

# Guidelines for Spanish Read Aloud

## For Smarter Balanced Mathematics and Next Generation Science Standards (NGSS) Assessments

(Portions of these guidelines, including Appendix A, were developed by the Smarter Balanced Consortium, and adapted by the Connecticut State Department of Education for use on its state-wide testing program.)

Students who are advancing toward English language proficiency, including identified English learners/multilingual learners (ELs/MLs) whose native language is Spanish, may benefit from using reader supports. Spanish presentation may be helpful for students who are proficient readers in Spanish and not proficient in English, or students who use dual language supports in the classroom.

A variety of reader options are available on Connecticut's state-wide assessments depending on the content area assessed, and the student's access needs and delivery mode (the test delivery interface or those provided by a teacher/test administrator).

For example:

- Students can access the embedded Spanish presentation of math items using the stacked option. The full translation of each math item appears above the original item presented in English.
- For the NGSS, an English and Spanish presentation is available using a toggle feature.

To accompany the Spanish presentation of math and science test items, an embedded text-to-speech in Spanish can be activated in the test delivery system so that students can read along and listen as the math/science stimuli and items are presented. However, the embedded reader options aren't always optimal depending on the student's language access needs. This resource was developed for those Spanish-speaking students who benefit from having the test read aloud directly by a trained and qualified teacher *in Spanish*, **available only on the Smarter Balanced Mathematics and NGSS Assessments**.

Districts should establish a systemic and consistent process for identifying, determining, recording, and providing these supports for those students that require them based on documented needs. Accessibility supports, such as the provision of a human reader in English or Spanish, should be consistently embedded and accessed in the student's instructional setting for familiarization, otherwise they may be a distraction and impede student performance on assessments.

Communication, organization, and careful planning among test administrators, English Language Assessment Coordinators, Directors of Special Education (if applicable), and teachers are critical aspects of promoting fair, reliable, and appropriate test opportunities for students. Refer to the [Embedded and Non-Embedded Designated Supports for English Learners/Multilingual Learners](#) brochure, the Smarter Balanced and NGSS Assessments Reader Options Table, and the [CSDE Assessment Guidelines](#) for information on how to determine if these supports are appropriate for your students.

### Overview of the Spanish Read Aloud in Mathematics or Science

When a student cannot access the embedded text-to-speech, the student may be eligible to work with a test reader in an individualized test setting to receive this support in Spanish.

**A test reader:**

- is an adult who provides an oral presentation of the assessment text to an eligible student.
- can read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test.
- must be trained and qualified and must follow the [Guidelines for Spanish Read Aloud for Smarter Balanced Mathematics and Next Generation Science Standards \(NGSS\) Assessments](#) presented in this document.
- must read verbatim the stimuli and items as they appear in dual language presentation.
- must ensure that the student's test presentation is set to Spanish in the TIDE system **prior to testing**. The non-embedded designated support of Reader (Spanish) must also be selected on the student's TIDE dashboard prior to testing.
- must access and read the standardized translation of the assessment from the student's screen.

**Staffing/Training Considerations:**

Certain staffing considerations may be required when providing a Read Aloud in Spanish. Determine how many staff are needed to serve as readers based on the number of students eligible and the language supports needed.

- Optimally, this is a person that knows the student and is familiar with their unique language needs.
- The teacher/reader, including biliterate adults serving as a human reader, must be employed by the school district and participate in local training on statewide assessments as provided at the district or school level prior to test administration. This is to ensure appropriate adherence to test security protocols and the standardization of test administration while meeting the students' access needs.
- Readers should review this document prior to testing.
- Read Aloud supports must be provided in a 1:1 test setting—not to a group of students, because each student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak clearly throughout the test, while meeting the appropriate pace preferred by that individual student. A student should have the option of asking a reader to slow down or to repeat text.

**Preparation:**

Test readers should:

- 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.
- have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on Smarter Balanced/NGSS assessments.
- be aware of and familiar with all additional supports and/or accommodations provided to a student in accordance with the student's Individualized Education Program (IEP) or 504 plan (if applicable). This will ensure that there are plans in place for providing all needed designated supports and accommodations.

### **Test Time Considerations:**

Though Smarter Balanced and NGSS Assessments are untimed, test-timing considerations may be required when using a read aloud of math and science stimuli/items. Remember:

- be considerate of the increased reading and cognitive load.
- best practice is to schedule a Practice Test in advance of summative testing to provide students with an opportunity to practice supports. Teachers should meet with the student to discuss their experience and adjust if necessary.
- Breaks, a universal tool available to participating students for Smarter Balanced and NGSS assessments, can be set by the test administrator or provided as requested by the student (as appropriate).
  - Breaks of more than 20 minutes will prevent the student from returning to items already attempted.
  - There is no limit on the number of breaks a student might be given though it may result in the student needing additional time overall to complete the assessment.

### **General Guidelines:**

The test reader's support must 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/presented on the student's computer screen 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 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.

### **After Test Administration:**

- The test reader must collect scratch paper and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with Connecticut State Department of Education testing 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.

### **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 an image/graphic/diagram may be read to a student. Read 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/Science Stimuli:**

- 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 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 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 Spanish 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 “diez centímetros.” Some abbreviations may be read differently by different readers. For example, *cccc3* may be read as “centímetros cúbicos” or “centímetros al cubo.” Additional examples may be found in [Appendix A on page 6](#).

Below is the Suggested Test Reader Script from Smarter Balanced.

## SUGGESTED TEST READER SCRIPT

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To be 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 la Evaluación de matemáticas de Smarter Balanced. 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 pregunta de la prueba.
- ▶ Si hay una imagen con palabras, leeré esas palabras. Si lo pides, leeré nuevamente las palabras.
- ▶ Algunas veces, ciertas palabras o frases te pueden dar una pista si las leo en voz alta. En esos casos, no leeré esas palabras, sino que las señalaré en la pantalla [o en el cuadernillo, si está en braille o impreso] y continuaré leyendo.
- ▶ 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 más alto o bajo si tienes dificultad entendiendo lo que leo.
- ▶ Leeré ciertos signos de puntuación, pero si necesitas que lea nuevamente una oración y que te lea 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?

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<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.

APPENDIX A (FROM SMARTER BALANCED READ ALOUD GUIDELINES IN SPANISH- JUNE 30, 2022)



**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 Fractions – not common – read as "numerator over denominator"	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$	"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 with "and" between whole number and fraction	$3\frac{1}{2}$	"tres y un medio"
	$57\frac{3}{4}$	"cincuenta y siete y tres cuartos"
Percents	62%	"sesenta y dos por ciento"
	7.5%	"siete punto cinco por ciento"
	0.23%	"cero punto veintitrés por ciento"
Money - if contains a decimal point, read as "dollars AND cents"	\$4.98	"cuatro dólares y noventa y ocho centavos"
	\$0.33	"cero dólares y treinta y tres centavos"
	\$5368.00	"cinco mil trescientos sesenta y ocho dólares y cero centavos"

Description	Example(s)	Read as:
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	"número uno romano"
	II	"número dos romano"
	III	"número tres romano"
	IV	"número cuatro romano"
Ratios	$x:y$	"'x' es a 'y'"
Square roots and cube roots	$\sqrt{6}$	"raíz cuadrada de seis"
	$\sqrt[3]{16}$	"raíz cúbica de dieciséis"

### Operations

Description	Example(s)	Read as:
Addition	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array} \quad 13 + 27 =$	"trece más veintisiete es igual a"
	$13 + 27 = ?$	"trece más veintisiete es igual a signo de interrogación"
Subtraction	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array} \quad 487 - 159 =$	"cuatrocientos ochenta y siete menos ciento cincuenta y nueve es igual a"
	$487 - 159 = ?$	"cuatrocientos ochenta y siete menos ciento cincuenta y nueve es igual a signo de interrogación"
Multiplication	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array} \quad 63 \times 49 =$	"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"

Description	Example(s)	Read as:
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”

### 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 de pi por ‘r’ al cubo”
	$\frac{ d - 2}{6} \leq 15$	“el valor absoluto de ‘t’ menos 2 dividido entre seis es menor que o igual a quince”
	$x^2y^3 = -36$	“‘x’ al cuadrado por ‘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”
$156x \geq 4$	“ciento cincuenta y seis ‘x’ es mayor que o igual a cuatro”	
Functions and inverse functions (Read “of” instead of parentheses)	$f(x)$ $f(x + 2)$ $f(g(x))$	“‘f’ de ‘x’” “‘f’ de ‘x’ más dos” “‘f’ de ‘g’ de ‘x’”

Description	Example(s)	Read as:
Coordinate pairs	the point $(-1, 2)$	"el punto (pausa) negativo uno coma dos"
Answer choices with no other text	the point A is at $(6, 3)$	"el punto 'A' está en (pausa) seis coma tres"
	A. $(-3, -4)$	"'A' (pausa) negativo tres coma negativo cuatro"

#### Comparing Lines, Shapes, and Angles

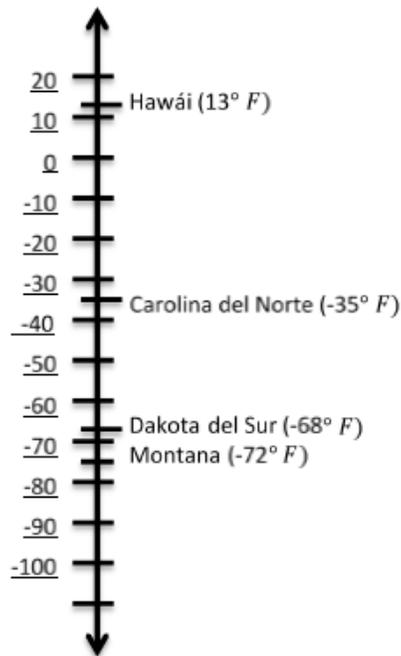
Description	Example(s)	Read as:
Parallels	$\overline{AB} \parallel \overline{CD}$	"el segmento de recta AB es paralelo al segmento de recta CD"
Perpendiculars	$\overline{AB} \perp \overline{CD}$	"el segmento de recta AB es perpendicular al segmento de recta CD"
Similar and congruent	$\triangle ABC \sim \triangle DEF$	"el triángulo ABC es semejante al triángulo DEF"
	$\angle ABC \cong \angle DEF$	"el ángulo ABC es congruente con el ángulo DEF"
Lines, line segments, rays, arcs	$\leftrightarrow$ $\overline{BC}$	"recta B C" "segmento de recta C D"
	$\rightarrow$ $\widehat{BC}$	"rayo B C" "arco B C"

Trigonometry

Description	Example(s)	Read as:
Sine	$\sin 25^\circ$	"seno de veinticinco grados"
Cosine	$\cos 35^\circ$	"coseno de treinta y cinco grados"
Tangent	$\tan 10^\circ$	"tangente de diez grados"

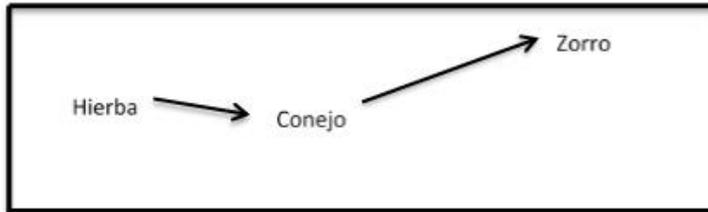
IMAGES/GRAPHICS/DIAGRAMS/TABLES

From Top to Bottom



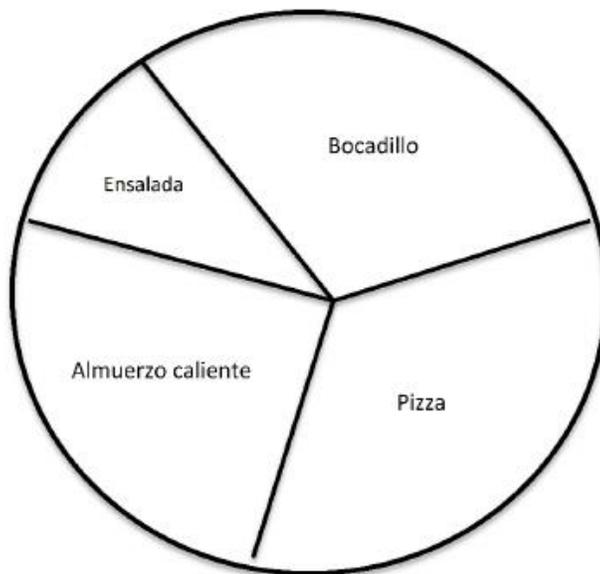
"La recta numérica muestra una línea vertical rotulada de 20 a negativo 100. Cuatro temperaturas están marcadas en la recta numérica. Leyendo desde arriba hacia abajo, los estados representados son: Hawái, trece grados Fahrenheit, Carolina del Norte, negativo treinta y cinco grados Fahrenheit, Dakota del Sur, negativo sesenta y ocho grados Fahrenheit, Montana, negativo setenta y dos grados Fahrenheit".

**From Left to Right**



“De izquierda a derecha, la figura se lee: hierba, conejo, zorro”.

**Clockwise (Start Wherever Makes Sense.)**



“Desde arriba y en sentido de las manecillas del reloj, la figura se lee: bocadillo, pizza, almuerzo caliente, ensalada”.

### 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).

Resultados del Walk-a-Thon de la escuela

Número de estudiantes	Número de millas recorridas
30	112
46	214
37	98
41	189

“El título de la tabla es Resultados del Walk-a-Thon de la escuela. La tabla tiene dos columnas y cuatro filas. De izquierda a derecha, los títulos de las columnas se leen Número de estudiantes, Número de millas recorridas. De izquierda a derecha, la primera fila se lee treinta, ciento doce. La segunda fila se lee cuarenta y seis, doscientos catorce. La tercera fila se lee treinta y siete, noventa y ocho. La cuarta fila se lee cuarenta y uno, ciento ochenta y nueve”.

## REFERENCES

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