

## Appendix I: ELA Audio Guidelines

Version 10.01

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## Visuals

### Guidelines for Text-to-Speech Descriptions

Use these guidelines to describe visuals for Text-to-Speech scripts:

- Read the title.
- Provide a general overview of the image. (i.e., A map of South America, a graphic organizer with a center circle and four circles radiating outward)
- Begin with the main section of the image.
- Describe the details in a succinct manner using grade-level appropriate vocabulary.
- Omit minor details that are irrelevant (a box to the left of the person).
- If facial expressions or body language are important, do not assume a student who is blind can interpret them. For example, it is better to describe a person as worried than to state that the person has furrowed brows.
- When describing several people in an image, label each one clearly so they are not mixed up. (i.e., tall man, elderly man, little boy)
- Describe only what is seen in the image. Do not provide interpretation or additional information.

## Inline Choice

Example

Use the drop-down menus to complete the sentences about the video.

Before he moved to the houseboat, Cosmo  .  
climbed many trees  
spent all of this time inside  
asked many questions

When Melody tells him they will be moving to the boat, Cosmo  .  
jumps  
shakes  
cries

Melody comforts him by saying that  .  
the sea is full of fish  
the boat is beautiful  
the world outside is safe

### Audio Guideline

Text Only/Text and Graphics

Read the directions. Read the stem; then read all inline choice options.

### Application of Audio Guideline

Use the drop-down menus to complete the sentence about the video.

Before he moved to the houseboat, Cosmo climbed many trees, spent all this time inside, asked many questions.

When Melody tells him they will be moving to the boat, Cosmo jumps, shakes, cries.

Melody comforts him by saying that the sea is full of fish, the boat is beautiful, the world outside is safe.

### Classifications for Embedded Coding Scheme for Text Descriptions

An embedded code within the alt text will be included for all test items with visual elements. The embedded code will be classified as a 1 or 2. The description of each level is listed below:

[1] is not construct-relevant and can be eliminated (e.g., it is only there for engagement purposes). For example, a picture of an elephant added purely for engagement would have alt text that reads “elephant [1]” or “picture of an elephant [1].”

[2] is construct-relevant and can be represented using accompanying textual description. Example of text where reading the alt text and caption is construct-relevant: An icy stream is at the base of a hill. The hill is covered in snow while some dried vegetation protrudes or stands out. Four wolves are at the base of the hill next to the icy stream. An elk is in the icy stream standing in front of the wolves. The icy water reaches the upper part of the elk’s legs. As the wolves pace nearby, the elk finds safety in the icy stream.

Accessibility experts will be trained on this embedded coding scheme during the item tagging phase of item development.

## Dashes

Example

Which central idea is represented in the scene of the video at 2:35–3:00, in which Napoleon releases the dogs?

### Audio Guideline

Text Only/Text and Graphics

When a dash is used in to determine a segment of a video, read the dash as “to.”

### Application of Audio Guideline

Example

Which central idea is represented in the scene of the video at two thirty-five to three, in which Napoleon releases the dogs?

## Ellipses

### Example

Which detail in paragraph 7 has a similar effect as the answer to Part A?

- A. “. . . thoughts of classrooms and teachers . . .”
- B. “. . . pens that made dark, heavy marks.”
- C. “She pictured herself. . . .”
- D. “. . . other girls her age.”

### Audio Guideline

Text Only/Text and Graphics

When an ellipsis is used to signify missing text in a sentence, read as “pause ‘dot, dot, dot’ pause.”

**Note: Pauses in each application of the audio guidelines in this document are represented by an En Dash with a space on either side of the En Dash.**

### Application of Audio Guideline

#### Example

Which detail in paragraph seven has a similar effect as the answer to Part A?

- A. – dot, dot, dot – thoughts of classrooms and teachers – dot, dot, dot –
- B. – dot, dot, dot – pens that made dark, heavy marks.
- C. She pictured herself – dot, dot, dot –
- D. – dot, dot, dot – other girls her age.

## Quotations and Quotation Marks

### Example

Which sentence from paragraph 4 provides evidence for the answer to Part A?

- A. "The study involved 60 people in their early 20s, screened for good memory ability."
- B. "The learning consisted of 72 images placed in specific locations on a tile-like screen and presented one at a time."
- C. "To create a value bias, each image had a superimposed number representing how important it was to remember this item and its location upon later testing."
- D. "Half of the images had high value assignments, while the rest had low values."

### Audio Guideline

Text Only/Text and Graphics

- a. Quotation marks should be read as "quote" before the text and "end quote" after the text.
- b. If the quotes surround the title of a work, do not say, "quote."
- c. If both single and double quotes occur in a single passage, item, or paragraph, specify with "single quote," "end single quote," "double quote," and "end double quote."

### Application of Audio Guideline

#### Example

Which sentence from paragraph four provides evidence for the answer to Part A?

- A. quote - The student involved sixty people in their early twenties, screened for good memory ability. - end quote
- B. quote – The learning consisted of seventy-two images place in specific locations on a tile-like screen and presented one at a time. – end quote
- C. quote – To create a value bias, each image had a superimposed number representing how important it was to remember this item and its location upon later testing. – end quote
- D. quote – Half of the images had high value assignments, while the rest had low values. – end quote

## Emphasis for Bold and Italics

### Example 1

How does paragraph 37 **most** contribute to the overall structure of the passage?

- A. It signals that the point of view has changed from one character to another.
- B. It emphasizes the effect of the setting on the plot.
- C. It suggests a different conflict between the characters.
- D. It provides an explanation for the events that have occurred.

### Example 2

Which character trait **best** describes the peacock in *Juno and the Peacock*?

- A. helpless
- B. proud
- C. grateful
- D. curious

### Audio Guideline

Text Only/Text and Graphics

Emphasize words that are underlined, bolded, italicized, or capitalized.

Pause before and after the emphasized word(s) to differentiate between emphasis and normal formatting.

Do not read differently or pause for italics, underline, or bold if they are being used for the directions before a passage or item and are not part of the prompt, question, or answers.



**Application of Audio Guideline**

## Example 1

How does paragraph thirty-seven – most – contribute to the overall structure of the passage?

- A. It signals that the point of view has changed from one character to another.
- B. It emphasizes the effect of the setting on the plot.
- C. It suggests a different conflict between the characters.
- D. It provides an explanation for the events that have occurred.

## Example 2

Which character trait – best – describes the peacock in – Juno and the Peacock?

- A. helpless
- B. proud
- C. grateful
- D. curious

## Drag and Drop

Example

Drag **two** details that help describe the setting into the boxes.

“And so it had been horseshoes all morning long.” (paragraph 1)

“Taran’s arms ached, soot blackened his face.” (paragraph 1)

“Coll was stout and round and his great bald head glowed bright pink.” (paragraph 3)

“We have no battles at Caer Dallben.” (paragraph 12)

### Setting

|  |
|--|
|  |
|  |

### Audio Guideline

Text Only

Read the stem before reading the rest of the text.

Text and Graphics

Read the stem.

Read the options from left to right or top to bottom. Then give a very brief orientation that includes the attributes of the chart (number of columns, rows, etc.)

Read the chart in a logical manner that helps the student easily navigate the information. Either left to right or top to bottom.

Use common language throughout the item and the test when referring to charts and their attributes (columns, blanks, etc.).

### Application of Audio Guideline

Example

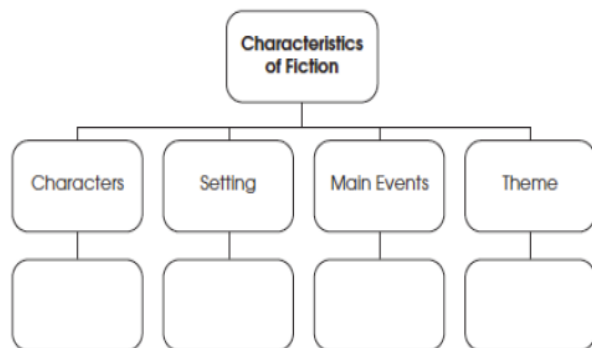
The title of the chart is Setting. There are two blank rows in the chart.

## Graphic Organizers

### Example 1

38. "We put the crushed cocoa beans into a chocolate pot."

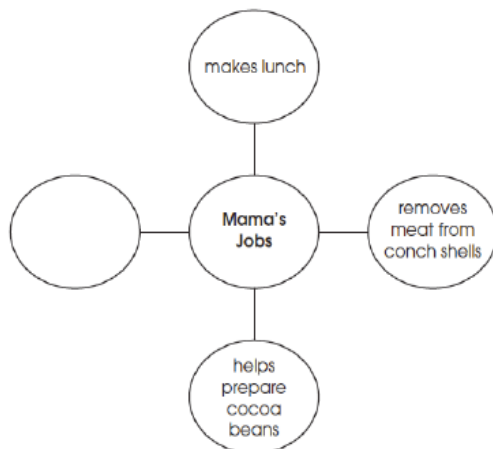
Which column in the graphic organizer below would include this detail?



- A. Characters
- B. Setting
- C. Main Events
- D. Theme

### Example 2

41.



According to information in the selection, which phrase should be added to the graphic organizer above?

- A. makes chowder from conchs
- B. hollows a log to make a canoe
- C. plants cacao trees in the shade
- D. crushes cocoa beans in a mortar

**Audio Guideline****Text Only**

Read the title of the graphic organizer, if available, before reading the rest of the text in the graphic organizer.

**Text and Graphics**

If the organizer is structured like a table or has a structure similar to a table, refer to the Math Audio Guidelines document.

Begin by giving a very brief orientation that includes

- that it is a graphic organizer
- the attributes of the graphic organizer (number of cells, columns, rows, etc.)

Read the graphic organizer in a logical manner that helps the student easily navigate the information. While many graphic organizers can be read left to right, top to bottom, some are better read bottom to top or from the middle.

Use common language throughout the item and the test when referring to graphic organizer and their attributes (labels, blank cells, stems, etc.).

**Application of Audio Guideline****Example 1**

This is a graphic organizer with a cell labeled “Characteristics of Fiction” at the top. Below the top cell there are four columns and two rows. The first row has columns labeled “Characters,” “Setting,” “Main Events,” and “Theme.” Below each labeled cell is a blank cell.

**Example 2**

This is a graphic organizer. Center cell, Mama’s Jobs; connecting cells, read clockwise from the top, makes lunch, removes meat from conch shells, helps prepare cocoa beans, blank.

**Different Types of Text****Plays****Play, Example 1**

Setting: Deep in the forest. Tall stool is center, shorter stool is left.

At Rise: Leopard is seated on tall stool, beating drum. Turtle enters left and slowly moves to center and sits on smaller stool.

Leopard (pounding drum and chanting): The forest is mine all night and all day. . .

Turtle (shouting over drum): Good morning, Leopard. I’ve been listening to your music. You have a fine sounding drum and a fine voice as well.

(Leopard stops pounding drum and looks up.)

**Play, Example 2**

Jay: Who’s that? (Turning the flashlight on the man)

Louie: Get that light outta my face and go back to sleep, Kid.

Jay: There's nothing here to steal, Mister. I swear.

Louie: Is that you, Jay?

Jay: Yeah, who are you?

Louie: It's Uncle Louie.

Jay: Uncle Louie? No kidding? . . . Arty! It's Uncle Louie.

### Application of Audio Guideline

#### Example 1

Setting: - (Voice 1) - Deep in the forest. Tall stool is center, shorter stool is left.

At Rise: - (Voice 1) - Leopard is seated on tall stool, beating drum. Turtle enters left and slowly moves to center and sits on smaller stool.

Leopard - (Voice 1) - pounding drum and chanting: - (Voice 2) - The forest is mine all night and all day- dot – dot – dot -

Turtle - (Voice 1) - shouting over drum: - (Voice 2) - Good morning, Leopard. I've been listening to your music. You have a fine sounding drum and a fine voice as well. - (Voice 1) - Leopard stops pounding drum and looks up.

#### Example 2

Jay - (Voice 1) - Who's that? - (Voice 2) - Turning the flashlight on the man.

Louie - (Voice 1) - Get that light outta my face and go back to sleep, Kid.

Jay - (Voice 1) - There's nothing here to steal, Mister. I swear.

Louie - (Voice 1) - Is that you, Jay?

Jay - (Voice 1) - Yeah, who are you?

Louie - (Voice 1) - It's Uncle Louie.

Jay - (Voice 1) - Uncle Louie? No kidding? – dot – dot – dot - Arty! It's Uncle Louie.

## Poems

**Sheepdog**

In the green field stand the scattered sheep,  
pretending innocence,  
and the Shepherd standing  
just beyond the field—

- 5 and at the Shepherd's feet, poised,  
the rough-coat collie dog, with one thought only.

*It is the woolies.*

Her eyes, one blue, one brown  
never leave them.

- 10 When the Shepherd's whistle  
releases her,  
she's off, like an arrow, running east,  
her bared teeth showing  
the wolf that still lives in her.

- 15 She circles wide, closing in,  
a black and white blur at  
the edge of a sheep's bad dream.  
But the Shepherd whistles, twice for *right*  
and once for *left*,

- 20 and the dog holds back,  
bringing order out of her own wildness,  
serving the man's need.

By sundown,  
the circle is complete.

- 25 The sheep are penned.  
The tired Shepherd, the panting dog  
head for home, each  
more than they would be alone,  
the ring the dog marked, running,  
30 symbol of their union.

## Audio Guideline

### Text Only

Read the poem paying attention to the layout of the stanzas. Do not reference given line numbers. Use extended pauses for the start of a new stanza.

### Text and Graphics

Read the poem paying attention to the layout of the stanzas. Reference the line numbers associated with the first and last line of a stanza. For example, say, “Start of stanza line 12 . . . End of stanza line 18.” Use extended pauses for the start of a new stanza or reference the new stanza if deemed necessary. Use the above rules for emphasis.

## Application of Audio Guideline

### Example

In the green field stand the scattered sheep,  
pretending innocence,  
and the Shepherd standing  
just beyond the field  
and at the Shepherd’s feet, poised,  
the rough-coat collie dog, with one thought only.  
- *It is the woolies.* -  
Her eyes, one blue, one brown  
never leave them. – End of stanza – line 9  
Start of stanza – line 10 - When the Shepherd’s whistle  
releases her,  
she’s off, like an arrow, running east,  
her bared teeth showing  
the wolf that still lives in her.  
She circles wide, closing in,  
a black and white blur at  
the edge of a sheep’s bad dream.  
But the Shepherd whistles, twice for - right  
and once for - left,  
and the dog holds back,  
bringing order out of her own wildness,  
serving the man’s need. – end of stanza – line 22  
start of stanza – line 23 - By sundown,  
the circle is complete.  
The sheep are penned.  
The tired Shepherd, the panting dog  
head for home, each  
more than they would be alone,  
the ring the dog marked, running,  
symbol of their union. – end of stanza – line 30 –

## Maps

### Example

(Part of a passage and section on Machu Picchu that references many of the countries, cities, and geographical features labeled)



### Audio Guideline

#### Text Only

Read the title of the map if available, then read the key, compass rose, and map from top to bottom, left to right as much as possible.

#### Text and Graphics

Read the title of the map if available, then read the key, compass rose, and map from top to bottom, left to right as much as possible.

For maps, a few words can be used to describe the map unless the item requires the student to use the map to answer the question.

### Application of Audio Guideline

#### Example

A map showing a portion of South America: Ecuador; Amazon River; Urbamba River; Peru; Vilcabamba, Brazil; Machu Picchu; Andes Mountains; Cuzco, Bolivia; Atacama Desert; Chile; Argentina.



## Timelines

### Example 1

**Timeline**

|                       |  |   |                                       |             |   |
|-----------------------|--|---|---------------------------------------|-------------|---|
| Edmund Halley is born | Halley observes the comet for the first time | Halley visits Isaac Newton to discuss the laws of gravity | Halley focuses on the study of comets | Halley dies | The comet returns to view as Halley predicted |
| 1656                  | 1682   | 1684  | 1704                                  | 1742        | 1759  |

### Example 2

|                                     |   |                                   |  |   |   |                            |                             |                     |
|-------------------------------------|---|-----------------------------------|--|---|---|----------------------------|-----------------------------|---------------------|
| Born in an Indian village in Mexico | Left home and walked 41 miles to Oaxaca | Began his education at a seminary | Became governor of the state of Oaxaca | Escaped to New Orleans after General Santa Anna seized the government | Returned to Mexico and helped the revolution overthrow Santa Anna | Became Minister of Justice | Elected President of Mexico | Died in Mexico City |
| 1806                                | 1818                                    | 1821                              | 1847                                   | 1853  | 1855  | 1857                       | 1861                        | 1872                |

### Audio Guideline

#### Text Only

Read the title of the timeline and text from top to bottom, column to column.

#### Text and Graphics

State that it is a timeline and read the title first or any brief note of what the timeline represents.

State the direction of the timeline and direction of reading.

Read the timeline in chronological order, keeping text with the corresponding date.

Read the date first, followed by the corresponding text that accompanies it.

### Application of Audio Guideline

#### Example 1

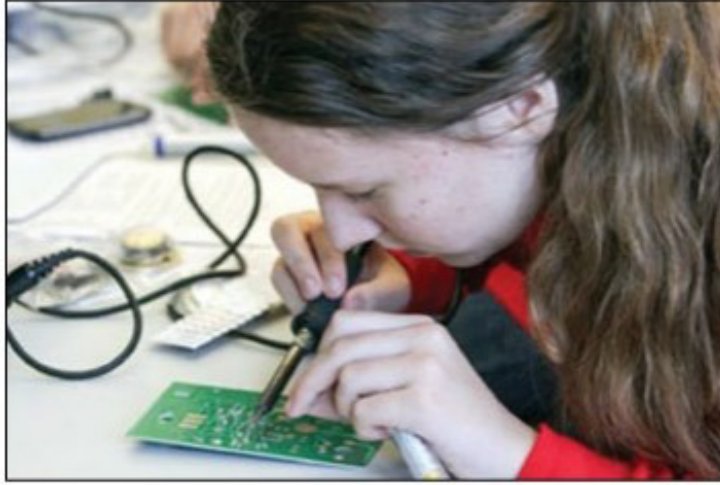
A timeline of Edmund Halley's life. From left to right, the timeline reads, sixteen fifty-six, Edmund Halley is born; sixteen eighty-two, Halley observes the comet for the first time; sixteen eighty-four, Halley visits Isaac Newton to discuss the laws of gravity; seventeen oh-four, Halley focuses on the study of comets; seventeen forty-two, Halley dies; seventeen fifty-nine, The comet returns to view as Halley predicted.

#### Example 2

A timeline of Benito Juarez's life. From left to right the timeline reads, eighteen oh-six, Born in an Indian village in Mexico; eighteen eighteen, Left home and walked forty-one miles to Oaxaca; eighteen twenty-one, Began his education at a seminary; eighteen forty-seven, Became governor of the state of Oaxaca; eighteen fifty-three, Escaped to New Orleans after General Santa Anna seized the government; eighteen fifty-five, Returned to Mexico and helped the revolution overthrow Santa Anna; eighteen fifty-seven, Became Minister of Justice; eighteen sixty-one, Elected President of Mexico; eighteen seventy-two, Died in Mexico City.

## Pictures

### Example 1



**Isabella O’Brien of Dundas, Canada, patiently tries not to get burned as she solders components onto her circuit board.**

Photo: © Linda Doane

The radio’s pieces didn’t just snap into place. Each had to be soldered (SAAH\_derd) to the circuit board. Solder is a metal that melts easily. It is used to join together metal pieces. To attach a component to the circuit board, the students used a device called a soldering iron, which preheat parts to be joined.

## Example 2



**A fig tree stripped of its foliage and bark from a locust plague**

© American Colony Photographers/National Geographic Society/Corbis

**Audio Guideline**

## Text Only

Read the embedded text, then read the caption and then read the passage.

## Text and Graphics

Before describing the picture, it should be determined whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, the picture 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. In this case, a very brief description may suffice.

In other cases, the caption or embedded text will describe the picture (Text Only Guideline) and only limited additional information is necessary.

**Application of Audio Guideline**

## Example 1

## Text Only

The caption reads “Isabella O’Brien of Dundas, Canada, patiently tries not to get burned as she solders components onto her circuit board.”

The radio’s pieces didn’t just snap into place. Each had to be soldered (SAAH\_derd) to the circuit board. Solder is a metal that melts easily. It is used to join together metal pieces. To attach a component to the circuit board, the students used a device called a soldering iron, which preheat parts to be joined.

## Example 2

## Text and Graphics

A picture of a tree with no leaves. The caption reads “A fig tree stripped of its foliage and bark from a locust plague.”

## Boxed Sentences or Paragraphs

### Example

Nothing was different except the warm glow that was in my belly and my arms and my legs and my head and wouldn't go away.

Which of the following words is an adjective as it is used in the sentence?

### Audio Guideline

#### Text Only

Read the boxed sentence/word as is with a pause before and after to reflect a return to normal formatting.

#### Text and Graphics

Preface the boxed sentence/word by saying "boxed x" (x being sentence, word, etc.).

Pause after reading the information in the box to indicate a return to normal formatting.

### Application of Audio Guideline

#### Example

Which of the following words is an adjective as it is used in the sentence?

Boxed sentence, - Nothing was different except the warm glow that was in my belly and my arms and my legs and my head and wouldn't go away. -

(Answer options are read.)