

## Appendix B: Supplemental Instructions for Oral Translation and Human Read-Aloud for Online Administrations\*

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\*For braille, large print, oral translation and human read-aloud policies and procedures pertaining to paper administrations, refer to the [Fall 2016 Supplemental Instructions for Paper Testing](#).

### Oral Translations

Students who meet the criteria outlined in [Ohio's Accessibility Manual](#) are eligible for an oral translation of the test. During this type of administration, a translator orally translates the test into the student's native language. Please search keyword *Translators* on the department's website for guidance on reimbursement for translators. Translations are not allowed on the English language arts tests.

### Policies

Test coordinators and test administrators must be mindful of the policies that govern oral translations, including the following:

- Test coordinators, test administrators and translators must maintain test security at all times.
- The district test coordinator must assign a test administrator to assist with scheduling the testing for students who are eligible for a language translation.
- Districts and schools are responsible for identifying people who will serve as translators and contacting them to schedule translations at the district or school.
- The test administrator will contact the translator and arrange the location, dates and times to administer the tests. When scheduling a translator, please tell the translator to arrive at least 30 minutes early in order to review instructions before translating the tests. The translator may not review the test prior to the day of the test.
- The test administrator must be present for the testing of each student and is responsible for the security of the testing materials.
- Students may have extended time to complete their tests (up to one full school day).
- Students may use a word-to-word dictionary that meets the criteria listed in *Ohio's Accessibility Manual*.
- After receiving a language translation, if a student feels more comfortable with an English-language administration for other portions of any remaining tests (rather than a language translation in his or her native language), he or she may receive one.
- A language translation may be given to one student or a group of students. A group administration is permissible if all participating students will be typing or writing their responses. The group administration is not permissible if a student will be providing his or her responses orally. Students who will be providing their responses orally must be tested individually.

### ***Student Response Mode***

Some questions require a written (typed) response from the student. Students who are testing online can also respond in one of three ways:

1. Students can type their responses in English in the online Student Testing Site.
2. Students can orally respond. If a student will provide responses orally, the student must be administered the test one-on-one. If the student responds in his or her native language, the translator must translate the student's response and type the student's response in English in the online Student Testing Site. If the student responds orally in English, the translator will type the student's responses verbatim in the online Student Testing Site. This option is not allowed for the English language arts test.
3. Students can compose responses in their native language. If a student will produce written responses in a language other than English, the student will write on blank paper. The translator must translate the student's response and type the student's response in English in the online Student Testing Site. Alternatively, students can record their responses in their native language in the Student Testing Site. The translator must return to the student's test and translate the response into English. If the translator returns to the student's test on a subsequent day, the district test coordinator must submit a request to reopen the test. See section 8.3 for information on Test Status Requests. This option is not allowed for the English language arts test.

Regardless of the student's response mode, test administrators are responsible for ensuring that the test submitted for scoring contains English responses. **Only responses in English will be scored.**

### ***Online Administrations***

If a student receives an oral foreign-language translation, the test administrator will set up a test session, the student will sign into the test and the test administrator will mark the "Other" accommodation under the student's test settings when approving the student to test.

The translator will translate from the student's device. Students who are testing online need only an approved device with the Secure Browser or App installed and two sheets of blank paper (if the student requests blank paper).

### ***Before the Test Administration***

The test administrator is responsible for bringing the necessary test materials to the testing session and ensuring their security. Test security and validity are of the utmost importance. Prior to starting the test, the test administrator must ask the translator to sign and date a copy of the Non-Disclosure Agreement located in [Appendix G](#) of this manual (copies of this form can be made, as needed). The district/school must maintain the Non-Disclosure Agreement and provide it to the department if requested. It should not be returned with other test materials.

After the Non-Disclosure Agreement is signed, the test administrator will review the procedures for language translations with the student and the translator, as described below. The test administrator will monitor the entire testing session.

### ***General Procedures for the Language Translation***

The test administrator will read the test directions aloud in English. The translator will translate the test directions, questions and answer choices as close to word-for-word as possible. The translator can repeat or clarify directions, if needed. Translators may not clarify questions and answer choices. Some terms may not have a translation in another language. If a term cannot be translated, it should be read in English.

If requested by the student, test questions and answer choices can be repeated for the student as often as necessary. The translator may not answer student questions regarding the content of test questions. The best response is, "I can't answer that; just do your best."

### ***Translating the Tests***

Some questions will include tables, figures, pictures, charts or graphs. Any text included immediately before these should be orally translated for the student (e.g., "Use the picture below to answer question 5."). When referring to tables, figures, pictures, charts or graphs, the translator must be consistent in translation and description (e.g., "The title of the graph is 'Fitness Test Results.' The x-axis is titled 'Fitness Test Results.' The y-axis is titled 'Number of Sit-ups.' "). Many questions will have numbers as answers. The translator should discuss with the student whether numbers need to be orally translated.

### ***Breaks in the Testing Session***

If district and school policy permit, the test administrator or translator may wish to give the student a break, especially if the student is working slowly. If a break is given, all test materials must remain in the room with the test administrator. If both the student and the test administrator leave the room, the test administrator must keep all testing materials or place the test materials in a locked, secure location. If the test session continues through the lunch period, the student may have lunch in the test room or go to the lunch room with the test administrator remaining with the student to ensure the student does not discuss the test with other students. The test materials will be placed in a secure location if the student and test administrator leave the test room for lunch.

### ***Concluding the Testing Session***

At the conclusion of testing, the test administrator will instruct the student to review his or her answers to all of the test questions, including the translation of the student's constructed responses. The translator will translate any test question(s) that the student would like re-read. The test administrator should collect the test materials and organize them according to the procedures described below.

### ***After Test Administration***

After the student has concluded reviewing responses, the student will submit his or her test and the test administrator will end the test session. If an online testing student wrote responses on paper, the test administrator must securely destroy that paper.

## **Human Read-Aloud**

Students who meet the criteria outlined in [Ohio's Accessibility Manual](#) are eligible for a human read-aloud. During this type of administration, the test administrator reads the test to the student. If the student is testing online and is eligible for a human read-aloud, the test administrator will read from the student's device.

A human read-aloud may be given to one student or a group of students. A group administration is permissible if all participating students will be writing their responses. Review the Group Oral Administrations information in [Section 5](#) for preparatory steps for online testers. The group administration is not permissible if a student will be providing his or her responses orally. Students who will be providing their responses orally must be tested individually.

### ***General Procedures for Human Read-Aloud***

For all tests, the test administrator will read aloud the entire test including the test directions, questions and answer choices. In addition, for the ELA tests, the test administrator must also read the passages. Anything read can be repeated for the student as often as necessary, if the student requests a repeat. The test administrator may not answer student questions regarding the content of test questions. The best response is, "I can't answer that; just do your best."

### ***Reading the Tests Aloud***

Some questions will include tables, figures, pictures, charts or graphs. Any text included immediately before these should be read to the student (e.g., "Use the picture below to answer question 5."). When referring to tables, figures, pictures, charts or graphs, the test administrator must be consistent with descriptions (e.g., "The title of the graph is 'Fitness Test Results.' The x-axis is titled 'Fitness Test Results.' The y-axis is titled 'Number of Sit-ups.'"). Many questions will have numbers as answers. The test administrator can ask the student whether numbers need to be read aloud.

### ***Breaks in the Testing Session***

If district and school policy permit, the test administrator may wish to give the student a break, especially if the student is working slowly. If a break is given, all test materials must remain in the room with the test administrator. If both the student and the test administrator leave the room, the test administrator must keep all testing materials secure or place the test materials in a locked, secure location. If the test session continues through the lunch period, the student may have lunch in the test room or go to the lunch room with the test administrator remaining with the student to ensure the student does not discuss the test with other students. The test materials will be placed in a secure location if the student and test administrator leave the test room for lunch.

### ***After Test Administration***

After the student has concluded reviewing responses, the student will submit his or her test and the test administrator will end the test session. If the student wrote any responses on paper, the test administrator must securely destroy that paper.