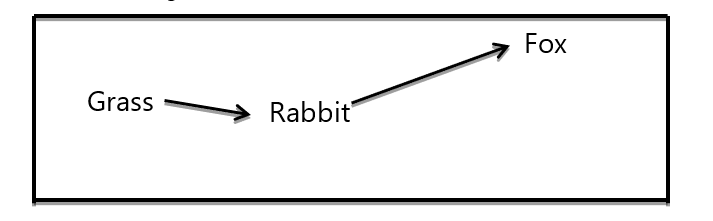
# ELA, Math, and Science Images/Graphics/Diagrams/Tables

### From Top to Bottom



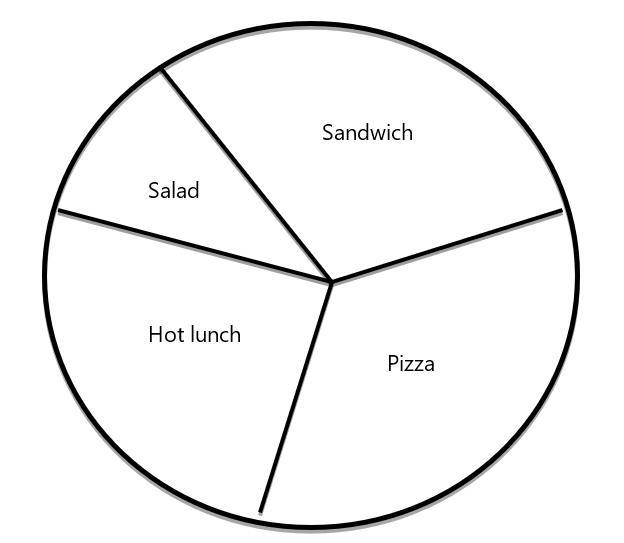
“From top to bottom, the numbers to the left of the arrow read: 20, 10, 0, negative 10. From top to bottom the labels to the right of the arrow read: Hawaii thirteen degrees Fahrenheit, North Carolina negative thirty-five degrees Fahrenheit, South Dakota negative sixty-eight degrees Fahrenheit, Montana negative seventy-two degrees Fahrenheit”.

### From Left to Right



“From left to right, the diagram reads: Grass, Rabbit, Fox”

### Clockwise (Start wherever makes sense)



“Clockwise from the top, the diagram reads: Sandwich, Pizza, Hot lunch, Salad”

### Tables

1. Read title.
2. Total up the columns and rows.
3. Read column/row headings
4. Read cell values (only as directional language for the first one)

Results from School Walk-a-Thon

| Number of Students | Number of Miles Walked |
| --- | --- |
| 30 | 112 |
| 46 | 214 |
| 37 | 98 |
| 41 | 189 |

“The title of the table is Results from School Walk-a-Thon. The table has 2 columns and 4 rows. From left to right, the column headings read Number of Students and Number of Miles Walked. From left to right the first row reads thirty, one hundred twelve. The second row reads forty-six, two hundred fourteen. The third row reads thirty-seven, ninety-eight. The fourth row reads forty-one, one hundred eighty-nine.”

# Appendix A: Mathematics Style Guide

## Common Terms and Symbols

Tables 2 through 6 provide guidance on reading commonly used mathematics terms and symbols.

Table 2: Test Reader Guidance for Mathematics – Numbers

| Description | Example(s) | Read as: |
| --- | --- | --- |
| Large whole numbers | 632,407,981  45,000,689,112 | “six hundred thirty-two million, four hundred 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 - common  Fractions - not common  read as “numerator over denominator” |  | “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 seventy-two” |
| Mixed numbers - read with “and” between whole number and fraction | 3  57 | “three and one-half”  “fifty-seven and three fourths” |
| Percents | 62%  7.5%  0.23% | “sixty two percent”  “seven point five percent”  “zero point two three percent” |
| Money - if contains a decimal point, read as “dollars AND cents” | $4.98  $0.33  $5368.00 | “four dollars and ninety-eight cents”  “thirty-three cents”  “five thousand three hundred sixty-eight dollars” |
| Negative numbers • do NOT read negative sign as “minus” | -3  -  -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 | “Roman Numeral one”  “Roman Numeral two”  “Roman Numeral three”  “Roman Numeral four” |
| Ratios | 𝑥:𝑦 | “x to y” |
| Square roots and cube roots |  | “the square root of six”  “the cube root of sixteen” |

Table 3: Test Reader Guidance for Mathematics – Operations

| Description | Example(s) | Read as: |
| --- | --- | --- |
| Addition | 13+27 =  13+27 = ? | “thirteen plus twenty-seven equals”  “thirteen plus twenty-seven equals question mark” |
| Subtraction | 487-159 =  487-159 = ? | “four hundred eighty-seven minus one hundred fifty-nine equals”  “four hundred eighty-seven minus one hundred fifty-nine equals question mark” |
| Multiplication | 63x49 =  63x49 = ? | “sixty-three times forty-nine equals”  “sixty-three times forty-nine equals question mark” |
| Division ­Vertical or Horizontal | = 8  120÷15 = 8 | “one hundred twenty divided by fifteen equals eight” |
| Operations with boxes | 3+□ = 8 | “three plus box equals eight” |

Table 4: Test Reader Guidance for Mathematics – Expressions

| Description | Example(s) | Read as: |
| --- | --- | --- |
| Expressions containing variables (any letter may be used as a variable) | *N*+4  8x—3  4(y—2)+5=7  *V*=𝜋r3  x2y3 =—36  *156x≥4* | “’N’ plus four”  “eight ‘x’ minus three”  “four open parenthesis ‘y’ minus two close parenthesis plus five equals seven”  “’V’ equals four thirds pi ‘r’ cubed”  “the absolute value of ‘t’ (pause) minus two (pause) over six is less than or equal to fifteen”  “’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” |
| Functions and inverse functions (read “of” instead of parenthesis) |  | “F of x”  “F of x plus 2”  “F of g of x” |
| Coordinate pairs  Answer choices with no other text | the point (-1,2)  the point A is at (6,3)  A. (-3,-4) | “the point (pause) negative one comma two”  “the point ‘A’ is at (pause) six comma three”  “’A’ (pause) negative three comma negative four” |

Table 5: Test Reader Guidance for Mathematics – Comparing Lines, Angles, and Shapes

| Description | Example(s) | Read as: |
| --- | --- | --- |
| Parallels | ∣∣ | “line segment AB is parallel to line segment CD” |
| Perpendiculars | ⊥ | “line segment AB is perpendicular to line segment CD” |
| Similar and congruent |  | “triangle A B C is similar to triangle D E F”  “angle A B C is congruent to angle D E F” |
| Lines, line segments, rays, arcs |  | “line B C”  “line segment C D”  “ray B C”  “arc B C” |

Table 6: Test Reader Guidance for Mathematics – Trigonometry

| Description | Example(s) | Read as: |
| --- | --- | --- |
| Sine | sin25 | “sine twenty-five degrees” |
| Cosine | cos35 | “cosine thirty-five degrees” |
| Tangent | tan10 | “tangent ten degrees” |

# Less Common Terms and Symbols

This section provides guidance on reading some of the less frequently used mathematical terms and symbols.

## Measurements

The degree symbol ° is read as “*degrees*”:

* + is read as “forty-two degrees Fahrenheit.”
  + is read as “forty-two degrees Celsius.”

## Numbers

### Powers

* + 22 is read as “two squared”
  + 33 is read as “three cubed”
  + 54 is read as “five to the fourth power”
  + 2−10 is read as “two to the negative tenth power”

### Scientific Notation

* + (𝒶 × 10𝑛) is read as “a times 10 to the nth power”
  + 2 × 10−4 is read as “two times 10 to the negative fourth power”

### Roots and Radicals

* + is read as “the square root of thirty-six”
  + is read as “two times the square root of five”
  + is read as “the cubed root of thirty-six”
  + is read as “the nth root of b”

### Variables

* + Variables in parentheses are read the same way as variables without parentheses; “The time, x, in minutes,” and, “The time (x) in minutes,” are both read as “The time (pause) x (pause) in minutes.”

## Algebraic equations and expressions

### Absolute Value

* + |4| is read as “the absolute value of 4”

### Function Notation

* + 𝑓(𝑥) is read as “f of x”
  + 𝑔(– 3) is read as “g of negative 3”

### Sequences and Series

* + 𝑎1 is read as “a sub 1”

## Geometry

### Geometric Symbols

* + is read as “The measure of angle A B C.”
  + ∠ is read as “angle A B C”
  + △ is read as “triangle A B C”
  + is read as “line segment EF”
  + is read as “line AB”
  + is read as "*ray H I*"
  + 𝐿′ is read as “*L prime*”

### Transformation Rules

* + Transformation rules, such as , are read “ (pause) *y maps to x plus three* (pause) *negative y*.”

## Graphics

### Focus on Text-based Aspects of the Graphic

*Suggested phrases to use with graphs and tables:*

* + Graph/table title: “The title of the graph/table is…”
  + Graph axis/axes: “The horizontal axis is labeled…” and “The vertical axis is labeled…” Labels within parentheses have the preposition “in” added; Depth of water (feet) is read “Depth of water in feet.”
  + Table columns/rows: “The title of the first column is…” and “The title of the first row is…” If the table does not have a title, the description should indicate the columns occur in the table: “The title of the first column in the table is…” and “The title of the first row in the table is…”
  + Table columns/rows that include text: “The title of the first column is… and reads, from top to bottom…” and “The title of the first row is… and reads, from left to right…”
  + In general, descriptions of other labels on the image should not reference the location.

### Suggested Phrases to Use with Art Images

* + Include the object being referenced using geometric terms, for simple images, or terms from the item. Complex images should be referred to as “figure.” When only a single, potentially multi-word, text-based label appears above the art, refer to this as the "title of the art".
  + “The title of the picture/diagram/spinner/ etc. is…”
    - * + Include the location of text-based labels when there are multiple labels or if the label appears below the art.
  + “The label above the triangle is… The label to the left of the triangle is…”
  + “The label to the left of the building is… The label to the right of the building is…”
  + “The label below the figure is…”
  + Statements such as “not drawn to scale” are read “*The figure is not drawn to scale*.”
    - * If several graphics contain the same information (e.g., the title and labels on a graph are the same for all four options in a multiple-choice item), summarize all the graphics in a single statement using guidance above.

# Appendix B: Science Style Guide

## Terms and Symbols

This section provides guidance on reading science terms and symbols.

Table 7: Test Reader Guidance for Science

| Description | Example(s) | Read as: |
| --- | --- | --- |
| Large whole Numbers | 632,407,981  45,000,689,112 | “six hundred thirty-two million, four hundred 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 – common  Fractions – not common: read as “numerator over denominator” | , , , | “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 seventy-two” |
| Mixed numbers – read with “and” between whole number and fraction | 3  57 | “three and one-half”  “fifty-seven and three fourths” |
| Percents | 62%  7.5%  0,23% | “sixty-two percent”  “seven point five percent”  “zero point two three percent” |
| Negative numbers: do NOT read negative sign as “minus” |  | “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 | “Roman Numeral one”  “Roman Numeral two”  “Roman Numeral three”  “Roman Numeral four” |
| Ratios |  | “x to y” |
| Degrees |  | *“forty-two degrees Celsius.”* |
| Scientific notation |  | “two times 10 to the negative fourth power” |
| Roots and radicals |  | “the square root of thirty-six”  “two times the square root of five”  “the cubed root of thirty-six” |
| Chemical symbols | C  Na | “C”  “N a” |
| Basic chemical formula | H2O  C6H12O6  2CO2 | “H two O”  “C six H twelve O six”  “two C O two” |
| Chemical equation | 2 Li (s) + O2 (g) 2 Li2O (s) | “two, Li, s, plus, O wo, g, yields, two, Li two O, s” |
| Fill in the blank | My old \_\_\_\_\_\_\_\_ no longer fit | “My old blank no longer fit” |
| Versus abbreviation | Ali vs. Frazier | “Ali versus Frazier” |
| Time | 9:00  7:05  10:15 A.M | “Nine o’clock”  “Seven oh five”  “Ten fifteen A M” |
| Months | Jan  Feb | “January”  “February” |
| Rates | 12 km/s | “Twelve kilometers per second” |
| Operations |  | “two plus four”  “eight minus three”  “four times five equals twenty”  twenty-four divided by six” |
| Isotopes | 14C | “Superscript Fourteen, C” |
| Ionic formulas | Na+ | “N A one positive “ |
| Unit abbreviations | cm  g  kg  kJ  km  L  m  mg  mL  mm  K  day  min  s  hr  mo  yr | “centimeter”  “gram”  “kilogram”  “kilojoule”  “kilometer”  “liter”  “meter”  “milligram”  “milliliter”  millimeter”  “degrees Celsius”  “kelvin”  “day”  “minute”  “second”  “hour”  “month”  “year” |
| Genetics |  | “Uppercase T Lowercase T, cross Uppercase T Uppercase T” |

## Diagrams, Tables, Graphs

This section provides additional guidance for reading science diagrams, tables, and graphs.

### Diagrams

Example A:

The title of the diagram is [*Title of Diagram*]. The diagram contains [*#*] images. From top to bottom the top image is labeled [*label 1, label 2, label 3*]. From top to bottom the second image is labeled [*label 4, label 5, label 6*]. Below the bottom image, it reads Diagram not to scale. The key below the diagram reads [*Key contents*].

Example B:

The title of the diagram is [*Title of Diagram*]. From left to right and top to bottom the diagram is labeled [*label 1, label 2, label 3, label 4*]. Below the bottom image, it reads Diagram not to scale. The key below the diagram reads [*Key contents*].

### Tables

Example C:

The title of the table is [*Title of Table*]. The table has [*#*] columns and [*#*] rows. The first column is titled [*title*]. The second column is titled [*title*], [*measurement units*], and is further divided into [*#*] sub-columns, [*sub-column titles, for example: “Trial 1, Trial 2, Trial 3, Average*”]. From left to right the first row reads [*sub-row1 title*, *numbers*]. The second row reads [*sub-row 2 title*, *numbers*, *for example*: “*Low, 17, 11, 8, 12.*”]

### Graphs

Example D:

The title of the graph is [*Title of Graph*]. The horizontal axis is titled [*horizontal axis title*]. From left to right the axis reads [*labels on bottom of graph*]. The vertical axis is titled [*vertical axis title*]. The axis has a range from [*low #*] to [*high #*]. From top to bottom the key below the graph reads [*row 1*, *row 2*].

# Appendix C: Suggested Test Reader Script

*(to be used with the student in advance of the day of testing)*

Hi,

I am the person who will be reading your test to you when you take your test next week in [math/ELA/science]. I wanted to let you know how we will work together. When I am reading a test to you, it is very different from when I am reading to you during class time. I must follow certain rules.

* + I cannot help you with any answers.
  + I cannot click on anything on the screen. (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 test reader has received appropriate training on when and how to do so.)
  + I will not be using different character voices or changes in my tone when I read. I will be using a very direct voice that does not change very much, no matter how exciting the story or test item gets.
  + If there is a picture that has words in it, I will read those words. If you ask, I will re-read the words as well.
  + I can still help you with your [\*\*list any assistive technology that the student may require that would need adult support -- if that support is provided by you].
  + You can ask me to re-read parts of the test if you did not hear me or need more time to think.
  + You can ask me to pause my reading if you need to take a break.
  + You can ask me to slow down or speed up my reading, or to read louder or softer if you are having trouble understanding what I read.
  + I will only read certain types of punctuation, but if you need me to re-read a sentence and tell you how it was punctuated, I can do that.
  + If you ask me a question about the test all I will say is: "Do your best work. I cannot help you with that."
  + Do you have any questions for me about how we will work together during the test?

# Appendix D: Spanish Suggested Test Reader Script

*(to be used with the student in advance of the day of testing)*

Hola,

Soy la persona asignada para leerte el examen que tomarás la próxima semana durante la Evaluación de [example: Smarter Balanced math] de matemáticas. 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. (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 test reader has received appropriate training on when and how to do so.)
  + 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 elemento de la prueba.
  + Si hay una imagen con palabras, leeré esas palabras. Si lo pides, leeré nuevamente las palabras.
  + 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 que lea en voz más alta o más baja 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?