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However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal government.

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WHAT ARE THE GAAP AUDIO GUIDELINES?

The following document provides recommended guidelines for the audio representation of Common Core State Standards based assessment items. These guidelines are based on (1) research studies involving the read aloud accommodation, (2) preexisting state read aloud guidelines for standardized assessment, and (3) discussion and feedback from the 18 GAAP states, experts on accessibility, and content experts. WGBH’s National Center for Accessible Media (NCAM) provided information and guidance on the creation of these guidelines. The guidelines were made to inform decisions on scripting and tagging of ELA items for computer-based delivery of the read aloud accommodation. The guidelines contained in this document are not intended to be rigid rules, but rather a guide to creating audio scripts and tags that best help students access the content in a standardized way, without violating the construct being measured.

In this document, audio guidelines are presented for 23 pieces of ELA content. For each content element, this document provides (1) audio guidelines, (2) item content examples, and (3) example audio script.

Who Will Use the Audio Guidelines?

The target audience for the audio guidelines is item writers who are tasked with creating accessible audio representations of assessment content. Depending on whether the content is being created for summative, formative, or classroom based assessments, item writers could be educators, assessment vendor employees, or state department of education assessment specialists. Standard application of the GAAP audio guidelines across items and assessments will increase test reliability and comparability.

Which students will benefit from the audio guidelines?

For content that contains visual elements beyond text, two types of audio guidelines are presented—“Text Only” and “Text and Graphics.” Students who only need words and numbers read aloud to them use the text only audio version. Examples of text only users include students with language processing needs and English Language Learners. Students who need descriptions of the graphics to access the content would use the text and graphics audio version. Text and graphics users include students with low vision and blind students. It should be noted that for students assigned to both Text Only and Text and Graphics, all words and numbers in the graphics and images should be available to be read on demand. For some items, text and graphics users require a tactile representation of the graphic along with audio support.
AUDIO GUIDELINE EXAMPLE

Boxed Sentences or Paragraphs

Audio Guideline

Text Only

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

Text and Graphics

a. Preface the boxed sentence or word by saying “begin box.”
b. After reading the information in the box, say “end box.”

Example 1: Text and Graphics

Read the sentence from paragraph 15 in the box below.

“This is your last chance to change your mind,” said the operator.

What does the sentence suggest about a ride on the Space Shot?

A. It will be loud.
B. It will be busy.
C. It will be short.
D. It will be scary.

Strategy for Describing Graphics and Images

Research on image description for STEM materials by the National Center for Accessible Media suggests these general principles for effective description:

Brevity: Keep descriptions brief. Reading or listening to long image descriptions creates an unnecessary time burden for learners.

Clarity: Make descriptions clear and easy to read. Present information in a consistent and logical order.

Data: Focus on data and don’t describe extraneous visual elements. Check the text to assess the importance and meaning of data embedded in images.

Drill-Down Organization: Provide a brief summary description followed by extended description and/or specific data. This allows a learner to skim the summary or continue on for more information.

Control: Whenever possible, provide properly formatted digital text and use lists and tables in descriptions. This enables quick and independent access to and exploration of information.
Using these Guidelines with Text-to-Speech

Using text to speech (TTS) software to provide audio support requires providing a script of content. The TTS software may contain settings that differ from these guidelines. Fractions, for example, can be read in a variety of ways, some of which may be confusing to the student. TTS could also read aloud dashes and differentiate between capital and lower case letters where it is not necessary to do so, making the description unnecessarily burdensome for the student. These audio guidelines should be used to make changes to the TTS scripts so that content is delivered to students in a reliable way, regardless of the speech mechanism used for delivery.

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TEXT PRESENTATION AND INTERACTIONS

Pieces of Work with a Title

Audio Guideline
Text Only
   a. Do not say "title" before reading the title of a piece of work.

Text and Graphics
   a. Say "title" before reading the title of a piece of work.

Example 1: Text Only

David Sarnoff: Father of American Television
By Richard L. Mattis
1  David Sarnoff liked to think of things electronics could do for people. His many innovative ideas included radio, black-and-white television, and color television. As the head of RCA, he brought his ideas and dreams to life.


Example 1: Text and Graphics

David Sarnoff: Father of American Television
By Richard L. Mattis
1  David Sarnoff liked to think of things electronics could do for people. His many innovative ideas included radio, black-and-white television, and color television. As the head of RCA, he brought his ideas and dreams to life.


Selected Response

Audio Guideline
Text Only
   a. When reading a numbered item, say the number before each item. If the item is broken into multiple parts, read the label for each part.
   b. If the item is a multiple-choice item, say the letter before each option.
Text and Graphics

a. When reading a numbered item, say “number X” before each item. If the item is broken into multiple parts, read the label for each part.
b. If the item is a selected response item, say “answer” and the letter before each option.

**Example 1: Text Only**

3. Which word is closest to the meaning of **deterred** in paragraph 5?
   A. Dismissed
   B. Dissuaded
   C. Disgruntled
   D. Distrusted

**Example 1: Text and Graphics**

3. Which word is closest to the meaning of **deterred** in paragraph 5?
   A. Dismissed.
   B. Dissuaded.
   C. Disgruntled.
   D. Distrusted.

**Example 1: Text and Graphics**

   Number three. Which word is the closest to the meaning of **deterred**, in paragraph five?
   Answer A, Dismissed.
   Answer B, Dissuaded.
   Answer C, Disgruntled.
   Answer D, Distrusted.
Constructed Response

Audio Guideline
Text Only
a. Allow for all labels to be read on demand.

Text and Graphics
a. Tell the student the size of the response box.
b. If the box is labeled, tell the student what the label is.

Example 1: Text and Graphics

What does Naomi learn about Grandma Ruth?
Use details from the text to support your answer.
Type your answer in the space provided.

Drag and Drop

Audio Guideline
Text Only
a. Read the item and directions. Make all labels available to be read on demand.

Text and Graphics
a. Read the item and directions.
b. The description should begin with an overall description that names each of the areas and how they are linked.
c. If the item is long, repeat the directions at the end of the description.
d. If the delivery system system has the technological ability, provide feedback when a student selects an item to drag. When an item is dropped, provide feedback about the location relative to the task.
**Example 1: Text and Graphics**

Click on and drag the statements into the correct boxes in Column 2.

<table>
<thead>
<tr>
<th>Column 1: What happens</th>
<th>Column 2: Why it happens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason tells Dawn the cave will be great.</td>
<td>Jason tries to hide how he feels about the cave.</td>
</tr>
<tr>
<td>Dawn says she knew there would be bats.</td>
<td>Jason tells Dawn what the guide said.</td>
</tr>
<tr>
<td>Dawn laughs and makes echoes in the cave.</td>
<td>The guide talks about bats.</td>
</tr>
<tr>
<td>Jason changes his mind about the cave.</td>
<td>Dawn says she is afraid of bats.</td>
</tr>
</tbody>
</table>

---

**Column 1 is labeled What Happens and lists four events. Column 2 is labeled Why it Happens and has four empty boxes. Beneath the columns are four statements. Drag each statement into the box in Column 2 that explains the event in Column 1.**

**Column 1, What Happens.** First event, Jason tells Dawn the cave would be great. Second event, Dawn says she knew there would be bats. Third Event, Dawn laughs and makes echoes in the cave. Fourth event, Jason changes his mind about the cave. Statements, Jason tries to hide how he feels about the cave. The guide talks about bats. Dawn says she is afraid of bats. Jason reminds Dawn what the guide said.
Example 2: Text and Graphics

Read the article titled “Life in the Limbs.” Then answer the questions.

Life in the Limbs
By Heather Kaufman-Peters

1. Imagine stepping out of your front door to find yourself 40 feet above the ground overlooking a dense forest and a winding stream. Instead of hopping on your bike, you grab the handles of your own zipline and fly 1000 yards over a pond, landing safely on the far bank.

2. Sound crazy? Not to Jonathan Fairoaks, who lives in a four-story tree house that he designed and built! In fact, as a tree house architect, Jonathan has built more than 380 custom tree houses across the United States.

3. Jonathan’s love of tree-house living began when he was a kid. He started climbing trees when he was 10 years old, and he became an arborist (a person who cares for trees) in high school. He built his first tree house and lived in it while he was in college.

Select the main idea and drag it to the box labeled Main Idea. Then choose one detail that best supports the main idea. Drag the detail into the box labeled Supporting Detail under the Main Idea it supports.

Possible Main Ideas
- Jonathan has his own 1000-yard zipline.
- Jonathan is an experienced tree house builder.
- Jonathan works carefully so that the tree houses do not hurt the tree.
- Jonathan lived in a tree house when he was in college.
- Jonathan advises readers to learn the names of trees.
- Jonathan once built a house on a crab apple tree.

Possible Supporting Details
- “In fact, as a tree house architect, Jonathan has built more than 380 custom tree houses across the United States.”
- “Jonathan’s love of tree-house living began when he was a kid.”
- “I build a tree house so it helps the tree,” he says.
- “Walk in the woods and learn the different trees. Spend time climbing and learn how to do it safely.”
- One of his favorite names is “Ups and Downs.”

Main idea

Supporting Detail
There are six Possible Main Ideas and six Possible Supporting Details. There are two empty boxes, Main Idea, Supporting Detail. The six Possible Main Ideas are: Jonathan has his own one thousand yard zipline. Jonathan is an experienced tree house builder. Jonathan works carefully so that the tree houses do not hurt the tree. Jonathan lived in a tree house when he was in college. Jonathan advises readers to learn the names of the trees. Jonathan once built a house in a crab apple tree. The six Possible Supporting Details are: Quote, in fact, as a tree house architect, Jonathan has built more than three hundred eighty custom tree houses across the United States, end quote. Quote, Jonathan’s love of tree-house living began when he was a kid, end quote. Double quote, single quote, I build a tree house so that it helps the tree, end single quote, he says, end double quote. Double quote, single quote, Walk in the woods and learn the different trees. Spend time climbing and learn how to do it safely, end single quote, end double quote. Double quote, one of his favorite names is single quote, Ups and Downs end single quote, end double quote.

There are two empty boxes, Main Idea, Supporting Detail. Select the main idea and drag it to the box labeled Main Idea. Then chose one detail that best supports the main idea. Drag the detail into the box labeled Supporting Detail under the Main Idea it supports.

**Hot Text**

**Audio Guideline**

**Text Only / Text and Graphics**

a. When the “hot” text (the word, phrase, or sentence) is clicked on, it should be read aloud.
**Example 1: Text and Graphics**

Read the sentences from the passage. Then answer the question.
“My grandma pulled the ball out, unwrapped it, and held it out for us to see. The ball was scarred almost beyond recognition. It had dog bite marks, dirt scuffs and fraying seams. Right in the middle was a big signature in black ink that I had somehow overlooked. It was smudged now and faded, but it still clearly said ‘Babe Ruth.’ I began to shake inside.”

Click on two phrases from the paragraph that help you understand the meaning of *scarred*.

*(the student clicks on the phrase “It had dog bite marks”)*

**It had dog bite marks.**

---

**Drop Down Menu**

**Audio Guideline**

**Text Only**

a. Read all options within each drop down menu.

**Text and Graphics**

a. Give an overview of the response area. If more than one, tell the student the number of drop down menus and the kind of options within them.

b. Read any text or number options within each drop down menu, pausing between each option.

---

**Example 1: Text Only**

Below is the beginning of a student essay that needs to be corrected. Read the paragraph and then answer the question that follows.

**High School and Extracurricular Activities**

Extracurricular activities, such as clubs and sports, of any high school education.

were an essential component
are an essential component
will be an essential component
is an essential component
High School and Extracurricular Activities
Extracurricular activities, such as clubs and sports, were an essential component, are an essential component, will be an essential component, is an essential component, of any high school education.

Example 1: Text and Graphics

Below is the beginning of a student essay that needs to be corrected. Read the paragraph and then answer the question that follows.

High School and Extracurricular Activities
Extracurricular activities, such as clubs and sports, of any high school education.

Paragraph with one drop down menu. The drop down menu has four options. Each option is a phrase:“ and add “(pause)” after each option in the script: were an essential component (pause)
are an essential component (pause)
will be an essential component (pause)
is an essential component (pause)
**Emphasis (underline/bold/italics/capitalization)**

**Audio Guideline**

**Text Only**

a. Emphasize words that are underlined, bolded, italicized, capitalized, or set off by a dash in the prompt, questions, or answers.
b. Pause before and after the emphasized word(s) in order to differentiate emphasis.
c. Do not read differently or pause for italics, underline, or bold if they are being used for the directions before a passage or item and are not part of the prompt, question, or answers.

**Text and Graphics**

a. Emphasize words that are underlined, bolded, italicized, capitalized, or set off by a dash in the prompt, questions, or answers.
b. Pause before and after the emphasized word(s) in order to differentiate emphasis.
c. If an item refers specifically to an emphasized word(s), such as asking the meaning of the emphasized word, read the word by saying the type of emphasis before it.
d. Do not read differently or pause for italics, underline, or bold if they are being used for the directions before a passage or item and are not part of the prompt, question, or answers.

**Example 1:**

Based on the first paragraph, a cradle is a kind of

A. bed.
B. house.
C. craft.
D. weapon.

*Based on the first paragraph, a (pause) cradle (pause) is a kind of,*
**Example 2:**

In paragraph 11, what do the words *to its fullest most likely* mean?

A. with each other  
B. some of the time  
C. with other tribes  
D. as much as they could

*In paragraph eleven, what do the words (pause) *to its fullest (pause) most likely (pause)* mean?*

**Example 3:**

The suffix –less in the words *helpless and careless* means

A. most.  
B. tiny.  
C. some.  
D. without.

*The suffix (pause) *less (pause)* in the words (pause) *helpless (pause) and (pause) careless (pause)* means.*
Example 4:

DIRECTIONS
This session contains one reading selection with nine multiple-choice questions and one open-response question. Mark your answers to these questions in the spaces provided in your Student Answer Booklet.
What would you need to know if you wanted to travel to Antarctica? Read the selection to find out and then answer the questions that follow.

Example 5: Text and Graphics

Read Sentence 17.
It is round and has a pocket in the middle.
What is the correct way to write the underlined verb in this sentence?
A. have
B. having
C. will have
D. correct as is

It is round and (pause) underlined word (pause) a pocket in the middle.
Fill in the Blank (line, bubble)

Audio Guideline

Text Only
  a. Pause for the blank line element to call attention to the absence of a word and then continue reading.

Text and Graphics
  a. Read the blank element as “blank” followed by a pause.
  b. If the space to be filled in has a question mark, read it as “question mark”.

Example 1: Text Only

The word clothes belongs in which sentence?

A. My old ______ no longer fit me.
B. Please ______ the door on your way out.
C. The lights will come on at the ______ of the show.
D. She had to ______ the store because of the storm.

A, My old (pause) no longer fit me.
B, Please (pause) the door on your way out.
C, The lights will come on at the (pause) of the show.
D, She had to (pause) the store because of the storm.

Example 1: Text and Graphics

The word clothes belongs in which sentence?

A. My old ______ no longer fit me.
B. Please ______ the door on your way out.
C. The lights will come on at the ______ of the show.
D. She had to ______ the store because of the storm.

Answer A, My old (pause) blank (pause) no longer fit me.
Answer B, Please (pause) blank (pause) the door on your way out.
Answer C, The lights will come on at the (pause) blank (pause) of the show.
Answer D, She had to (pause) blank (pause) the store because of the storm.
Boxed Sentences or Paragraphs

Audio Guideline

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

Text and Graphics
a. Preface the boxed sentence or word by saying “begin box.”
b. After reading the information in the box, say “end box.”

Example 1: Text Only

Read the sentence from paragraph 15 in the box below.

“This is your last chance to change your mind,” said the operator.

What does the sentence suggest about a ride on the Space Shot?
A. It will be loud.
B. It will be busy.
C. It will be short.
D. It will be scary.

Example 2: Text and Graphics

Read the sentence from paragraph 26 in the box below.

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

Which of the following words is an adjective as it is used in the sentence?
A. Nothing
B. warm
C. belly
D. away
... in the box below. Begin box, Nothing was different except the warm glow that was in my belly and my arms and my legs and my head and wouldn’t go away, end box. Which of the following words is an adjective as it is used in the sentence?

Spelling Items Containing Mis-spelled Words:

Audio Guideline

Text Only and Text and Graphics:

a. If the mis-spelled words can be read letter by letter without violating the construct or significantly increasing the cognitive load, then do so (see Rhyming example for Text and Graphics on page 49).
b. If reading only the mis-spelled words would violate the construct and the item is too long to read letter by letter in its entirety, use an alternate item type.

Example 1:

A student has written an essay for his English class about his life before sixth grade. Read the draft of the essay, and complete the task that follows.

Growing up in Chicago, I always felt that one of the best things in life was going to my grandmother’s homestead. When I grew sick of the humid weather, I welcomed the trip to her northern Wisconsin farm, where cool breezes blew off Lake Superior. Grandma was a fabulous cook, and she wouldn’t hear of going out for fast food. She always had a home-cooked meal – made from old family recipes featuring secret erbs and spices – waiting for us. We couldn’t wait to get in the door. One thing she always had just for me was pumpkin cake with cream cheese frosting. It didn’t matter what we were eating for dinner, we would have pumpkin cake for dessert. It was my grandma’s way of saying she loved me, and every time I eat pumpkin cake now, I think of that little farm and Grandma and the wonderful times we shared with her there.

Click on the two sentences that contain errors in the spelling.
**SYMBOLO**

**Ellipses**

**Audio Guideline**

**Text Only**

a. Do not say “ellipses” or “dot, dot, dot.”

**Text and Graphics**

a. Do not say “ellipses.” When an ellipsis is used to signify missing text in a sentence, read as “pause dot, dot, dot pause.”

**Example 1: Text Only**

Which statement best represents a turning point in the story?

A. “Suddenly he seemed to know that if he were to survive, he must learn to fly . . .”

B. “Albert jumped up and down and screeched for them to rescue him, but they could do nothing.”

C. “When he tried to climb the rocks to the ridge top, he slid backward on his rear.”

D. “Albert watched as his brother pumped his wings wildly and zigzagged far above the ground.”

Which statement best represents a turning point in the story?

A. Suddenly he seemed to know that if he were to survive, he must learn how to fly.
**Example 1: Text and Graphics**

Which statement best represents a turning point in the story?

A. “Suddenly he seemed to know that if he were to survive, he must learn to fly...”

B. “Albert jumped up and down and screeched for them to rescue him, but they could do nothing.”

C. “When he tried to climb the rocks to the ridge top, he slid backward on his rear.”

D. “Albert watched as his brother pumped his wings wildly and zigzagged far above the ground.”

---

**Roman Numerals**

**Audio Guideline**

**Text Only/Text and Graphics**

a. If an item uses Roman Numerals but is not measuring knowledge of Roman Numerals, read the Roman Numeral using its Arabic numeral equivalent. For example, “Section X” would be read as “Section Ten.”

b. If the item measures knowledge of Roman Numeral values, read “Roman Numeral” followed by the letters one at a time.
Example 1:

Each box below contains a statement about the atomic bomb.

I
Dropping atomic bombs on Japan saved two million American lives

II
Many scientists, including Enrico Fermi and J. Robert Oppenheimer, helped develop the first atomic bombs.

III
The atomic bomb dropped on Hiroshima was delivered by the bomber named the Enola Gay.

IV
The code name for the project that developed the atomic bomb was the Manahattan Project.

Which of the statements is an opinion about the atomic bomb?

A. I
B. II
C. III
D. IV

One, dropping the atomic bomb on Japan saved two million American lives. Two. Many scientists, including Enrico Fermi and J. Robert Oppenheimer, helped develop the first atomic bombs . . .
Quotations and Quotation Marks

Audio Guideline
Text Only/Text and Graphics
a. Quotation marks should be read as “quote” before the text and “end quote” after the text.
b. If the quotes surround the title of a work, do not say, “quote.”
c. If both single and double quotes occur in a single passage, item, or paragraph, specify with “single quote,” “end single quote,” “double quote,” and “end double quote.” For an example, see page 7.

Example 1:
In this poem, “the smell of the damp” reminds the speaker of the
A. dark shade.
B. strips of sunlight.
C. moss that is growing.
D. wooden porch boards.

Example 2:
Inside the bottle, the “white-tipped waves” are made out of
A. water.
B. paper.
C. clay.
D. wood.
Hyphens

Audio Guideline
Text Only/Text and Graphics
a. Do not say “hyphen” in hyphenated words.

Example 1:

Why did Sarnoff prefer electronic color broadcasting over the color disk system?
A. He wanted both color and black-and-white programs to be viewed on all television sets.
B. He thought the color disk system would never be approved by the Federal Communications Commission.
C. He believed that color television sets needed to have moving parts to produce a clear picture.
D. He knew the color disk system would limit television broadcasts to the colors red, green and blue.

Why did Sarnoff prefer electronic color broadcasting over the color disk system?
A, he wanted both color and black and white programs . . .
Dashes

Audio Guideline

Text Only/Text and Graphics

a. If the dash falls between non-consecutive numbers, read dashes as “through.”
b. If the dash falls between consecutive numbers, read dashes as “and.”
c. If the dash is used in a series of numerals, read dashes as “dash.” For example, for 33-08-91, read as “three three dash zero eight dash nine one.”
d. If the dash appears in text, read as you would a comma.

Example 1:

Part B
Select three pieces of evidence from Ovid’s “Daedalus and Icarus” that support the answer to Part A.

A. “and by his playfulness retard the work/ his anxious father planned” (lines 310-311)

B. “But when at last/the father finished it, he poised himself” (lines 312-313)

C. “he fitted on his son the plumed wings/ with trembling hands, while down his withered cheeks/the tears were falling” (lines 327-329)

D. “Proud of his success/ the foolish Icarus forsook his guide” (lines 348-349).

E. “and, bold in vanity, began to soar/ rising upon his wings to touch the skies”

F. “and as the years went by the gifted youth/ began to rival his instructor’s art”

G. “Wherefore Daedalus/ enraged and envious, sought to slay the youth”

H. “The Partridge hides/ in shaded places by the leafy trees … for it is mindful of its former fall”

... A, quote, and by his playfulness retard the work his anxious father planned, end quote, lines three hundred ten and three hundred eleven.

... C, quote, he fitted on his son the plumed wings with trembling hands, while down his withered cheeks the tears were falling, end quote, lines three hundred twenty seven through three hundred twenty nine...
Brackets

Audio Guideline

Text Only/Text and Graphics Guideline
a. If the brackets are used in text to supply additional or alternative text, do not indicate the brackets. Instead, read as if the brackets were not there.
b. If brackets are used in a passage to give a definition or synonym for a word, pause before the bracket.

Example 1:

As for the owner of the wallet? He thanked Kemoy when he went to the school to pick up his wallet. He also gave the student a $100 reward. “He told me I was the most honest person he ever met,” Kemoy says. “It makes me feel really [happy].”

“... quote, It makes me feel really happy, end quote.

Versus

Audio Guideline

Text Only/Text and Graphics
a. Read as “v” not “versus”.

Example 1:

How did Brown v. Board of Education affect Elders’ education?
A. It created a new medical school at the University of Arkansas, which she attended.
B. It provided money for people who had served in the military to attend school.
C. It gave African Americans an equal right to attend any school in America.
D. It required all medical students in Arkansas to intern at a medical center in Little Rock.

“How did Brown v Board of Education affect Elders’ education?
DIFFERENT TYPES OF TEXT

Play

Audio Guideline

Text Only/Text and Graphics

a. Do not read line numbers.

b. When reading names of characters and their lines, pause to note a differentiation between character names and dialogue.

c. When actions are noted by parentheses or italics, use a different voice or use inflection to differentiate between actions and dialogue.

Example 1:

The Leopard’s Noisy Drum
by Janice Kuharski

Characters
NYAME, the sky god
ELEPHANT
LION
BEAR
TURTLE
LEOPARD

SCENE 2

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

AT RISE: LEOPARD is seated on tall stool, beating drum. TURTLE enters left and slowly moves to center and sits on smaller stool.

LEOPARD (Pounding drum and chanting):

5 The forest is mine
   all night and all day.
   The sound of my drum
   Keeps others away.
   Let the Lion or Bear

10 or the Elephant come;
   each one of them fears
   the sound of my drum.
   My music is magic;
   my singing is grand.

15 While I have a drum,
   I’m king of the land.

TURTLE (Shouting over drum): Good morning, Leopard. I’ve been listening to your music. You have a fine sounding drum and a fine voice as well. (LEOPARD stops pounding drum and looks up.)
Setting: (pause) (Voice 1) Deep in the forest. Tall stool is center, shorter stool is left.
At Rise: (pause) (Voice 1) Leopard is seated on tall stool, beating drum.
Turtle enters left and slowly moves to center and sits on smaller stool.
Leopard (pause) (Voice 1) pounding drum and chanting: (pause) (Voice 2) The Forest is mine all night and all day…
Turtle (pause) (Voice 1) Shouting over drum (pause) (Voice 2) Good Morning, Leopard. I’ve been listening to your music. You have a fine sounding drum and a fine voice as well. (Voice 1) Leopard stops pounding drum and looks up.

Example 2:

from Lost in Yonkers
by Neil Simon
(They put out the flashing and turn to go to sleep . . . A moment passes . . . Then the front door opens. We see a man in a hat enter, closing the door, then slowly, quietly cross toward the window. He carries a small black bag)
JAY Who’s that?

5 (Turning the flashlight on the man)

LOUIE Get that light outa my face and go back to sleep, kid.

JAY There’s nothing here to steal, mister. I swear.

LOUIE Is that you, Jay?

JAY Yeah. Who are you?

10 LOUIE It’s Uncle Louie.

JAY Uncle Louie? No kidding? . . . Arty! It’s Uncle Louie.

Jay (pause) (Voice 1) Who’s that? (Voice 2) Turning the flashlight on the man.
Louie (pause) (Voice 1) Get that light outa my face and go back to sleep, kid.
Jay (pause) (Voice 1) There’s nothing here to steal, mister. I swear.
Louie (pause) (Voice 1) Is that you, Jay?
Jay, (pause) (Voice 1) Yeah, who are you?
Louie (pause) (Voice 1) Its Uncle Louie.
Poem

Audio Guideline

Text Only/Text and Graphics

a. Read the poem paying attention to the layout of the stanzas.
b. Use extended pauses for the start of a new stanza or reference the new stanza if deemed necessary.
c. Use the above rules for emphasis.
d. When slashes function as a visual cue to indicate a line break, do not read them aloud.

Example 1:

Carrying the Snake to the Garden

In the cellar
was the smallest snake
I have ever seen.
It coiled itself
in a corner
and watched me
with eyes
like two little stars
set into coal,
and a tail
that quivered.
One step
of my foot
and it fled
like a running shoelace,
but a scoop of the wrist
and I had it
in my hand.
I was sorry
for the fear,
so I hurried
upstairs and out the kitchen door
to the warm grass
and the sunlight
and the garden.
It turned and turned
in my hand
but when I put it down
it didn't move.
I thought
it was going to flow
up my leg
and into my pocket.
I thought, for a moment,
as it lifted its face,
it was going to sing.
And then it was gone.

—Mary Oliver

Read the poem as is line by line.
**Example 2:**

Read the following two selections.  
Think about how they are alike and how they are different.

**Sheepdog**

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

and at the Shepard's feet, poised,  
the rough-coat collie dog, with one thought only.  
*It is the woolies.*  
Her eyes, one blue, one brown  
ever leave them.

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

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

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

By sundown,  
the circle is complete.

The sheep are penned.  
The tired Shepherd, the panting dog  
head for home, each  
more than they would be alone,  
the ring the dog marked, running.

symbol of their union.
In the green field stand the scattered sheep, 
pretending innocence, 
and the Shepherd standing 
just beyond the field 
and at the Shepherd’s feet, poised, 
the rough-coat collie dog, with one thought only. 
(pause) It is the woolies. (pause) 
Her eyes, one blue, one brown 
ever leave them. (extended pause) 
When the Shepherd’s whistle 
releases her, 
she’s off, like an arrow, running east, 
her bared teeth showing 
the wolf that still lives in her. 
She circles wide, closing in, 
a black and white blur at 
the edge of a sheep’s bad dream. 
But the Shepherd whistles, twice for (pause) right 
and once for (pause) left, 
and the dog holds back, 
bringing order out of her own wildness, 
serving the man’s need. (extended pause) 
By sundown, 
the circle is complete. 
The sheep are penned. 
The tired Shepherd, the panting dog 
head for home, each 
more than they would be alone, 
the ring the dog marked, running, 
symbol of their union.
Footnotes

Audio Guideline

Text Only
a. Make the text of the footnote available on demand. Do not say “footnote.”
b. The footnote should be available on demand, and the student should be able to access the footnote from that point in the text. Only read the footnote when prompted by the student to do so.
c. Do not read the list of footnotes at the end of the work.

Text and Graphics
a. After the word the footnote is associated with, say, “footnote” and the number.
b. The footnote should be available on demand, and the student should be able to access the footnote from that point in the text. Only read the footnote when prompted by the student to do so.
c. Do not read the list of footnotes at the end of the work.

Example 1: Text and Graphics

3 His sister was a tall, strong girl, and she walked rapidly and resolutely, as if she knew exactly where she was going and what she was going to do next. She wore a man’s long ulster1 (not as if it were an affliction, but as if it were very comfortable and belonged to her; carried it like a young soldier), and a round plush cap, tied down with a thick veil. She had a serious, thoughtful face, and her clear, deep blue eyes were fixed intently on the distance, without seeming to see anything, as if she were in trouble. She did not notice the little boy until he pulled her by the coat. Then she stopped short and stooped down to wipe his wet face.

1 ulster a loose, long, overcoat

... She wore a man’s long ulster, footnote one, not as if it were an affliction, but as if it were very comfortable and belonged to her; carried it like a young soldier, and a round plush cap, tied down with a thick veil ...
Copyright Information

Audio Guideline
Text Only/Text and Graphics
a. Do not automatically read the copyright information at the beginning or end of a text or political cartoon, unless it is necessary to answer the question.
b. Make all copyright information available on demand.

Example 1:

**PLANES ON THE BRAIN**
“Planes on the Brain” by Elisabeth Deffner, from Faces Magazine.
Copyright 2011 by Carus Publishing Company.

> Planes on the Brain, by Elisabeth Deffner, from Faces Magazine.
**Example 1: Text and Graphics**

Using the reading selection, write two other tricks caterpillars use to try to get away from their enemies.

```
A word web containing four circles. The center circle is labeled Tricks Caterpillars Use. The three remaining circles connect to the center circle. One is labeled hump up their backs. The two other circles contain space to write.
```
**Example 2: Text and Graphics**

Use details from the reading selection to complete the web below.

![Web Diagram](image)

*A web containing three circles and one rectangle. The center rectangle is labeled Facts about snowflakes. The remaining circles connect to the center rectangle. One is labeled float to the ground. The two other circles contain space to write.*

**Example 3: Text and Graphics**

Jimmy made this web. Use it to answer questions 14 and 15.

![Web Diagram](image)

*A web containing five circles. The center circle is labeled What the trail is used for. The remaining circles connect to the center circle. They are labeled Riding bikes, Riding horses, Looking at plants growing along the trail, and Several miles long.*
**Graphic Organizers**

**Audio Guideline**

**Text Only**

a. Read the title of the graphic organizer if available.
b. Make all of the text available on demand.

**Text and Graphics**

a. Depending on the structure of the graphic organizer, it should be read either as a table or like a word web.
b. If the organizer is structured like a table or has a structure similar to a table, read the title or central element first and then the column and row information. When reading the table, read it from left to right, top to bottom unless there is a more clear flow of the organizer.
c. If the organizer is set up like a word web, follow the previous rules in “Word Webs”.

**Example 1: Text and Graphics**

“We put the crushed cocoa beans into a chocolate pot.”
Which column in the graphic organizer below would include this detail?

![Characteristics of Fiction Graphic Organizer]

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

*Graphic organizer with top circle labeled Characteristics of Fiction. Below the top circle there are two rows, each of which has four circles. The first row circles are labeled Characters, Setting, Main Events, and Theme. The second row has four blank circles.*
**Example 2: Text and Graphics**

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

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

*Graphic organizer with center circle labeled Mama’s Jobs. The four circles connecting to the center circle are labeled makes lunch, removes meat from conch shells, helps prepare cocoa beans, and one circle is blank.*

**Political Cartoons**

**Audio Guideline**

**Text Only**

a. Read the title of the political cartoon if available. Make all of the text within the cartoon available on demand.

**Text and Graphics**

a. Start by stating that it is a political cartoon and provide the title if available.
b. Describe the cartoon in a clear, focused, and succinct manner, describing the necessary details, but omitting any superfluous details. Do not provide direction or location information about pieces of graphics unless this information is important to answering the item.
c. Pay specific attention to any writing in the cartoon (labels, titles, signs, etc.).
**Example 1: Text and Graphics**

Which of these would the man portrayed in the cartoon most likely oppose?

A. government grants to the media  
B. government censorship of the media  
C. government licensing of broadcasting stations  
D. government advertising on broadcasting stations

*A political cartoon showing a newsstand and its owner. The sign on the newsstand is labeled Leo’s Newsstand Purveyor of Free Speech, Stronghold of First Amendment, Bulwark of Liberty.*
Example 2: Text and Graphics

Look at the cartoon below. Then answer the following.

According to the cartoon, what is a criticism of the juvenile justice system?

A. The system gives judges little choice in punishment.
B. The juvenile justice system wastes too much money.
C. The government has too much control over the lives of juveniles.
D. The courts make the community responsible for juveniles' actions.

A political cartoon shows a courtroom in which a boy stands before the judge. The judge has an open book that is titled Comprehensive guidelines for sentencing juvenile offenders. The caption is quote I’m sorry, kid, but it really hurts me more than it hurts you, end quote.
Maps

Audio Guideline

Text Only
a. Read the title of the map first, then the key, if available. Make all of the text available on demand.

Text and Graphics
a. Read the title of the map first, first, then the key, if available.
b. Before describing the map, it should be determined whether the details of the map are necessary to understanding and responding to the item(s). In many cases, the map will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item. In this case, a very brief description should be provided.
c. If information from the map is required to answer the item provide a clear, focused and succinct description that provides enough information for the student to answer the item without providing construct relevant information.

Example 1: Text Only
(Part of a Passage and Section on Machu Picchu that references many of the countries, cities, and geographical features labeled):

A map showing a portion of South America.
**Example 1: Text and Graphics**

(Part of a Passage and Section on Machu Picchu that references many of the countries, cities, and geographical features labeled):

A map showing part of South America. The following places are labeled, Amazon River, Ecuador, Urubamba River, Peru, Andes Mountains, Vilcabamba, Machu Picchu, Cuzco, Bolivia, Brazil, Atacama Desert, Chile, and Argentina.

**Timelines**

**Audio Guideline**

**Text Only**

a. Read the title of the timeline if available. Make all of the text and numbers available on demand.

**Text and Graphics**

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

b. State the direction of the timeline and direction of reading.

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

d. Read the date first followed by the corresponding text that accompanies it.
Example 1: Text and Graphics

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

Example 2: Text and Graphics

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

**Audio Guideline**

**Text Only**
- a. Read the title of the picture if available. Make all of the text in the picture available on demand.

**Text and Graphics**
- a. Before describing the picture, it should be determined whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, the picture will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item. In this case, a very brief description may suffice. Read the title, caption or embedded text at a minimum.
- b. If information from the picture is required to answer the item provide a clear, focused and succinct description that provides enough information for the student to answer the item without providing construct relevant information.

**Example 1: Text and Graphics**

Glacier National Park, 1925  
*By M. S. Sager*

A photograph titled Climbing on Grinnell Glacier, 1925, shows men walking on a glacier.

Climbing on Grinnell Glacier, 1925  
Courtesy of the Frances Loeb Library, Graduate School of Design, Harvard University.
In considering the question of our national parks The American Society of Landscape Architects has principally before it these two problems: first the conservation of the primeval landscape beauty of the National Park areas unimpaired for generations to come, and second, the increasing of the public facilities for the enjoyment of this
Example 2: Text and Graphics

Read the following two selections. Think about how they are alike and how they are different.

**Reminiscing**  
*by Ralph Cortez*

1. Watermelons were so much sweeter then,
2. When boys were the stuff of super men,
3. And summers seemed so much longer, too
4. With nothing pending and nothing due.
5. We were swordsmen-swashbuckling heroes,
6. Eternal victors-never zeroes;
7. Second basemen and clean-up hitters;
9. Play was a ritual in those days,
10. To go on magical mind forays,
11. To play the game with aplomb and ease,
12. To venture forth when and where we'd please.
13. We would feign death, and then rise up again.
14. Watermelons were so much sweeter then.

**Piano**  
*by D. H. Lawrence*

1. Softly, in the dark, a woman is singing to me:
2. Taking me back down the vista of the years, till I see
3. A child sitting under the piano, in the boom of the tingling strings
4. And pressing the small, poised feet of a mother who smiles as she sings.
5. In spite of myself, the insidious mastery of song
6. Betrays me back, till the heart of me weeps to belong
7. To the old Sunday evenings at home, winter outside
8. And hymns in the cozy parlor, the tinkling piano our guide.
9. So now it is vain for the singer to burst into clamor
10. With the great black piano appassionato. The glamour
11. Of childish days is upon me, my manhood is cast
12. Down in the flood of remembrance, I weep like a child for the past.

(Public Domain)

*A picture of a sliced watermelon.*
*A picture of a piano.*
Example 3: Text and Graphics

Whites and African Americans participated and sometimes worked together. Many of the African Americans were escaped slaves themselves, but they continued to risk their lives to help others. There were ordinary farmers, ministers, and housewives. Many well-known political and religious leaders from the black and white communities were also active supporters. In 1859, a congressman named Owen Lovejoy gave a speech in which he announced that he worked with the Underground Railroad. In the speech, he boldly said: “Owen Lovejoy... aids every fugitive that comes to his door and asks it. Proclaim it then from the housetops. Write it on every leaf that trembles in the forest, make it blaze from the sun at high noon.”

A picture of an African American slave with chains on his hands and feet. The captions reads, quote, Am I not a man and a brother? End quote.
Tables

Audio Guideline

Text Only
a. Read the table title only. Allow for all content elements in the table to be read on demand.

Text and Graphics
a. Read the table title, and then describe the number of rows and columns. Then read the column headings from left to right followed by reading the information in each row from left to right.
b. If the orientation of the table lends itself to reading table information column by column and this is a more logical manner to present the table, then do so.
c. Read the units of measure for each cell unless they are not specified in the table.
d. When reading a data table that has blank cells, skip over them if they are unnecessary to answer the question. Blank cells should be read as “blank” if this information is essential to answering the item or the student is expected to fill in the blank.
e. Remain consistent with the style of reading from table to table. Using a standardized version will help students better understand the patterns of the descriptions.
f. Many charts that are set up in a table format can be read in the above manner. Determine the layout of such charts before deciding the best way to read the information being presented.

Example 1: Text and Graphics

Lisa made this chart after reading this passage.

What a Joey Does at Different Ages

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Five months old</td>
<td>Looks out of his pouch</td>
</tr>
<tr>
<td>Six months old</td>
<td>Leaves the pouch for the first time</td>
</tr>
<tr>
<td>Eight months old</td>
<td></td>
</tr>
<tr>
<td>One year old</td>
<td>Climbs trees by himself</td>
</tr>
</tbody>
</table>

What information belongs in the empty space?

A. Eats a food called pap
B. Clings to his mother’s belly
C. Sleeps on tree branches
D. Rides on his mother’s back

Table title, What a Joey Does at Different Ages. The table has two columns and four rows. Row one, Five months old, Looks out of his pouch. Row two, Six months old, Leaves the pouch for the first time. Row three, Eight months old, blank. Row four, One year old, Climbs trees by himself.
**Example 2: Text and Graphics**

Read this chart and answer the question.

<table>
<thead>
<tr>
<th>State</th>
<th>Bird</th>
<th>Flower</th>
<th>Tree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tennessee</td>
<td>Mockingbird</td>
<td>Purple Iris</td>
<td>Yellow Poplar</td>
</tr>
<tr>
<td>Texas</td>
<td>Mockingbird</td>
<td>Bluebonnet</td>
<td>Pecan</td>
</tr>
<tr>
<td>Utah</td>
<td>American Seagull</td>
<td>Sego Lily</td>
<td>Blue Spruce</td>
</tr>
<tr>
<td>Vermont</td>
<td>Hermit Thrush</td>
<td>Red Clover</td>
<td>Sugar Maple</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>Robin</td>
<td>Wood Violet</td>
<td>Sugar Maple</td>
</tr>
</tbody>
</table>

Which two states have the same state bird?

A. Tennessee and Texas
B. Texas and Utah
C. Utah and Vermont

Bar Graphs

Audio Guideline

**Text Only**

a. Read the bar graph title. Allow for all words and numbers on the bar graph to be available to be read on demand.

**Text and Graphics**

a. Read the bar graph title first, followed by the x-axis label and the y-axis label. If the axes are not labeled X and Y, read as “horizontal” and “vertical.”

b. Describe each bar, being careful to take into account the question, so as not to violate the construct being measured. In each description, use the units of measure on the x- and y-axis labels if applicable.

c. If a bar is between two horizontal lines, then estimate or approximate the numbers. State that the data is approximate.

**Example 1: Text and Graphics**

After listening to this speech, a student made the following graph.

<table>
<thead>
<tr>
<th>Languages Used in Internet Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet Users (in millions)</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Chinese</td>
</tr>
<tr>
<td>Spanish</td>
</tr>
</tbody>
</table>

What did the student most likely conclude after making this graph?

A. Chinese is close to overtaking English as the most used language on the Internet.

B. People who use Chinese on the Internet are also likely to use English at times.

C. The Internet has resulted in people learning English, Chinese, or Spanish.

D. The number of English speakers on the Internet will soon reach 600 million.

---

*Bar graph title, Languages Used in Internet Communications. Horizontal label is Language. Vertical label is Internet Users, in millions. The data is approximate. English, five hundred ten. Chinese, five hundred. Spanish, one hundred fifty.*
Audio Guideline

Text Only:

a. If the video includes text that is not read aloud as part of the audio track, that text should be read.

Text and Graphics:

a. Some items with videos embedded will be difficult for blind and visually impaired students to answer, based on the soundtrack alone. Audio description track should be added.

b. If an item includes a time stamp, that time stamp should be included as part of the description.

Example 1: Text and Graphics

She rips off a small piece of salty play dough and attaches it to one lead from the battery pack. She rips off a second piece and attaches it to the other lead. She places the two pieces next to but not touching each other. She picks up an LED, a small light bulb with two leads. She inserts one lead in one piece of dough and the other lead in the other piece.
REFERENCES

ETS *Guidelines for a Test Reader*

Oregon: *Business Rules for Tagging Items for Text-to-Speech and Text-to-Braille (Word Document)*

Virginia: *Guidelines for Administering the Read-Aloud for Standards of Learning Assessments*
The following audio guidelines are for content that is not intended to be measured through Common Core State Standards based tests, but may appear in classroom assessments.

**Appendix A: Pronunciation**

**Audio Guideline**

**Text Only**

a. If the question or stem has the word that rhymes or has a specific sound, read that word, but do not read the answers.

b. Do not try and read aloud misspelled words as pronunciation is somewhat subjective.

**Text and Graphics**

a. When an item is measuring rhyming of words or sounds of words, speak the individual letters in the word instead of speaking the word. If the question or stem has the word that rhymes or has a specific sound, read that word and spell out the answer options.

b. For questions containing intentionally misspelled words, spell out any word for which the student needs to consider spelling correctness/incorrectness.

c. Do not try and read aloud misspelled words as pronunciation is somewhat subjective.

d. If the answer options are spelled, pause between naming the letter of the answer options and beginning to spell the word.

**Example 1: Text Only**

Which word rhymes with *cone*?

A. both  
B. done  
C. corn  
D. own

*Which word rhymes with (pause) cone?*  
A. B. C. D.*
**Example 2: Text Only**

Which word has the same vowel sound as **soak**?
A. stir  
B. look  
C. kick  
D. rope

Which word has the same vowel sound as (pause) **soak**?
A. B. C. D.

**Example 3: Text Only**

Which phrase from the report contains an underlined word that is spelled incorrectly?
A. ancient mazes  
B. friends and **neighbors**  
C. previous ones  
D. several **surprises**

Which phrase from the report contains an underlined word that is spelled incorrectly? A. B. C. D.

**Example 1: Text and Graphics**

Which word rhymes with **cone**?
A. both  
B. done  
C. corn  
D. own

Which word rhymes with (pause) **cone**?
Answer A, (pause) B-O-T-H.  
Answer B, (pause) D-O-N-E.  
Answer C, (pause) C-O-R-N.  
Answer D, (pause) O-W-N
**Example 2: Text and Graphics**

Which word has the same vowel sound as soak?

- A. stir
- B. look
- C. kick
- D. rope

> *Which word has the same vowel sound as (pause) soak?*

  *Answer A, (pause) S-T-I-R.*
  *Answer B, (pause) L-O-O-K.*
  *Answer C, (pause) K-I-C-K.*
  *Answer D, (pause) R-O-P-E*

**Example 3: Text and Graphics**

Which phrase from the report contains an underlined word that is spelled incorrectly?

- A. ancient mazes
- B. friends and nieghbors
- C. previous ones
- D. several surprises

> *Which phrase from the report contains an underlined word that is spelled incorrectly?*

  *Answer B, (pause) friends and N-I-E-G-H-B-O-R-S.*
  *Answer C, (pause) P-R-E-V-I-O-U-S one.*
  *Answer D, (pause) several S-U-R-P-R-I-S-E-S.*
Appendix B: Punctuation/Capitalization

Audio Guideline

Text Only
a. Do not read marks of punctuation (comma, period, question mark.)
b. Make sure to use proper inflection to note different punctuation symbols.
c. Items with different capitalization should not specify upper case, lower case, or capital.

Text and Graphics
a. For questions not measuring punctuation, do not read the punctuation. Use normal voice inflection to show differences in punctuation (question mark, exclamation point, etc.)
b. If an item is measuring the use of punctuation or focused on grammar, read the punctuation signs being used with a pause before and after the punctuation symbol.
c. If the differences in capitalization affect the question or are part of the answer, spell out the words making reference to the capitalization. Pause after referencing the capital letter to ensure there is not confusion about which letter is capitalized.

Example 1: Text Only

What is the correct way to punctuate the closure of a letter?
A. Sincerely.
   Matt
B. Sincerely—
   Matt
C. Sincerely!
   Matt
D. Sincerely,
   Matt

B, Sincerely—Matt.
C, Sincerely! Matt.
D, Sincerely, Matt.
Example 2: Text Only

Read Sentence 8 from Richard's draft.
When he wanted to make a snake, he looked at many pictures of snakes and then said, “Spoons!”
What is the correct way to edit the underlined part of the sentence?
   A. said spoons.
   B. said, Spoons!
   C. said “Spoons”!
   D. Best as it is.

A, said spoons.
B, said, Spoons!
C, said quote, Spoons! End quote.
D, Best as it is.

Example 3: Text Only

What is the correct way to edit the underlined part of Sentence 7?
   A. Maryland General assembly.
   B. Maryland general Assembly.
   C. Maryland General Assembly.
   D. Best as it is.

A, Maryland General assembly.
B, Maryland general Assembly.
C, Maryland General Assembly.
D, Best as it is.
Example 1: Text and Graphics

What is the correct way to punctuate the closure of a letter?
A. Sincerely.
   Matt
B. Sincerely—
   Matt
C. Sincerely!
   Matt
D. Sincerely,
   Matt

Answer A, Sincerely (pause) period (pause) Matt.
Answer B, Sincerely (pause) dash (pause) Matt.
Answer C, Sincerely (pause) exclamation point (pause) Matt.
Answer D, Sincerely (pause) comma (pause) Matt.

Example 2: Text and Graphics

Read Sentence 8 from Richard's draft.
When he wanted to make a snake, he looked at many pictures of snakes
and then said, “Spoons!”
What is the correct way to edit the underlined part of the sentence?
A. said spoons.
B. said, Spoons!
C. said “Spoons”!
D. Best as it is.

Answer A, said spoons (pause) period.
Answer B, said (pause) comma (pause) spoons (pause) exclamation point.
Answer C, said (pause) quote Spoons end quote (pause) exclamation point.
Answer D, Best as it is.
**Example 3: Text and Graphics**

What is the correct way to edit the underlined part of Sentence 7?

A. Maryland General assembly.
B. Maryland general Assembly.
C. Maryland General Assembly.
D. Best as it is.

*Answer A, Capital M Maryland (pause) Capital G General (pause) assembly.*

*Answer B, Capital M Maryland (pause) general (pause) Capital A Assembly.*


*Answer D, Best as it is.*
Appendix C: Analogies/Synonyms/Antonyms

Audio Guideline

Text Only
a. Read the comparison as it is written with pauses for each colon.

Text and Graphics
a. Read the comparison as “w is to x as y is to z.”

Example 1: Text Only

“Trino hesitated, then said, ‘I don’t know, Mom, he just did.’” (Paragraph 14)
Based on the way hesitated is used in the sentence above, which word completes the analogy?
UNFAMILIAR : RECOGNIZABLE ::
hesitated : _______

A. interrupted
B. wondered
C. continued
D. paused

Based on the way (pause) hesitated (pause) is used in the sentence above, which word completes the analogy? Unfamiliar, (pause) Recognizable.
Hesitated, (pause) (pause).
A, interrupted.
B, wondered.
C, continued.
D, paused.
**Example 1: Text and Graphics**

“Trino **hesitated**, then said, ‘I don't know, Mom, he just did.’” (Paragraph 14)

Based on the way **hesitated** is used in the sentence above, which word completes the analogy?

UNFAMILIAR : RECOGNIZABLE ::

hesitated : ________

A. interrupted
B. wondered
C. continued
D. paused

Based on the way (pause) hesitated (pause) is used in the sentence above, which word completes the analogy? Unfamiliar is to Recognizable as Hesitated is to (pause) blank.

Answer, A, interrupted.
Answer B, wondered.
Answer C, continued.
Answer D, paused