KSDE Training Document for: 2013

READ-ALOUD ACCOMMODATION / KCA AUDIO VOICE

Note: Policy revised on 12/28/2011 – see Page 6 green font.

Readers administering the read-aloud accommodation must have annual staff development on reading an assessment to a student. At a minimum, this staff development must consist of a review of this document posted on the www.ksde.org website under the Assessment Documents and Resources heading; http://www.ksde.org/Default.aspx?tabid=420 .

Read-Aloud Accommodation Policy and Guidelines

Student Need

1. A student who needs a read-aloud accommodation is one whose ability to convey knowledge of the subject / content area is **severely** limited by his/her inability to read the assessment materials. The student cannot or would not be successful in the classroom without the read aloud accommodation. The read-aloud accommodation is for a student who needs the entire assessment (except the reading passage) read to him. The read-aloud accommodation does not refer to an adult reading an occasional word, an occasional distracter, an occasional stem, or an occasional question to the student.

2. In order to use the read-aloud accommodation on the state assessment, the student must have the read-aloud accommodation provided in the classroom on a regular basis (i.e., as an on-going practice for both classroom instruction and classroom assessments/tests.

- Just because a student is an ELL student does not mean they can automatically receive this accommodation.
- Just because the student is a SPED student does not mean they can automatically receive this accommodation.
- Just because the student is a Title 1 student does not mean they can automatically receive this accommodation.
- Just because a General Education student has a student improvement plan does not mean they can automatically receive this accommodation.

Note: It is the local district's responsibility to define "severely" in item #1 above and to quantify on a "regular" basis for classroom instruction and assessments/tests in item #2 above. Tools for determining need and resources available are known only to individual districts. However, the general expectation is that students will be more than 1 year below grade in reading and that the accommodation is being systematically applied at least 50% of the time on classroom assignments and 100% of the time on classroom assessments contributing to classroom grades.

3. A student's need for the read-aloud accommodation must be documented on one of the following plans:

- Pre-intervention plan (student improvement plan)

- ELL plan
- 504 plan
- IEP

4. The following information must be included on a student improvement plan, ELL plan, or IEP that serves the purpose of documenting student need for a read-aloud accommodation.

- Student name
- Student grade
- Building/district
- Evidence documenting need for the read-aloud accommodation, including, but not necessarily limited to
    - Reading test scores
    - Progress monitoring data
    - Reading level of instructional materials used in classroom
    - Documentation that the read-aloud accommodation is used in the classroom setting for both instructional materials and assessments/tests and the date that this accommodation was implemented
    - For plans other than IEPs, signatures of team members involved in the decision to recommend the read-aloud accommodation, including at least the student's teacher and building administrator.
    - IEPs must have all documentation required for providing any accommodations to students with an Individual Education Plan.

Documentation

A copy of the student's plan or a summary sheet must be kept on file with the District Test Coordinator. KSDE will be monitoring 5-10% of assessment administrations this year and may ask to see documentation for the need of paper/pencil and read-aloud accommodations.

Read-Aloud for Groups of Students

1. Best practice is to provide the read-aloud accommodation to individual students. However, it is allowable to provide the read-aloud accommodation to small groups of two or three students.
2. The read-aloud accommodation (#6 individual or #8 small group) must be in conjunction with Accommodation ("0") a separate quiet or individual setting. It is not appropriate to provide the read-aloud accommodation in proximities that would distract those receiving the accommodation or those engaged in other activities including state assessments. The intent of read-aloud via a human reader is to deliver the read-aloud in a normal conversational voice.
3. A group is defined as two or three students who receive exactly the same read-aloud accommodation at the same time. The students will all have the same form, and the reading will be directed to all of these students at the same time and in the same place using KSDE prepared scripts.
4. Best practice is for Groups of two or three students to receive the read-aloud accommodation in conjunction with the paper / pencil accommodation (Test Order Type U). However, it is allowable for a read-aloud to occur with small groups of student arranged in a

small cluster of 2 to 3 computers in a separate quiet setting and to respond to the script directly on the computer (Test Order Type T).

5. A group is NOT a number of students in a particular room who are taking different forms of the assessment and who are raising their hands at various times to have a word or a distracter pronounced or an item stem read.

The Reading Assessment

Absolutely nothing from a reading passage may be read or pronounced, including single words. If reading passages to a student on the state reading assessment is allowed on the student's plan, the student will then be counted as not participating.

Allowable Practices

Practices such as pronouncing an occasional word, an occasional distracter, an occasional stem, or an occasional question should be considered acceptable assessment, practice requiring no special documentation and no special coding of the answer sheet. The teacher should use professional discretion regarding the number of times a student may request assistance. Again, absolutely nothing from a reading passage may be read or pronounced.

Reading Assessment Questions and Answer Choices to Students

There are two options for students who need to have extensive portions of the tests read to them: the read-aloud accommodation using readers or using the KCA audio voice software. Use of the KCA audio voice and use of the read-aloud accommodation given to an individual student is coded as a test order type. To use the read-aloud accommodation with a group of two or three students, the proper test order type must be coded in KIDS. KSDE will monitor the use of all accommodations via reports from CETE as well as monitor visits.

Readers administering the read-aloud accommodation must have annual staff development on reading an assessment to a student. At a minimum, this staff development must consist of a review of this document posted on the www.ksde.org website under the Assessment Documents and Resources heading; http://www.ksde.org/Default.aspx?tabid=420 .

Read-aloud Accommodation and Scripts

- For the Reading Assessment, the reading passage may not be read to the students. Only the question stems and answer choices may be read aloud.
- Scripts for the general assessment as well as for the KAMM have been prepared for readers to follow for the mathematics, reading, and science assessments. They include all text and labels that may be read aloud.
- The scripts must be used for the read-aloud accommodation.
- Scripts are not to be distributed to readers more than 24 hours prior to the assessments.
- The Audio option is available in the fall.
- The reader may read the test to ensure that they are able to pronounce all words.
- The reader must return the script to the testing coordinator or building principal once they have read the script for purposes of becoming familiar with the material that will be read.
- The read-aloud scripts should never be taken out of the building.

- Scripts will be available in spring, 2012. No scripts will be available for Fall OTL testing.
- Store test materials (*copies of the assessments, scripts, and tickets) in a secure, locked area* (**before, between and after testing**).
- Distribute test materials immediately before the testing session. Collect test materials immediately following the testing session.
- Numbering scripts/test (recommended) – is an easy way to keep track that you have all of the materials returned.
- Accessibility to (pdf) copies of the test for the paper/pencil accommodation and to read-aloud scripts must be determined by the district office.
- No more than one person per school may have access to the CETE site that houses scripts and *pdf files. They must be designated as Building Test Coordinators in the "Assign Roles" section of the CETE web site.*
- *If the established read-aloud practice/strategy on classroom assignments and assessments is for the reader to read the item stems and responses first, then the student reads the passage, followed by the reader re-reading the item stems and responses; then it is* acceptable to do so, on the read-aloud state assessment. This is the only time it is acceptable to vary from the script.

Options for Administering the Read-Aloud Accommodation to Individuals

There are three options for administering the read-aloud accommodation to an individual:

- KCA administration, KCA audio voice
- KCA administration, adult reader
- Paper / pencil accommodation, adult reader

A student may take the test via KCA and have an adult reader if the reader uses the prepared read-aloud script.

Options for Administering the Read-Aloud Accommodation to Groups

There are two options for administering the read-aloud accommodation to a group of students

- Paper / pencil accommodation, adult reader
- Small group KCA administration (no more than 3 students), adult reader

Receiving and Distributing Read-aloud Scripts

- During the testing window, a *pdf* copy of the read-aloud script will be available at the CETE website.
- Accessibility of *pdf* copy can be gained in one of two ways:
    - District may choose for only a district test coordinator to be able to manage *pdf* copies.
    - District may choose for not more than one person per building to be able to manage *pdf* copies.
- The following management tasks are required:
    - Download the *pdf* file from the CETE website.
    - Make paper copies of read-aloud script for building(s) by printing the *pdf* file.
    - Delete from any computer the *pdf* file used to create the paper copies.

- Maintain security of the read-aloud scripts by not delivering the copies to the readers more than 24 hours before the tests are to be administered. The scripts may not be copied nor taken out of the building.
- Deliver the read-aloud scripts to appropriate people (either to building test coordinators if the manager is the district test coordinator or to the readers if the manager is the building test coordinator).
- Shred all paper copies of the read-aloud scripts after they have been used. No copies may be retained at either the building or the district level.
- Maintain documentation of test security.

Important Administration Guidance

It is important that students who receive the read-aloud accommodation on Kansas State Assessments receive the same accommodation for instruction and classroom assessment throughout the school year. Students need to have the opportunity to practice listening carefully to an adult reader while following along in text. Students should have the opportunity to experience an electronic voice in the same manner, and to the extent possible hear the CETE electronic voice prior to the assessment. Since there is an additional memory load for a student using the read-aloud accommodation, he/she needs to practice to be able to use the accommodation effectively.

When providing the read-aloud accommodation, readers may not clarify, elaborate, or provide assistance to students in any way. When reading the script, readers must be careful not to give clues that indicate the correct answer or help eliminate some answer choices. The reader can inadvertently cue the student using voice inflection, or by providing information that is not in the text. Positioning is another important consideration. The reader should stand to the side or behind the student to avoid facial expressions, eye contact, and body language that might inadvertently cue the student.

When a student is provided the read-aloud accommodation on an individual basis, the reader should adapt the pace (i.e., knowing when the student is ready to have the next item read) to the needs of the individual student. If the read-aloud accommodation is being provided to a small group of two or three students, pacing becomes problematic. It is important that the reader wait until all the students in the small group are ready before reading the next item. A student should have the option of asking a reader to slow down or repeat text, no matter which setting is used to provide the read-aloud accommodation. If one student needs pacing that differs widely from the other students in the small group, then that student should receive the read-aloud accommodation individually.

The potential for a student copying another student's answers or being influenced by another student's behavior may be a problem when the read-aloud accommodation is provided in a small group. The adult reader must carefully consider how students will be seated, or whether carrels or dividers need to be used with a particular group of students. If one student marks an answer immediately after hearing an answer choice and this action influences another student to do the same thing, the reader might consider asking students to listen to the entire item before marking their answers. It is the responsibility of the reader to make sure that any student receiving the read-aloud accommodation in a small group is not being influenced by another student.

Readers will not be given more than 24 hour access to review read-aloud scripts. Read-Aloud scripts are never to leave the building. It is important that the readers review scripts before the administration of the assessment. The readers need to review the entire script to make sure they know how to pronounce all of the words, abbreviations, and symbols contained in the assessment. If a reader does not know the correct pronunciation of a word, he/she should check a dictionary or ask a content area teacher in the building or district for assistance. Only individual words, and not whole items, should be shown to content area teachers when asking for assistance.

The local district test coordinator will be responsible for maintaining test security during the review period.

Reader Criteria

Best practice is for the regular classroom teacher to be the designated "Reader" of the read-aloud assessment. When that is not possible then a licensed teacher employed by the school district is the next best choice. However, we know in certain circumstance this is not always possible. KSDE strongly recommends that if "readers" other than licensed teachers must be used, that the reader be a trained employee of the school district. KSDE does not allow student readers (i.e., students in the school system reading to other students) **or** (changed from "and") parent volunteers. KSDE highly recommends that districts consider a non-disclosure agreement **if they must use** (changed from "when using") non-licensed personnel to administer the read-aloud (example below).

Sample Nondisclosure Document

(Note: this is a sample document; local districts may choose to develop their own and/or may wish to seek advice from their local Board attorney)

Insert: District or Building Name

Test security and student confidentiality are of the utmost importance to (Insert: District/Building name). As a "reader" providing the Read-aloud Accommodation, you will have access to assessment materials and student information, which must be kept secure.

I will treat all information including student names, and assessment materials (print and electronically displayed) as confidential and secure. I will not reproduce any materials, directly or indirectly, and I will not disclose the content of these materials to others.

I know that (Insert: District/Building name) takes pride in ensuring equity for all students. Therefore, I will not put any Kansas student at an unfair advantage/disadvantage by sharing or discussing assessment information or disclosing confidential student information, including the names of students.

We are certain that you share our concern, that secure assessment materials and confidential student information be handled in a professional, secure, and confidential manner and ask your adherence to these guidelines.

Please signify by signing below that you have received read-aloud training and have read this agreement, and that you agree to abide by them.

Thank you for your willingness to assist with this important project.

Print name: _____

Signature: _____

Date: _____

Obtaining the KCA Audio Voice

- The cost of the license is $7.50 per computer. Multiple students can use the same license as long as they use the same computer. A license will need to be requested and purchased for each computer that will have the voice downloaded on it.
- **A license is purchased only once**. It will remain installed on the computer and can be used each year only by KCA software.
- A Special Action Request (SAR) is needed to obtain a license. To obtain the KCA audio voice, do the following.
  - Go to the **CETE** main page and click on the link for ***Administrative Tools.***
  - Click on the link titled ***KCA Audio Order Form***.
  - **Select the school** from the drop down box labeled building.
  - **Select Voice License** as the request type.
  - Fill in the contact and billing information.
  - Fill in the number of licenses needed. Order one license for each computer that will need the audio software (the KCA audio voice).
- The contact person will receive an invoice from CETE for the audio licenses and email with a link to a web page that will have instructions for downloading the software.

If you have additional questions, or need clarification concerning the read-aloud accommodation call or email:

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