



As per IEP and school-based decisions regarding assessment accommodations, students taking paper-based assessments (standard print, large print, or braille) may be eligible to work with a Human Reader. (Text-to-speech should be used by all students taking online assessments.) A Human Reader is an adult who provides an oral presentation of the assessment text to an eligible student. The Human Reader accommodation should be consistent with the student's normal routine during instruction and assessments. The guiding principle in reading aloud is to ensure that the student has access to test content. 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 familiar with the Assessment Administration Manual. Human Reader is an allowable accommodation for students taking paper-based Maine Science and/or Maine Through Year Assessments according to IEP or 504 Plan documentation of the need.

### **Qualifications for Test Readers**

- The test reader must be an adult who is familiar with the student and is typically responsible for providing this support during educational instruction and assessments.
- Test readers must be familiar with the administration of the assessment in accordance with any assessment administration manual, familiar with the terminology and symbols specific to the test content, and related conventions for standard oral communication.

### **Preparation**

- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing sessions.
- Test readers should be familiar with the all supports and/or accommodations assigned to the student for whom they are reading.
- Test readers should have practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student.

### **General Guidelines**

- The test reader's support should 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 assessment, 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.
- Although directions clarifications are allowable, avoid further conversation with the student about test questions 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

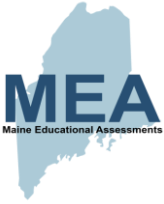
- The test reader must collect scratch paper immediately at the end of each testing session and deliver it to the Principal or Assessment Coordinator.
- The test reader must not discuss any portion of the test with others.

## English 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 "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 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 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 the 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 and consistency.
- In general, numbers and symbols can be read according to their common English usage for the student's grade level.
- Numbers greater than 99 should be read as individual numbers.
- 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,  $\text{cm}^3$  may be read as "cubic centimeters" or "centimeters cubed."