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# New Hampshire Statewide Assessment System (NH SAS)

## Read Aloud Protocol for Human Reader

The Read Aloud accommodation is administered by an educator, a human reader, who provides an oral presentation of the text in the assessment to a student who has a documented need in their IEP or 504 plan.

Text is read aloud to the student by a trained and qualified human reader who is knowledgeable on the content contained in the [Test Administration Manual](#), test security policies and procedures, and the guidelines provided in this document. The student depends on the human reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the assessment.

A human reader is provided to students on an individual basis, never to a group of students. The human reader should be someone who typically provides support to the student during classroom instruction and local assessments, and therefore someone the student is familiar and comfortable with.

The use of this support may result in the student needing additional overall time to complete the assessment.

The Read Aloud accommodation is available for all sessions of NH SAS: ELA passages and items (questions) including writing prompts, mathematics and science stimuli and items, and all instructions. For details on documentation requirements and decision-making criteria for accommodations and accessibility features, refer to the [NH SAS Accessibility Guide – Universal Tools, Designated Supports, and Accommodations](#).

## Requirements and Preparing for Testing

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The human reader is expected to:

- Complete the annual NH SAS Test Administration Certification training available on the [NH SAS Portal](#).
- Read, understand, and sign the [NHED Affirmation of Test Security for Proctors](#).
- Familiarize themselves with the student’s Individualized Education Program (IEP) or 504 plan, so that there are plans in place for providing any additional accommodations and accessibility features.
- Familiarize themselves and understand the embedded and non-embedded accessibility features available to students as outlined in the [NH SAS Accessibility Guide – Universal Tools, Designated Supports, and Accommodations](#).
- Enter the student’s test settings into the TIDE system— Non-Embedded Read Aloud Accommodation and any additional accommodations and accessibility features.
- Familiarize themselves with the test format in advance of the test session. It is recommended that the human reader review the practice tests available to become familiar with the assessment.
- Have sufficient practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student.

- Review and understand the read aloud guidelines provided in this document.
- Meet with the student in advance to provide the student with the test day structure and supports that will be available. A suggested test preparation script is included at the end of the Read Aloud Protocol.

## **Guidelines for Day of Testing**

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Support should be provided in a separate setting so as not to interfere with classroom instruction or distract other students during testing.

### **Before Test Administration**

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- Designated staff (district/school coordinator) must enter the student’s test settings into the TIDE system— Non-Embedded Read Aloud Accommodation and any additional accommodations and accessibility features.
- The human reader should know who to contact for technical assistance.
- Designated staff collects any electronic device(s) the student may have in possession, excluding electronic devices used for medical support.
- Designated staff provides the student with scratch paper; graph paper; headphones, if needed; and their individual test ticket that provides login information.
- Student will login to the Student Interface on their device via the NH SAS Secure Browser using the test session ID and information provided on their test ticket.

### **During Test Administration**

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- Read each question exactly as written and as clearly as possible.
- 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 any test questions, as this would be a violation of test security; respond to the student’s questions by repeating the item/question or instructions verbatim, as needed.
- Do not paraphrase, interpret, define, or translate any test questions, 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**

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- The human reader must collect scratch paper, graph paper, and test ticket immediately at the end of the test session and deliver materials to the test administrator or designated staff.
- The human reader must not discuss any portion of the assessment with others.

## English Usage

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**Punctuation:** Read all text as punctuated. Pause at periods and commas; and use a raised intonation for questions.

**Quotations:** Quotation marks should be verbalized as “quote” and “end quote” at the beginning and end of quoted material.

**Emphasis:** When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.

**Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as “dot, dot, dot.”

**Misspellings:** If a test item/question presents a word or phrase that is intentionally misspelled as part of the assessment, human readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective. Rather, spell the word(s) as it is given. This includes the answer options and any spelling item/question where the word is already correctly spelled.

## Images/Graphics/Diagrams

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Before describing an image or graphic, the human reader should determine whether the details of the picture are necessary to understanding and responding to the test item(s)/question(s). In many cases, an image or graphic will be used along with a reading passage as a visual that is not essential in the student’s response to the test item/question. Typically, diagrams are important for a student to understand and should be read in a logical sequence.

Describe the image/graphic/diagram as concisely as possible using a logical sequence. Focus on providing necessary information and disregarding the redundant or unnecessary information. 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 text in images/graphics/diagrams in the order most appropriate for the student’s needs. Often the human reader moves top to bottom, left to right, in a clockwise direction, or general to specific in accordance with teaching practices.

## Passages

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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 human 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 certain lines of a passage, read the lines referenced as though they are part of the test question.

## Guidance for Mathematics

The human reader must read mathematical expressions with technical accuracy, so a thorough knowledge of the content area is required. It is imperative that notation is read accurately, to avoid misrepresentation for a student who has no visual reference. The human reader may want to read mathematical notation or entire questions to themselves before reading it aloud to the student.

The human reader must read mathematical expressions precisely and 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.” Units for time should be read as “AM” or “PM”. Review the examples in the following tables before testing with a student.

## Common Mathematical Notation and Expressions

### Numbers

Description	Examples	Read as
Large and small numbers and scientific notation	6,752,305,891	“six billion, seven hundred fifty two million, three hundred five thousand, eight hundred ninety one”
	0.000001	“zero point zero, zero, zero (pause) zero, zero, one”
	$1.5 \times 10^{-7}$	“one point five times ten to the power of negative seven”
Decimals	0.078	“zero point zero seven eight”
	8.46	“eight point four six”
Fractions – common	$\frac{1}{8}, \frac{1}{2}, \frac{3}{4}, \frac{7}{8}$	“one eighth, one half, three fourths, seven eighths” Other common fractions include “thirds, fifths, sixths, tenths”
Fractions (less common) – read as numerator over denominator	$\frac{16}{25}$	“sixteen over twenty five”
	$\frac{240}{3280}$	“two hundred forty over three thousand two hundred eighty”
Mixed numbers – read with “and” between whole number and fraction	$5\frac{1}{3}$	“five and one third”
	$46\frac{3}{4}$	“forty six and three fourths”

## Numbers cont.

Description	Examples	Read as
Percents	32% 9.5% 0.48%	“thirty two percent” “nine point five percent” “zero point four eight percent”
Money – if it contains a decimal point, read as “dollars and cents”	\$3.85	“three dollars and eighty five cents”
	\$0.27	“twenty seven cents”
	\$5,629.00	“five thousand six hundred and twenty nine dollars”
Negative numbers – <u>do not</u> read the negative sign as “minus”	- 7	“negative seven”
	$-\frac{3}{4}$	“negative three fourths”
	$4.2 - (- 5.36)$	“four point two minus (pause) negative five point three six”
Dates (years)	1989	“nineteen eighty nine”
	2008	“two thousand eight”
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	$\sqrt{4}$	“the square root of four”
	$\sqrt[3]{24}$	“the cube root of twenty four”

## Operations

Description	Examples	Read as
Addition	$\begin{array}{r} 16 \\ + 24 \\ \hline \end{array}$ $6r + 15r =$	<p>“sixteen plus twenty four equals”</p> <p>“six <math>r</math> plus fifteen <math>r</math> equals”</p>
	$10.02 + ? = 12.5$	<p>“ten point zero two plus question mark equals twelve point five”</p>
Subtraction	$\begin{array}{r} 784 \\ - 257 \\ \hline \end{array}$ $784 - 257 =$	<p>“seven hundred eighty four minus two hundred fifty seven equals”</p>
	$4\frac{1}{3} - \frac{2}{3} = ?$	<p>“four and one third minus two thirds equals question mark”</p>
Multiplication	$\begin{array}{r} 36 \\ \times 54 \\ \hline \end{array}$ $36 \times 54 =$ $36 \cdot 54 =$	<p>“thirty six times fifty four equals”</p>
	$91 \times 204 = \square$	<p>“ninety one times two hundred four equals box”</p>
Division	$\frac{120}{10} = z$	<p>“one hundred twenty divided by ten equals <math>z</math>”</p>
	$50 \div 15 = 3\frac{1}{3}$	<p>“fifty divided by fifteen equals three and one third”</p>

## Expressions

Description	Examples	Read as
Other expressions containing variables – any letter may be used as a variable	$n + 2$	“ $n$ plus two”
	$6x - 9$	“six $x$ minus 9”
	$4(y - 2) + 5 = 7$	“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”
	$\frac{ x  - 4}{3} \leq 2$	“the absolute value of $x$ (pause) minus four (pause) all over three is less than or equal to two”
	$a^2b^3$	“ $a$ squared $b$ cubed or “ $a$ to the second power (pause) $b$ to the third power”
	$-2w = 10$	“negative two $w$ equals ten”
Functions – read the parentheses as “of”	$f(x)$	“f of $x$ ”
	$f(x + 6)$	“f of (pause) $x$ plus six”
	$f(g(x))$	“f of g of $x$ ”
Coordinate pairs	the point (1, 4)	“the point (pause) one comma four”
	point $P$ is at (8, 0)	“point $P$ is at eight comma zero”
	A. (-5, -7)	“A (pause) negative five comma negative seven”
Multiplication with parentheses	$(2)(-5)$	“open parenthesis, two, close parenthesis, (pause) open parenthesis, negative five, close parenthesis”

## Geometry Symbols

Description	Examples	Read as
Parallel lines	$\overline{AB} \parallel \overline{CD}$	“line segment $AB$ is parallel to line segment $CD$ ”
Perpendicular lines	$\overline{AB} \perp \overline{CD}$	“line segment $AB$ is perpendicular to line segment $CD$ ”
Similar and congruent	$\triangle ABC \sim \triangle DEF$	“triangle $ABC$ is similar to triangle $DEF$ ”
	$\angle ABC \cong \angle TSR$	“angle $ABC$ is congruent to angle $TSR$ ”
Lines, line segments, rays, and arcs	$\overleftrightarrow{XY}$	“line $XY$ ”
	$\overline{YX}$	“line segment $YX$ ”
	$\overrightarrow{AC}; \overrightarrow{CA}$	“ray $AC$ ”; “ray $CA$ ”
	$\widehat{BC}$	“arc $BC$ ”

## Trigonometry

Description	Examples	Read as
Sine	$\sin 30^\circ$	“sine thirty degrees”
Cosine	$\cos 45^\circ$	“cosine forty five degrees”
Tangent	$\tan \pi$	“tangent pi”

## Units for Mathematics and Science

Description	Examples	Read as
Metric units	cm	“centimeters”
	kg	“kilograms”
	s	“seconds”
	$m^3$	“cubic meters”
Standard units	in.	“inches”
	$ft^2$	“square feet”
Derived units	mL	“milliliters”
	m/s	“meters per second”



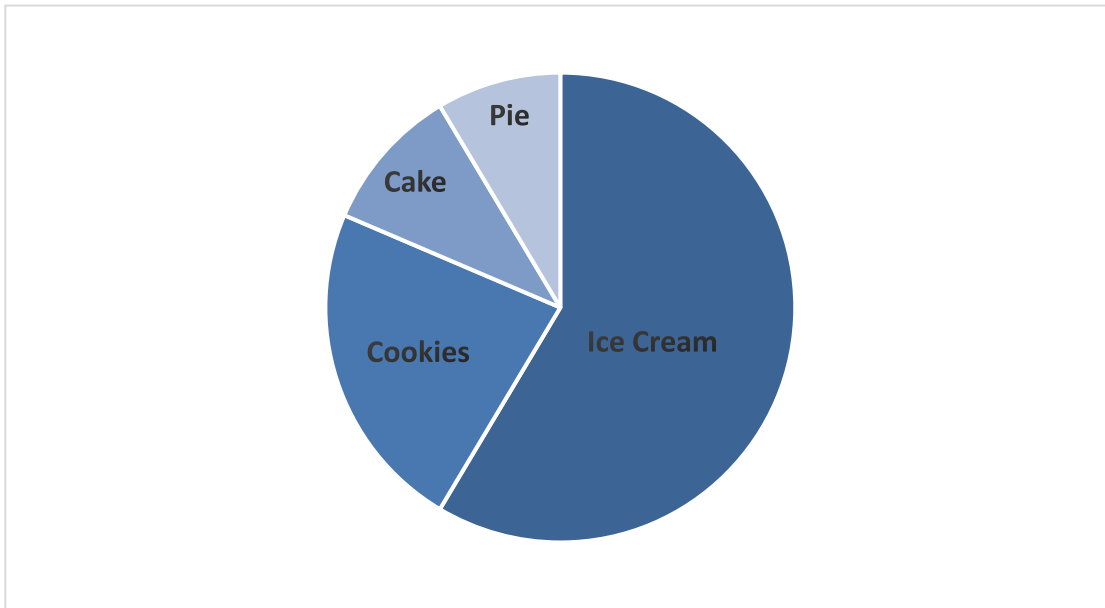
## Images/Graphics/Diagrams/Tables Examples

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Always read the title or caption if there is one. "The title of the (image, diagram, chart, table, etc.) is ('')." "

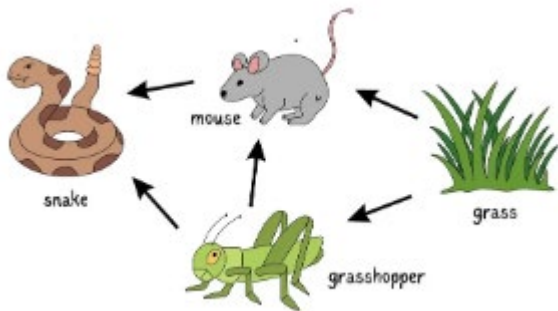
Images, graphics, flowcharts, tables, etc. should be described in a concise format including all text and labels. The human reader should reference the same terms consistently throughout the script.

### Circle Graph (Pie Chart)



"Clockwise from the right, the figure reads Ice cream, Cookies, Cake, Pie."

### Food Web



Food webs should be described by starting at the lowest trophic level and reading all labels. "From right to left, across the bottom, the figure shows Grass, Grasshopper, Snake. From right to left, across the top, the figure shows Grass, Mouse, Snake."

## Table

### General Guidance for Tables

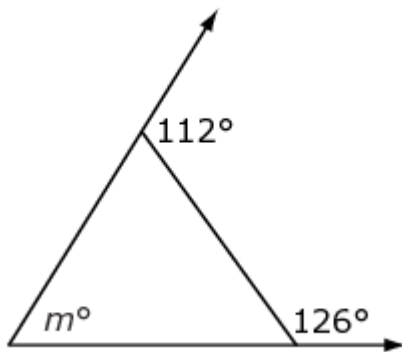
- Read the title
- Describe the number of columns and rows
- Read each column/row headings
- Read cell values

**Results from School Read-a-Thon**

Grade Level	Number of Students	Number of Books Read
5th	36	95
6th	42	108
7th	28	82

“The title of the table is Results from School Read-a-Thon. The table has three columns and three rows. From left to right, the column headings read Grade Level, Number of Students, Number of Books Read. From left to right the first row reads fifth, thirty-six, ninety-five. The second row reads sixth, forty-two, one hundred eight, the third row reads seventh, twenty-eight, eighty-two.”

## Geometry Diagram



“A figure is shown. Clockwise from the top, the figure reads one hundred twelve degrees, one hundred twenty-six degrees, m degrees.”

## Suggested Test Preparation Script

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*To be used with student in advance of the day of testing.*

Hi \_\_\_\_\_,

I will be reading your test to you when you take the NH SAS test next week in [ELA/math/science]. I wanted to let you know how we will work together during that time. When I'm reading the test to you, it's different from when I'm reading to you during class time. I must follow certain instructions:

- I cannot help you with any answers.
- I cannot click on anything on the screen.
- 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 question appears.
- If there is a picture that has words included, I will read those words. If you ask, I will re-read the words as well.
- Sometimes there may be a word or phrase that might give you a hint if I read it out loud. In those cases, I may skip the word, spell it out, or point to it on screen *[or on your booklet if braille or print on request]* and continue to read.
- I can help you with your *[list any assistive technology that the student may require that would need adult support]*.
- You can ask me to re-read parts of the test if you didn't 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 any test question, I will say: "Do your best work. I cannot help you with that."

Do you have any questions for me about how we'll work together during the test?