

VTCAP Text-to-Speech & Read Aloud

Frequently Asked Questions

Note: The following answers apply to the SY 2022-23 testing window only. Functionality may change in future years.

What is text-to-speech (TTS)?

When TTS is activated the computer delivering the assessment will read written text aloud to the student. For science and mathematics, directions, stimuli, and questions are read aloud by the computer. For the English language arts (ELA), directions and questions (but *not* passages) are read aloud by the computer.

Who should receive TTS?

Students who are English language learners, struggling readers, or have reading-related disabilities, or visual impairments may benefit from TTS. Students who do not frequently use TTS in the classroom are unlikely to benefit from its use during testing. Educators who are familiar with the student should make the determination to use TTS in consultation with the parent(s)/guardian(s) and the student.

How do I indicate the use of TTS in ADAM?

On the accommodations page under Text To Speech, select the checkbox next to Text To Speech for math and science, and select the checkbox next to Text to Speech (ELA) for ELA. See the [VTCAP Accessibility and Accommodations Guidelines](#) for details.

Is TTS an accommodation or a designated support?

TTS is a designated support on all assessments. As such, its use does not need to be documented in an IEP or 504 plan.

Does the use of TTS violate a construct being measured in ELA?

No, because TTS does not read the ELA passages, no constructs are being violated by using TTS in ELA.

Is TTS available on the adaptive version of the assessments?

TTS is only available on the fixed-form version of the assessments.

Is TTS available on the translated versions of the math and science assessments?

No, currently TTS is only available for the English version of the math and science assessments.

Is approval from VT AOE to use TTS required?

No, approval is not required.

What is a read-aloud or human reader/test reader?

A test reader is an adult who provides an oral presentation of the assessment text to a student. The student depends on the test reader to read the test accurately, pronounce words correctly, and

speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the [Read Aloud Protocol](#).

Who should receive a read-aloud?

For ELA, the use of test readers must be documented in an IEP or 504 plan as a *testing* accommodation. For math and science, the use of test readers is considered a designated support; as such, adults familiar with the student should make the determination to use a test reader in consultation with the parent(s)/guardian(s) and the student.

How do I indicate the use of human readers in ADAM?

For ELA, select the read-aloud/human reader accommodation box. For math/science, enter “human reader - math/science” in the temporary accommodations box. Consult the [VTCAP Accessibility and Accommodations Guidelines](#) for additional details.

Does the use of read-aloud violate a construct being measured in ELA?

No, based on the test blueprint, no constructs are being violated by using human readers in ELA at any grade level.

How should a read-aloud be administered?

Read-aloud protocols are administered one-on-one in a separate setting. The test reader must be trained and qualified and must follow the [Read Aloud Protocol](#).

What constitutes a separate setting?

Typically, a separate setting is a separate classroom. When separate classrooms are not available and larger spaces (e.g., cafeterias or gyms) are used, students should be sufficiently spaced out such that the administration of one read-aloud protocol does not interfere with the administration of another read-aloud protocol. In other words, students should not be able to hear the test being administered to another student.

Can a test reader administer the read-aloud to more than one student at a time?

No, due to the adaptive nature of the VTCAP assessments read-aloud protocols must be administered individually (i.e., not in small groups). However, a test reader can administer the read-aloud protocol to two students at a time by moving between students sufficiently spaced out to constitute being in separate settings (see definition above). When moving between students, it is critical that test readers do not interfere with the pace at which students take the test. If test readers cannot administer the read-aloud protocol without affecting students’ pacing, read-aloud protocols must be administered one-on-one. When used as an accommodation in ELA, the administration of a read-aloud protocol in the above manner should be permitted in the IEP or agreed upon by the student’s IEP team in consultation with the parent(s)/guardian(s) and the student.