



## HSA-Alt Guidelines for Read Aloud, Test Reader

When a student cannot access the human-recorded audio presentation of stimuli and items provided on the HSA-Alt, 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 to an eligible student. The student depends on the test reader to administer the assessment as it was intended to be delivered. This requires different procedures for different parts of an item.

For the passage, stimuli, and prompt, the test reader must read or present the information that appears on-screen exactly as it is presented. For the answer option cards the test reader must first listen to the audio-presentation of the answer options prior to oral re-delivery. This is a requirement since answer option visuals do not always match the digital script that is presented with the answer option. For example, an answer option card may show a PicSym of a girl, but when digitally presented the option will be audio-delivered as: “the main character is a girl.” In this case, without listening to the answer option first through the digital interface, the test reader will not know how to present the answer option card correctly in the way that was intended for this particular item. To ensure standardized test administration across all forms of the assessment, it is required that test readers listen to answer options prior to re-delivery.

Close attention and strong reading and listening skills are test reader requirements. It is essential that the test reader accurately reproduces the visual and audio digital presentations, pronounces words correctly, and speaks in a clear voice throughout the test. The test reader must be trained and qualified and must follow the Hawai'i Statewide Assessment Program (HSAP) *Guidelines for Read Aloud, Test Reader* that are presented here and were adapted from the *Smarter Balanced Guidelines for Read Aloud, Test Reader*. The guiding principle in reading aloud is to ensure that the student has access to test content and that the assessment is administered with fidelity.

On the HSA-Alt assessment, test readers are allowable across all grades and all content areas as a **documented accommodation** in grades 3 - 8 and 11. The Read Aloud accommodation is intended only for students who are unable to listen and comprehend the standard human-recorded audio presentation for the HSA-Alt. For information on documentation requirements for the Read Aloud accommodation, please see the *HSA-Alt Summative Test Administration Manual* pages 49-54.

### Qualifications for Test Readers

- The test reader must be DOE certificated employees who have HSA-Alt test administrator certification.
- Test readers must be trained on the administration of the assessment in accordance with state policy, and be familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must read the HSA-Alt Read Aloud Guidelines, familiarize themselves with the Read Aloud policies that are specific to the HSA-Alt, and prepare to administer the assessment using these guidelines.

- Test readers must be trained in accordance with HSAP test administration and security policies and procedures as articulated in the administration manuals, guidelines, and related documentation for each assessment and exam.

## Preparation

Test Readers are allowable on HSA-Alt Assessments as a **documented accommodation** for all items.

- Test readers must read and sign the *HSA-Alt Test Security and Confidentiality Form* located in Appendix M of the *HSA-Alt Summative Test Administration Manual*, prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of each test session. 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 and accommodations options and features available on HSAP assessments.
- Test readers should be familiar with the Individualized Education Program (IEP) and 504 Plan (if applicable) of the student for whom they are reading to ensure that the student has access to any additional universal tools and/or accommodations that might be needed for testing.
- 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 *HSA-Alt Summative Test Administration Manual*. Test readers should be 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 (see Table 1 below).
- 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.

## General Guidelines

- The test reader's support should be provided in a separate setting.
- Read each passage, stimuli, or question exactly as written.
- Listen to the answer option card audio delivery before re-presenting; follow the script that is heard during audio delivery of an answer option.
- Communicate in a neutral tone; 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 audio delivery verbatim, as needed.
- Do not paraphrase, interpret, define, or translate any items, words, or answer option scripts as this would be a violation of test security.
- Adjust your reading speed and volume as needed.

## Post-Administration

- Collect test reader audio delivery answer option script notes, student scratch paper, rough drafts, and login information immediately at the end of each test session and deliver it to the Test Coordinator in accordance with HSAP state policies and procedures.
- Do 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 / Diagrams / Tables

- 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. 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.

## 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.

## 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 English usage for the student’s grade level.
- Additional examples may be found in the table below.
- 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."

**Table 1. Test Reader Guidance for Mathematics**

Description	Example(s)	Read as:
Large whole numbers	632,407,981	“six hundred thirty-two million, four hundred seven thousand, nine hundred eighty-one”
	45,000,689,112	“forty-five billion, six hundred eighty-nine thousand, one hundred twelve”
Decimal numbers	0.056	“zero point zero five six”
	4.37	“four point three seven”
Fractions - common	$\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{2}{3}$ , $\frac{4}{5}$	“one half, one fourth, two thirds, four fifths”  Other common fractions include “sixths, eighths, tenths”
Fractions - not common - read as “numerator over denominator”	$\frac{14}{25}$	“fourteen over twenty-five”
	$\frac{487}{6972}$	“four eight seven over six nine seven two”
Mixed numbers - read with “and” between whole number and fraction	$3\frac{1}{2}$	“three and one-half”
	$57\frac{3}{4}$	“fifty-seven and three fourths”

Percent	62%	“sixty-two percent”
	7.5%	“seven point five percent”
	0.23%	“zero point two three percent”
Money - if contains a decimal point, read as “dollars AND cents”	\$4.98	“four dollars and ninety-eight cents”
	\$0.33	“thirty-three cents”
	\$5368.00	“five thousand three hundred & sixty-eight dollars”
Negative numbers - do NOT read negative sign as “minus”	-3	“negative three”
	$-\frac{4}{5}$	“negative four fifths”
	7.56	“negative seven point five six”
Dates (years)	1987	“nineteen eighty-seven”
	2005	“two thousand five”
Roman Numerals	I	“Roman Numeral one”
	II	“Roman Numeral two”
	III	“Roman Numeral three”
	IV	“Roman Numeral four”
Ratios	$x:y$	“x to y”
Square roots and cube roots	$\sqrt{6}$	“the square root of six”
	$\sqrt[3]{6}$	“the cube root of six”

## Operations

Description	Example(s)	Read as:
Addition	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array} \quad 13 + 27 =$	“thirteen plus twenty-seven equals”
	$13 + 27 = ?$	“thirteen plus twenty-seven equals question mark”
Subtraction	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array} \quad 487 - 159 =$	“four hundred eighty-seven minus one hundred fifty-nine equals”
	$487 - 159 = ?$	“four hundred eighty-seven minus one hundred fifty-nine equals question mark”

Multiplication	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array} \quad 63 \times 49 =$	“sixty-three times forty-nine equals”
	$63 \times 49 = ?$	“sixty-three times forty-nine equals question mark”
Division – Vertical or Horizontal	$\begin{array}{r} \underline{120} = 8 \\ 15 \end{array} \quad 120 \div 15 = 8$	“one hundred twenty divided by fifteen equals eight”
Operations with boxes	$3 + \square = 8$	“three plus box equals fifteen”

## Expressions

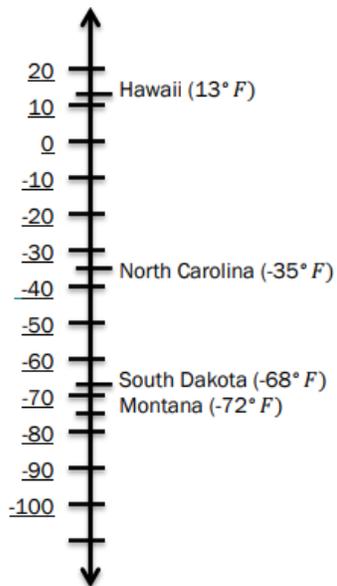
Description	Example(s)	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$	“‘N’ plus four”
	$8x - 3$	“eight ‘x’ minus three”
	$4(y - 2) + 5 = 7$	“four open parenthesis ‘y’ minus two close parenthesis plus five equals seven”
	$V = \frac{4}{3} \pi r^3$	“‘V’ equals four-thirds pi ‘r’ cubed”
	$\frac{ t-2 }{6} \leq 15$	“the absolute value of ‘t’ (pause) minus two (pause) over six is less than or equal to fifteen”
	$x^2y^2 = -36$	“‘x’ squared ‘y’ cubed equals negative thirty- six” or “‘x’ to the second power times ‘y’ to the third power equals negative thirty-six”
	$156x \geq 4$	“one hundred fifty six ‘x’ is greater than or equal to four”

## Miscellaneous

Description	Example(s)	Read as:
Miscellaneous	$\pi$	“pi”
	$=$	“equals”
	$\approx$	“is approximately equal to”
	$<$	“is less than”
	$\leq$	“is less than or equal to”
	$>$	“is greater than”
	$\geq$	“is greater than or equal to”
	AOB	“angle A O B”
	$^{\circ}F$	“degrees F”
	$^{\circ}C$	“degrees C”
$\cong$	“is congruent to”	

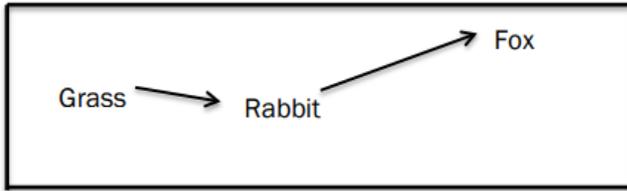
## Images/Graphics/Diagrams

FROM TOP TO BOTTOM



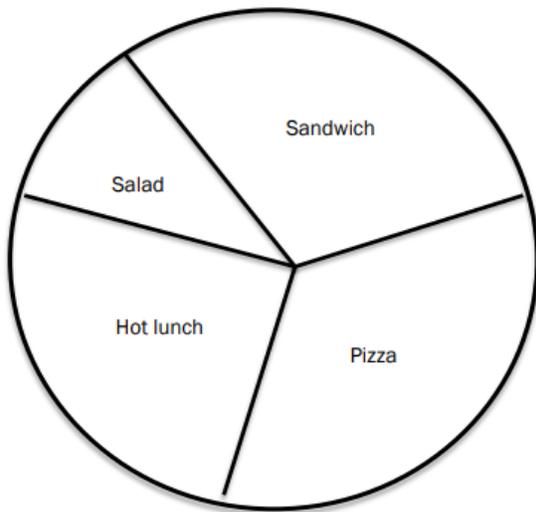
“From top to bottom the figure is labeled: Hawaii thirteen degrees Fahrenheit, North Carolina negative thirty-five degrees Fahrenheit, South Dakota negative sixty eight degrees Fahrenheit, Montana negative seventy two degrees Fahrenheit”

**FROM LEFT TO RIGHT**



"From left to right, the figure reads: Grass, Rabbit, Fox"

**CLOCKWISE (START WHEREVER MAKES SENSE.)**



"Clockwise from the top, the figure reads: Sandwich, Pizza, Hot lunch, Salad"

## Tables

### Results from School Walk-a-Thon

30	112
46	214
37	98
41	189

1. Read the title of the chart/table.
2. State how many rows and columns the table/chart has.
3. Read column/row headings.
4. Read cell values (only as directional language for the first one).

*Note: If there is a blank space within a row of data, say "Blank."*

### **Description:**

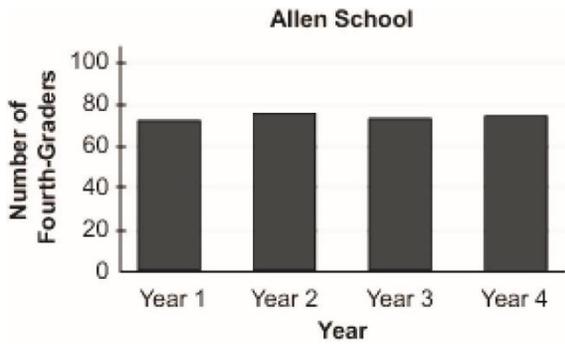
"The title of the table is Results from School Walk-a-Thon. The table has 2 columns and 4 rows. From left to right, the column headings read Number of Students, Number of Miles Walked. From left to right the first row reads thirty, one hundred twelve. The second row reads forty-six, two hundred fourteen.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

## Graphs

If the  $x$ -axis and  $y$ -axis are labeled " $x$ " and " $y$ " refer to them as  $x$ -axis and  $y$ -axis. If the labels are not included, refer to the axes as horizontal axis and vertical axis. The terminology used should be consistent with what is shown in the graph.

1. Read the title of graph.
2. State the title for the horizontal and vertical axes.
3. Read the horizontal axis from left to right.
4. Read the vertical axis from bottom to top.
5. Do not read breaks in axes (see Sample 2 – Graphs).

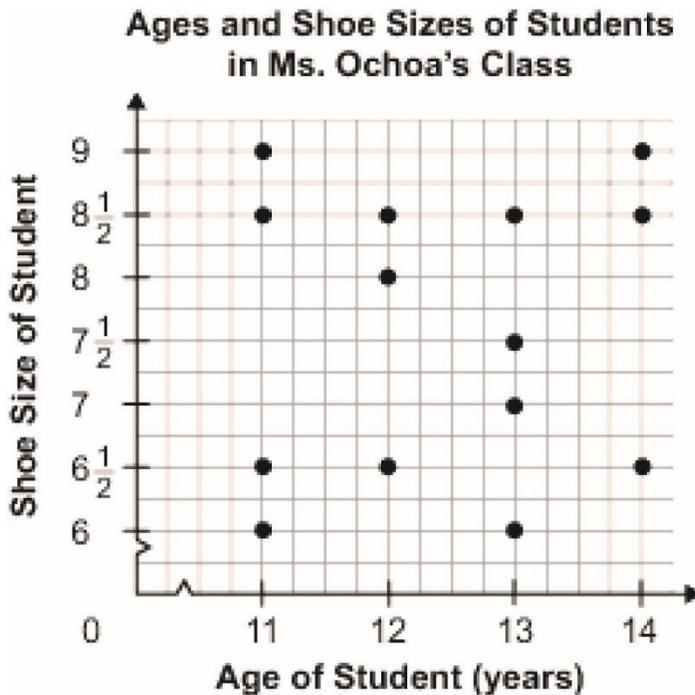
Sample 1 – Bar Graph



**Description:**

The title of the bar graph [use the term that is used in the stem] is “Allen School.” The horizontal axis is titled “Year” and the vertical axis is titled “Number of Fourth-Graders.” From left to right, the x-axis reads “Year 1” [Pause] “Year 2” [Pause] “Year 3” [Pause] “Year 4.” From bottom to top, the vertical axis reads “zero” [Pause] “twenty” [Pause] “forty” [Pause] “sixty” [Pause] “eighty” [Pause] “one hundred.”

Sample 2 – Graph



**Description:**

The title of the graph [use the term that is used in the stem] is “Ages and Shoe Sizes of Students in Ms. Ochoa’s Class.” The horizontal axis is titled “Age of Student open parenthesis years close parenthesis.” The vertical axis is titled “Shoe Size of Student.” From left to right, the x-axis reads “zero” [Pause] “eleven” [Pause] “twelve” [Pause] “thirteen” [Pause] “fourteen.” From bottom to top, the vertical axis reads “zero” [Pause] “six” [Pause] “six and one half” [Pause] “seven” [Pause] “seven and one half” [Pause] “eight” [Pause] “eight and one half” [Pause] “nine.”

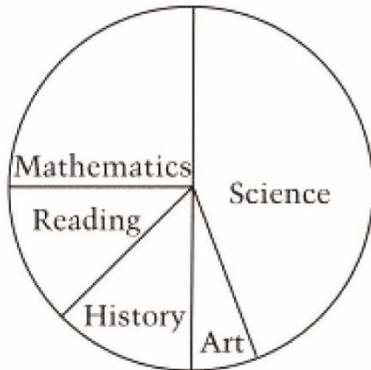
## Pie Charts/Circle Graphs

1. Read the title of the pie chart/circle graph.
2. Read the information within the pie chart starting at the top (12 o'clock position) and moving in a clockwise direction.

### Sample – Pie Chart

The circle graph shows the portion of time Pat spent on homework in each subject last week.

#### Pat's Homework



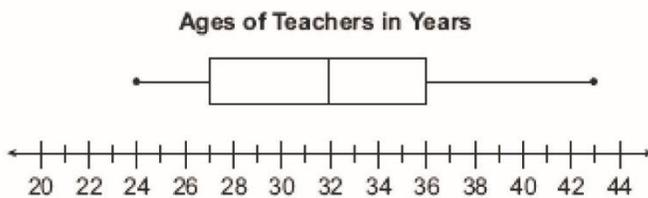
#### Description:

The title of the circle graph [use the term that is used in stem] is "Pat's Homework." Clockwise from the top middle, the graph reads "Science" [Pause] "Art" [Pause] "History" [Pause] "Reading" [Pause] "Mathematics."

## Box-and-Whisker Plot

1. Read the title of the graph.
2. Read the information along the bottom of the graph from left to right.

### Sample – Box-and-Whisker Plot



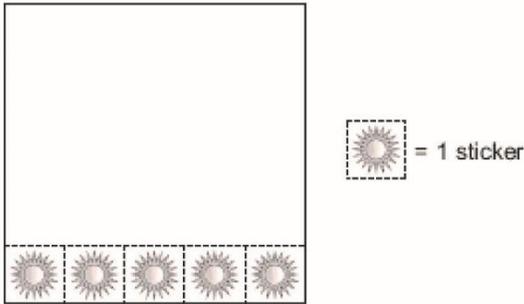
#### Description:

The title of the box-and-whisker plot [use the term that is used in the stem] is "Ages of Teachers in Years." From left to right, along the bottom of the graph, it reads, "twenty" [Pause] "twenty-two" [Pause] "twenty-four" [Pause] "twenty-six" [Pause] "twenty-eight" [Pause] "thirty" [Pause] "thirty-two" [Pause] "thirty-four" [Pause] "thirty-six" [Pause] "thirty-eight" [Pause] "forty" [Pause] "forty-two" [Pause] "forty-four."

## Pictograph (with key)

1. Read the title of the pictograph, if included.
2. Read written text, if included from left to right.
3. Read key from left to right.

### Sample – Pictograph with key



### Description:

To the right of the pictograph, it reads “equals one sticker.”

## Tally Charts

1. Read the title.
2. Read each row from left to right.

### Sample – Tally Chart

Mascot Choice	
Animal	Number of Votes
Shark	
Dolphin	
Penguin	
Turtle	

### Description:

The title of the tally chart [use the term that is used in the stem] is “Mascot Choice.” The tally chart has four rows and two columns. From left to right, the column headings read “Animal” [Pause] “Number of Votes.” From left to right, row one reads “Shark” [Pause] “three.” From left to right, row two reads “Dolphin” [Pause] “eight.” From left to right, row three reads “Penguin” [Pause] “six.” From left to right, row four reads “Turtle” [Pause] “four.”

## Information without a Clear Pattern

Information without a clear pattern includes elements such as maps and sequence or flow diagrams. Descriptions for information that is arranged without a clear pattern or flow should be read in one of three ways: clockwise, from top to bottom, or from left to right.

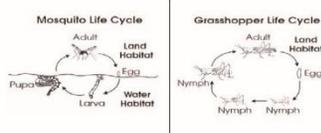
Example 1: Clockwise from the top of the [image, graphic, diagram, etc.] it reads \_\_\_\_\_.

Example 2: From top to bottom the [image, graphic, diagram, etc.] it reads \_\_\_\_\_.

Example 3: From left to right the [image, graphic, diagram, etc.] it reads \_\_\_\_\_.

### Sample – Diagram without a Clear Pattern

17. Use the illustrations below to compare the life cycles of mosquitoes and grasshoppers.



What is one correct comparison of the mosquito and grasshopper life cycles?

- A. Mosquito larvae develop on land, and grasshopper nymphs develop in water.
- B. Grasshopper eggs are laid in water, and mosquito eggs are laid in the ground.
- C. Mosquitoes change habitats during their lives, and grasshoppers develop in the same habitat.
- D. Grasshoppers change shape as they develop, and mosquitoes do not change shape as they develop.

### Description:

The title of the diagram [use the term that is used in the stem] is “Mosquito Life Cycle.” The diagram is divided into two sections. The top section is titled “Land Habitat.” The bottom section is titled “Water Habitat.” Clockwise from the top, the diagram reads “adult” [Pause] “egg” [Pause] “larva” [Pause] “pupa.”

## Figures and Illustrations

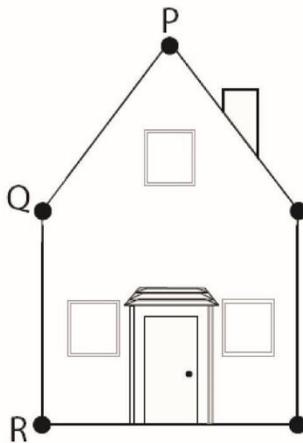
1. When describing figures, less is better. Some figures may require no more than a single sentence of description.
2. Indicate what kind of figure is shown (illustration, line graph, photograph, etc., instead of “picture”) and the figure number; then read the caption or label. “The photo titled...” or “the box labeled...”

## Hummingbird and Flowers



*“The illustration is titled Hummingbird and Flowers.”*

3. Describe the pattern to be followed in the description. Explain in what direction items are read: left to right, clockwise, etc.



*“From top to bottom, the points on the left side of the house diagram read P, Q, R.”*

4. Be concise and describe only the elements that are necessary to illustrate the text.

## Vocabulary

Additional read-aloud examples are given for vocabulary.

<i>Vocabulary</i>	<i>Read as:</i>
Congruent	con' gru ent
Kilograms	kil' ō grams
Kilometers	kil' om' ě ters
Isosceles	ī sōs' ě lēs
Pentagonal	pen tag' ō nal
Perimeter	per im' ě ter
Pythagorean	pi thag' ōr ě an
Quadrilateral	qua' drī lat er al
Quartile	quar' tile
Theorem	thēr' um
x-intercept	"x" in ter cept
y-intercept	"y" in ter cept

## Figures and Graphs

The text and numbers in figures should be read as in the previous tables. No additional description or information should be provided. Abbreviations (e.g., units such as "cm" or "ft") should be read letter by letter (e.g., "cm" should be read as "c" "m," NOT as "centimeters," and "ft" should be read as "f" "t," NOT as "feet").

## Boxes

When a text box is included within text, the text within the text box is read as "the text in the box reads," followed by the text writing within the box and concludes with the words "end boxed text."

## Dashes

Between non-consecutive numbers, enter dashes as "through." Example: Read 3–7 as "3 through 7."

Between consecutive numbers, enter dashes as "and." Example: Read 3–4 as "3 and 4."

In numbers, enter dashes as "dash." Example: Read 3301-13-05 as "three three zero one dash one three dash zero five."

## Ellipses

A series of three periods (...) signifying missing text at the beginning, at the end, or in the middle of a sentence should be read as "dot dot dot."

## **Line and Paragraph Numbering**

For poetry, or any other text that includes line numbers, enter the line number *before* the line text, even if doing so causes the line number to come in the middle of a sentence. For prose, enter the paragraph number before the text of the paragraph.

## **Quotes/Quoted Dialogue**

Block quotes/other quoted material: Enter the words “quote” and “end quote” if the block of text is indented. The rule of thumb for quotes embedded in the text is to say “quote” and “end quote” only with quotes of five lines or longer. When reading dialog in fiction, *do not* announce quotes.

## **Roman Numerals**

When used as page numbers, Roman numerals should be read as “*page Roman six*,” not “*Roman page six*” or “*page vee-eye*.” When Roman numerals are used as chapter or section numbers, the word “Roman” is not used. Identify Roman numerals only if it is necessary to distinguish them from Arabic numbers, such as in an outline. In outlines, distinguish capitalized Roman numerals from lower case Roman numerals by entering “capital Roman \_\_\_\_” or “lower case Roman \_\_\_\_”

## **Versus**

Read as “v,” not “versus,” if an instance is written as such, for instance, Brown v. Board of Ed. Read as “versus” if an instance is written using the word “versus,” for instance, Brown versus Board of Ed.

## Suggested Test Reader Script (to be used with 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 HSA-Alt test next week in [ELA/Math/Science]. I want to let you know how we will work together. When I am reading a test to you, it is very different from when a teacher is reading to you during class time. I have to follow certain rules.

- I cannot help you with any answers.
- 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.
- Sometimes there may be something about a word or phrase that might give you a hint if I read it out loud. In those cases, I will skip the word, point to it on the screen, and continue to read.
- 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 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?