Appendix B: Protocol for the Use of the Human Reader and Human Signer Accommodation

Determine Student Eligibility for ELA/L

Test Coordinators must thoroughly examine the guidelines below before selecting students to receive these accommodations for ELA/literacy assessments.

1) Download the **IAR English Language Arts/Literacy Reading Support Decision Tool** https://il.mypearsonsupport.com/iar-summative-resources/ and click on Forms. Coordinators should fill out this decision-making form with the aid of the campus education professionals designated to facilitate IEP/504 accommodations to determine whether a student is eligible for the text-to-speech accommodation for ELA.

2) Retain all documentation pertaining to the student's IEP and IEP testing accommodations in the student's file. All documentation must be readily available in the student's file to support accommodation use on an IAR or ISA assessment.

3) If any guideline is **not** followed and a student receives the Text-to-Speech or the Proctor Read Aloud (Human Reader) accommodation for an English language arts/literacy (ELA/L) assessment, **that student's score could be invalidated** and excluded from assessment results (meaning the student would be classified as a "non-participant" for ELA/L).

When considering this accommodation for a student, Coordinators should determine if the student has:

Blindness or visual impairment and has not learned or cannot use braille;
OR
A disability that *seriously limits or prevents* them from accessing printed text, even after ongoing and varied teaching methods have been tried (for example, the student cannot decode printed text);
OR
Deafness or hearing impairment with significant limitations or inability to decode text due to documented prolonged and early language deprivation, and the student uses cochlear implants or other hearing aids to access text-to-speech.

Before adding the accommodation to a student's IEP or 504 plan, teams or coordinators should also consider whether:

1) The student typically accesses printed text during instruction using a reader or audio format;

2) There is documentation in evaluation summaries from locally-administered diagnostic assessments showing the student's inability to decode printed text or read braille; and the student continues to receive intensive instruction or interventions in foundational reading skills.

3) If the accommodation is added to a student's IEP or 504 plan, teams or coordinators should also consider which read aloud path is most appropriate for the student, Text-to-Speech, Proctor Read Aloud, or a combination of both.

Procedures for Human Readers Providing the Human Reader Accommodation for Computer-based or Paper-based Testing

Readers must be trained locally to administer each assessment, as indicated in the *Test Administration and Proctoring Manual* (TAM). Readers must sign the Security Agreement.

1) Readers must read verbatim (word for word) only what is printed in the test book or on the computer screen without changing, emphasizing, or adding words. Readers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way.

2) Readers must speak in a clear and consistent voice throughout the test administration, using correct pronunciation, and without vocal inflections that may provide clues to, or mislead, a student. Readers will not receive a copy of the test prior to testing, as this creates a security risk. Reviewing test materials outside the secure testing environment is prohibited.

3) Readers should emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or vocal inflection is permitted.

4) Readers may repeat passages, test items, and response options, as requested, according to the needs of the student. Readers should not rush through the test and should ask the student if they are ready to move to the next item.

5) Readers may not attempt to solve mathematics problems or determine the correct answer to a test item while reading, as this may result in pauses or changes in inflection which may mislead the student.

6) Readers must attempt to maintain a neutral facial expression, neither smiling nor frowning during the test, which may be interpreted by the student as approval or disapproval of the student's answers.

7) Readers must be familiar with the student's IEP, ISP, or 504 plan, and should know in advance which accommodations are required by the student, and for which test the student is designated to receive a Human Reader.

8) Readers must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, closed circuit television (CCTV), abacus, brailler, slate and stylus, etc.

9) If a reader is unsure how to pronounce an unfamiliar word, advise the student of the uncertainty and spell the word.

10) When reading a word that is pronounced like another word with a different spelling, the reader may spell the word after pronouncing it, if there is any doubt about which word is intended.

11) Readers must spell any words requested by the student.

12) When reading passages, readers must be aware of punctuation marks. Readers may read the passage, or selected lines a second time, with all punctuation marks indicated.

13) When test items refer to a particular line, or lines, of a passage, reread the lines before reading the question and answer choices. For example, the reader should say, "Question X refers to the following lines…," then read the lines to the student, followed by question X and the response options.

14) When reading selected response items, readers must be careful to give equal stress to each response option and to read all of them before waiting for a response.

15) If a reader is also scribing the student's responses, or if another adult will scribe, and the student designates a response choice by letter only ("D," for example), the reader must ask the student if he/she would like the response to be reread before the answer is recorded in the answer booklet.

16) If the student chooses an answer before the reader has read all the answer choices, the Human Reader must ask if the student wants the other response options to be read.

17) After the reader finishes reading a test item and all response options, the reader must allow the student to pause before responding. If the pause has been lengthy, say: "Do you want me to read the question or any part of it again?" When rereading questions, readers must avoid emphasis on words not bolded, italicized, or capitalized.

Procedures for Human Signers Providing the Human Signer Accommodation for Computer-based or Paper-based Testing

1) Signers must be trained on test administration policies by local Test Coordinators. Signers must sign the Security Agreement. The Security Agreement can be downloaded from the Illinois Support Site at https://il.mypearsonsupport.com.

2) Signers should use signs that are conceptually accurate (except for Signing Exact English (SEE2) users), with or without simultaneous voicing, translating only the content that is printed in the test book or on the computer screen without changing, emphasizing, or adding information. Signers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way. Signers must do their best to use the same signs if the student requests a portion repeated.

3) Signers must sign (or sign and speak when using Simultaneous Communication (Sim-Con)) in a clear and consistent manner throughout test administration, using correct production, and without inflections that may provide clues to, or mislead, a student. Signers should be provided a copy of the test and the administrative directions prior to the start of testing (check individual state policy for the amount of time allowed), in order to become familiar with the words, terms, symbols, signs, and/or graphics that will be read aloud to the student.

4) Signers should emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or inflection is permitted.

5) Signers may repeat passages, test items, and response options, as requested, according to the needs of the student. Signers should not rush through the test and should ask the student if they are ready to move to the next item.

6) Signers may not attempt to solve mathematics problems, or determine the correct answer to a test item while signing, as this may result in pauses or changes in inflection which may mislead the student.

7) Signers must use facial expressions consistent with sign language delivery and must not use expressions which may be interpreted by the student as approval or disapproval of the student's answers.

8) Test Proctors must be familiar with the student's Individualized Education Plan (IEP), Individual Service Plan (ISP), or 504 plan, and should know in advance which accommodations are required by the student, and for which test the student is designated to receive a human signer. Test Proctors must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, closed circuit television (CCTV), abacus, brailler, slate, stylus, etc., and if use of these tools impacts the translation of the test, the signer should be made aware of this.

9) Upon review of the test, if a human signer is unsure how to sign and/or pronounce an unfamiliar word, the signer should collaborate with an ASL-fluent content expert (if available) which sign is most appropriate to use. If the signer is unable to obtain this information before the test, the signer should advise the student of the uncertainty and spell the word.

10) When using an ASL sign that can represent more than one concept or English word, the signer must adequately contextualize the word, in order to reduce ambiguity. The signer may also spell the word after signing it, if there is any doubt about which word is intended.

11) Signers must spell any words requested by the student during the test administration.

12) When test items refer to a particular line, or lines, of a passage, resign the lines before signing the question and answer choices. For example, the signer should sign, "Question X refers to the following lines…," then sign the lines to the student, followed by question X and the response options.

13) When signing selected response items, signers must be careful to give equal emphasis to each response option and to sign options before waiting for the student's response.

14) When response choices will be scribed, the signer should inform the student at the beginning of the test that if the student designates a response choice by letter only ("D", for example), the signer will ask the student if he/she would like the response to be signed again before the answer is recorded in the answer booklet or the computer-based test.

15) If the student chooses an answer before the signer has signed all the answer choices, the human signer must ask if the student wants the other response options to be signed.

16) After the signer finishes signing a test item and all response options, the signer must allow the student to pause before responding. If the pause has been lengthy, ask: "Do you want me to sign the question or any part of it again?" When signing questions again, signers must avoid emphasis on words not bolded, italicized, or capitalized.

17) Signers should refer to the ASL Glossary for technical vocabulary (signs used on the ASL video accommodation) for consistency in providing the accommodation.
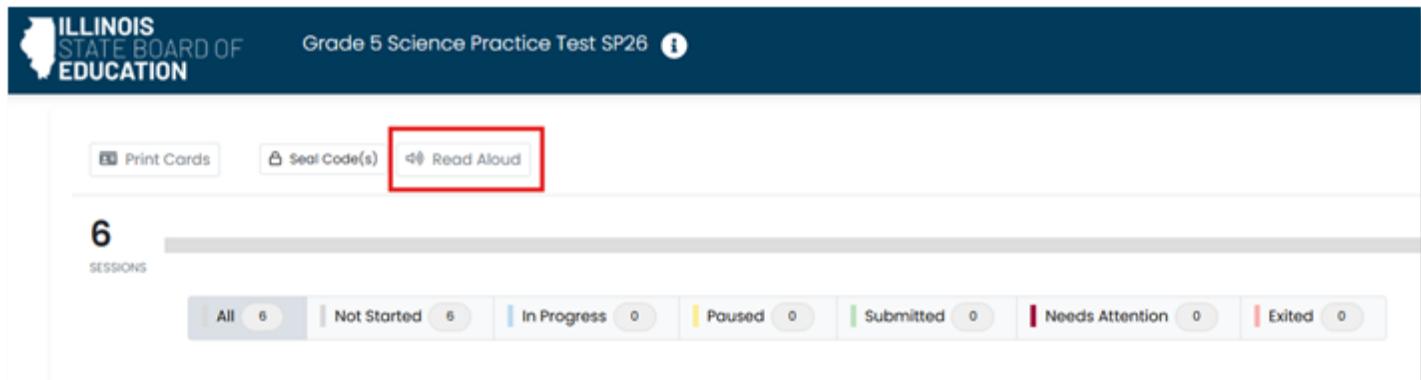
Using the Proctor Read Aloud Functionality in the Illinois Administration Platform to Administer a Human Reader or Human Signer Accommodation for Computer-Based Testing

Test Proctors administering a computer-based Human Reader or Human Signer test administration will need to access a computer-based copy of the Online Accommodated Form – Bundle from which to read to the student.

Test Proctors will need two devices to administer a computer-based Human Reader or Human Signer test; one device to log into the Proctor Dashboard to manage the student's testing section and a second device to log into the Read Aloud version of the Online Accommodated Form – Bundle in TestNav to read to the student.

The Test Proctor will use the Proctor Testing Ticket to log into the Proctor Dashboard on both devices.

1) On the first device, the Test Proctor will manage the student testing session from the Proctor Dashboard on the first device.

2) On the second device, the Test Proctor will log into the Read Aloud version of the **Online Accommodated Form – Bundle** by clicking on the Read Aloud button from the Proctor Dashboard and following the directions.