

STAAR Oral and Signed Administrations

Educator Guide



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Introduction

For the State of Texas Assessments of Academic Readiness (STAAR®) program, every test administrator required to read aloud secure test content must be trained using the guidelines in this document. This training will ensure that various types of test questions and answers are read aloud in a standardized manner.

This guide specifically addresses the administration of paper assessments to students who meet the eligibility requirements for an oral or signed administration. The information in this document also applies to the following administration:

- STAAR with Embedded Supports
 - The test administrator may provide reading support to a student receiving a paper administration.
 - The test administrator may provide a signed test administration to students who are deaf or hard of hearing and cannot access the text-to-speech function.
 - The test administrator may read required reference materials and allowable accommodations, or designated supports, for all students.

The campus testing coordinator will provide training in the procedures specific to orally administering test content as outlined in this guide. When applicable, the following documents should also be reviewed:

- the Oral/Signed Administration designated support policy document
- the STAAR with Embedded Supports Paper Test Administration Information
- the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing

Oral Administration Code in TIDE

For students eligible for an Oral Administration, “Paper” must be indicated in the *Test Module* field and the appropriate *Paper Test Format* selected. In order for a student to receive a paper test, either the *Section 504 Indicator Code* or *Special Ed Indicator Code* flag also needs to be set to “Yes.” For students who need a paper test but are not eligible for either indicator code, contact Texas Testing Support at 833-601-8821 or TexasTestingSupport@cambiumassessment.com. In the Non-Embedded Supports section, the appropriate test should be selected from the *STAAR Non-Embedded Supports* dropdown list.

Test Administrator Booklets

- It is acceptable for the test administrator to read over the student’s shoulder when orally administering parts of test questions or answer choices at a student’s request on a paper assessment. If the test administrator will be reading all the eligible material to the student, the administrator will need to read from their own copy of the booklet. The test administrator may read from one of the additional test booklets provided for this purpose. All paper booklets will share the same form number.
- Test administrators can view a student’s test using a second monitor connected through HDMI in order to sign eligible online test material at a student’s request.
- During an oral administration of a braille assessment, the test administrator should use the ink-print test booklet included with the braille materials. Test administrators must also refer to these secure test instructions provided in the braille materials. The secure test instructions provide information about how the braille version of a particular assessment differs from the print version, including information about test questions that have been altered, replaced, or omitted to ensure that the assessment is accessible to students who read braille.

Ensure Test Security

- All security measures outlined in the STAAR test administrator manuals must be followed.
- Any type of oral administration in which the test administrator has permission to view a secure state assessment requires that the test administrator complete the appropriate part of the Oath of Test Security and Confidentiality.
- Responding to, making notes about, or making copies of test questions and discussing the content of the assessment at any time are prohibited. In addition, test administrators may not write in a test booklet.
- Test administrators must not rephrase, clarify, or interpret any test content for students.
- Unauthorized verbal and nonverbal assistance may not be provided to students.

Grouping Students for a Test Administration

- An assessment may be orally administered to a small group, provided that every student in the small group is eligible for an oral administration. It is the responsibility of district and campus personnel to group students appropriately to facilitate proper test administration.

The total number of students in this group should be less than the number of students in their regular classroom setting for that subject.

- Test administrators must be aware of the student’s reading needs and any other requirements based on the documentation in the student’s record, including understanding the level of the student’s reading support and whether that level of support can change during testing. This type of information may help the campus coordinator group students appropriately to facilitate proper test administration.
- Test administrators may pause between questions until all students are ready for the next question and answer choices to be read aloud. Test administrators may also walk around the room and quietly read aloud the questions and answer choices to students at their own pace.
- A student who receives an oral administration may complete the assessment in a separate setting to eliminate distractions to other students and to ensure test confidentiality.

Test Administration

- Depending on the content area, test administrators may read aloud all or only certain parts of a state assessment.
 - **Mathematics, science, and social studies:** The entire mathematics, science, and social studies assessments may be read aloud to a student.
 - **Reading:** For the reading section of the Reading Language Arts (RLA) assessments (including the reading section of English I and English II), only the questions and answer choices may be read aloud. **The reading passages may NEVER be read aloud to a student.**
 - **Writing:** No part of the **editing** passages, test questions, or answer choices in the writing section of the grades 3–8 RLA and English I and English II assessments may be read aloud unless otherwise specified by TEA. However, the **revising** passages, questions, answer choices, and embedded supports on the writing section of the grades 3–8 RLA and English I and English II assessments may be read aloud to a student. Additionally, reading aloud the expository or persuasive extended constructed-response item is an allowable accessibility feature for any student who requests this assistance.

The Editing and Revising sections are separated by cover pages for easy identification. Footers on each page of the test booklet also help separate these sections.
- Test administrators may read aloud supplementary materials.
 - Required reference materials may be read aloud to students eligible for an oral administration. This includes the dictionary during RLA assessments as well as the state-supplied mathematics and science reference materials.
 - Allowable designated supports (including any supplemental aids) may be read aloud to students eligible for an oral administration.

- It is important to understand what constitutes a test question. A test administrator must understand that any part of the test question may be read aloud. This applies to words in the questions and answer choices, including words in graphics (e.g., table, graph, grid, diagram, map, photograph, cartoon, picture) and boxed text pulled directly from a passage.
 - If a student needs all test questions read aloud, the questions must be read aloud in the order they are presented. For RLA assessments, the student must independently read the passage before the test administrator reads any test questions aloud. If a student is working through the assessment independently, requesting only certain words, phrases, or sentences to be read aloud at various times, the test administrator will read aloud what the student requests in the order that the student requests it.
 - Test administrators may read aloud any word, phrase, or sentence in the test questions and answer choices as many times as requested by the student. At the end of the assessment, the test administrator may reread any question and its corresponding answer choices at a student's request.
 - Test administrators must be familiar with content-specific terms and symbols associated with the subject-area assessment. This will ensure that the assessment is administered accurately.
 - Test administrators must keep their voice inflection neutral; however, individual words that are boldfaced or printed entirely in capital letters must be emphasized. Italicized words must be emphasized unless the text is taken verbatim from a reading or writing passage (e.g., quotations, captions, stage directions).

Guidelines for Reading Aloud Various Types of Test Questions

The guidelines and examples in this document reflect content tested on STAAR assessments from various grade levels and subject areas. Not every type of test question is addressed. Test administrators are allowed to generalize from these guidelines and examples when reading aloud other types of test questions.

Additional guidelines for signing test content to a student who is deaf or hard of hearing are provided in the [General Instructions for Administering State Assessments to Students Who Are Deaf or Hard of Hearing](#) section of the *District and Campus Coordinator Resources*.

Guidelines for Mathematics

Abbreviations

- Most abbreviations should be read aloud as the word or words they represent, in either singular or plural form, as appropriate.

Fri. should be read aloud as **Friday**.

0.5 cm should be read aloud as **zero point five centimeters**.

- Initialisms and acronyms should be read aloud according to customary usage. Supplying the words represented by the letters is **NOT** allowed.

SAS postulate should be read aloud as **S-A-S postulate**.

2:00 p.m. should be read aloud as **two P-M**.

NASA should be read aloud as **nasa**.

Algebraic Expressions/Equations

- The variables in algebraic expressions and equations in test questions, answer choices, or reference materials should be read aloud as the letters, but not as the words, they represent. In addition, the mathematical operation should be read aloud if the symbol is present.

$V = \pi r^2 h$ should be read aloud as **V equals pi r squared h**.

$c \cdot d = k$ should be read aloud as **c times d equals k**.

Other Equations

- Most equations should be read aloud in the same way as they are read aloud in the classroom.

$3 + 17 = 20$ should be read aloud as **three plus seventeen equals twenty**.

$m\angle ABC = m\angle CBD$ should be read aloud as **the measure of angle A-B-C equals the measure of angle C-B-D**.

Exceptions to this guideline exist when reading the equation could aid the student in finding the correct answer (e.g., in an arithmetic sequence).

$x = 1, 2, 3, \dots$ should be read aloud as **x equals the values shown**.

Geometric Symbols

- Geometric symbols should be read aloud in the same way as they are read aloud in the classroom.

$\triangle D'E'F'$ should be read aloud as **triangle D-prime-E-prime-F-prime**.

$m\angle LMN$ should be read aloud as **the measure of angle L-M-N**.

\widehat{ABC} should be read aloud as **arc A-B-C**.

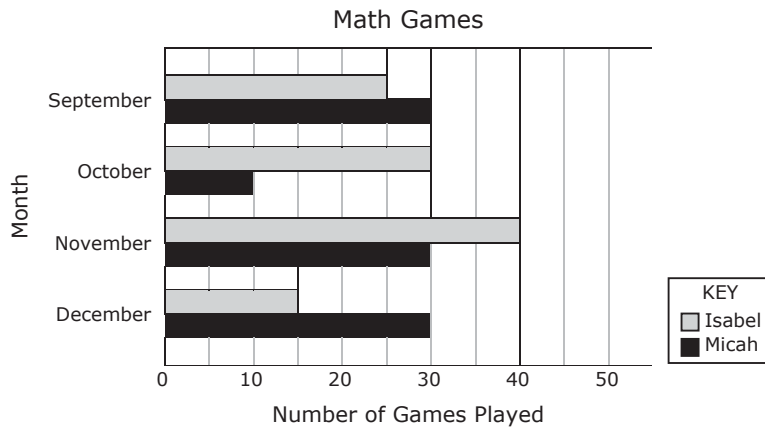
\overline{AB} should be read aloud as **line segment A-B**.

πr^2 should be read aloud as **pi r squared**.

Graphics

- Most words and numbers in graphics should be read aloud. However, interpreting the graphic is **NOT** allowed.

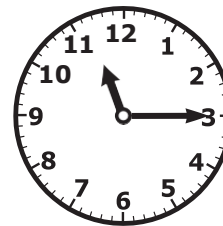
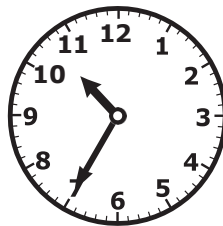
Bar Graphs



← Titles and labels **MAY** be read aloud. Numbers on axes **MAY NOT** be read aloud.

← Words in the key **MAY** be read aloud.

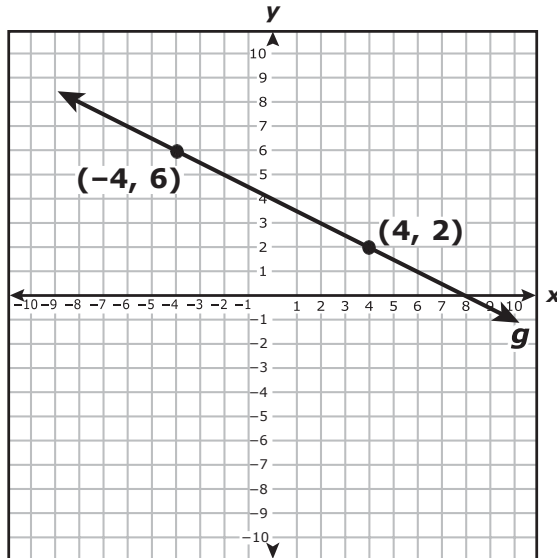
Clock Faces



← Clock faces (digital or analog) **MAY NOT** be read aloud.

← Labels **MAY** be read aloud.

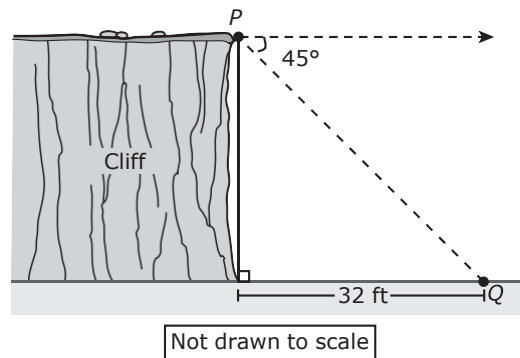
Coordinate Grids/Graphs



Point, line, and axis labels **MAY** be read aloud.

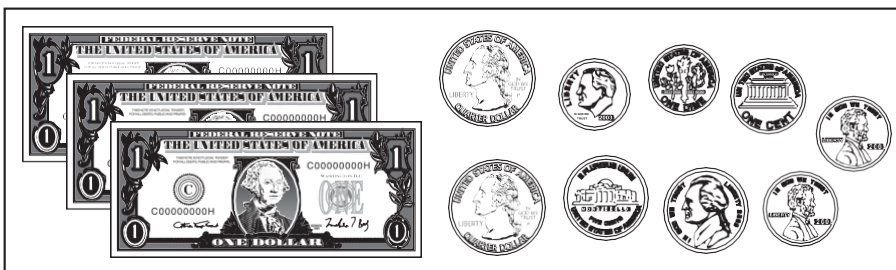
Numbers on axis lines **MAY NOT** be read aloud.

Diagrams



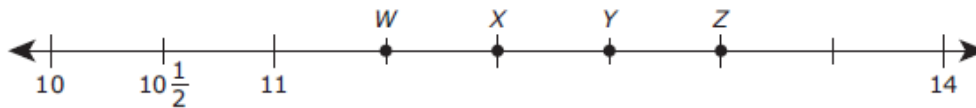
Labels, numbers, and boxed text **MAY** be read aloud.

Money



Words and numbers on images of money **MAY NOT** be read aloud.




Number Lines




Letters and numbers **MAY** be read aloud.

Pictographs

Matter Being Tested

Liquid	
Solid	
Gas	

Each  represents 5 samples.

Titles and categories **MAY** be read aloud.

Symbols **MAY** be read aloud as **symbol**. They **MAY NOT** be described or interpreted.

Number Lists

- Most number lists within a line of text or within answer choices may be read aloud. Exceptions to this guideline exist when reading the number list could aid the student in finding the correct answer (e.g., ordering numbers). In these cases, the number list should be read aloud as individual digits.

Numerical Expressions

- Most numerical expressions should be read aloud the same way as they are read aloud in the classroom—as words or phrases rather than as individual digits.

483 should be read aloud as **four hundred eighty-three**.

-16 should be read aloud as **negative sixteen**.

30 - 16 should be read aloud as **thirty minus sixteen**.

$\sqrt{2}$ should be read aloud as **the square root of two**.

Exceptions to this guideline exist when reading the numerical expression could aid the student in finding the correct answer (e.g., identifying place value). In these cases, the numerical expressions should be read aloud as individual digits.

What is another way to write 268? should be read aloud as **What is another way to write two-six-eight?**

Dashes

- When a dash appears between two numbers, it should be read aloud as best fits the context (e.g. **to** or **through**).

Dates

- Numbers appearing in dates should be read aloud as phrases rather than individual digits.

June 16, 1978, should be read aloud as **June sixteenth nineteen seventy-eight**.

Decimals

- Decimals in numbers should be read aloud as **point**.

$3.5\ m$ should be read aloud as **three point five meters**.

0.178 should be read aloud as **zero point one seven eight**.

Exponents

- Exponents to the second or third power should be read aloud as **squared** or **cubed**. If the power is greater than 3, the exponent should be read aloud as **to the n th power**.

$3\ m^2$ should be read aloud as **three meters squared**.

y^5 should be read aloud as **y to the fifth power**.

Fractions

- In general, fractions should be read aloud as **[expression] over [expression]**.

$\frac{3}{7}$ should be read aloud as **three over seven**.

$\frac{3x - 5}{7}$ should be read aloud as **three x minus five over seven**.

$3\frac{1}{4}$ should be read aloud as **three and one over four**.

Functional Notation

- When a function symbol such as $f()$ appears, it should be read aloud as **f of...**

$f(x)$ should be read aloud as **f of x**.

$g(-2)$ should be read aloud as **g of negative two**.

Money

- Most monetary expressions should be read aloud in terms of the appropriate denominations.

$\$0.57$ should be read aloud as **fifty-seven cents**.

$\$2.50$ should be read aloud as **two dollars and fifty cents**.

Exceptions to this guideline exist when reading the monetary expression could aid the student in finding the correct answer (e.g., identifying the value of money). In these cases, the monetary expressions should be read aloud as individual digits.

$\$14.50$ should be read as **one four point five zero dollars**.

Ordered Pairs

- In an ordered pair, the coordinates should be read aloud as individual numbers without the parentheses or comma.

$(-2, 1)$ should be read aloud as **negative two [pause] one**.

Parentheses and Brackets

- Parentheses and brackets in numerical expressions may **NOT** be read aloud; however, it is appropriate to pause for these symbols.

$8 - (3 \times 2)$ should be read aloud as **eight minus [pause] three times two**.

Ratios

- A ratio symbol (:) should be read aloud as **to**.

$1:2$ should be read aloud as **one to two**.

$3:5:9$ should be read aloud as **three to five to nine**.

Roman Numerals

- Roman numerals should be read aloud as the numbers they represent.

Quadrant II should be read aloud as **quadrant two**.

Set Notation and Interval Notation

- Set notation may **NOT** be read aloud; however, individual numbers and variables within the notation may be read aloud.

$\{y \mid -4 < y < 4\}$ may be read as **y [pause] negative four symbol y symbol four**.

- Interval notation may **NOT** be read aloud; however, individual numbers within the notation may be read aloud.

$(-6, 2)$ and $(-2, 10)$ may be read as **negative six, two, and negative two, ten**.

Subscripts

- Subscripts used with variables should be read aloud as numbers.

$x_1 + x_2$ should be read aloud as **x one plus x two**.

Symbols

- Mathematical symbols should be read aloud as the word or words they commonly represent, except in cases where that may aid the student in finding the correct answer. The following table shows how some common symbols should be read aloud.

Symbol	Read aloud as...
+	plus
-	minus
×	times
÷	divided by
=	equals
$\sqrt{\quad}$	the square root of
~	is similar to
≈	is approximately equal to
≅	is congruent to
°	degrees
%	percent, percentage, or percentile (depending on context)
∞	infinity
	the absolute value of
<	symbol
>	symbol
≤	symbol
≥	symbol

Guidelines for Reading Language Arts

The following table indicates what may and may not be read or signed to the student.

STAAR and STAAR Spanish	Test Questions	Answer Choices	Content and Language Supports	Required Reference Materials (where applicable)	Allowable Designated Supports
Mathematics	✓	✓	✓	✓	✓
Science	✓	✓	✓	✓	✓
Social Studies	✓	✓	✓	✓	✓

STAAR and STAAR Spanish RLA	Test Questions	Answer Choices	Content and Language Supports	Required Reference Materials (where applicable)	Allowable Designated Supports	Direction Lines	Passages
Revising*	✓	✓	✓	✓	✓	✓	✓
Editing				✓	✓	✓	
Reading	✓	✓	✓	✓	✓	✓	

It is important to note that **reading** passages **MAY NOT** be read aloud. In addition, no part of any **editing** passage, test question, or answer choice in the writing section may be read aloud to a student.

The guidelines in this section should be followed when reading aloud constructed-response items and when reading aloud revising passages, test questions, and answer choices.

Abbreviations

- Most abbreviations should be read aloud as the word or words they represent, in either singular or plural form, as appropriate.

Mr. should be read aloud as **mister**.

e.g. should be read aloud as **for example**.

adv should be read aloud as **adverb**.

- Initialisms and acronyms should be read aloud according to customary usage. Supplying the words represented by the letters is **NOT** allowed.

U.S. should be read aloud as **U-S**.

2:30 p.m. should be read aloud as **two thirty P-M**.

NASA should be read aloud as **nasa**.

Numbers

- Most numbers should be read aloud in the same way as they are read aloud in the classroom.

35°F should be read aloud as **thirty-five degrees Fahrenheit**.

\$2.50 should be read aloud as **two dollars and fifty cents**.

- Numbers appearing in dates should be read aloud as phrases rather than individual digits.

June 16, 1978, should be read aloud as **June sixteenth nineteen seventy-eight**.

- The numbers in dictionary entries are read as **one, two**, etc., with no special emphasis.

Direction Lines and Prereading Text

- Although reading passages and editing passages may NOT be read aloud, all direction lines that accompany reading and editing passages should be read aloud. Revising introductory paragraphs may also be read aloud. Students who receive oral administration support and content and language support will have a preread before a reading passage or editing passage. This text should be read aloud to the student.
- Direction lines in all sections **MAY** be read aloud.

Read the passage and choose the best answer to each question. Then mark the answer in your booklet.

- Introductory paragraph for revising section **MAY** be read aloud.

Maggie wrote this paper in response to a class assignment. Read the paper and think about any revisions Maggie should make. When you finish reading, answer the questions that follow.

- Editing introductory paragraph **MAY NOT** be read aloud.

Visit Austin

Claire is proud of where she lives. She wrote a paper to persuade others to visit the many attractions, or things to do, in her hometown of Austin, Texas. Claire believes people should visit the Texas Capitol and walk through the huge round room called the Rotunda. At the Bob Bullock Texas State History Museum, a visitor can marvel at, or admire, the postcard wall, three floors of exhibits, or displays, and see artifacts from a 300-year-old shipwreck. Claire also tells visitors to experience the world's largest colony of Mexican freetail bats that live under the Ann W. Richards Congress Avenue Bridge and fly out just after sunset. It is a spectacular event to see. The bat colony is the largest urban, or city, bat colony in the world.

Read Claire's paper and look for corrections she needs to make. Then answer the questions that follow.

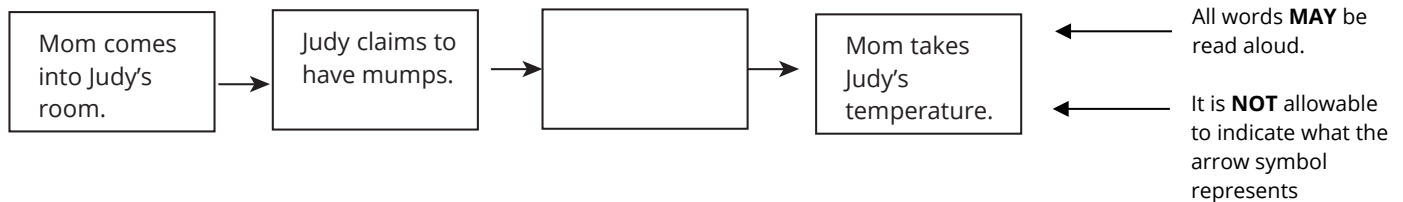
- Reading introductory paragraph **MAY NOT** be read aloud.

In the following excerpt, the narrator, Opal visits a pet store to buy something for her dog, Winn-Dixie.

Graphics

- Most words and numbers in graphics may be read aloud; however, interpreting the graphic is **NOT** allowed.

Diagrams



Story Maps

Story Map	
Title:	<u>THE NEW ZOO</u>
Who:	<u>George</u> <u>Liza</u> <u>The children's mother</u>
Where:	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>

← Headings and other words **MAY** be read aloud.

Verbatim Text

- Questions and answer choices that include text taken verbatim from a reading passage (e.g., quotations, captions, stage directions) should be read aloud in their entirety. Italicized text should be given no special emphasis; however, words in boldface should be read aloud with emphasis.
- For writing, text should be read aloud in its entirety for revising passages. This includes introductory paragraphs, test questions, and answer choices. While reading the passage, voice inflection must be kept neutral. Italicized text should be given no special emphasis; however, words in boldface should be read aloud with emphasis. Numbers before sentences in the revising passage are not read aloud.

Reading examples:

MIKE: [*Nods eagerly.*] My dad was taking me to Ranger Scouts last night, and the traffic was bad.

[*Carl gives him an annoyed look.*]

← All words should be read aloud.

Brody grinned because he knew that the team—which he had actually led—had successfully completed its task.

← All words should be read aloud.

Revising example:

Investigating the Sneeze

(1) It has happened to everyone. (2) You begin to feel a strange, itchy sensation in your nose, and before you know it . . . *aaaa-CHOO!* (3) You have sneezed. (4) Sneezing is an interesting process.

← Numbers **MAY NOT** be read aloud.

Guidelines for Science

Abbreviations

- Most abbreviations should be read aloud as the word or words they represent, in either singular or plural form, as appropriate.

Dec. should be read aloud as **December**.

MHz should be read aloud as **megahertz**.

5°C should be read aloud as **five degrees Celsius**.

g/cm³ should be read aloud as **grams per centimeters cubed**.

- Initialisms and acronyms should be read aloud according to customary usage. Supplying the words represented by the letters is **NOT** allowed.

U.S. should be read aloud as **U-S**.

AIDS should be read aloud as **aids**.

Equations and Scientific Expressions

- Most equations, formulas, and scientific expressions should be read aloud in the same way as they are read aloud in the classroom.

Capital and Lowercase Letters

- Capital and lowercase letters in chemical formulas should be read aloud without distinction.

HCl should be read aloud as **H-C-L**.

- Capital and lowercase letters in genotypes should be read aloud with distinction as shown.

Genotype Rr should be read aloud as **genotype big-R little-r**.

Chemical Elements and Compounds

- Symbols for elements and formulas for compounds should be read aloud as letters and numbers without distinctions or breaks. They may **NOT** be read aloud as the names of the elements or compounds.

Ag should be read aloud as **A-G**.

C₆H₁₂O₆ should be read aloud as **C-six-H-twelve-O-six**.

Chemical Equations

- Chemical equations should be read aloud as letters and numbers. Phase indicators such as (*aq*) should be read aloud as letters. The plus symbol should be read aloud as **plus**. The arrow symbol should be read aloud as either **arrow** or **symbol**.

$\text{Al}_2(\text{SO}_4)_3(\text{aq}) + 3\text{Ca}(\text{OH})_2(\text{aq}) \rightarrow 3\text{CaSO}_4(\text{s}) + 2\text{Al}(\text{OH})_3(\text{s})$ should be read aloud as **A-L-two-S-O-four-three-A-Q-plus-three-C-A-O-H-two-A-Q-symbol-three-C-A-S-O-four-S-plus-two-A-L-O-H-three-S**.

Scientific Names

- Scientific (genus/species) names should be read aloud exactly as written.

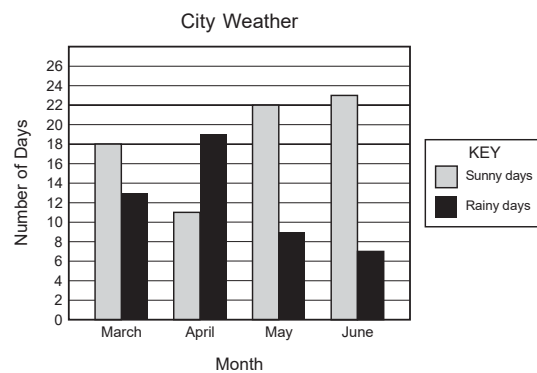
Salmonella enterica should be read aloud as **Salmonella enterica**.

S. enterica should be read aloud as **S-enterica**.

Graphics

- Most words and numbers in graphics should be read aloud; however, interpreting the graphic is **NOT** allowed.

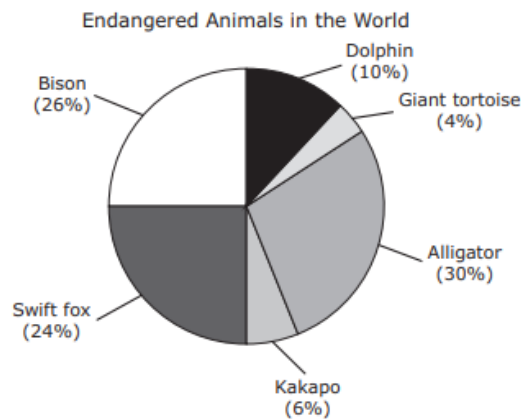
Bar Graphs



← Titles and labels **MAY** be read aloud. Numbers on axes **MAY NOT** be read aloud.

← Words in the key **MAY** be read aloud.

Circle Graphs



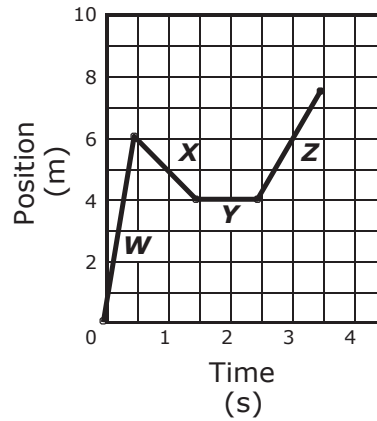
← Titles, labels, and percents **MAY** be read aloud.

Codon Charts

		Second Letter				
		U	C	A	G	
U	First Letter	Phenylalanine	Serine	Tyrosine	Cysteine	U
		Phenylalanine	Serine	Tyrosine	Cysteine	C
		Leucine	Serine	(STOP)	(STOP)	A
		Leucine	Serine	(STOP)	Tryptophan	G
C	First Letter	Leucine	Proline	Histidine	Arginine	U
		Leucine	Proline	Histidine	Arginine	C
		Leucine	Proline	Glutamine	Arginine	A
		Leucine	Proline	Glutamine	Arginine	G
A	First Letter	Isoleucine	Threonine	Asparagine	Serine	U
		Isoleucine	Threonine	Asparagine	Serine	C
		Isoleucine	Threonine	Lysine	Arginine	A
		Methionine (START)	Threonine	Lysine	Arginine	G
G	First Letter	Valine	Alanine	Aspartate	Glycine	U
		Valine	Alanine	Aspartate	Glycine	C
		Valine	Alanine	Glutamate	Glycine	A
		Valine	Alanine	Glutamate	Glycine	G

← Letters and words **MAY** be read aloud.

Coordinate Grids/Graphs

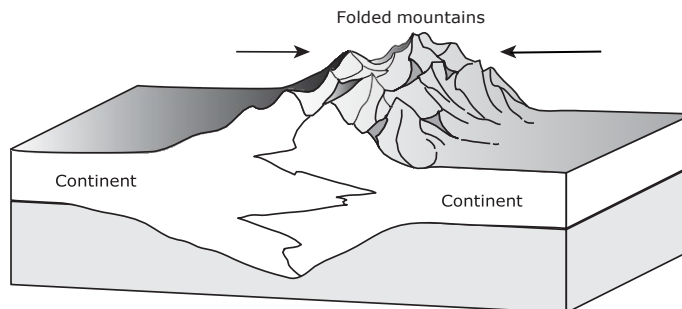


← Labels, numbers, and letters **MAY** be read aloud.

← Numbers on axis lines **MAY NOT** be read aloud.

← Abbreviations should be read aloud as the words they represent.

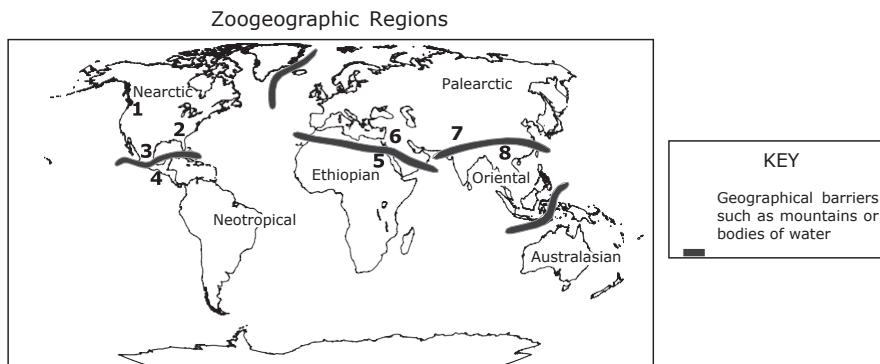
Diagrams



← It is **NOT** allowable to indicate what the arrow symbol represents.

← All labels **MAY** be read aloud.

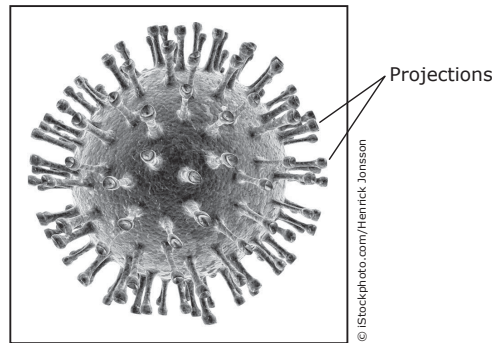
Maps



← Titles, labels, and numbers **MAY** be read aloud.

← Words in key **MAY** be read aloud.

Photographs With Labels



← Labels **MAY** be read aloud.

Tables

Toy Cars

Toy Car	Mass (kg)	Acceleration (m/s ²)
1	0.19	2.0
2	0.15	3.0
3	0.25	1.5
4	0.21	2.5

← Titles, headings, and numbers **MAY** be read aloud.

← Abbreviations should be read aloud as the words they represent.

Numerical Expressions

- Numerical expressions should be read aloud in the same way as they are read aloud in the classroom—as words or phrases rather than as individual digits.

Dashes

- When a dash appears between two numbers, it should be read aloud as best fits the context (e.g. **to** or **through**).

Dates

- Numbers appearing in dates should be read aloud as phrases rather than individual digits.

June 16, 1978, should be read aloud as **June sixteenth nineteen seventy-eight**.

Decimals

- Decimals in numbers should be read aloud as **point**.

3.5 m should be read aloud as **three point five meters**.

Degrees

- The degree symbol ($^{\circ}$) should be read aloud as **degrees**, and numbers with the symbol should be read aloud in the same way as they are read aloud in the classroom.

35°C should be read aloud as **thirty-five degrees Celsius**.

Exponents

- Exponents to the second or third power should be read aloud as **squared** or **cubed**. If the power is greater than 3, the exponent should be read aloud as **to the *n*th power**.

3 m/s^2 should be read aloud as **three meters per second squared**.

4.1×10^5 should be read aloud as **four point one times ten to the fifth power**.

Percents

- The percent symbol (%) should be read aloud as **percent**, and numerals with the symbol should be read aloud in the same way as they are read aloud in the classroom.

48% should be read aloud as **forty-eight percent**.

7.5% should be read aloud as **seven point five percent**.

0.23% should be read aloud as **zero point two three percent**.

Roman Numerals

- Roman numerals should be read aloud as the numbers they represent.

Statements I and II should be read aloud as **statements one and two**.

Guidelines for Social Studies

Abbreviations

- Most abbreviations should be read aloud as the word or words they represent, in either singular or plural form, as appropriate.

Dr. should be read aloud as **doctor**.

c. 1450 should be read aloud as **circa fourteen fifty**.

Marbury v. Madison should be read aloud as **Marbury versus Madison**.

- Initialisms and acronyms should be read aloud according to customary usage. Supplying the words represented by the letters is **NOT** allowed.

U.S. should be read aloud as **U-S**.

NAFTA should be read aloud as **nafta**.

NATO should be read aloud as **nato**.

NAACP should be read aloud as **N-double A-C-P**.

Dates

- *B.C.* and *A.D.*, or similar designations that appear in a date, should be read aloud as letters.

500 b.c. should be read aloud as **Five hundred B-C**.

- Numbers appearing in dates should be read aloud as phrases rather than individual digits.

June 16, 1978, should be read aloud as **June sixteenth nineteen seventy-eight**.

- Dashes appearing between two dates should be read aloud as **to** or **through** depending on the context.

1960–1968 should be read aloud as **nineteen sixty to nineteen sixty-eight** or as **nineteen sixty through nineteen sixty-eight**.

Decimals

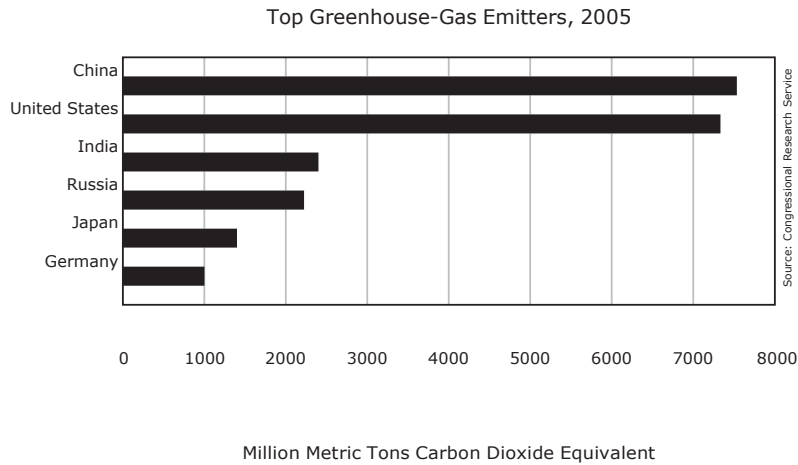
- Decimals in numbers should be read aloud as **point**.

3.5 million people should be read aloud as **three point five million people**.

Graphics

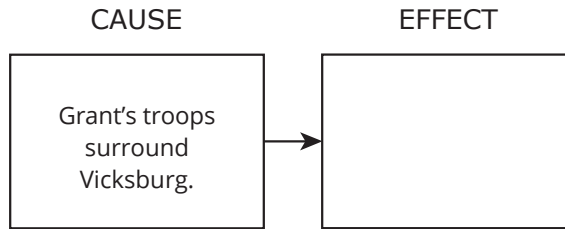
- Most words and numbers in graphics should be read aloud; however, interpreting the graphic is **NOT** allowed.

Bar Graphs



← Titles and labels **MAY** be read aloud. Numbers on the axis **MAY NOT** be read aloud.

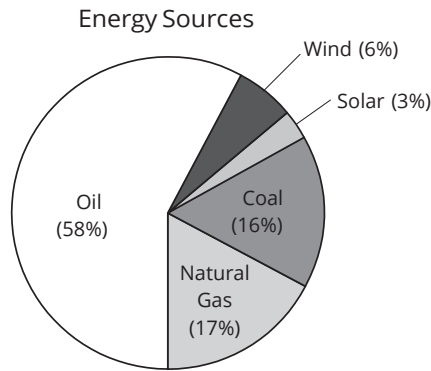
Cause/Effect



← Headings and other words **MAY** be read aloud.

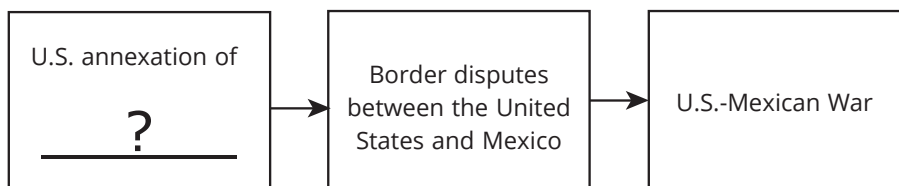
← It is **NOT** allowable to indicate what the arrow symbol represents.

Circle Graphs



← Titles, labels, and percents **MAY** be read aloud.

Diagrams

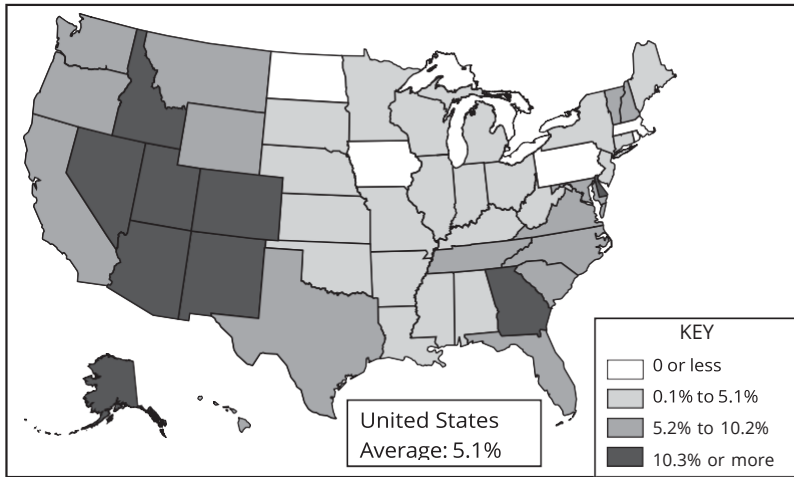


← All words **MAY** be read aloud.

← It is **NOT** allowable to indicate what the arrow symbol represents.

Maps

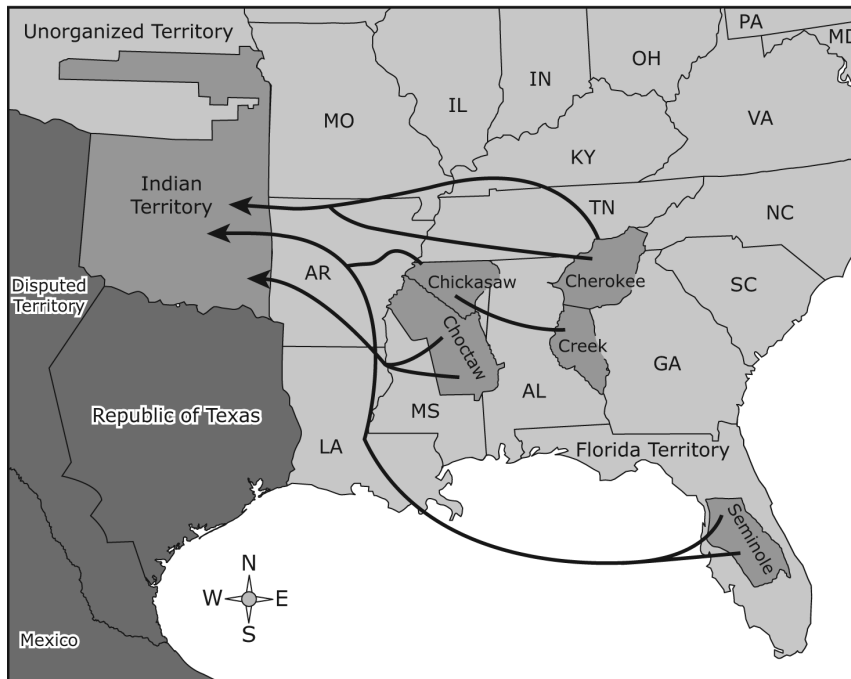
Growth Rate of the Population
Age 65 and Older by State, 2000–2005



← Titles, labels, and numbers **MAY** be read aloud.

← Words in the key can be read aloud.

Relocation of American Indians in the 1830s



← Titles, labels, and numbers **MAY** be read aloud.

← Letters on the compass rose should be read aloud only as letters.

Photographs, Political Cartoons, and Other Illustrations



← Words **MAY** be read aloud.



← Words and numbers **MAY** be read aloud.

Tables

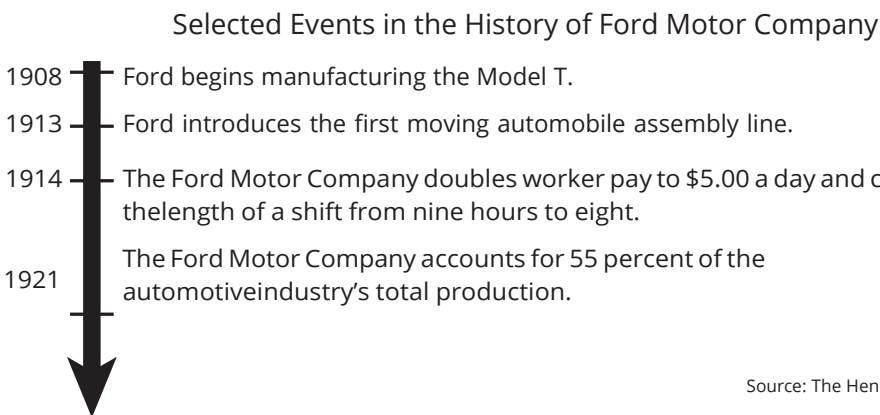
1860 Census Results for Selected States

State	Total Population	Total Number of Slaves	Slaves as a Percentage of Population
Alabama	964,201	435,080	45%
Georgia	1,057,286	462,198	44%
Kentucky	1,155,084	225,483	20%
Maryland	687,049	87,189	13%
Mississippi	791,305	436,631	55%
Virginia	1,596,318	490,865	31%

Source: U.S. Census Bureau

← Titles, headings, and numbers **MAY** be read aloud.

Timelines



← Titles, labels, and numbers **MAY** be read aloud.

← It is **NOT** allowable to indicate what the arrow symbol represents.

Percents

- The percent symbol (%) should be read aloud as **percent**, and numerals with the symbol should be read aloud the same way as they are read aloud in the classroom.

48% should be read aloud as **forty-eight percent**.

7.5% should be read aloud as **seven point five percent**.

0.23% should be read aloud as **zero point two three percent**.

Roman Numerals

- Roman numerals should be read aloud as the numbers they represent.

World War II should be read aloud as **World War Two**.

Text Boxes

- Items that feature a text box (e.g., a quotation, an excerpt) are read aloud in their entirety. The attribution line is read aloud, but the website and date accessed **MAY NOT** be read aloud.

Black Codes was a name given to laws passed by southern governments established during the presidency of Andrew Johnson. These laws imposed severe restrictions on freed men, such as prohibiting their right to vote, forbidding them to sit on juries, and limiting their right to testify against white men. They were also forbidden from carrying weapons in public places and working in certain occupations.

—National Archives and Records Administration,
<http://www.archives.gov> (accessed July 14, 2010)

← All words and numbers **MAY** be read aloud.

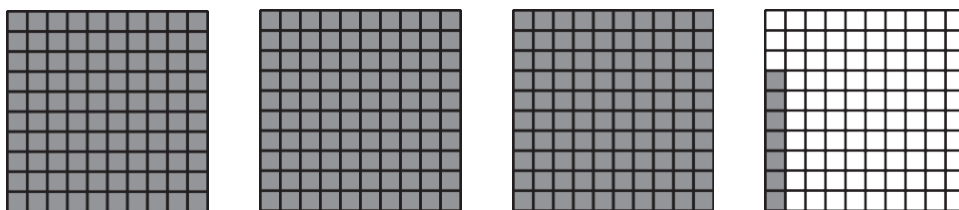
← Website and date accessed **MAY NOT** be read aloud.

Examples

Mathematics

1. Any text in the test question and answer choices may be read aloud. This example should be read aloud as follows. **The model below is shaded to represent three and seven over one hundred. Which decimal does the model represent? A, three point zero zero seven. B, three point seven. C, three point zero seven. D, zero point three seven.**

The model below is shaded to represent $3\frac{7}{100}$.

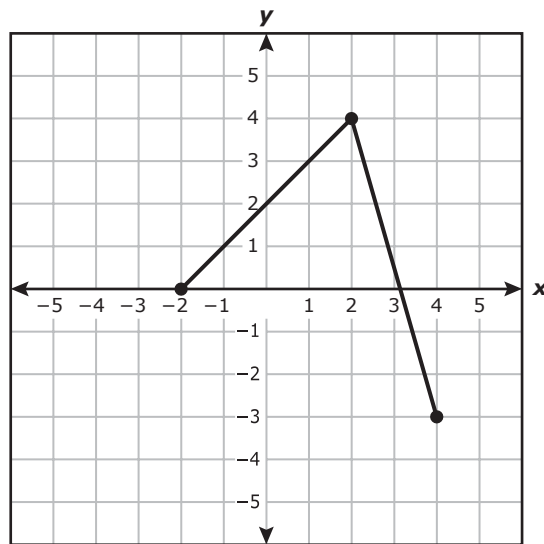


Which decimal does the model represent?

- A 3.007
- B 3.7
- C 3.07
- D 0.37

2. The question may be read aloud, as may the labels in the coordinate grid. However, reading aloud the answer choices must follow the guidelines in this document. Only individual numbers and variables within the notation may be read aloud if the student requests this assistance. The test administrator may **NOT** read aloud each answer choice in its entirety.

What is the range of the function graphed on the grid?




- F $\{x \mid x = -2, 2, 4\}$
- G $\{y \mid -3 \leq y \leq 4\}$
- H $\{x \mid -2 \leq x \leq 4\}$
- J $\{y \mid y = -3, 0, 4\}$

3. Any text in the test question or answer choices should be read aloud; however, the triangle and circle should be read aloud as **symbol**. For example, the first equation should be read aloud as **symbol plus symbol equals 11**.

In the equations below, each  represents the same number.

$$\begin{array}{r} \bigcirc + \triangle = 11 \\ \triangle \times \triangle = 9 \end{array}$$

What is the value of  ?

- A 3
- B 2
- C 8
- D 9

Reading Language Arts

4. Any text in the test question or answer choices may be read aloud, including the boxed text pulled directly from the reading passage.

Read lines 44 and 45 from the poem.

Instead, I hear winds whisper:
Free land! You made a choice.

The poet uses personification in these lines to show that the winds —

- A are important to frontier life
- B seem to taunt the speaker
- C serve as a symbol of the speaker's anger
- D blow gently and quietly on the frontier

Science

5. Any text in the question may be read aloud, including the 'Record' directions. The chemical equation should be read aloud as, **C three H eight plus five O two symbol three C-O two plus four H two O.**

It is **NOT** allowable to indicate what the arrow represents.



How many different elements are involved in the reaction shown above?

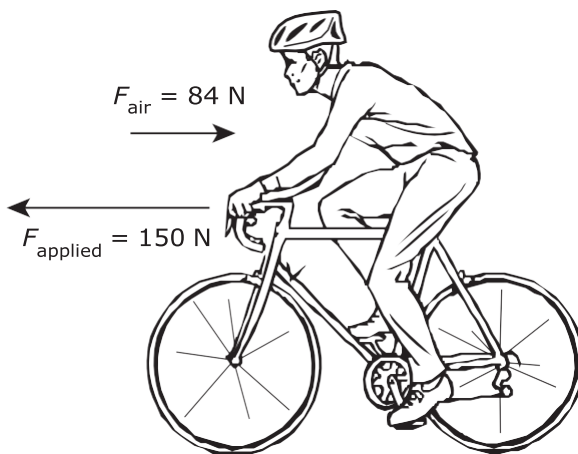
Record your answer on your test booklet. Be sure to use the correct place value.

6. The first sentence may be read aloud in its entirety. For the graphic, the test administrator should say something similar to **Take a few moments to look at the graphic and tell me whether you would like anything read aloud. Then let me know when you are ready to go on.**

If needed, the information in the graphic may be read aloud as, **F air equals eighty-four N.**

The text under the graphic and in the answer choices may be read aloud; however, reading aloud the answer choices must follow the guidelines in this document. For example, answer choice A should be read aloud as **zero point six six meters per second squared backward, because...**

The diagram below shows two different forces acting on a cyclist riding a bicycle.



The total mass of the cyclist and the bicycle is 100.0 kg. Based on this information, what is the acceleration of the cyclist?

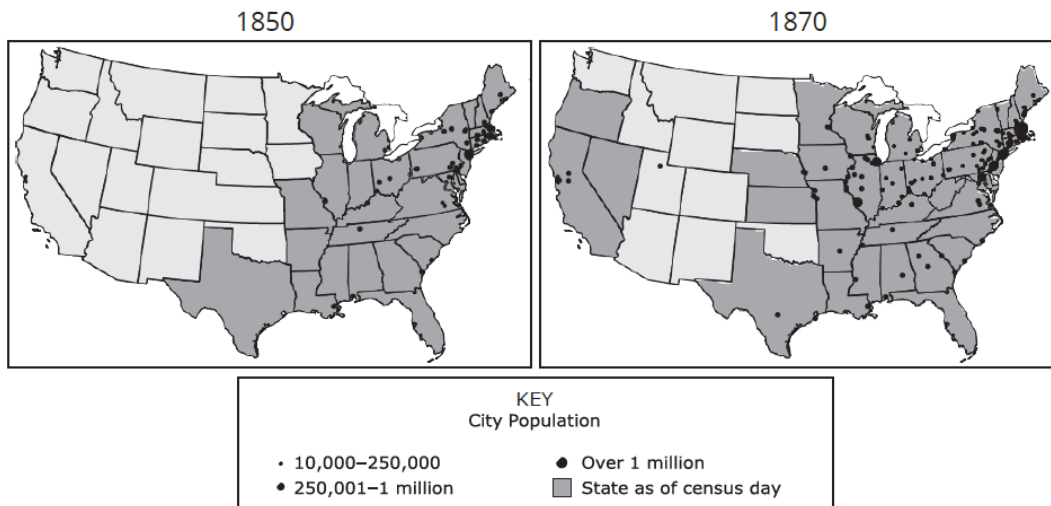
- A 0.66 m/s² backward, because the force of the air slows the cyclist down
- B 0.66 m/s² forward, because the applied force is greater than the force of the air
- C 2.3 m/s² backward, because the forces are opposite and not equal
- D 2.3 m/s² forward, because the cyclist's inertia is greater than the force of the air

Social Studies

7. For a graphic, the test administrator should say something similar to **Take a few moments to look at the map and tell me whether you would like anything read aloud. Then let me know when you are ready to go on.**

For example, if the student needs help reading information in the key aloud, the test administrator should point to the words and say **This says over one million.**

However, symbols may NOT be described or interpreted. Once students are ready to go on, any text in the test question and answer choices may be read aloud.



Which of these best explains the change in population and distribution of U.S. cities from 1850 to 1870?

- A The passage of homesteading legislation
- B The admission of new states to the Union
- C The expansion of the railroad system and increased industrialization
- D The emancipation of slaves after the Civil War

Paper Versions of Online Non-multiple Choice Items

This section provides guidance on how to read items that are not presented in a traditional multiple choice format. They have been altered from their online counterparts and require specific instructions. Guidance provided in other sections of this document should be applied. Not all content areas will have all item types. Test administrators may need to point to their copy of the test booklet or the student's to indicate what part of the question they are reading aloud.

In-line choice

- The test administrator will read the options as a list within the sentence.

In the example below, the test administrator would say, **Select ONE correct answer in each box to complete the sentence. The investment with the greater amount of interest is A, investment X (pause), B, investment Y (pause), which earns A, two dollars and fifty cents, (pause) B, twelve dollars and fifteen cents, (pause) C , fifty dollars and forty cents more.**

Select **ONE** correct answer in each box to complete the sentence.

The investment with the greater amount of interest is (A) Investment X
 (B) Investment Y
which earns (A) \$9.60
 (B) \$12.15 more.
 (C) \$50.40

Hot Text

- The test administrator will read the sentences in order without indicating the embedded letter options.

In the example below, the test administrator would say, **Select only TWO correct answers. For many people nothing compares to owning a pet. Animals give friendship and assistance to humans. They can even provide therapy.**

Select only **TWO** correct answers.

1 (A) For many people, nothing compares to owning a pet.
Animals give friendship and assistance to humans. They can even provide therapy. However, there is another way than

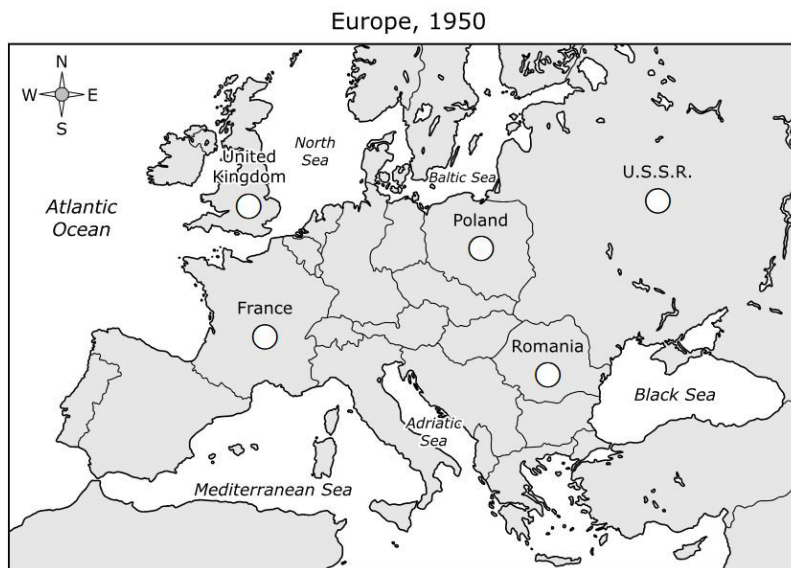
Hot Spot

- The test administrator will read all text in the graphic. Text should be read in the following order:

- title (if present and regardless of placement on the graphic)
- labels left to right and top to bottom

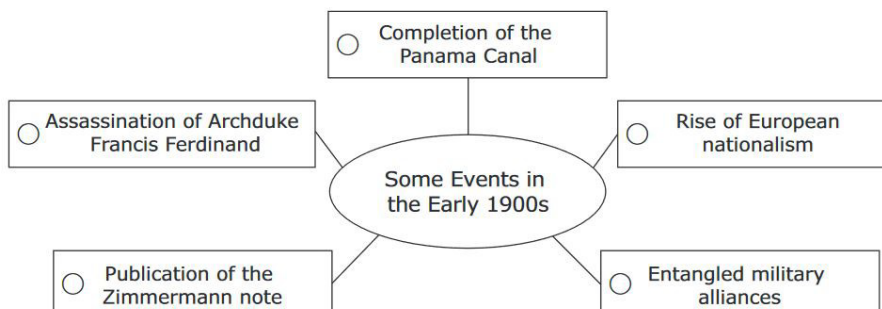
In the example below, the test administrator would say, **Shade the TWO correct circles that represent the locations. Europe, nineteen fifty. Atlantic Ocean. United Kingdom. North Sea. Baltic Sea. U.S.S.R.. Poland. France. Romania. Black Sea. Adriatic Sea. Mediterranean Sea.**

Shade the **TWO** correct circles that represent the locations.



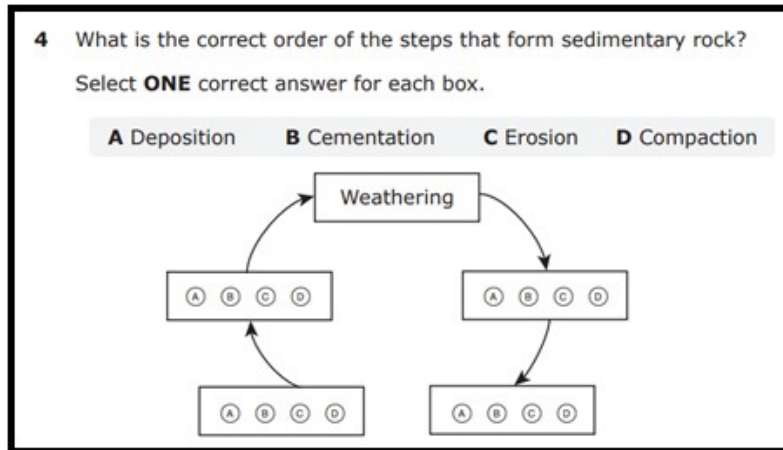
For the example below, the test administrator would say, **Select ONE correct answer. Some events in the early nineteen hundreds. Completion of the Panama Canal. Assassination of Archduke Francis Ferdinand. Rise of European nationalism. Publication of the Zimmerman note. Entangled military alliances.**

Select **ONE** correct answer.



Drag and Drop

- The test administrator will read the options and any words provided as part of a graphic. In the example below, the test administrator would say, **Select ONE correct answer for each box. A, Deposition. B, Cementation. C, Erosion .D, Compaction. Weathering.**



Text Entry

- The test administrator will read the statement and use the word "blank" to indicate the space where the student will provide a response. In the example below, the test administrator would say, **Record your answer in the the space provided. The poet uses 'blank' person point of view in this poem.**

Record your answer in the space provided.

The poet uses ____ (1) ____-person point of view in this poem.

1 _____



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