



Career Readiness
Courseware &
Credentials

Oral Administration Guide for Paper-Based Testing



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INTRODUCTION

For the WIN Academic Skills Assessments, every test administrator reading aloud secure test content must be trained on the guidelines in this document so that various types of test questions and answers are read aloud in a standardized manner.

This document specifically addresses the administration of assessments to students who meet the eligibility requirements for an oral/signed administration.

The school test coordinator (STC) will provide training in the procedures specific to orally administering test content as outlined in these guidelines.

ENSURING THAT THE SAME TEST FORM IS USED

When orally administering all test questions and answer choices throughout a paper assessment that has more than one test form available, the test administrator must have a test booklet with the same form number as the students. School test coordinators are responsible for distributing test booklets with the same form number.

- For the Work Ready Assessments, **Version 100A** should be the form that is used for paper-based oral administration groupings.
- Large-print booklets are Version 300C and also have the same questions as Version 100A.
- Braille booklets are Version 400C and also have the same questions as Version 100A.

ENSURING TEST SECURITY

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



GROUPING STUDENTS FOR 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 determine the most appropriate way to group students in order to provide a proper test administration.
- Test administrators must be made aware of the reading needs of the student as well as any requirements that are documented in the student's paperwork. This includes, if applicable to the oral administration, understanding the level of the student's reading support and whether that level of reading support can change during testing based on the documentation in the student's paperwork. This type of information may help the coordinator determine the most appropriate way to group students in order to provide a proper test administration.
- When reading aloud test content, the test administrator may wait to read aloud the next question and answer choices until all students are ready. 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 must complete the assessment in a separate setting to eliminate distractions to other students and to ensure confidentiality of the test.

TEST ADMINISTRATION

Depending on the content area, test administrators may read aloud all or only certain parts of an assessment.

- In Work Ready Math, Work Ready Reading, and Work Ready Data, all questions, answer choices, and graphic labels and text may be read aloud to a student.
- Formulas on the formula sheet may be read aloud.
- 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 the answer choices, including words in graphics (e.g., table, graph, grid, diagram, map, photograph, cartoon, or picture) and boxed text pulled directly from a selection. Specific information regarding how a test question should be read aloud can be found in the following pages.

If a student needs all of the test questions read aloud, the test questions must be read



aloud in the order they are presented. If a student is working through the assessment independently, requesting only certain words, phrases, or sentences to be read at various times, the test administrator will read aloud what the student requests when he or she requests it. No particular order must be followed.

- Test administrators may read aloud any word, phrase, or sentence in the test questions and answer choices as many times as needed. At the end of the assessment, the test administrator may go back to reread a question and its 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, words that are boldfaced, or printed entirely in capital letters may be emphasized.
- Learners with an oral administration accommodation may be allowed extended time.

In the following sections, guidelines will be presented with examples from different content areas. Test administrators may generalize from these guidelines when reading aloud other types of test questions.

GUIDELINES FOR WORK READY MATH

Work Ready Math presents various mathematical problems for the student to solve. In most cases it is allowable to read text, numerals, and symbols. Exceptions to this guideline exist when reading the text could help the student identify the correct answer. Solving equations and interpreting graphics is NOT allowed.

ABBREVIATIONS

Most abbreviations may be read aloud as the word or words they represent. These may be read aloud in either singular or plural form, as appropriate. Exceptions to this guideline exist when reading the abbreviation as the word it represents identifies the answer.

Examples:

Tues. may be read aloud as "Tuesday."

0.7 cm may be read aloud as "zero point seven centimeter."



WHOLE NUMBERS

Whole numbers should be read according to their common usage as long as place value is not part of the test question.

Examples:

1,234 may be read aloud as “one thousand two hundred thirty-four.”

If the question assesses place value such as “What is the value of the 3 in the number 1,234?” the number would be read aloud as “one comma two three four.”

“What is another way to write 268?” may be read aloud as “What is another way to write two six eight?”

ALGEBRAIC AND NUMERICAL EXPRESSIONS AND EQUATIONS

Equations and expressions generally should NOT be read aloud. If a student requires assistance, individual letters and numbers may be read aloud.

Examples:

When presented with a formula like $V = \pi r^2 h$, you may say, “Use the formula to solve the problem. Raise your hand if you need help reading any letters or numbers in the formula.”

When presented with an equation like “Compute $-(12 + 5) - 10 =$ ” you may say, “Solve the equation. Raise your hand if you need help reading the numbers.”

Dashes

When a dash appears between two numbers, it may be read aloud as “to” or “through” depending on the context.



Dates

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

Example:

May 23, 2012, may be read aloud as “May twenty-third two thousand twelve.”

Decimals

Decimals in numbers may be read aloud as “point.”

Examples:

1.4 cm may be read aloud as “one point four centimeters.”

0.156 may be read aloud as “zero point one five six.”

Exponents

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

Examples:

5 in.² may be read aloud as “five inches squared.”

2⁴ may be read aloud as “two to the fourth power.”

Fractions

Fractions may be read aloud according to their common usage, unless doing so cues the answer to the question. In that case, the fraction should be read as expression over expression.

Examples:

$\frac{4}{5}$ may be read aloud as “four fifths.”

$2\frac{1}{4}$ may be read aloud as “two and one-fourth.”

Money

Monetary expressions may be read aloud in terms of the appropriate denominations.

Examples:

\$0.25 may be read aloud as “twenty-five cents.”

\$6.53 may be read aloud as “six dollars and fifty-three cents.”

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

Example:

What is the value of the money shown?



- A. \$5.50 should be read aloud as “five point five zero dollars.”
- B. \$50.50 should be read aloud as “five zero point five zero dollars.”
- C. \$5.25 should be read aloud as “five point two five dollars.”

Symbols

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

Symbol	Read aloud as . . .
+	plus
-	minus
×	times
÷	divided by
=	equals
°	degree(s)
%	percent
<	symbol
>	symbol

GRAPHICS

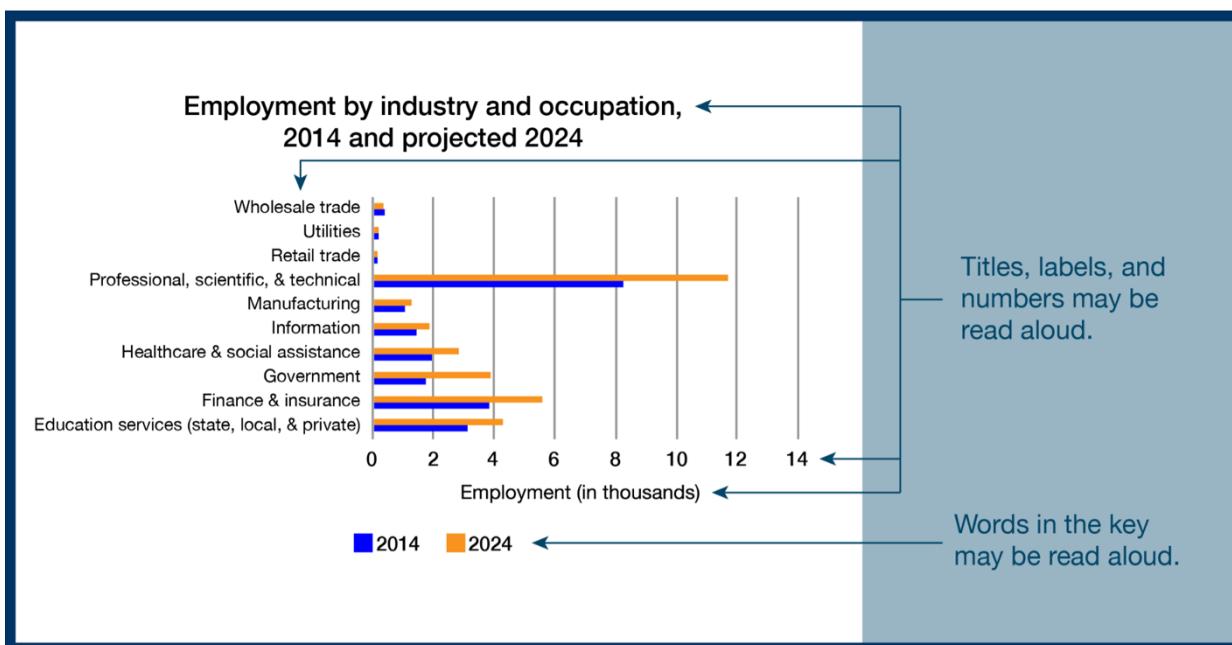
Most words and numbers in graphics may be read aloud. Titles, subtitles, references, labels, keys, and numbers may be read aloud. However, interpreting the graphic is NOT allowed.

Examples:

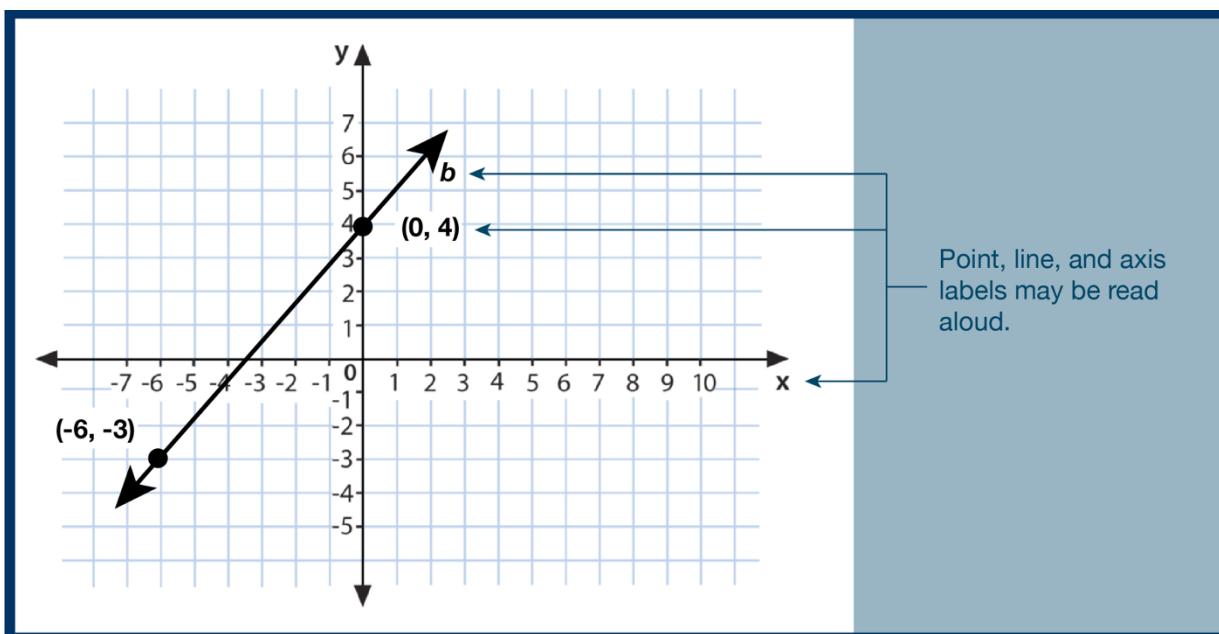
Clock Faces



Graphs



Coordinate Grids/Graphs

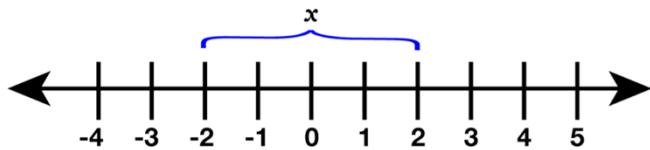


Money



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

- For questions with images of money say, "Look at the image and answer the question."
- See Algebraic and Numerical Expressions and Equations – Money for more information about reading monetary text.

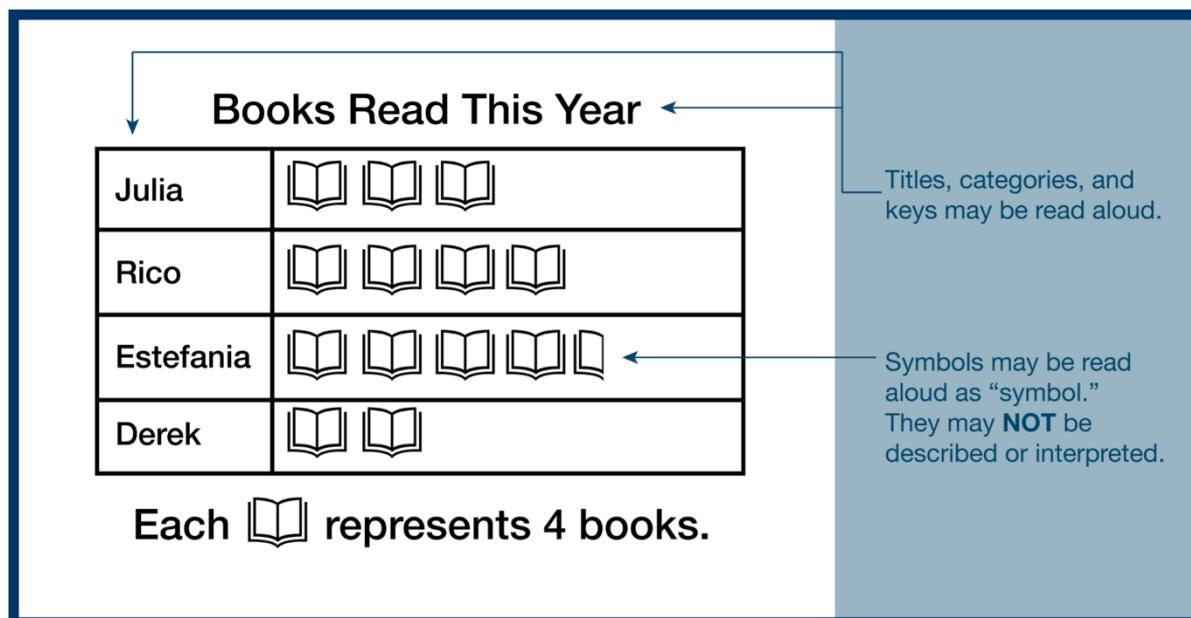


Letters and numbers may be read aloud.

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 may be read aloud as individual digits.

Pictographs





GUIDELINES FOR WORK READY READING

The Work Ready Reading assessment includes reading passages that must be read and interpreted in order to answer the questions. All text may be read aloud. Defining words or interpreting text is NOT allowed.

- Underlined text should be given no special emphasis.
- Words in quotation marks should be given no special emphasis.
- **Bolded text** may be read aloud with emphasis.

ABBREVIATIONS, ACRONYMS, INITIALISMS

Most abbreviations may be read aloud as the word or words they represent. Exceptions to this guideline exist when reading the abbreviation as a word will identify the correct answer.

Example:

Feb. may be read aloud as “February.”

Exception:

What does the abbreviation “Feb.” mean?

In this case, “Feb.” should be read aloud as “F-E-B period.”

Most acronyms and initialisms may be read aloud as letters or words according to customary usage. Supplying the words represented by the letters is NOT allowed.

Example:

NASA may be read aloud as “nasa.”

U.S. may be read aloud as “U-S.”

CDC may be read aloud as “C-D-C.”

E.g. may be read aloud as “for example.”

PARENTHESES AND BRACKETS

Parentheses and brackets should not be read aloud; however, it would be appropriate to pause for these symbols.



Example:

Austin Community College (ACC) may be read aloud as “Austin Community College {pause} A-C-C.”

DATES AND DATE RANGES

- Numbers appearing in dates may be read aloud as phrases rather than individual digits.
- Abbreviation(s) appearing in dates may be read aloud as the word(s) they represent.
- Dashes between two dates may be read aloud as “to” or “through.”

Examples:

Thurs. Aug. 23, 2018, may be read aloud as “Thursday, August twenty-third two thousand eighteen.”

2010–2013 may be read aloud as “two thousand ten through two thousand thirteen.”

TIME

Time may be read aloud as numbers and phrases rather than individual digits. Exceptions to this guideline exist when reading the time as numbers and phrases will identify the correct answer.

Example:

7:30 a.m. may be read aloud as “seven thirty A-M.”

DECIMALS

Decimals in numbers may be read aloud as “point.”

Example:

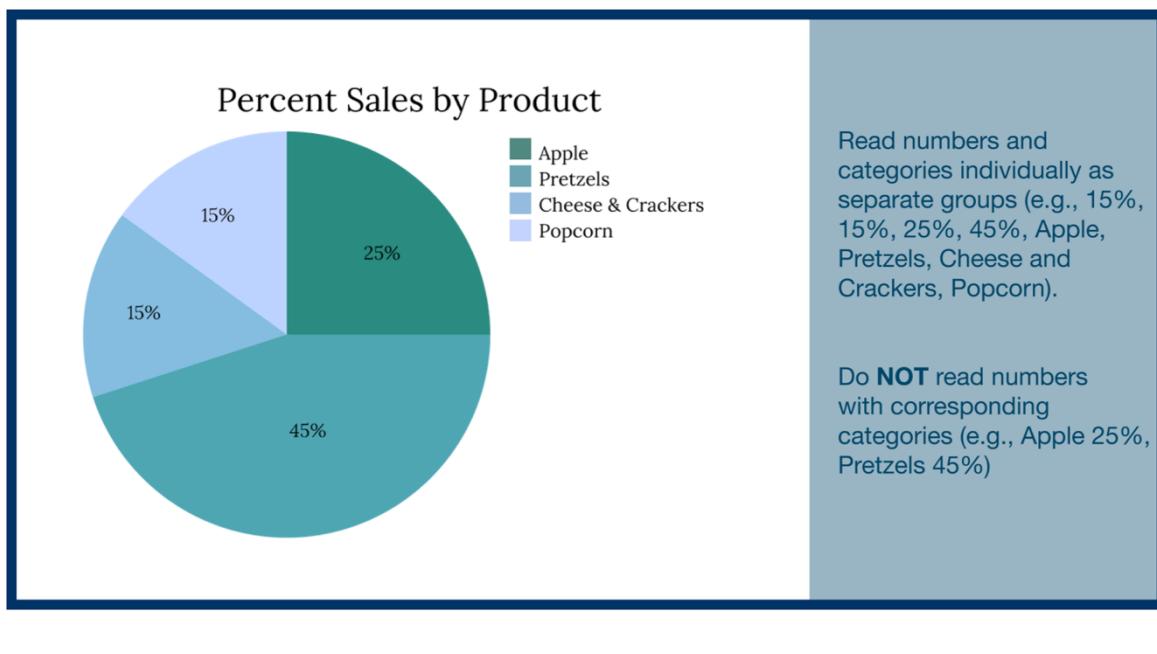
\$1.2 million may be read aloud as “one point two million dollars.”

GUIDELINES FOR WORK READY DATA

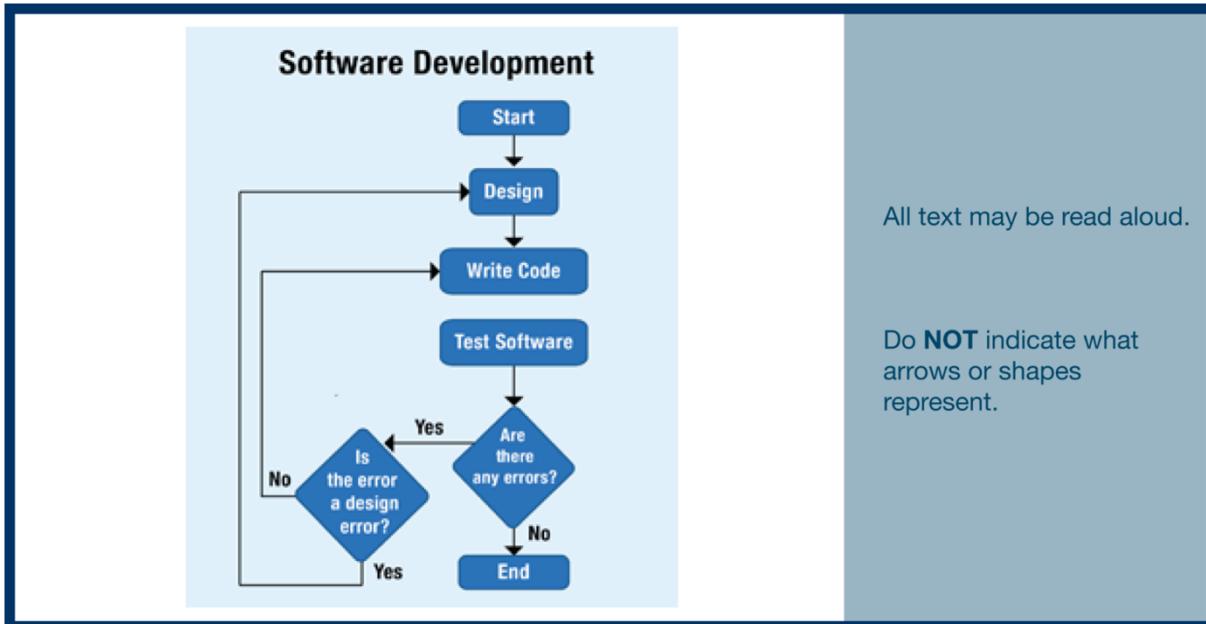
Work Ready Data presents various graphics for the student to read and interpret. In most cases, it is allowable to read titles, labels, text, numbers, and keys associated with the graphics. Exceptions to this guideline exist when reading the text could help the student identify the correct answer. Interpreting graphics is NOT allowed.

When there is a graphic in a question, the test administrator should say “Look at the graphic and answer the question. Raise your hand if you need help reading the text or numbers in the graphic.”

PIE GRAPHS



FLOWCHARTS



FORMS



TACO ORDER	
<input type="checkbox"/> HERE	<input checked="" type="checkbox"/> HARD
<input checked="" type="checkbox"/> TO GO	<input type="checkbox"/> SOFT
TOPPINGS	
<input type="checkbox"/> Hot Sauce	
<input checked="" type="checkbox"/> Sour Cream	
<input type="checkbox"/> Jalapeno Peppers	
<input checked="" type="checkbox"/> Black Olives	

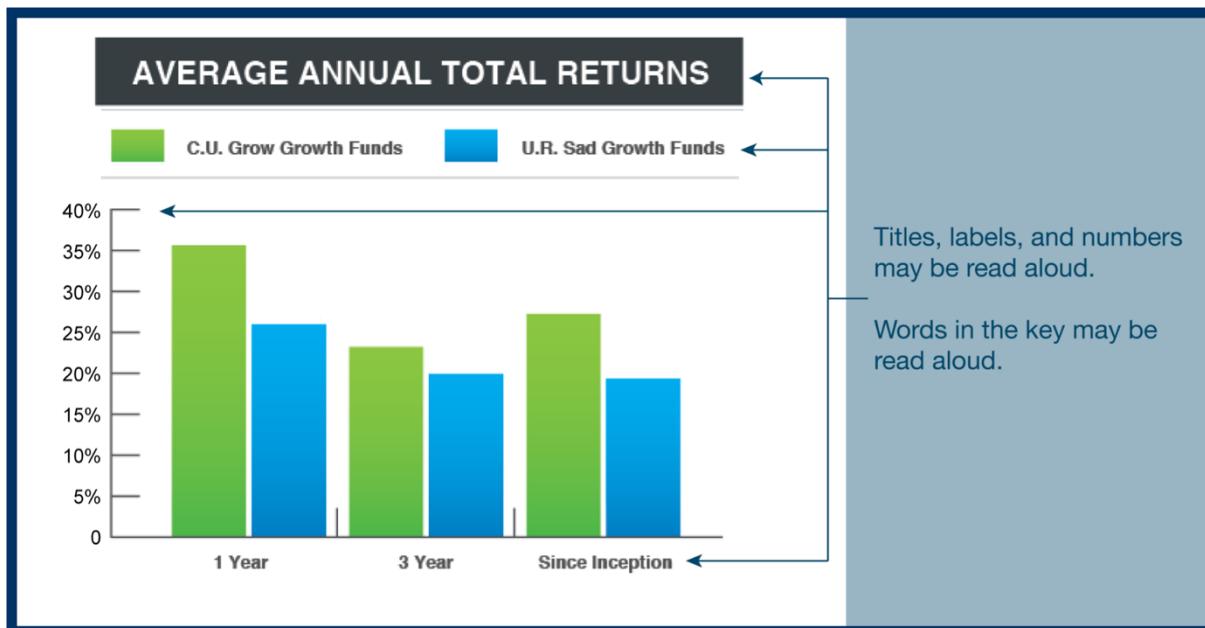
The form is titled 'TACO ORDER'. It has two sections: 'TACO ORDER' and 'TOPPINGS'. In the 'TACO ORDER' section, there are two radio button groups. The first group has 'HERE' (unchecked) and 'TO GO' (checked). The second group has 'HARD' (checked) and 'SOFT' (unchecked). In the 'TOPPINGS' section, there is a list of toppings with radio buttons: 'Hot Sauce' (unchecked), 'Sour Cream' (checked), 'Jalapeno Peppers' (unchecked), and 'Black Olives' (checked).

All text may be read aloud.

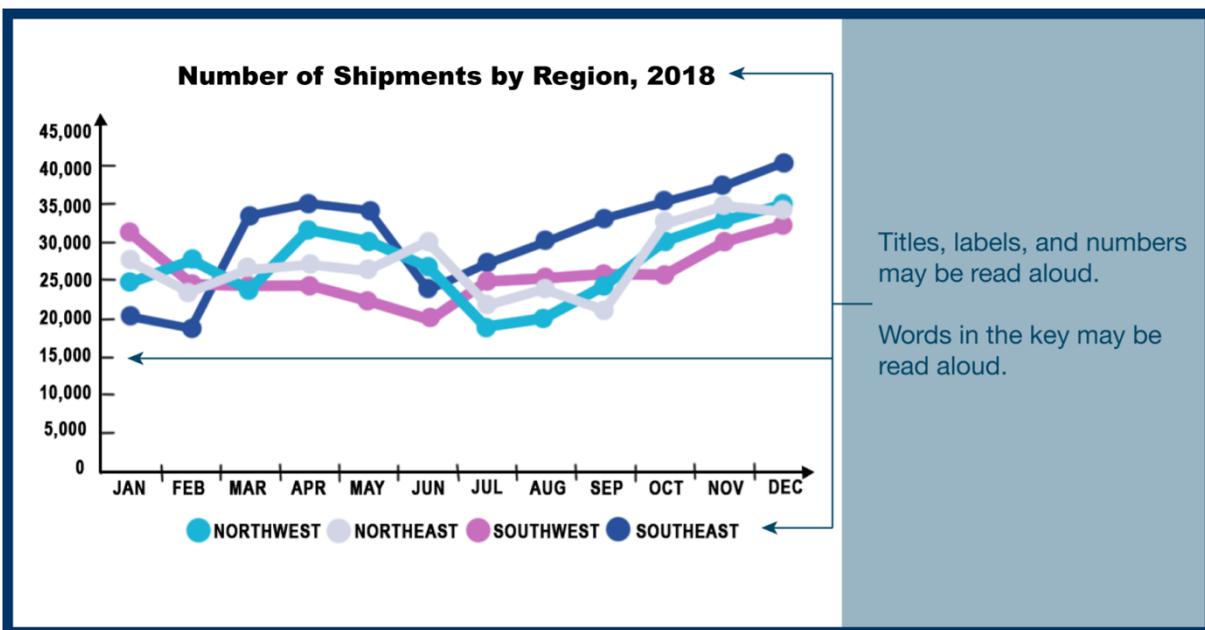
Do **NOT** indicate what selections have been made.

Do **NOT** calculate the total.

BAR GRAPHS



LINE GRAPHS





TABLES

Like other graphics, when there is a table, the test administrator should say “Look at the table and answer the question. Raise your hand if you need help reading the text or numbers in the table.”

Precision Tool Company
Revenue by Part

Part	Revenue	% of Total Revenue
P-1	102,567	16
P-2	240,578	37
P-3	35,895	6
P-4	80,789	13
P-5	180,456	28

Titles, labels, and numbers
may be read aloud.



EXAMPLES

WORK READY MATH

Example 1:

In 2017, the average salary for a Computer Systems Analyst was \$92,740. What was the average salary rounded to the nearest thousand?

- A. \$90,000
- B. \$92,000
- C. \$92,500
- D. \$93,000

Read aloud as:

In two thousand seventeen, the average salary for a Computer Systems Analyst was nine-two-comma-seven-four-zero dollars. What was the average salary rounded to the nearest thousand?

- A. Nine-zero-comma-zero-zero-zero dollars
- B. Nine-two-comma-zero-zero-zero dollars
- C. Nine-two-comma-five-zero-zero dollars
- D. Nine-three-comma-zero-zero-zero dollars

Example 2:

Use the information in the table to answer the question.

Product	Unit Cost	New Customer Discount
Product A	\$0.68	5%
Product B	\$0.75	10%
Product C	\$0.99	15%

Bright Tek needs to order 75 units of product. Which product is the best price after applying the new customer discount?

- A. Product A
- B. Product B
- C. Product C
- D. They are all the same.

Read aloud as:

Use the information in the table to answer the question. If you need help reading any of the text or numbers in the table, raise your hand.

[On request, read the dollar amounts in terms of the appropriate denominations, and the percentages according to their common usage. For example, \$0.68 should be read aloud as sixty-eight cents. 5% should be read aloud as five percent.]

Bright Tek needs to order seventy-five units of product. Which product is the best price after applying the new customer discount?

- A. Product A
- B. Product B
- C. Product C
- D. They are all the same.



WORK READY READING

You may read aloud all text as is.

Example:

Read aloud all text as is.

Read the passage and answer the question that follows.

August 3, 2017
ANNOUNCEMENT

The company will be forming a team to participate in the charity softball tournament scheduled for Oct 10, 2017. Practices will be at the City Park field on Tuesday nights and Saturday mornings. A brief informational meeting will take place on Friday during lunch in the break room. If you are interested in hearing more, please plan to attend. Contact Marisa if you plan to play or have a suggestion for the team name. Please do not sign up if you cannot commit to practices and the tournament. All employees are encouraged to support the team.

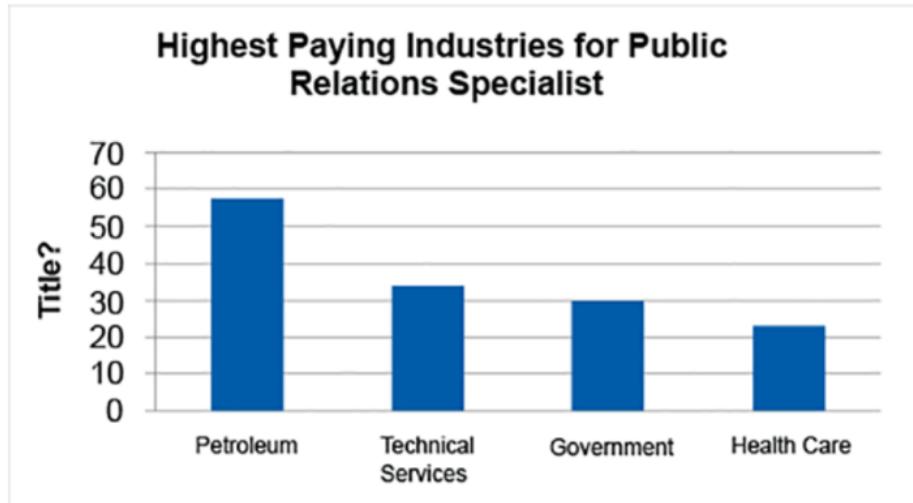
How do you sign up to participate in the charity softball tournament?

- A. Show up for the first practice.
- B. Let Marisa know you plan to play.
- C. Attend the informational session.
- D. Sign up on Oct 10, 2017.

WORK READY DATA

Example:

Read the graph to answer the question.



What should the vertical axis be labeled?

- A. Mean Hourly Wage
- B. Number of Employees
- C. Length of Employment
- D. Percent of Sales

Read aloud as:

Read the graph to answer the question. Raise your hand if you need help reading any part of the graph.

On the graph you may read:

*Highest Paying Industries for Public Relations Specialist
Title
Petroleum, Technical Services, Government, Health Care
0, 10, 20, 30, 40, 50, 60, 70*

What should the vertical axis be labeled?

- A. Mean Hourly Wage
- B. Number of Employees
- C. Length of Employment
- D. Percent of Sales



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