

## 03.D.10 Text-To-Speech Highlighting Tool

eDoctrina now allows the option to have assessment questions, passages, or an entire test read to students while highlighting each word **WITHOUT** having to link audio to every question and passage! This new tool can be used with an entire class, or assigned to specific students!

**VIDEO:** To see a short video on how to enable this feature within the assessment editor, please click [HERE](#)

- This tool will read text that has been typed or entered using copy/paste.
- Images pasted into the program cannot be read.
- Text-to-Speech can read questions built through our equation editors.
- If the user would like to personalize audio for any questions read aloud to students, the user can add a recording of their own voice through our Record Audio tool. (This tool is detailed at the end of this Help Document.)

To enable the Text-to-Speech highlighting tool, the user must first venture to the "Online Settings" section of the assessment editor. Under the "Student Tools: Language Tools" menu, find the option "Allow Text-To-Speech".

When enabling Text-To-Speech, the user is able to select from three options: (1) To read all passages and questions (2) To read questions only (3) To read passages only.

The screenshot displays the 'Edit assessment (#1247783) \*New Features\* Online Assessment Example (COPY)' interface. The 'Online Settings' tab is selected, and a red arrow points to it from the top navigation bar. Within this tab, the 'Student Tools: Language Tools' section is visible on the right. A red box highlights the 'Allow text-to-speech' option, and another red arrow points to it from the 'Allow audio' section. Below this, the 'TTS Voice' dropdown menu is open, showing three options: 'None', 'Enabled for questions and passages' (which is highlighted in yellow), and 'Enabled for questions only'. The 'General Tools' section on the left includes checkboxes for 'Enable Hint', 'Enable answer masking', 'Allow notes', 'Enable Raise Hand', 'X out option on online assessments', 'Enable Reading Ruler', 'Enable Magnifier', 'Enable Highlighting', and 'Enable Passage Annotation'. The 'Controls' section includes options for 'Online Time Limit (Min)', 'Password', 'Require unique access code', 'Disable paste', 'Disable copying of text to clipboard', 'Change Background/Foreground Color', 'Disable download links for Camera & Upload to Question responses', 'Lock student to test', 'Enforce Deadline at End Date / Time', 'Can open in Safe Exam Browser ONLY', 'eMail Teachers when done', 'Hide Camera in WYSIWYG editor', and 'Show to student only within assigned dates'.

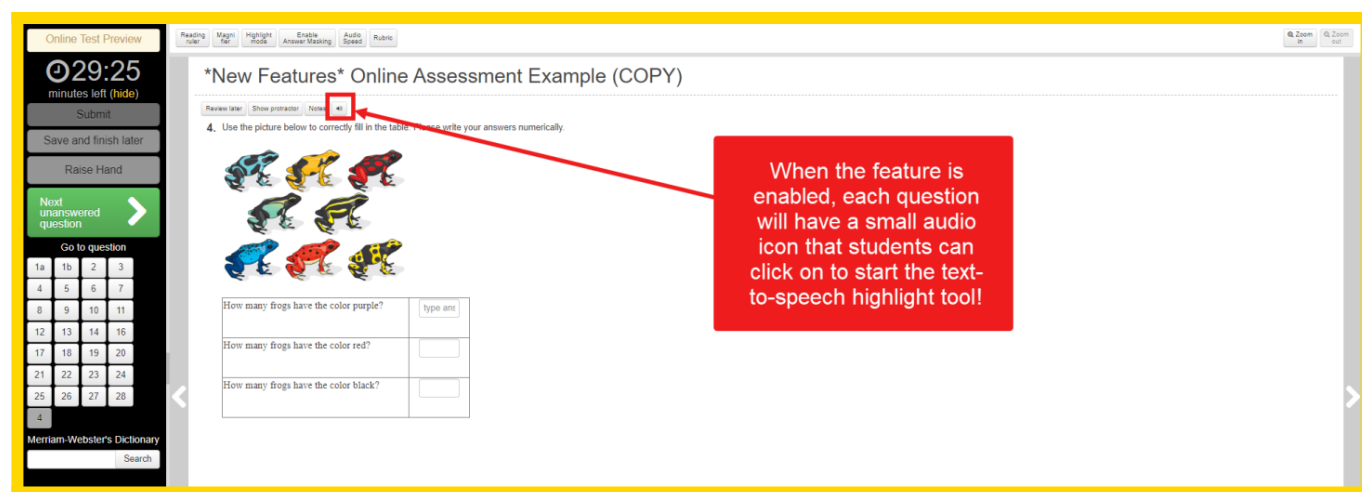
*NOTE: Enabling this option within the assessment editor will automatically turn on the Text-To-Speech highlight tool for ALL students that are assigned the assessment with this feature. Also, this will feature will not read images.*

*The user can even select a certain type of voice reader using the filter to the right of this option!*

## Student View

When students login to take an assessment with the Text-To-Speech Highlighter enabled, each

question will have a small audio icon available . When this icon is clicked, the feature will enable and begin to read.



The screenshot shows an online assessment interface. On the left, there is a sidebar with a timer showing 29:25 minutes left, a 'Submit' button, and a 'Next unanswered question' button. The main area displays a question titled '\*New Features\* Online Assessment Example (COPY)'. The question text is '4. Use the picture below to correctly fill in the table. Please write your answers numerically.' Below the text is a grid of 10 frogs. To the right of the frogs is a table with three rows and two columns. The first row has the text 'How many frogs have the color purple?' and a 'type and' input field. The second row has the text 'How many frogs have the color red?' and an empty input field. The third row has the text 'How many frogs have the color black?' and an empty input field. A red box highlights a small audio icon in the top right corner of the question area. A red arrow points from this icon to a red text box that says 'When the feature is enabled, each question will have a small audio icon that students can click on to start the text-to-speech highlight tool!'.

Once the feature starts to read, the text will highlight word-by-word as it is read aloud. Additional icons will appear allowing the student to pause the feature, or start reading from the beginning.

## \*New Features\* Online Assessment Example (COPY)

Review later Show protractor Notes

4. Use the **picture** below to correctly fill in the table. Please write your answers numerically.



How many frogs have the color purple?	<input type="text" value="type ans"/>
How many frogs have the color red?	<input type="text"/>
How many frogs have the color black?	<input type="text"/>

The student has the ability to pause at any time, or select the "rewind" icon to start from the beginning.

Once the student selects the icon, the feature will begin reading the question, and the text will highlight as it reads.

If a passage is linked to an assessment, the feature's audio icon will be available for both the passage and for the question, allowing students to control which section of the assessment they would like read first.

Reading Magnifying Glass Highlight Mode Enable Answer Masking Audio Speed Rubric

Zoom In Zoom Out

Annotate



### New Year's Day

In 45 B.C., New Year's Day is celebrated on January 1 for the first time in history as the Julian calendar takes effect.

Soon after becoming Roman dictator, Julius Caesar decided that the traditional Roman calendar was in dire need of reform. Introduced around the seventh century B.C., the Roman calendar attempted to follow the lunar cycle but frequently fell out of phase with the seasons and had to be corrected. In addition, the pontifices, the Roman body charged with overseeing the calendar, often abused its authority by adding days to extend political terms or interfere with elections.

In designing his new calendar, Caesar enlisted the aid of Sosigenes, an Alexandrian astronomer, who advised him to do away with the lunar cycle entirely and follow the solar year, as did the Egyptians. The year was calculated to be 365 and 1/4 days, and Caesar added 67 days to 45 B.C., making 46 B.C. begin on January 1, rather than in March. He also decreed that every four years a day be added to February, thus theoretically keeping his calendar from falling out of step. Shortly before his assassination in 44 B.C., he changed the name of the month Quintilis to Julius (July) after himself. Later, the month of Sextilis was renamed Augustus (August) after his successor.

Celebration of New Year's Day in January fell out of practice during the Middle Ages, and even those who strictly adhered to the Julian calendar did not observe the New Year exactly on January 1. The reason for the latter was that Caesar and Sosigenes failed to calculate the correct value for the solar year as 365.242199 days, not 365.25 days. Thus, an 11-minute-a-year error added seven days by the year 1000, and 10 days by the mid-15th century.

The Roman church became aware of this problem, and in the 1570s Pope Gregory XIII commissioned Jesuit astronomer Christopher Clavius to come up with a new calendar. In 1582, the Gregorian calendar was implemented, omitting 10 days for that year and establishing the new rule that only one of every four centennial years should be a leap year. Since then, people around the world have gathered en masse on January 1 to celebrate the precise arrival of the New Year.

## \*New Features\* Online Assessment Example (COPY)

Review later Show protractor Notes Hint

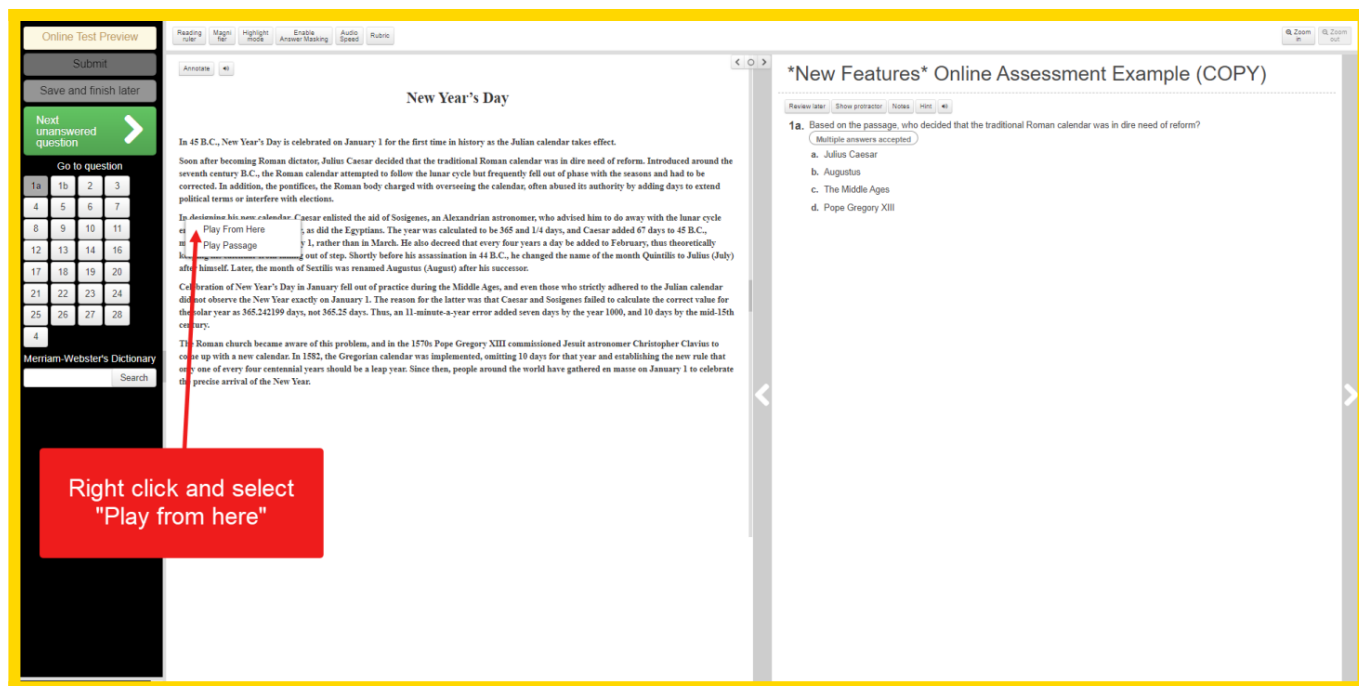


1a. Based on the passage, who decided that the traditional Roman calendar was in dire need of reform?

Multiple answers accepted

- a. Julius Caesar
- b. Augustus
- c. The Middle Ages
- d. Pope Gregory XIII

In the event that a student would like to choose where they would like the TTS engine to begin reading in a passage, question, or answer choice, they can simply right click where they would like to begin and select *Play from here*.

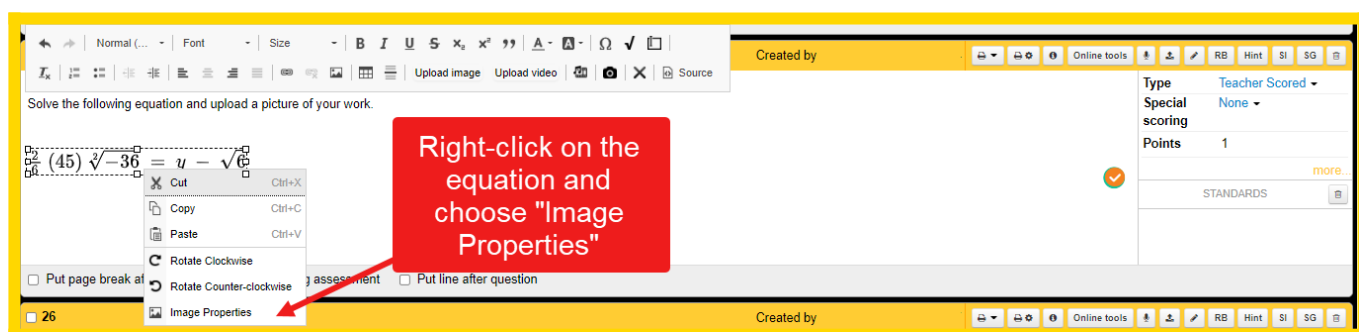


The tool will begin reading wherever the user selected to begin as opposed to starting at the beginning. In the even that they want the entire passage, question, or answer choice selected, they can also right click and select *Play Passage*.

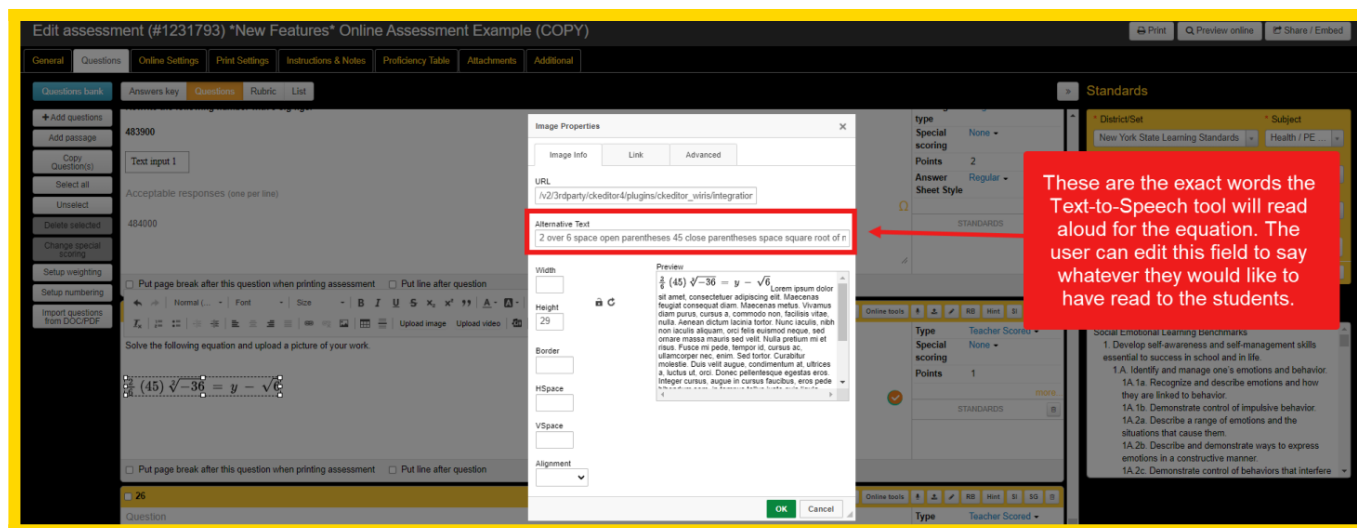
## Formatting Text-To-Speech for Questions Made in Equation Editor

If for any reason the user would like to change the words being read aloud for the equation, follow these steps:

- o Right click on the equation
- o Select "Image Properties"



- o Edit the words in the "Alternative Text" box to reflect EXACTLY what the user wants read aloud by the Text-to-Speech tool when the equation is read to students.
- o Click "OK."



## Assigning TTS Highlighter to Specific Students

**VIDEO:** To see a short video on how to assign this feature to specific student, please click [HERE](#)

If the TTS Highlighter is not something the user would like assigned to all students, but rather to a select group of students with testing modifications, this feature can be enabled for those kiddos while assigning the assessment.

*NOTE: Please make sure if assigning to specific students and NOT the whole class, the "Allow Text-to-Speech" option is NOT checked in the assessment editor*

From the Teacher Dashboard, assign the assessment as one would normally assign any test to students. To learn more about assigning online, please click [here](#).

Once the Start and End time have been selected, and the additional modification options are enabled, the 4th column will represent the TTS feature.

**Assign students #1247778 2021 Grade 8 Intermediate-Level Science Test (COPY)**

☐ CLEAR RESPONSES for students who have already entered answers on this test.

Search Scope  
UID, First or Last Name Q X All

99 students(s) total 99 students(s) selected Clear

Blue is test default Orange is custom selection

Assigned	Student	TTS	Audio	Response	Calculator	Spell Check	X Out	Translate
<input checked="" type="checkbox"/>	ACOSTA, Rowan (4392RACOSTA) Not started	A	N	N	U	N	N	N
<input checked="" type="checkbox"/>	ALLEN, Rory (4392RALLEN) Not started	Q	N	N	U	N	N	N
<input checked="" type="checkbox"/>	ARIAS, Jaxon (4392JARIAS) Not started	P	N	N	U	N	N	N
<input checked="" type="checkbox"/>	BALDWIN, Oliver (4392OBALDWIN) Not started	N	N	N	U	N	N	N
<input checked="" type="checkbox"/>	BAXTER, Oliver (4392OBAXTER) Not started	N	N	N	U	N	N	N
<input checked="" type="checkbox"/>	BECKER, Payton (4392PBECKER) Not started	N	N	N	U	N	N	N
<input checked="" type="checkbox"/>	BLAIR, Mila (4392MBLAIR) Not started	N	N	N	U	N	N	N
<input checked="" type="checkbox"/>	BOONE, Aubrey (4392ABOONE) Not started	N	N	N	U	N	N	N
<input checked="" type="checkbox"/>	BOOTH, Alexander (4392ABOOTH) Not started	N	N	N	U	N	N	N

\* Indicates student already has answers for this assessment  
☐ Email Students when Available  
☒ Indicates student already has been assigned this assessment  
☐ Email me when Students are Done

Click 'Proceed' to set Date Window

For students that need this feature turned ON, the user can simply click the blue "N" next to their name. There are three options for enabling the TTS. An orange "A" will enable TTS for questions and passages, an orange "Q" will enable TTS for questions only, or an orange "P" will enable TTS for passages only. Any students that needs this modification will need to have it manually turned on by making the blue "N" an orange "A" , "Q" or "P" in the TTS column.