

Administering the CRCT and CRCT-M to Students with a Read-Aloud Accommodation

Test items may only be read aloud to students if this accommodation is clearly specified in their IEP, IAP, or ELL/TPC Plan. Follow the guidelines below to administer tests to students with a read-aloud accommodation.

General Guidelines

- Read all test items exactly as they are printed in the *Student Test Booklet*. **Test items may not be explained, translated, or interpreted.** The read-aloud accommodation is **not** a substitute for the student interacting with the text; rather, it is simply a means of facilitating the student's access to the test. Therefore, the student should read along as the test items are being read.
- While oral reading of test items is a standard accommodation, **oral reading of reading passages is a conditional accommodation** and must be restricted to students who meet the specific guidelines outlined in the *2010–2011 Student Assessment Handbook*.
- All text must be read word for word exactly as written. The Test Examiner may not provide any assistance to the student regarding the meaning of words, the intent of test items, or the student's responses to test items. The Test Examiner may not rearrange the order of text in any way (e.g., reading the questions or answer choices before reading the passage). The student must be instructed to follow along in his or her test booklet as the Test Examiner reads the text aloud.
- For students with a read-aloud accommodation, it is permissible to read text in tables, charts, and graphs. If necessary, orient the students to the table, chart, or graph before reading content. However it is not permissible to describe or interpret information contained in the table, chart, or graph in any way.
- **Each test item may be read twice** during a standard read-aloud accommodation. Test items may also be read twice during a conditional read-aloud accommodation, **but reading passages may only be read once.**
- Caution must be taken to minimize the impact of inflection, word emphasis, or reading style. Voice inflection can clue students in to the correct response or make answer choices more confusing. Read all test items at a normal pace and in a normal tone of voice. If necessary, take time before administration to practice reading appropriately.

Specific Guidelines for the Reading CRCT

- For students with a standard read-aloud accommodation, read the test items **only**; do **not** read the reading passages or describe any pictures that accompany the passages. Test items may be read twice.
- For students with a conditional read-aloud accommodation, read the reading passage **first**, then read each of the test items. Test items may be read twice, **but the reading passage may only be read once.**
- For items that ask a question about a specific sentence or sentences, read the question first, then the sentence or sentences (presented inside a box), and then the four answer choices.

Specific Guidelines for the English/Language Arts CRCT

- For items that ask a question about a specific sentence or short paragraph(s), read the question first, then the sentence or short paragraph(s) (presented inside a box), and then the four answer choices.
- For items that include a sentence with four underlined words or phrases (one of which is misspelled), read the sentence **only**; do **not** read the A/B/C/D letter designators. Take care to read the misspelled word as if it were spelled correctly.
- For items that present four different ways to punctuate a single sentence, **do not read the four answer choices.** Instead, read the question, and then ask "Is it A, B, C, or D?"
- For items that present an incomplete sentence or paragraph and ask which of four answer choices best completes the sentence or paragraph, read "blank" for the underlined space. For example, "She _____ the door." should be read "She blank the door."
- For items that present a short paragraph with four or more numbered sentences, do **not** read the number designators in the paragraph.

- For items that ask about end punctuation, take care to read all answer choices in an even tone of voice; do not clue students in to the correct answer by allowing your intonation to rise or fall at the end of each answer choice.

Specific Guidelines for the Mathematics CRCT

- For students with a read-aloud accommodation, it is permissible to read text in tables, charts, and graphs. If necessary, orient the students to the table, chart, or graph before reading content. However it is not permissible to describe or interpret information contained in the table, chart, or graph in any way.
- Use the table below for examples of reading mathematical symbols, numbers, formulas and abbreviations.

Description	Example	Read as:
Symbols	+	“plus”
	-	“minus”
	×	“times”
	•	“times”
	∠	“angle”
	π	“pi”
	÷	“divided by”
	>	“is greater than”
	<	“is less than”
	≤	“is less than or equal to”
	≥	“is greater than or equal to”
	≈	“is approximately equal to”
	≅	“is congruent to”
	5	“the absolute value of five”
	°F	“degrees ‘Fahrenheit’”
	°C	“degrees ‘Celsius’”
	\$1,800	“dollar sign, one thousand eight hundred”
\$13.50, \$45.00	“dollar sign, thirteen point fifty; dollar sign, forty-five point zero zero”	
-5	“negative five”	
Large whole numbers	453,562,908	“four five three comma five six two comma nine zero eight”
Decimal numbers	0.002, 0.30	“zero point zero zero two, zero point three zero”
Fractions	$\frac{3}{4}, \frac{45}{16}$	“three over four, forty-five over sixteen”
	$2\frac{3}{4} + 7\frac{8}{10}$	“two and three over four plus seven and eight over ten”
Powers and roots	$8^2, 4^3, 6^4, 3^{-4}$	“eight squared, four cubed, six to the fourth power, three to the negative fourth power”
	$\sqrt{8}$	“radical eight”
Parentheses	$4(x \div 8)$	“four open parenthesis ‘x’ divided by eight closed parenthesis”
	$(6^4 - 2^{12})$	“open parenthesis six to the fourth power minus two to the twelfth power close parenthesis”
	$(x - 3)^2$	“open parenthesis ‘x’ minus three close parenthesis squared”
Formulas	$A = bh$	“capital A equals b h”
Abbreviations	km, cm, ft	kilometer, centimeter, feet (foot)
Operations with boxes or shapes	$\square + \Delta = 26$	“box plus triangle equals twenty-six”

Specific Guidelines for the Science CRCT

- For students with a read-aloud accommodation, it is permissible to read text in tables, charts, and graphs. If necessary, orient the students to the table, chart, or graph before reading content. However it is not permissible to describe or interpret information contained the table, chart, or graph in any way.

Specific Guidelines for the Social Studies CRCT

- For students with a read-aloud accommodation, it is permissible to read text in maps, tables, charts, and graphs. If necessary, orient the students to the map, table, chart, or graph before reading content. However it is not permissible to describe or interpret information contained in the map, table, chart, or graph in any way.

Refer to the *2010–2011 Student Assessment Handbook* for additional information on standard and conditional read-aloud accommodations and testing students with IEP, IAP, or ELL/TPC Plans.

Read-Aloud Examples for the CRCT-M

CRCT-M Read-Aloud Example 1:

Which sentence has a **possessive pronoun**?

- A. I don't like him.
- B. The cat with four white paws is mine.
- C. Give the book to her.
- D. They have gone home already.

Helpful Hint

Possessive shows ownership.

This item should be read as:

“Which sentence has a possessive pronoun?”

Helpful Hint: Possessive shows ownership.

- A. I don't like him.
- B. The cat with four white paws is mine.
- C. Give the book to her.
- D. They have gone home already”

CRCT-M Read-Aloud Example 2:

Which organizational structure is used in the paragraph?

Oatmeal raisin cookies are easy to make and quite tasty. First, preheat oven to 375 degrees F. Then, collect the ingredients: butter, sugar, salt oat meal, raisins, cinnamon, vanilla extract, baking soda, and eggs. Next, in a bowl cream the butter and sugar together until smooth. Blend in the eggs and vanilla until fluffy. Mix the flour, baking soda, cinnamon, and salt. Then slowly blend into butter mixture. Stir in oats and raisins. Drop teaspoonfuls of cookie dough onto ungreased cookie sheet. Bake for 9 minutes. Let cookies cool completely before serving.

- A. similarity and difference
- B. question and answer
- C. cause and effect
- D. chronological order

Helpful Hint

Organizational structure is the way writers put their ideas together so readers can connect the main idea and supporting ideas.

This item should be read as:

“Which organizational structure is used in the paragraph?”

Helpful Hint: Organizational structure is the way writers put their ideas together so readers can connect the main idea and supporting ideas.

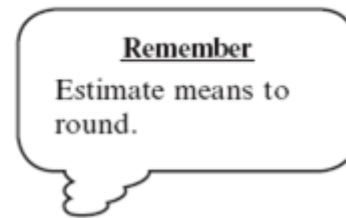
Oatmeal raisin cookies are easy to make and quite tasty. First, preheat oven to three hundred seventy-five degrees Fahrenheit (Read remainder of the prompt.)

- A. similarity and difference
- B. question and answer
- C. cause and effect
- D. chronological order”

CRCT-M Read-Aloud Example 3:

Which is the **CLOSEST** estimate of 19×13 ?

- A. 10×10
- B. 10×15
- C. 20×10
- D. 20×20



This item should be read as:

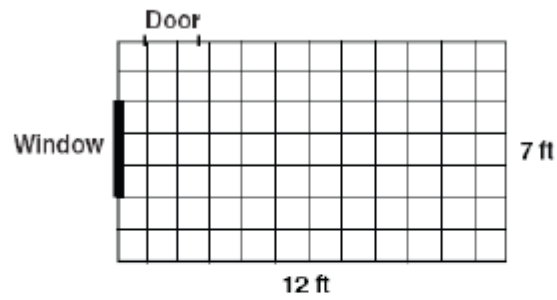
Which is the closest estimate of nineteen times thirteen?

Remember: Estimate means to round.

- A. ten times ten
- B. fifteen times fifteen
- C. twenty times ten
- D. twenty times twenty"

CRCT-M Read-Aloud Example 4:

Carpet is being put down in Kate's bedroom.



How much carpet will be needed to cover the floor of the room?

- A. 19 square feet
- B. 38 square feet
- C. 76 square feet
- D. 84 square feet

Helpful Hint
 $A = l \times w$
Area = length \times width

This item should be read as:

“Carpet is being put down in Kate’s bedroom.

An image showing the room. One side is marked seven feet. Another side is marked twelve feet. There is a window and door marked.

How much carpet will be needed to cover the floor of the room?

Helpful Hint: A equals l times w, Area equals length times width.

- A. nineteen square feet
- B. thirty-eight square feet
- C. seventy-six square feet
- D. eighty-four square feet”