

Appendix D

Read-Aloud, Test Reader Guidelines—English and Translation

The following information applies to both English and Translation, unless otherwise noted with ENGLISH: or TRANSLATION: at the beginning of a section. Also refer to the *Mathematics Style Guide*, see [Appendix E](#).

Overview

When a student cannot access text-to-speech, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear, consistent voice throughout the test. The test reader must be trained and qualified and must follow the *Test Administration Manuals* and information presented in this guide. The guiding principle in reading aloud is to ensure that the student has access to clear and consistent test content.

ENGLISH: On Smarter Balanced assessments, test readers are allowable across all grades as a designated support for mathematics and ELA items as appropriate (not ELA reading passages). Test readers are allowable for ELA reading passages as a documented accommodation in all grades. Note that this accommodation is appropriate for a very small number of students (estimated to be approximately 1–2% of students with disabilities participating in a general assessment). Information on documentation requirements and decision-making criteria can be found throughout this document.

TRANSLATION: On Smarter Balanced assessments, test readers in Spanish are allowable across all grades as a designated support for mathematics, only. MSP and EOC assessments are available in the 7 state translations.

Qualifications for Test Readers

- The test reader should be an adult who is familiar with and to the student, such as the teacher or teaching assistant, is typically responsible for providing a read aloud support during instruction and assessments.
- Test readers must be trained and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers should have extensive practice and training on administration of assessments in accordance with member and security policies

and procedures as articulated in Consortium and member administration manuals, Guidelines, and related documentation.

Preparation

- Test readers must read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the practice and training test environment and format will help facilitate reading of the test.
- Test readers should be familiar with the IEP or 504 plan if the student for whom they are reading has access to additional designated supports and/or accommodations. This will ensure that there are plans in place for providing all needed supports and accommodations.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodation options and features available on all assessments.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the *Guidelines on Tools, Supports, and Accommodations*. Test readers should be familiar with any assistive technology or approved supports the student requires.
- Test readers should have extensive practice in providing Read-Aloud support and must be familiar and comfortable with the process before working directly with a student.
- The reader should be knowledgeable of procedures for reading aloud text by content area (refer to Tables 10 and 11) at the end of these *Read-Aloud, Test Reader Guidelines*.
- Test readers should review these Guidelines with the student at least one to two days prior to the test event.
- Test readers should practice the process with the student at least once prior to the test event.

- Unless otherwise specified by a student’s IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. A suggested test readers script is included at the end of these Guidelines.

General Guidelines Prior to and During Testing

- The test reader’s support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students. If not in a separate setting, the test reader should be situated near enough to the student to prevent their conversations from reaching other students in the room.
- Test readers are expected to comply with student requests regarding use of all available features within the test environment.
- Test readers may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.)
- Test readers read each question exactly as written as clearly as possible.
- Throughout the exam, 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.
- Test readers may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the reading. Respond to the student’s questions by repeating the item, words, or instructions verbatim as needed.
- Test readers may not question or correct student choices, alert students to errors or mistakes, prompt or influence student in any way that might compromise the integrity of the student responses.
- Test readers do not paraphrase, interpret, define, or translate any items, words, or instructions as this would be a violation of test security.
- Test readers spell any words requested by the student.
- Test readers adjust your reading speed and volume if requested by the student.

Post-Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the TA in accordance with state policy and the school’s *Test Security and Building Plan*.
- The test reader must not discuss any portion of the test with others.

Usage/Conventions

- **Punctuation:** Read all text in its entirety as punctuated (e.g., pauses at periods; raised intonations for questions). Do not verbalize punctuation marks other than ellipsis and quotations marks as noted below.
- **Ellipses:**
 - **ENGLISH:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as ‘dot, dot, dot.’
 - **TRANSLATION:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as ‘punto, punto, punto.’
- **Question Mark:** End a question with a raised intonation.
- **Quotations:**
 - **ENGLISH:** Quotation marks should be verbalized as “quote” and “end quote” at the beginning and end of quoted material, respectively.
 - **TRANSLATION:** Quotation marks should be verbalized as “comillas” and “fin de comillas” at the beginning and end of quoted material, respectively.
- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- **Misspellings:** In some cases a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective. For example, I love to eat apples/aples. This is my favorite fruit. This should be read as, “I love to eat (pause). This is my favorite fruit.”

Images/Graphics/Tables

- Text in tables, charts, and graphs should be read along with locational information.
- Read the title or caption, if available.
- Before describing a picture or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image will be used to accompany a stimulus, stem, passage, or reading excerpt as a piece of visual interest that is not essential in responding to the item.
- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing text-based information such as a title and labels. Use grade-appropriate language when describing the image/graphic.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student's needs. Often the reader moves top to bottom, left to right, or general to specific in accordance with teaching practices.
- Refer to the following example.

The table below is read as "*The title of the table is Mean Low Temperatures. The title of the left column is City and reads, from top to bottom, Olympia, Seattle, Spokane, Yakima. The title of the right column is Degrees Fahrenheit.*"

Mean Low Temperatures

City	Degrees Fahrenheit
Olympia	26°
Seattle	24°
Spokane	8°
Yakima	11°

Passages and Stimulus

- Read the passage or stimuli in its entirety as punctuated (e.g., pauses at periods; raised intonation for questions). Do not verbalize punctuation marks other than ellipsis and quotation marks as noted above.
- If the student requires or asks for a specific section of the passage or stimulus to be re-read with the punctuation indicated, the test reader should re-read those specific lines within the passage or stimulus and indicate all punctuation found within those lines as many times as requested by the student.

- When test questions refer to particular lines of a passage or stimulus, read the lines referenced as though they are part of the stem.

Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical manner in which to present the information. In general, information should be presented from broad to specific as indicated by the visual components of the document. The test reader should read the text exactly as given in the graphic organizer. No other information should be articulated. For example, the test reader should not create sentences if information is bulleted or appears in a title or label.
- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (labels, blank cells, stems, etc.).

Mathematical Expressions

- Mathematical expressions must be read precisely and with care to avoid misrepresentation by a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common English usage for the student's grade level.
- Numbers, other than years, greater than 999, however, should be read as (digits) individual numbers, e.g., 2400 is read "two four zero zero".
- **Abbreviations and acronyms:**
 - **ENGLISH:** should be read as full words. For example, 10 cm needs to be read as "ten centimeters." Some abbreviations may be read differently by different readers. For example, cm^3 may be read as "cubic centimeters" or "centimeters cubed".
 - **TRANSLATION:** Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as "diez centímetros." Some abbreviations may be read differently by different readers. For example, cm^3 may be

read as “centímetros cúbicos” or “centímetros al cubo”.

ENGLISH: Refer to [Table 10](#) Test Reader Guidance, page 54 and the English Test Reader Script, page 56.

TRANSLATION: Additional translation information available: **1)** Information on this page **2)** [Table 11, Test Reader Guidance](#) **3)** [Spanish Test Reader Script](#) **4)** Appendix E, [Translated Mathematics Style Guide](#)

- A translator renders a source language document to a target language, creating a new document in that language. Thus, a translator works only with written language.
- An interpreter renders speech in a source language into speech in a target language. Thus an interpreter works with oral language. The act of interpreting does not involve the creation of a written document.
- Sight translation is the spontaneous oral translation of test items and/or directions from English to another language. Sight translation involves on-the-spot rendering of printed test materials orally in the learner’s native language. Sight translation is the term used by professional translators and interpreters.
- Use of Sight Translation–Oral Translation: When no recorded CD is available in the student’s native language, OSPI permits schools to provide an on-the-spot spontaneous oral translation of math (EOC, only) and science (MSP/EOC) test items and directions by trained translators. Translators performing a sight translation must know the language of the tested content area – the language of mathematics or the language of science – in both English and the language of translation at the student’s grade level in order to render a proper translation.
- Recorded oral translations are scripted translations of test items and/or directions recorded in a student’s native language. This method provides a standardized administration that eliminates variations between speakers in pauses, timing, pronunciation, volume, and other extraneous factors that accompany a spontaneous sight translation. Recorded oral translation should not be confused with scripted oral translations, which are also pre-translated but not recorded.¹
- Effect on construct validity: Sight and recorded oral translation cannot be assigned to ELA assessments, which attempt to measure reading and writing skills in English, or to English language proficiency tests, which measure reading, writing, listening, and speaking skills in English. For the HSPE writing assessments, only, TAs may read the directions and writing prompts in the student’s native language.
- The translation has been iteratively reviewed and revised, ensuring high quality and accuracy of the resulting translation. There is consistency across test administrations because all students receive the same recording.²
- The use of a translation is effective for students when the language of the translation is also the language of instruction. In studies of English language learners instructed in English but given a translation accommodation, a negative effect size has been observed. Similarly, when the language of instruction is not the language of the translation, fluent speakers of the translated language have performed higher on a standard form than on a translated form of the test. Instructional teams should take into consideration the language of instruction as well as the student’s level of proficiency in the language of translation before assigning a recorded oral translation.
- Districts select personnel to perform sight translations who are 1) district employees; or 2) contracted from professional translation service organizations and who have met security measures necessary to be in an educational environment. These contracted translators must be under the direct supervision of school district personnel when in schools or test sites.
- Since there is no prepared script in the target language(s), there will be numerous interpreters who will need access to the test content, increasing the potential for a test security breach. It is important, therefore, that each interpreter who will perform a sight translation participates in specific TA training, including security training. A Test Security Assurance Form must be signed.
- The administration manuals and student test materials that the translator will use to perform a sight translation may be made available to the translator before actual administration so that the translator can prepare for a precise translation. Test materials may not be taken from the test site, and

must be checked in and out of the translator's hands by the SC.

¹ Stansfield, C.W. (2011). Oral translation as a test accommodation for English language learners. *Language Testing*, 28(401)/ Retrieved July 27, 2011 from <http://ltj.sagepub.com/content/28/3/401.refs.html>.p.402

² Rivera, C., Collum, E., Shafer Willner, L, and Sia Jr., J. K. (2006). An analysis of state assessment policies addressing the accommodation of English language learners. In C. Rivera & E. Collum (Eds.), *State assessment policy and practice for English language learners: A national perspective* (pp. 1 – 173), Mahwah, NJ: Larence Erlbaum.

³ Stansfield (Ibid). p. 413.

TABLE 10 ENGLISH: Test Reader Guidance for Mathematics

Numbers

Description	Example	Read as:
Large whole numbers	632,407,981 45,000,689,112	"six three two comma four zero seven comma nine eight one" "four five comma zero zero zero comma six eight nine comma one one two"
Decimal numbers	0.056 4.37	"zero point zero five six" "four point three seven"
Fractions - common	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$	"one half, one fourth, two thirds, four fifths" Other common fractions include "sixths, eighths, tenths"
Fractions - not common - read as "numerator over denominator"	$\frac{14}{25}$ $\frac{487}{6972}$	"Fourteen over twenty-five" "Four hundred eighty seven over six nine seven two"
Mixed numbers- read with "and." between whole number and fraction	$3 \frac{1}{2}$ $57 \frac{3}{4}$	"three and one-half" "fifty-seven and three fourths"
Percents	62% 7.5% 0.23%	"sixty-two percent" "seven point five percent" "zero point two three percent"
Money - if contains a decimal point, read as "dollars AND cents"	\$4.98 \$0.33 \$5368.00	"four dollars and ninety-eight cents" "thirty-three cents" "five three six eight dollars"
Negative numbers - do NOT read negative sign as "minus"	-3 $-\frac{5}{8}$ -7.56	"negative three" "negative five eighths" "negative seven point five six"
Dates (years)	1987 2005	"nineteen eighty-seven" "two thousand five"
Roman Numerals	I II III IV	"Roman Numeral one" "Roman Numeral two" "Roman Numeral three" "Roman Numeral four"
Ratios	x:y	"x to y"

TABLE 10 ENGLISH: Test Reader Guidance for Mathematics
Operations

Description	Example	Read as:
Addition	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$ $13 + 27 =$ $13 + 27 = ?$	"thirteen plus twenty-seven" "thirteen plus twenty-seven equals" "thirteen plus twenty-seven equals question mark"
Subtraction	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$ $487 - 159 =$ $487 - 159 = ?$	"four hundred eighty seven minus one hundred fifty nine " "four hundred eighty seven minus one hundred fifty nine equals" "four hundred eighty seven minus one hundred fifty nine equals question mark"
Multiplication	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$ $63 \times 49 =$ $63 \times 49 = ?$	"sixty-three times forty-nine" "sixty-three times forty-nine equals" "sixty-three times forty-nine equals question mark"
Division - Vertical or Horizontal	$\frac{120}{15} = 8$ $120 \div 15 = 8$	"one hundred twenty divided by fifteen equals eight"
Operations with boxes	$3 + \square = 8$	"three plus box equals eight"

Expressions, Equations, and Other Symbols

Description	Example	Read as:
Expressions and equations containing variables (any letter may be used as a variable)	$N + 4$	"N' plus four"
	$8x - 3$	"eight 'x' minus three"
	$4(y - 2) + 5 = 7$	"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"
	$\frac{ t - 2}{6} \leq 15$	"the absolute value of 't' (pause) minus two (pause) over six is less than or equal to fifteen"
	$x^2 y^3 = -36$	"'x' squared 'y' cubed equals negative thirty six" or "'x' to the second power times 'y' to the third power equals negative thirty-six"
Coordinate pairs	the point $(-1, 2)$	"the point (pause) negative one comma two"
Answer choices with no other text	the point A is at $(6, 3)$.	"The point 'A' is at (pause) six comma three"
	A $(-3, -4)$	"'A (pause) negative three comma negative four"
Parallels	$\overline{AB} \parallel \overline{CD}$	"line segment AB is parallel to line segment CD"
Perpendiculars	$\overline{AB} \perp \overline{CD}$	"line segment AB is perpendicular to line segment CD"

ENGLISH
SUGGESTED TEST READER SCRIPT
(to be used with student in advance of the day of testing)

Hi _____,

I'm the person who will be reading your test to you when you take your _____ [example: Smarter Balanced] Assessment next week in _____ [example: math/ELA]. I wanted to let you know how we'll work together. When I'm reading a test to you, it's very different from when I'm reading to you during class time. I have to follow certain rules.

- I cannot help you with any answers.
- I cannot click on anything in the screen.¹
- 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 item gets.
- If there is a picture that has words in it, I will read those words. If you ask, I will re-read the words as well.
- Sometimes there may be something about a word or phrase that might give you a hint if I read it out loud. In those cases, I will skip the word, point to it on the screen [or on your booklet if braille or print on demand], and continue to read.
- I can still help you with your _____ [**list any assistive technology that the student may require that would need adult support—if that support is provided by you].
- You can ask me to re-read parts of the test if you didn't hear 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 the test all I will say is: "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?

Refer to the resources on page 80-81.

¹ A reader may click on something on the screen only if this is an identified need in the student's IEP or 504 plan and the test reader has received appropriate training on when and how to do so.

TABLE 11 SPANISH: Test Reader Guidance for Mathematics

Numbers

Description	Example	Read as:
Large whole numbers	632,407,981 45,000,689,112	“seis tres dos coma cuatro cero siete coma nueve ocho uno” “cuatro cinco coma cero cero cero coma seis ocho nueve coma uno uno dos”
Decimal numbers	0.056 4.37	“cero punto cero cinco seis” “cuatro punto tres siete”
Fractions - common	$\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{3}$, $\frac{4}{5}$	“un medio, un cuarto, dos tercios, cuatro quintos”
Fractions - not common - read as “numerator over denominator”	$\frac{14}{25}$ $\frac{487}{6972}$	“catorce sobre veinticinco” “cuatrocientos ochenta y siete sobre seis nueve siete dos”
Mixed numbers- read with “and” between whole number and fraction	$3 \frac{1}{2}$ $57 \frac{3}{4}$	“tres y medio” “cincuenta y siete y tres cuartos”
Percents	62% 7.5% 0.23%	“sesenta y dos por ciento” “siete punto cinco por ciento” “cero punto dos tres por ciento”
Money - if contains a decimal point, read as “dollars AND cents”	\$4.98 \$0.33 \$5368.00	“cuatro dólares y noventa y ocho centavos” “treinta y tres centavos” “cinco tres seis ocho dólares”
Negative numbers - do NOT read negative sign as “minus”	- 3 - $\frac{5}{8}$ -7.56	“negativo tres” “negativo cinco octavos” “negativo siete punto cinco seis”
Dates (years)	1987 2005	“mil novecientos ochenta y siete” “dos mil cinco”
Roman Numerals	I II III IV	“número romano uno” “número romano dos” “número romano tres” “número romano cuatro”
Ratios	x: y	“x a y”

TABLE 11 SPANISH: Test Reader Guidance for Mathematics

Operations

Description	Example	Read as:
Addition	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$ $13 + 27 =$ $13 + 27 = ?$	"trece más veintisiete es igual a" "trece más veintisiete es igual a" "trece más veintisiete es igual a signo de interrogación"
Subtraction	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$ $487 - 159 =$ $487 - 159 = ?$	"cuatrocientos ochenta y siete menos uno cinco nueve es igual a" "cuatrocientos ochenta y siete menos uno cinco nueve es igual a" "cuatrocientos ochenta y siete menos uno cinco nueve es igual a signo de interrogación"
Multiplication	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$ $63 \times 49 =$ $63 \times 49 = ?$	"sesenta y tres por cuarenta y nueve" "sesenta y tres por cuarenta y nueve es igual a" "sesenta y tres por cuarenta y nueve es igual a signo de interrogación"
Division - Vertical or Horizontal	$\frac{120}{15} = 8$ $120 \div 15 = 8$	"ciento veinte dividido entre quince es igual a ocho"
Operations with boxes	$3 + \square = 8$	"tres más casilla es igual a 8"

Expressions, Equations, and Other Symbols

Description	Example	Read as:
Expressions and equations containing variables (any letter may be used as a variable)	$N + 4$	"'N' más cuatro"
	$8x - 3$	"ocho 'x' menos tres"
	$4(y - 2) + 5 = 7$	"cuatro abre paréntesis 'y' menos dos cierra paréntesis más cinco es igual a siete"
	$V = \frac{4}{3}\pi r^3$	"'V' es igual a cuatro tercios pi 'r' al cubo"
	$\frac{ t - 2}{6} \leq 15$	"el valor absoluto de 't' (pause) menos dos (pause) sobre seis es menor o igual a quince"
	$x^2y^3 = -36$	"'x' al cuadrado 'y' al cubo es igual a negativo treinta y seis" o "'x' a la segunda potencia por 'y' a la tercera potencia es igual a negativo treinta y seis"
	$156x \geq 4$	"ciento cincuenta y seis 'x' es mayor o igual a cuatro"
Coordinate pairs	the point $(-1, 2)$	"el punto (pause) negativo uno coma dos"
Answer choices with no other text	the point A is at $(6, 3)$.	"El punto A está en (pause) seis coma tres."
	A. $(-3, -4)$	"'A' (pause) negativo tres coma negativo cuatro"
Parallels	$\overline{AB} \parallel \overline{CD}$	"el segmento de línea AB es paralela a el segmento de línea CD"
Perpendiculars	$\overline{AB} \perp \overline{CD}$	"el segmento de línea AB es perpendicular a el segmento de línea CD"

SPANISH
SUGGESTED TEST READER SCRIPT
(to be used with student in advance of the day of testing)

Hola ,

Soy la persona asignada para leerte el examen que tomarás la próxima semana durante la Evaluación de _____ [example: Smarter Balanced math] de matemáticas. Me gustaría informarte cómo estaremos trabajando juntos. Cuando te esté leyendo la prueba, será de manera muy distinta a cuando te estoy leyendo durante la clase. Necesito seguir ciertas reglas.

- No te puedo ayudar con ninguna respuesta.
- No puedo hacer clic sobre nada en la pantalla.¹
- No estaré usando diferentes voces de personajes o cambiando mi tono de voz cuando lea. Estaré usando una voz muy directa que no cambie mucho, no importa qué tan emocionante sea la historia o elemento de la prueba.
- Si hay una imagen con palabras, leeré esas palabras. Si lo pides, leeré nuevamente las palabras.
- Algunas veces puede haber algo sobre una palabra o frase que te puede dar una clave si lo leo en voz alta. En esos casos, no leeré esa la palabra, la señalaré en la pantalla [o en el cuadernillo de braille o de impresión por pedido] y continuaré leyendo.
- Todavía puedo ayudarte con tus _____ [***list any assistive technology that the student may require that would need adult support -- if that support is provided by you].
- Me puedes pedir que lea nuevamente partes de la prueba si no me escuchaste o necesitas más tiempo para pensar.
- Me puedes pedir que haga una pausa en la lectura si necesitas tomar un descanso.
- Me puedes pedir que lea más despacio o más rápido, o que lea en voz más alta o más baja si tienes problema entendiendo lo que leo.
- Leeré ciertos signos de puntuación, pero si necesitas que lea nuevamente una oración y que te diga la puntuación, puedo hacerlo.
- Si me haces una pregunta sobre la prueba lo único que te voy a decir es: "Haz tu mejor trabajo. No te puedo ayudar en eso."
- ¿Tienes alguna pregunta sobre cómo vamos a trabajar juntos durante la prueba?

Refer to the resources on page 80-81.

¹ A reader may click on something on the screen only if this is an identified need in the student's IEP or 504 plan and the test reader has received appropriate training on when and how to do so.

