Appendix B. Read Aloud Protocol

1. When using a test reader, the assessment should be taken in a separate setting so as not to disturb the other students taking the assessment.

2. Read each question exactly as written in a clear voice.

3. Read in a neutral tone and maintain neutral facial expressions.

4. Avoid gesturing, head movements, verbal or non-verbal emphasis on words that have not been emphasized in the text of the assessment.

5. Do not discuss the text with the student. You may repeat the item or words verbatim as needed.

6. Do not paraphrase, interpret, define or translate any items or words.

7. Adjust your reading speed and volume as requested by the student.

8. Read the passage in its entirety as punctuated. Do not verbalize punctuation marks.

9. The reader may re-read any part of the passage that the student asks to be re-read as many times as requested.

10. When words are printed in boldface, italics, or capital letters, make sure the student knows it. Emphasis is appropriate when italics, underlining, or bold is used in the prompt or question. However, test readers should use caution as not to emphasize words not already emphasized in print.

11. Quotation marks should be verbalized as “quote” and “end quote” at the beginning and end of quoted material.

12. Read all text as punctuated.
Reading Aloud Protocols for the NH SAS Mathematics Assessment

1. Mathematical expressions must be read precisely.

2. Test readers must read mathematical expressions with technical accuracy.

3. Number and symbols should be read according to their common English usage.

4. Numbers greater than 99 should be read as individual numbers.

5. Abbreviations and acronyms should be read as full words.

   Test readers should be an adult who is familiar to the student and who is typically responsible for providing this support.
A scribe is an adult who writes down what a student dictates in a variety of ways (e.g., speech, American Sign Language (ASL), braille, assistive communication device, etc.). The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content.

Scribes are allowable on the New Hampshire Statewide Assessment System as a documented accommodation for ELA writing segment, and a designated support for mathematics and ELA items (except for the ELA writing segment). For information on documentation requirements and decision-making criteria for use of scribes and all other NH SAS supports please see the Designated Supports, Accommodations, and Universal Tools guide located on the NH SAS portal.

**Scribing Protocol**

**Step 1:** Student dictates response to appropriately trained test administrator (scribe) who is familiar with this procedure.

**Step 2:** Scribe takes down verbatim what student says

**Step 3:** Scribe reads oral response back to student at a steady pace without inflection or pausing, then inquires whether student wants to add, take out, or change anything.

**Step 4:** Scribe types into the answer space and omits conventions (capitalization, punctuation, etc.).

**Step 5:** Student reads his/her student copy in the answer space and edits for capitalization, punctuation, etc.

**Alternate steps for students with visual impairment:**

**Step 4:** Scribe presents student-spelled copy in a form the student can see/read (e.g., large-print or Braille).

**Step 5:** Student adds or dictates punctuation and capitalization to scribe.

**Step 6:** Scribe copies student-edited version into answer space exactly as student dictates.
The New Hampshire Statewide Assessment System Designated Supports and Accommodations and Universal Tools Guide describes the universal tools, accommodations and designated supports that students are permitted to use while participating in the New Hampshire Statewide Assessment System. This Guide provides guidelines for school-level personnel and decision-making teams to use in selecting universal tools, designated supports, and accommodations for students who need them.

After school-level personnel and decision-making teams determine which universal tools, designated supports, and accommodations are appropriate for a student, their choices must be entered into the TIDE system so they are reflected in the assessment the student receives and so that an accurate record is kept of the student’s testing environment.

These tools, designated supports, and accommodations can be entered into TIDE in two different ways:

- For an individual student: School or District level personnel can go to the Test Setting and Tools.
  - View/Edit Test Settings and Tools page in TIDE
  - Individually check boxes to indicate which testing tools the student will receive.

- For multiple students: School or District level personnel can go to the Test Setting and Tools.
  - Upload Test Setting and Tools page in TIDE
  - Download a template that can be completed with the testing tools for multiple students.

This must be done prior to testing to ensure that all embedded supports and accommodations are present in the student’s test.
What Are Universal Tools?

Universal tools are access features of the assessment that are either provided as digitally-delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection. The Universal Tools listed in the document are not modifications. Universal tools all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the Guidelines.

What Are Accommodations?

Accommodations are changes in procedures or materials that increase equitable access during the NH SAS assessments. The following accommodations are not modifications. Accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the Guidelines. They allow these students to show what they know and can do. The New Hampshire Department of Education has identified digitally-embedded and non-embedded accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 accommodation plan. One exception to the IEP or 504 requirements is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of these), as noted in this section.

Accommodations need to be identified prior to assessment administration. Accommodations must be entered into TIDE. Any non-embedded accommodations (i.e., human reader, human scribe) must be acquired prior to testing.

What Are Designated Supports?

Designated Supports are available for use by only those students for whom the need has been identified by a team of educators (in the school) in collaboration with the parent/guardian. Designated Supports are not modifications. They yield valid scores that count as participation in the New Hampshire Statewide Assessment. It is necessary to use the Designated Supports in a manner that is consistent with the guidelines that are part of the ESSA requirements. It is highly recommended that a consistent process be used to determine these supports for individual students. At no time should Designated Supports be used as a Universal Tool. All educators making these decisions should be trained on the process of assigning Designated Supports and be made aware of such. The NH Department of Education has identified digitally-embedded and non-embedded Designated Supports for students for whom an education team has indicated a need.

Designated Supports need to be identified prior to assessment administration. Embedded supports must be entered into TIDE. Any non-embedded designated supports (i.e., human reader, human scribe) must be acquired prior to testing.
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<tr>
<th>Accommodation/Designated Support</th>
<th>Description</th>
<th>Recommendations for Use</th>
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<tr>
<td><strong>Speech-to-Text</strong></td>
<td>Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices. <strong>NOTE:</strong> Permissive Mode must be enabled</td>
<td>Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software, and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.</td>
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<td><strong>Scribe</strong></td>
<td>Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the <em>New Hampshire Statewide Assessment System Test Administration Manual.</em> If using a human scribe, the reader must read back student response so that the student may edit.</td>
<td>Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses to a human, who then records the students’ responses verbatim. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe. The use of this support may result in the student needing additional overall time to complete the assessment.</td>
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*New Hampshire Statewide Assessment System Designated Supports, Accommodations, and Universal Tools Guide*
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<td><strong>Read Aloud</strong> – for Math, Science, and ELA Segment 2 Writing items. Not to be used by anyone for the ELA Segment 1 Reading test.</td>
<td>Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the New Hampshire Statewide Assessment System Test Administration Manual. All or portions of the content may be read aloud. Read Aloud is available as a non-embedded accommodation for students whose need is documented in an IEP or 504 plan or a non-embedded designated support for those students for whom this support has been deemed necessary by the school’s educational support team prior to the test.</td>
<td>Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment.</td>
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<td><strong>American Sign Language – Human Signer</strong></td>
<td>Test is translated by a human signer.</td>
<td>Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.</td>
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