

Activity 4

This activity will help you answer the essential question:

- While reading aloud items to students, how do I read the item so as not to cue the student to the correct response?
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Activity 4

You may complete this activity individually or in groups.

Look at, “Read-aloud Training for Adult Readers,” a manual used to train adult readers to read items on Kansas assessments from the Kansas City Kansas Public Schools. This appears on the following pages. Practice reading mathematics, science, and social studies items in the training manual.

What did you learn about how to read a graph?

A chart?

Technical terms?

Numbers?

READ-ALOUD TRAINING FOR ADULT READERS

All Subjects and Grade Levels

Kansas City, KS Public Schools
(Revised from TPS training document 18 Dec 2009)

READ-ALOUD GUIDELINES FOR USE

Read the following guidelines for using the read-aloud scripts.

General Guidelines and Information

1. *Check the KCA Ticket Roster or the student's paper copy of the test. If a student's test form does not match the read-aloud script test form, contact Samantha Bradshaw (2151) or Dr. Heiman (2288) to resolve the problem.*
2. Readers administering the read-aloud accommodation are required to receive training this year.
3. Scripts for the read-aloud accommodation may be made available to readers 24 hours before the test begins (p. 28, 2010 Examiner's Manual). The school will pick up the scripts from DERA, and sign a register.
4. The adult reader is not permitted to read from the student screen. Read from the script only.
5. The read-aloud scripts should never be taken out of the building and must be signed out and in each day on a school sign out/in register..
6. For the Reading Assessment, the reading passage may **NOT** be read to the students. Only the question stems and answer choices of the reading assessment may be read aloud.
7. Students may go back and reread the reading passage while answering questions. Adult readers cannot read from the reading passage.
8. Students may ask to have a question stem or answer choices reread to them more than once.
9. After the assessment building test coordinators should enter accommodation code 6 (individual) or 8 (group) in the CETE Student Editor.
10. Readers should also read the 2020 Examiner's Manual. Pay special attention to Sections 4-7, KCA Directions.

Reading Answer Choices

1. Letters do not appear beside the answer choices on the KCA screen. In the read-aloud script bulleted choices are listed as shown below.
 - pretend
 - high
 - long
 - broken

The answer choices should be read as pretend. *[Pause]* high. *[Pause]* long. *[Pause]* broken.

2. In those rare instances where a student is using the paper / pencil accommodation with a read-aloud, the adult reader should say the answer choices in the following manner. "A" *[Pause]* pretend *[Pause]* "B" *[Pause]* high *[Pause]* "C" *[Pause]* long *[Pause]* "D" *[Pause]* broken.

Question Numbering for the KS Reading Assessment – Paper / Pencil Accommodation

1. After each reading passage on the KCA, the numbers for the questions are restarted with the number one. That numbering system is reflected in the read-aloud script.
2. Readers should be aware that paper copies of the assessment may use a continuous numbering system instead of restarting with the number one after each reading passage.

Directions for Reading the Reading Assessment Script

1. This script must be followed exactly. Readers may not paraphrase the script, alter the text of the script, or add additional words or details not found in the script.
2. The directions from the *2010 KS Assessment Examiner's Manual* should be completely followed up to the point where the teacher says "You may begin this part of the assessment." After the teacher has said that, this script should be used.
3. Directions to the reader will be in bold and italics within brackets ***[These are directions to the person reading the script]***. These directions to the reader should not be read aloud.
4. Words that are in all uppercase letters should be read with emphasis. (e.g. What is the MAJOR conflict in the story?)
5. Underlined words, bolded words, or words in italic should **NOT** be read with emphasis unless they are also in all uppercase letters.
6. Some questions ask students about a word part, suffix, or prefix. In these cases, the word part, prefix, or suffix should be read aloud as well as spelled out letter-by-letter. The individual letters to be spelled out will be surrounded by quotation marks. (e.g. The suffix -ment "M" "E" "N" "T" helps the reader understand that the word "punishment" means)
7. Other words or phrases surrounded by quotation marks should be read exactly as they are written in the script and not spelled out letter by letter.

8. In some instances, a word may be bolded or in all uppercase letters in the student booklet or on the KCA screen but will not be emphasized by the adult reader. In these cases the script for the adult reader will **NOT** be in all uppercase letters.
9. Numbers should be read exactly as they are printed in the script.
10. Pronunciations for words will be in bold and within braces. The strongly accented syllables will be in uppercase letters. (e.g. "The author uses hyperbole **{high-PUR-buh-lee}** in order to...")
11. The reader should read the Question Number aloud to the student before reading the actual question. (e.g. "Question Number 1.")
12. When reading the question choices to students taking the assessment via the paper / pencil accommodation, adult readers should say "A," "B," "C," or "D" prior to reading each answer choice.
13. The directions to be read to students vary with the testing mode. Look for headings like *Paper / Pencil Accommodation Directions* or *KCA Directions*. The information under them will apply only to that mode of testing.

Additional Directions for the Mathematics and Science Assessment Scripts

The following directions for the mathematics and science assessments are in addition to those provided for the reading assessment scripts.

1. Numbers should be read exactly as they are printed in the script.
2. The numbers in tables and the numbers along the axes in graphs are **NOT** included in the read-aloud script. However, these numbers may be read aloud if the student requests it.
3. Pronunciations for words will be in bold and within braces. The strongly accented syllables will be in uppercase letters. (e.g. "How many vertices **{VUR-tuh-seez}** are in the figure below?")
4. The reader should read the Question Number aloud to the student before reading the actual question. (e.g. "Question Number 1.")
5. When reading the question choices to students taking the assessment via the paper / pencil accommodation, adult readers should say "A," "B," "C," or "D" prior to reading each answer choice.
6. Variables will be shown in quotes when they are to be read as a letter. (e.g. For the equation $X + 7 = 4Y$ the script will have "X" plus seven equals four "y".)
7. If a variable is being noted in a question stem by surrounding the variable with parenthesis, the reader will pause and just say the variable name and not read the parenthesis. A test question like the following: *Which equation could be used to find how many popsicles (p) Jason sold yesterday?* will appear this way in the read-aloud script. *Which equation could be used to find how many popsicles [Pause] "p" [Pause] Jason sold yesterday?*
8. In some cases, reading aloud numbers or functions that are long or complicated may cause confusion to the student. Students MAY request that answer choices that are only numbers or long functions **NOT** to be read to them.

Notes About Chemical Compound and Element Names

1. When the letters in a formula for a compound or an element are to be read aloud one at a time, the letters for the compound or element will appear in the script in all caps for the sake of clarity. (e.g. *HCl* will appear in the script as "H" "C" "L".)

2. When the name for a compound or element is followed by the formula, read the chemical name and spell out the formula. (e.g. *Sodium hydroxide (NaOH)* will appear in the script as sodium hydroxide [Pause] “N” “A” “O” “H”.
3. After the name for a chemical compound or element (followed by its formula) has appeared once in a problem, future references to the formula will be read as the compound or element name. (e.g. *Sodium hydroxide (NaOH) and hydrogen chloride (HCl) are combined to form sodium chloride (NaCl) and water (H₂O). Which shows a balanced equation for this reaction? A) NaOH + HCl → NaCl + H₂O* will appear in the script as *Sodium hydroxide* [Pause] “N” “A” “O” “H” [Pause] and *hydrogen chloride* [Pause] “H” “C” “L” [Pause] are combined to form *sodium chloride* [Pause] “N” “A” “C” “L” [Pause] and *water* “H” “2” “O”. [Pause] *Which shows a balanced equation for this reaction? A) Sodium hydroxide plus hydrogen chloride yields sodium chloride plus water.*

Sample Questions - READING

Read to a partner the following sample questions. They are examples of the type of questions that are found in the read-aloud scripts.

Read the story. When you are finished, I will read the questions. *[After students have read **The 1924 Olympics?** read the following. to them.]*

Question Number 1

Which describes the MAIN setting of the passage?

- “The days were warm and sunny. The weather was perfect for the entire competition.”
- “The ship arrived in France and the entire team disembarked. They boarded a train and headed to Paris and the Games.”
- “Eric strove briskly down the street to his hotel.”
- “Harold was a strong and gifted athlete. In addition, his intelligence and hard work made him a champion in the long jump.”

Question Number 2

The MAIN problem facing Eric was whether he should

- be on the Olympic team.
- start the race with a burst from the blocks.
- continue his training the last week before the race.
- race on Sunday.

Question Number 3

With which statement would the author of the passage MOST LIKELY agree?

- The results of the 1924 Olympics were just as expected.
- Eric’s faith meant more to him than winning.
- Eric should have put aside his silly beliefs and run on Sunday.

- Eric let his team and country down at the Olympics.

Question Number 4

According to the passage, the BEST way to come out of the starting blocks is to

- push off with your front leg.
- push off with your back leg.
- imagine yourself winning the race.
- raise up immediately as you leave the blocks.

Question Number 5

Based on the passage, the 100 meter dash and 200 meter dash are SIMILAR because they

- are measured in meters.
- require a burst of speed at the beginning.
- are endurance races.
- are run partly on city streets.

Question Number 6

In the last paragraph, the word herculean {hur-KYOO-lee-uhn} is in italics because

- it is the title of a book.
- the author was giving the word additional emphasis.
- the word root comes from the name of a Greek god.
- it is difficult to pronounce.

Question Number 7

In the third paragraph, the phrase “running like the wind” is an example of which type of figurative language?

- simile
- personification
- onomatopoeia {on-uh-mat-uh-PEE-uh}
- hyperbole {high-PUR-buh-lee}

The next question is not about a story. Choose the best choice to answer each question.

Question Number 1

The prefix circum- “C” “I” “R” “C” “U” “M” helps the reader know that the word “CIRCUMNAVIGATED” refers to navigating

- around something.
- through something.
- before something.

- under something.

Sample Questions - MATH

Read to a partner the following sample questions. They are examples of the type of questions that are found in the read-aloud math scripts. Practice reading these questions as if the accommodation were being given to a student taking the assessment via the paper / pencil accommodation. Readers will need to supply the letters (A, B, C, or D) with the answer choices.

Question Number 1

Which shows twenty-three thousand seventy-two written in expanded notation?

- twenty thousand plus three thousand plus seven hundred plus two
- two plus three plus seven plus two
- twenty thousand plus three thousand plus seventy plus two
- twenty plus three plus seventy plus two

Question Number 2

The figure shown below represents a number sentence. *[Point to the diagram in the student booklet or on the KCA screen.]*

Which number sentence BEST describes this figure?

- three times three equals three times three
- three times four equals four times three
- four times four equals four times four
- five times two equals two times five

Question Number 3

The equation below can be used to find the number of nickels *[Pause]* “Y” *[Pause]* in two dollars. *[Point to the diagram in the student booklet or on the KCA screen.]*

“Y” nickels equals two dollars

What is the value of “Y”?

- 4 nickels
- 8 nickels
- 20 nickels
- 40 nickels

Question Number 4

The table below shows the favorite sports chosen by 60 students at a school. *[Point to the table in the student booklet or on the KCA screen.]*

The title of the table is Favorite Sport. *[Pause]* The column titles are Sport *[Pause]* Number of People Choosing the Sport. *[Pause]* The row labels are Bike Riding *[Pause]* Baseball *[Pause]* Soccer *[Pause]* Swimming. *[Pause]* The key under the table is “Picture equals 5 students.” *[Pause]*

According to the table, how many MORE students chose swimming than soccer?

- 1 student
- 5 students
- 15 students
- 20 students

Question Number 5

An expression is shown below. *[Point to the table in the student booklet or on the KCA screen.]*

3 parenthesis “X” plus “B” close parenthesis

What is the value of the expression when “X” equals three and five tenths *[Pause]* and “B” equals two and eight tenths?

- A. six and three tenths
- B. nine and three tenths
- C. eighteen and nine tenths
- D. twenty-nine and four tenths

Question Number 6

The three angles in triangle “F” “G” “H”, shown below, are all congruent. *[Point to the table in the student booklet or on the KCA screen.]*

What is the measure of angle “F” “G” “H”?

- thirty degrees
- sixty degrees
- one hundred twenty degrees
- one hundred eighty degrees

Question Number 7

The odds that an event will occur are 8 to 3. Which expression describes the probability that the event will occur?

- three over eight
- eight minus three over three
- three over five
- eight over eight plus three

Question Number 8

A four hundred foot utility pole and one of the guide wires is shown below. *[Point to the picture in the student booklet or on the KCA screen.]*

The label on the left-hand side is four hundred feet. The abbreviation for feet is “f” “t”. *[Pause]*
The label under the picture is three hundred feet. *[Pause]* The words on the right-hand side are Guide Wire. *[Pause]*

The base of the guide wire is 300 feet from the base of the utility pole. What is the length of the guide wire?

- one hundred feet
- five hundred feet
- seven hundred feet
- one thousand, two hundred feet

Question Number 9

A twelve-foot ladder is leaning against a house as shown below. The abbreviation for feet is “f” “t”. *[Point to the picture in the student booklet or on the KCA screen.]*

The labels on the picture are 9 feet *[Pause]* 12 feet *[Pause]*

The top of the ladder touches the house 9 feet above the ground. Approximately how many feet from the base of the house is the base of the ladder?

- 3 feet
- 8 feet
- 15 feet
- 21 feet

Question Number 10

Two equations are shown below. *[Point to the equations in the student booklet or on the KCA screen.]*

three “X” plus four “Y” equals nineteen *[Pause]* two “X” minus “Y” equals nine *[Pause]*

What point lies on the graphs of BOTH equations?

- Coordinate one comma four
- Coordinate five comma one
- Coordinate six comma three
- Coordinate nine comma negative two

Sample Questions - SCIENCE

Read to a partner the following sample questions. They are examples of the type of questions that are found in the read-aloud science scripts.

Question Number 1

The picture below shows a skater coasting along a path. *[Point to the picture in the student booklet or on the KCA screen.]*

The labels on the path are “W” *[Pause]* “X” *[Pause]* “Y” *[Pause]* “Z” *[Pause]*

Which letter marks a spot on the path where the skater will MOST LIKELY slow down?

- letter “W”
- letter “X”
- letter “Y”
- letter “Z”

Question Number 2

A student saw the four animals shown while on a camping trip. *[Point to the picture in the student booklet or on the KCA screen.]*

Which two animals belong in a group of animals whose bodies are covered by fur?

- hawk and bear
- bear and deer
- hawk and fish
- fish and deer

Question Number 3

The Hertzsprung-Russell *{HERTS-sproong RUHS-uhl}* diagram shown below represents characteristics of groups of stars. *[Point to the diagram in the student booklet or on the KCA screen.]*

The title of diagram is Temperature *[Pause]* “K”. *[Pause]* The label on the left-hand side is Absolute Magnitude. *[Pause]* The label on the right-hand side of the diagram is Luminosity *{loo-muh-NOS-i-tee}*. *[Pause]* The labels in the center of the diagram are White Dwarfs *[Pause]* Main Sequence *[Pause]* Giants *[Pause]* Supergiants *[Pause]*

Sirius *{SIR-ee-uhs}* “B” is a star with a very high temperature and very low luminosity. What type of star is Sirius B?

- giant
- supergiant
- white dwarf
- main sequence

Question Number 4

Liquid hydrogen peroxide [Pause] “H” “2” “O” “2” [Pause] decomposes to produce water [Pause] “H” “2” “O” [Pause] and oxygen gas [Pause] “O” “2” [Pause] as shown by the chemical equation below. [Point to the equation in the student booklet or on the KCA screen.]

Two parts hydrogen peroxide [Pause] liters [Pause] the abbreviation for liters is “L” [Pause] yields two parts water [Pause] liters [Pause] plus oxygen gas [Pause] grams [Pause] The abbreviation for grams is “g”.

What is the ratio of hydrogen peroxide to oxygen gas in this reaction?

- Two liters hydrogen peroxide to one liter oxygen gas
- Two grams hydrogen peroxide to one gram oxygen gas
- Two molecules hydrogen peroxide to one molecule oxygen gas
- Two cubic centimeters hydrogen peroxide to one cubic centimeter oxygen gas

Question Number 5

Which is the MAJOR CAUSE of the winter season in the United States?

- Earth's distance from the sun is at its greatest.
- Earth's atmosphere is blocking more solar energy.
- Earth's prevailing winds blow from a northerly direction.
- Earth's axis tilts the northern hemisphere away from the sun.

Question Number 6

Which is true for MOST main sequence stars?

- They will become a black hole.
- They convert carbon to oxygen.
- They have shorter life cycles than other star types.
- They use fusion of hydrogen atoms to produce energy.

Question Number 7

Microscopes represent a technological advance made possible by the application of scientific knowledge. Which field of scientific study provided important knowledge needed to develop the first microscope?

- optics
- genetics
- astronomy
- microbiology

Ending a Test Session

At the end of every test session, the following will appear in the read-aloud script. Practice reading the directions below for each testing mode. In addition, note the directions for ending the test session when a read-aloud script is used.

Paper / Pencil Accommodation Only

This is the end of Part 3. Give your test booklet to me, and I will verify that you have answered all questions.

[Verify that the student has circled all answer choices in the student booklet. If an answer has not been marked, direct the student to go back to that question, and reread it to the student again.]

[Scratch paper should be collected and destroyed.]

[Return the student test and this script to your building test coordinator who will work with DERA to enter the student responses onto KCA. Sign the script check-in/out sheet. The building test coordinator will return the script, the script sign-in/out sheet, and the student’s test booklet to the district test coordinator.]

KCA Testing Only

This is the end of Part 3. Click on the Review / End button. I will verify that you have answered all questions.

[After students have clicked on the Review/End button, verify that all questions have been answered. If a question has not been answered, the student may return to the test and answer it.]

Now click on the button with the words “End Assessment.”

[Scratch paper and test tickets should be collected and destroyed.]

[Return this script to your building test coordinator. Sign the script check-in/out sheet. The building test coordinator will return the script and the script check-in/out sheet to the district test coordinator.]

Frequently Asked Questions

Q1 The test form for the student does not match the test form of the read-aloud script. Can I just read to the student from the KCA screen?

A1 *No. Adult readers must use a read-aloud script. If the forms do not match, contact Samantha Bradshaw (2151) or Dr. Heiman (2288).*

Q2 Can I paraphrase a question or answer choice? I have ELL students who do not understand the vocabulary.

A2 *No. Questions and answer choices may not be explained or paraphrased even for ELL students. Adult readers must use the wording in the script.*

- Q3** Last year I had a student who did not have the read-aloud accommodation. She asked me to pronounce a word in the question. May I pronounce a word or phrase in the question even though the student does not have the read-aloud accommodation?
- A3 *Yes. This is called “items-read”. It is not an accommodation. KSDE guidelines permit the pronunciation of isolated words or phrases in question stems and answer choices for all students.*
- Q4** The numbers in tables and graphs are not in the read-aloud script. May I go ahead and read aloud those numbers?
- A4 *Yes. Readers must be careful to read the numbers properly. For instance, many people will say “one hundred and forty-five” for the number 145. The word “and” should only be used when saying a decimal point. The proper way to say 145 is “one hundred forty-five.”*
- Q5** We have a student who reads on grade level, but he always rushes through assignments and tests. So, we have always given him the read-aloud accommodation to make sure that he hears every question and answer choice. Is this OK?
- A5 *No. Students receiving the read-aloud accommodation must be reading below grade level and have this documented on their IEP, 504, ELL plan or Student Improvement Plan. A more appropriate accommodation in this case is to have the student read aloud the test to himself or herself. In those cases, the student should be tested in a separate location and the separate setting (not read-aloud) accommodation should be entered in the CETE student editor.*
- Q6** Initially we decided to give the read-aloud accommodation individually, but now we are short-handed on adults. Can we change to a group read-aloud accommodation at the last minute?
- A6 *No. A Special Action Request must be submitted and approved prior to giving the read-aloud accommodation in a group (contact your district test coordinator).*
- Q7** May we give the read-aloud accommodation with an adult reader to a group via KCA?
- A7 *Yes (Examiner’s Manual, p. 6). However, the adult reader should direct students to listen to all of the answer choices before responding. Students who answer immediately after a choice is read may unwittingly telegraph their choice to other students. Keep adequate distance between students, direct students to keep their eyes on their own test, and monitor to make sure that students are listening to all choices before responding. You may have to remind them frequently.*
- Q8** May I read the question stem and answer choices multiple times to a student?
- A8 *Yes.*
- Q9** Reading answer choices that are just numbers is very tedious and slows everything down. Last year, my students became frustrated when I did this. Do I have to read aloud answer choices that are just numbers?
- Q9 *No. The student may ask you not to read aloud those answer choices that only contain numbers. If you sense that students are becoming frustrated, you may ask them if they want you to read aloud those type of answer choices.*
- Q10** On the paper / pencil student form, there are letters by the answer choices. Why aren’t the letters for the answer choices in the read-aloud script?

A10 *Since the vast majority of read-aloud accommodations will be given via the KCA, the decision was made to not show the letters in the read-aloud scripts. This is one reason why it is important to practice with this handout.*

Q11 Is there something on the student's test ticket to indicate that they are receiving the read-aloud accommodation? How can I tell if the proper test type has been submitted to the KIDS database?

A11 *Nothing on the student's test ticket will indicate that a read-aloud accommodation has been submitted to the KIDS database. However, the test ticket and the KCA roster will indicate KAMM or Gen Ed. The adult reader can check the read-aloud script and the KCA roster to make sure the test type on both match.*