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**ELA Audio Guidelines**

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# Change History Log

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Version** | **Change Description** | **Author** |
| 4/19/12 | 1.0 | Visuals>[Classifications for Embedded Coding Scheme for Text Descriptions](#_Classifications_for_Embedded); Quotations and Quotation Marks>[Application of Audio Guideline](#_Application_of_Audio); Word Webs>[Audio Guideline](#_Audio_Guideline); Political Cartoons>[Audio Guideline](#_Audio_Guideline_1); Political Cartoons>Audio Guideline>[Application of Audio Guideline](#_Application_of_Audio_1); [Maps](#_Maps) | E. Zucker |
| 6/18/13 | 1.1 | [Quotations and Quotation Marks](#_Quotations_and_Quotation) | C. Lucas |
| 11.5.14 | 3.0 | Update Examples to include real time editing rules; Quotation and Quotations marks descriptions revamped to coordinate with national guidelines. | H. Woodruff |
| 10.8.15 | 3.1 | Included language to support Inline Choice phonetic markup on page 4 | H. Woodruff |
| 11.17.17 | 4.0 | Reviewed and rolled over for 2018 by NMC. Submitted for approval by AAF OWG. | NMC: A. Snyder |
| 12.7.17 | 4.0 | Approved by AAF OWG. | NMC: A. Snyder |
| 10.25.18 | 5.0 | Posted for AAF and Content OWG review | NMC: A Snyder |
| 9.9.19 | 9.0 | Prepared white-labeled version for TFV. | NMC: A Snyder  |
| 10.22.19 | 9.0 | Updated the inline choice directions and added drag and drop information in the Word Web section | NMC: A Snyder |
| 11.13.19 | 9.0 | Approved by AAF OWG review | NMC: A Snyder |
| 9.29.20 | 10.00 | Posted for Content and AAF OWG review. | NMC: A Snyder |
| 10.3.20 | 10.01 | Based on ELA OWG feedback: removed these entries since they are not item types in our assessment: Word webs, pronunciation, political cartoons, fill in the blank; updated examples to include only ELA items; added an introduction, added a section on Dashes. | NMC: A Snyder |
| 11.18.20 | 10.01 | Approved by AAF OWG | NMC: A Snyder |

# Introduction

This document provides recommended guidelines for the audio representation of English Language Arts (ELA) items from the New Meridian item bank that are included on state assessment forms. These are not intended to be stringent rules, but instead guidelines for creating read-aloud scripts and tags that help students access the content of items while continuing to adhere to the specific constructs being measured.

For each content element listed, this document provides (1) item examples, (2) the relevant Audio Guidelines, and (3) application of the Audio Guidelines to the example items.

For content that contains visual elements beyond text, two types of audio guidelines are presented: “Text Only” and “Text and Graphics.” The “Text Only” guidelines are for students who only need words and symbols read to them to access the content. Examples of “Text Only” users include students with language processing needs and English learners. The “Text and Graphics” guidelines are for students who need descriptions and graphics provided to them to access the content. “Text and Graphics” users include students who are visually impaired.

**Note**: The guidelines provided here are also included in appendices to multiple, state-specific Accessibility Features and Accommodations manuals. The standalone version of the guidelines is produced for situations in which representatives from multiple states review/determine the audio accessibility of items intended for use on shared forms.

#

# Visuals

## Guidelines for Text-to-Speech Descriptions

Use these guidelines to describe visuals for text-to-speech scripts:

Read the title.

Provide a general overview of the image. (i.e., A map of South America, a graphic organizer with a center circle and four circles radiating outward)

Begin with the main section of the image.

Describe the details in a succinct manner using grade-level appropriate vocabulary.

Omit minor details that are irrelevant (a box to the left of the person).

If facial expressions or body language are important, do not assume a student who is blind can interpret them. For example, it is better to describe a person as worried than to state that the person has furrowed brows.

When describing several people in an image, label each one clearly so they are not mixed up. (i.e., tall man, elderly man, little boy)

Describe only what is seen in the image. Do not provide interpretation or additional information.

# Inline Choice

**Example**

****

**Audio Guideline**

**Text Only/Text and Graphics**

Read the directions. Read the stem; then read all inline choice options.

**Application of Audio Guideline**

Use the drop-down menus to complete the sentence about the video.

Before he moved to the houseboat, Cosmo climbed many trees, spent all this time inside, asked many questions.

When Melody tells him they will be moving to the boat, Cosmo jumps, shakes, cries.

Melody comforts him by saying that the sea is full of fish, the boat is beautiful, the world outside is safe.

# Classifications for Embedded Coding Scheme for Text Descriptions

An embedded code within the alt text will be included for all test items with visual elements. The embedded code will be classified as a 1 or 2. The description of each level is listed below:

[1] is not construct-relevant and can be eliminated (e.g., it is only there for engagement purposes). For example, a picture of an elephant added purely for engagement would have alt text that reads “elephant [1]” or “picture of an elephant [1].”

[2] is construct-relevant and can be represented using accompanying textual description. Example of text where reading the alt text and caption is construct-relevant: An icy stream is at the base of a hill. The hill is covered in snow while some dried vegetation protrudes or stands out. Four wolves are at the base of the hill next to the icy stream. An elk is in the icy stream standing in front of the wolves. The icy water reaches the upper part of the elk’s legs. As the wolves pace nearby, the elk finds safety in the icy stream.

Accessibility experts will be trained on this embedded coding scheme during the item tagging phase of item development.

#

# Dashes

**Example**



### Audio Guideline

**Text Only/Text and Graphics**

When a dash is used in to determine a segment of a video, read the dash as “to.”

### Application of Audio Guideline

**Example**

Which central idea is represented in the scene of the video at two thirty-five to three, in which Napoleon releases the dogs?

# Ellipses

**Example**

 

### Audio Guideline

**Text Only/Text and Graphics**

When an ellipsis is used to signify missing text in a sentence, read as “pause ‘dot, dot, dot’ pause.”

Note: Pauses in each application of the audio guidelines in this document are represented by an En Dash with a space on either side of the En Dash.

### Application of Audio Guideline

**Example**

Which detail in paragraph seven has a similar effect as the answer to Part A?

A. – dot, dot, dot – thoughts of classrooms and teachers – dot, dot, dot –

1. – dot, dot, dot – pens that made dark, heavy marks.
2. She pictured herself – dot, dot, dot –
3. – dot, dot, dot – other girls her age.

# Quotations and Quotation Marks

**Example**



#### **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.”

**Application of Audio Guideline**

**Example**

Which sentence from paragraph four provides evidence for the answer to Part A?

A. quote - The student involved sixty people in their early twenties, screened for good memory ability. - end quote

B. quote – The learning consisted of seventy-two images place in specific locations on a tile-like screen and presented one at a time. – end quote

C. quote – To create a value bias, each image had a superimposed number representing how important it was to remember this item and its location upon later testing. – end quote

D. quote – Half of the images had high value assignments, while the rest had low values. – end quote

# Emphasis for Bold and Italics

**Example 1**



**Example 2**

 

**Audio Guideline**

**Text Only/Text and Graphics**

Emphasize words that are underlined, bolded, italicized, or capitalized.

Pause before and after the emphasized word(s) to differentiate between emphasis and normal formatting.

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.

###

### Application of Audio Guideline

**Example 1**

How does paragraph thirty-seven – most – contribute to the overall structure of the passage?

A. It signals that the point of view has changed from one character to another.

B. It emphasizes the effect of the setting on the plot.

C. It suggests a different conflict between the characters.

D. It provides an explanation for the events that have occurred.

**Example 2**

Which character trait – best – describes the peacock in – Juno and the Peacock?

A. helpless

B. proud

C. grateful

D. curious

# Drag and Drop

**Example**



### Audio Guideline

**Text Only**

Read the stem before reading the rest of the text.

**Text and Graphics**

Read the stem.

Read the options from left to right or top to bottom. Then give a very brief orientation that includes the attributes of the chart (number of columns, rows, etc.)

Read the chart in a logical manner that helps the student easily navigate the information. Either left to right or top to bottom.

Use common language throughout the item and the test when referring to charts and their attributes (columns, blanks, etc.).

### Application of Audio Guideline

### Example

### The title of the chart is Setting. There are two blank rows in the chart.

# Graphic Organizers

**Example 1**



**Example 2**

 

**Audio Guideline**

**Text Only**

Read the title of the graphic organizer, if available, before reading the rest of the text in the graphic organizer.

**Text and Graphics**

If the organizer is structured like a table or has a structure similar to a table, refer to the Math Audio Guidelines document.

Begin by giving a very brief orientation that includes

• that it is a graphic organizer

• the attributes of the graphic organizer (number of cells, columns, rows, etc.)

Read the graphic organizer in a logical manner that helps the student easily navigate the information. While many graphic organizers can be read left to right, top to bottom, some are better read bottom to top or from the middle.

Use common language throughout the item and the test when referring to graphic organizer and their attributes (labels, blank cells, stems, etc.).

**Application of Audio Guideline**

**Example 1**

This is a graphic organizer with a cell labeled “Characteristics of Fiction” at the top. Below the top cell there are four columns and two rows. The first row has columns labeled “Characters,” “Setting,” “Main Events,” and “Theme.” Below each labeled cell is a blank cell.

**Example 2**

This is a graphic organizer. Center cell, Mama’s Jobs; connecting cells, read clockwise from the top, makes lunch, removes meat from conch shells, helps prepare cocoa beans, blank.

# Different Types of Text

## Plays

**Play, Example 1**

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): The forest is mine all night and all day. . .

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.)

**Play, Example 2**

Jay: Who’s that? (Turning the flashlight on the man)

Louie: Get that light outta 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?

Louie: It’s Uncle Louie.

Jay: Uncle Louie? No kidding? . . . Arty! It’s Uncle Louie.

**Application of Audio Guideline**

**Example 1**

Setting: - (Voice 1) - Deep in the forest. Tall stool is center, shorter stool is left.

At Rise: - (Voice 1) - Leopard is seated on tall stool, beating drum. Turtle enters left and slowly moves to center and sits on smaller stool.

Leopard - (Voice 1) - pounding drum and chanting: - (Voice 2) - The forest is mine all night and all day- dot – dot – dot -

Turtle - (Voice 1) - shouting over drum: - (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**

Jay - (Voice 1) - Who’s that? - (Voice 2) - Turning the flashlight on the man.

Louie - (Voice 1) - Get that light outta my face and go back to sleep, Kid.

Jay - (Voice 1) - There’s nothing here to steal, Mister. I swear.

Louie - (Voice 1) - Is that you, Jay?

Jay - (Voice 1) - Yeah, who are you?

Louie - (Voice 1) - It’s Uncle Louie.

Jay - (Voice 1) - Uncle Louie? No kidding? – dot – dot – dot - Arty! It’s Uncle Louie.

**Poems**



**Audio Guideline**

**Text Only**

Read the poem paying attention to the layout of the stanzas. Do not reference given line numbers.

Use extended pauses for the start of a new stanza.

**Text and Graphics**

Read the poem paying attention to the layout of the stanzas. Reference the line numbers associated with the first and last line of a stanza. For example, say, “Start of stanza line 12 . . . End of stanza line 18.”

Use extended pauses for the start of a new stanza or reference the new stanza if deemed necessary.

Use the above rules for emphasis.

###

**Application of Audio Guideline**

**Example**

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.

- *It is the woolies*. -

Her eyes, one blue, one brown

never leave them. – End of stanza – line 9

Start of stanza – line 10 - 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 - right

and once for - left,

and the dog holds back,

bringing order out of her own wildness,

serving the man’s need. – end of stanza – line 22

start of stanza – line 23 - 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. – end of stanza – line 30 -

# Maps

**Example**

(Part of a passage and section on Machu Picchu that references many of the countries, cities, and geographical features labeled)



### Audio Guideline

### Text Only

Read the title of the map if available, then read the key, compass rose, and map from top to bottom, left to right as much as possible.

### Text and Graphics

Read the title of the map if available, then read the key, compass rose, and map from top to bottom, left to right as much as possible.

For maps, a few words can be used to describe the map unless the item requires the student to use the map to answer the question.

### Application of Audio Guideline

### Example

A map showing a portion of South America: Ecuador; Amazon River; Urbamba River; Peru; Vilcabamba, Brazil; Machu Picchu; Andes Mountains; Cuzco, Bolivia; Atacama Desert; Chile; Argentina.

# Timelines

### Example 1



### Example 2



### Audio Guideline

### Text Only

Read the title of the timeline and text from top to bottom, column to column.

### Text and Graphics

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

State the direction of the timeline and direction of reading.

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

Read the date first, followed by the corresponding text that accompanies it.

### Application of Audio Guideline

### Example 1

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 the laws of gravity; seventeen oh-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

A timeline of Benito Juarez’s life. From left to right the timeline reads, eighteen oh-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

**Example 1**

 

Photo: © Linda Doane

The radio’s pieces didn’t just snap into place. Each had to be soldered (SAAH\_derd) to the circuit board. Solder is a metal that melts easily. It is used to join together metal pieces. To attach a component to the circuit board, the students used a device called a soldering iron, which preheat parts to be joined.

**Example 2**

 

© American Colony Photographers/National Geographic Society/Corbis

**Audio Guideline**

**Text Only**

Read the embedded text, then read the caption and then read the passage.

**Text and Graphics**

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.

In other cases, the caption or embedded text will describe the picture (Text Only Guideline) and only limited additional information is necessary.

**Application of Audio Guideline**

**Example 1**

**Text Only**

The caption reads “Isabella O’Brien of Dundas, Canada, patiently tries not to get burned as she solders components onto her circuit board.”

The radio’s pieces didn’t just snap into place. Each had to be soldered (SAAH\_derd) to the circuit board. Solder is a metal that melts easily. It is used to join together metal pieces. To attach a component to the circuit board, the students used a device called a soldering iron, which preheat parts to be joined.

**Example 2**

**Text and Graphics**

A picture of a tree with no leaves. The caption reads “A fig tree stripped of its foliage and bark from a locust plague.”

# Boxed Sentences or Paragraphs

**Example**

|  |
| --- |
| 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. |

Which of the following words is an adjective as it is used in the sentence?

**Audio Guideline**

**Text Only**

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

**Text and Graphics**

Preface the boxed sentence/word by saying “boxed x” (x being sentence, word, paragraph, etc.).

Pause after reading the information in the box to indicate a return to normal formatting.

**Application of Audio Guideline**

**Example**

Which of the following words is an adjective as it is used in the sentence?

Boxed sentence, - 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. -

(Answer options are read.)

References

*Smarter Balanced Assessment Consortium: ELA Audio Guidelines*. <https://portal.smarterbalanced.org/library/en/ela-audio-guidelines.pdf>