

## **Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy (ELA/L) Assessments, and the Human Reader Accessibility Feature for Mathematics and Science Assessments**

In cases where a student requires a text-to-speech accommodation on the PARCC English language arts/literacy (ELA/L) and/or a text-to-speech accessibility feature on the PARCC mathematics or DC Science assessments, but cannot participate in the computer-based assessment and takes the paper-based assessment instead, a Human Reader must provide the accommodation to the student. Human Readers who provide the accommodation to a student on the PARCC English language arts/literacy (ELA/L) or the accessibility feature on the PARCC mathematics or DC Science assessments must follow these procedures during testing to ensure the standardization of the oral presentation of the assessments.

### **Procedures for Human Readers Providing the Human Reader Accommodation for ELA/Literacy Assessments or the Human Reader Accessibility Feature for the Mathematics and Science Assessments**

1. Readers must be trained locally to administer each assessment, as indicated in the *PARCC/DC Science Test Administrator Manual (TAM)*. Readers must sign the Security Agreement in **Appendix B** of the *PARCC TAM*.
2. Readers must read verbatim (word for word) only what is printed in the test book (or in rare cases, on the computer screen) without changing, emphasizing, or adding words. Readers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way.
3. 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 be provided a copy of the test and the Test Administrator's directions two schools days 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.
4. 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.
5. Readers may repeat passages, test items, 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 item.
6. Readers may not attempt to solve mathematics problems, or determine the correct answer to a test item while reading, as this may result in pauses or changes in inflection which may mislead the student.
7. 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.
8. 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 test (ELA/Literacy, Mathematics, and/or Science) the student is designated to receive a Human Reader.
9. 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, etc.

10. If a reader is unsure how to pronounce an unfamiliar word, advise the student of the uncertainty and spell the word.
11. 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.
12. Readers must spell any words requested by the student.
13. 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.
14. When test items refer to a particular line, or lines, of a passage, 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.
15. When reading selected response items, readers must be careful to give equal stress to each response option and to read all of them before waiting for a response.
16. If a reader is also scribing the student’s responses, or if another adult will scribe, and the student designates a response choice by letter only (“D,” for example), the reader must ask the student if he/she would like the response to be reread before the answer is recorded in the answer booklet.
17. If the student chooses an answer before the reader has read all the answer choices, the Human Reader must ask if the student wants the other response options to be read.
18. After the reader finishes reading a test item and all response options, the reader must 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?” When rereading questions, readers must avoid emphasis on words not bolded, italicized, or capitalized.
19. Readers must refer to [Appendix I: PARCC ELA Audio Guidelines](#) and/or [Appendix J: PARCC Mathematics Audio Guidelines](#) to ensure consistency in how items are read.

**Procedures for Providing the Human Reader Accommodation for ELA/Literacy Assessments or the Human Reader Accessibility Feature for the Mathematics and Science Assessments to a Small Group of Students**

Human Readers may read the test aloud to a small group of students, rather than individually, provided that each student has the Human Reader accommodation/accessibility feature listed in an IEP, 504 plan, or Personal Needs Profile (in the case of mathematics and science only).

**The following procedures must be followed:**

- Check individual state policies on the maximum allowable number of students in a Human Reader group.
- Students with the Human Reader accessibility feature for mathematics or science or Human Reader accommodation for ELA/literacy that need to be grouped together must be taking the same test form, since test questions will differ on each form of the test.
- Students not receiving the Human Reader accessibility feature for mathematics or science or the Human Reader accommodation for ELA/literacy may not be tested in the same location as students who are receiving the human accessibility feature for mathematics or science or Human Reader accommodation for ELA/literacy.