

Appendix D: Text-to-Speech, Human Reader, or Interpreter Accommodation Guidance for English Language Arts/Literacy Assessments

Individualized Education Program (IEP) or 504 Plan Decision-Making Tool

This tool has been developed to assist IEP teams and 504 coordinators to identify students who may be appropriate candidates to receive the accommodation for **text-to-speech** (computer-based), **human reader** (paper-and-pencil), or for a student who is deaf or hard of hearing, ASL or other **interpretation** for the PARCC ELA/Literacy Mid-Year, Performance-Based, and/or End-of-Year Assessments. States will determine if this tool is optional or required based on state policy or practice.

Student's Name: _____ **D.O.B:** _____ **Grade:** _____

School/Program: _____ **State ID #/Local ID#:** _____

District/LEA: _____ **State:** _____

IEP Team Members or 504 Plan Coordinator/Staff		
Title	Name	Date
IEP Team Chairperson or 504 Coordinator:		
Special Education Teacher(s):		
General Education Teacher(s):		
IEP Team member(s) qualified to interpret reading evaluation results::		
Parent(s)/Guardian:*		
Student (if a team participant):		
Other IEP team member(s):		
<p>Verification of Parent/Guardian Notification (optional):* _____ <i>(Parent/Guardian Initials)</i> <i>I have been informed by my child's school that my child will receive the read-aloud accommodation (or interpretation for a student who is deaf or hard-of-hearing) for a PARCC English Language Arts/Literacy assessment. I understand that my child's assessment report will include a notation that the Text-to-Speech, Human Reader, or Sign Interpreter was used.</i></p>		

* If the parent/guardian does not initial this form, the school should attach documentation and date of notification to the parent regarding the decision to provide the text-to-speech, human reader, or interpreter accommodation to the student.

If all guidelines listed below are met, and the student is given the **Text-to-Speech, Human Reader, or Interpreter** accommodation for the PARCC English Language Arts/Literacy assessment, he/she will receive a valid score on the assessment. If all guidelines are *not* met, and the student is given the **Text-to-Speech, Human Reader, or Interpreter** accommodation on a PARCC English Language Arts/Literacy assessment, then the student’s assessment score may be *invalidated* and the score would not be counted in the overall assessment results; i.e., the student would be considered a “non-participant” for the English Language Arts/Literacy assessment.

Guidelines for IEP or 504 Team Consideration	Additional Guidance	Agree/Disagree
The student has an Individualized Education Program (IEP) or 504 plan.	Student has an approved IEP or current 504 plan.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
<p>In making decisions whether to provide the student with this accommodation, IEP and 504 teams are instructed to consider whether the student has:</p> <p>Blindness or a visual impairment and has not learned (or is unable to use) braille;</p> <p>OR</p> <p>A disability that severely limits or prevents him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text or read fluently);</p> <p>OR</p> <p>Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation</p>	<p>The IEP or 504 Team must determine whether the student has a disability that severely limits or prevents him or her from decoding text and/or reading fluently.</p> <p>This accommodation is not intended for a student reading somewhat (i.e., moderately) below grade level.</p> <p>The IEP must document objective evidence from a variety of sources (including state assessments, district assessments, AND one or more locally-administered diagnostic assessments or other evaluation) that indicate that the student’s ability to decode text or braille is severely limited or prevented.</p> <p>States may provide additional guidance for their respective states based on state policy or practice.</p>	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
<p>Before listing the accommodation in the student’s IEP or 504 plan, teams should also consider whether:</p> <p>The student has access to printed text during routine instruction through a reader or other spoken-text audio format, or interpreter;</p>	States may provide additional guidance for their respective states based on state policy or practice.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree

<p>The student's inability to decode printed text or read braille is documented in evaluation summaries from locally-administered diagnostic assessments;</p> <p>The student should receive ongoing, intensive instruction and/or interventions to remediate his or her foundational reading skills in order to continue to attain the important college and career-ready skill of independent reading.</p>	<p>States may provide additional guidance for their respective states in order to define intensive instruction and interventions based on state policy or practice.</p>	
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List the data and/or evaluation sources that were used to document the decision to give the Text-to-Speech, Human Reader, or Sign Interpreter accommodation to the student on the English Language Arts/Literacy Assessment(s):

1.) Name of Diagnostic Evaluation or Educational Assessment: _____

 Name and Title of Examiner: _____
 Most Recent Testing Date: _____
 Score(s): _____
 Provide a Summary of the Results: _____

2.) Name of Diagnostic Evaluation or Educational Assessment: _____

 Name and Title of Examiner: _____
 Most Recent Testing Date: _____
 Score(s): _____
 Provide a Summary of the Results: _____

3.) List any additional assessment data, scores, and/or evaluation results that were used to guide the IEP or 504 team decision-making regarding the **Text-to-Speech, Human Reader, or Interpreter** accommodation for the PARCC English Language Arts/Literacy assessment:

List the **instructional interventions and supports** specifically related to reading that are currently provided to the student:

- Intensive reading interventions have been provided to the student for _____ years.
- List the specific school years and frequency _____
- Describe and list the specific reading intervention(s) provided to the student:

List any additional relevant information regarding the student:
