



LAS Links Reader Options Table

Available for dually Identified Grade K-12 students who require accommodations that promote access to print/language when participating on the annual LAS Links assessment.

Accessibility Option	Category	Description	Eligibility Requirements	Documentation
<p>LAS Links Text-to-Speech (TTS) Accommodation for the Reading Domain (Passages and Item Prompts)</p>	<p>Embedded Language Accommodation (Available in English only)</p>	<p>The test items and stimuli for the Reading Domain test are read to the student via embedded TTS technology in the selected test form.</p> <p>The student may control the speed, as well as raise or lower the volume of the voice via a volume control.</p> <p>Headsets are required.</p> <p>When TTS for the Reading Domain is approved and selected, TTS for the Writing Domain (Directions and Item Prompts) is automatically populated.</p>	<ul style="list-style-type: none"> • The Grade K-12 student must be identified as an English learner/multilingual learner (EL/ML) in PSIS and as a student with a disability with an Individualized Education Program (IEP) or Section 504 Plan. • The Planning and Placement Team (PPT) must annually document in CT-SEDS the need for the LAS Links Text -to-Speech Accommodation for the Reading Domain based upon evidence in the IEP or Section 504 Plan. • Typically, the student has a print or visual disability and would most likely be using Accessible Educational Materials (AEM) during instruction (see Decision Guidelines LAS Links Text-to-Speech). • If the student has a reading-based disability, there must be strong evidence of the persistence of the disability despite intensive, targeted instruction. There should be documentation of the interventions used and formative assessment data on the effects of each intervention. • If the student is in Grades 3-8 or 11, participating in the Smarter Balanced Assessments or Connecticut SAT School Day the student is expected to also require the Text -to-Speech Accommodation to access Reading Passages for these academic assessments. • The student should be familiar with this accommodation and use it regularly during instruction across the curriculum. 	<ol style="list-style-type: none"> 1. Formal documentation is required in CT-SEDS by the Connecticut Department of Education (CSDE) in the IEP or Section 504 Plan. 2. Complete the Decision Guidelines LAS Links Text-to-Speech and maintain with the student's record. 3. It is highly recommended that the district adopts consistent policies and practices for assigning the LAS Links Text-to-Speech Accommodation and communicates them to appropriate staff. 4. If the LAS Links Text-to-Speech Accommodation for the Reading Domain is finalized in CT-SEDS, it must also be entered in the Data Recognition (DRC) Insight Portal System.



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<p>LAS Links Read Aloud Accommodation for the Reading Domain (Passages and Item Prompts)</p>	<p>Non-Embedded Language Accommodation (Available in English only)</p>	<p>A trained and qualified human reader reads all test items and stimuli for the Reading Domain, aloud to the student in an individual test setting.</p> <p>If this accommodation is approved and selected, then the student also receives a human reader for directions and item prompts for the Writing Domain.</p>	<ul style="list-style-type: none"> • The Grade K-12 student must be identified as an EL/ML in PSIS and as a student with a disability with an IEP or Section 504 Plan. • The PPT must annually document in CT-SEDS the need for the LAS Links Read Aloud Accommodation for the Reading Domain based upon evidence in the IEP or Section 504 Plan. • Typically, the student has a print or visual disability and would most likely be using AEM during instruction (see LAS Links Decision Guidelines for Read Aloud Accommodation for the Reading Domain). • The student must have an IEP or Section 504 plan specifying the need for all content to be read to the student across the curriculum. • Typically, the student has a print or visual disability and would most likely also be using AEM during instruction. • If the student has a reading-based disability, there must be strong evidence of the persistence of the disability despite intensive, targeted instruction. There should be documentation of the interventions used and formative assessment data on the effect of each intervention. • The student should be familiar with this accommodation and use it regularly during instruction. • The PPT or Section 504 Planning Team must agree that evidence supports the need, and that this accommodation is beneficial to the student during instruction and assessment. Furthermore, the PPT must agree that the student’s accessibility needs cannot be met using the embedded text-to-speech accommodation. • If it is determined that the student requires the provision of a human reader, the Documented Evidence for LAS Links Read Aloud 	<ol style="list-style-type: none"> 1. Student is identified as EL/ML in PSIS. 2. Student has a finalized IEP or Section 504 Plan in CT-SEDS. 3. The PPT has determined using the Documented Evidence for LAS Links Read Aloud for the Reading Domain Form that there is a preponderance of evidence or a lack of evidence to support the student qualifying for the LAS Links Read Aloud Accommodation and verifies the need for this accommodation in CT-SEDS annually. 4. The LAS Links Read Aloud Accommodation for the Reading Domain is entered by appropriate staff in the DRC Insight Portal. 5. The LAS Links Read Aloud Accommodation for the Reading Domain Form is maintained in the student file. 6. The qualified individual acting as the reader should review the LAS Links Read Aloud Accommodation for the Reading Domain Guidelines and sign the LAS Links Read Aloud Accommodation Security/Confidentiality Agreement to ensure standardization and proper administration during testing.



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			<p>for the Reading Domain Form should be completed and maintained locally and shared with the District Administrator for Testing, the Special Education Director, and the English Learner Assessment Coordinator (ELAC).</p>	
<p>LAS Links Read Aloud of Directions and Item Prompts Only Accommodation for the Reading Domain and Writing Domain</p>	<p>Non-Embedded Language Accommodation (Available in English only)</p>	<p>A trained and qualified human reader reads only directions and item prompts for the Reading Domain and Writing Domain, aloud to the student in an individual test setting.</p>	<ul style="list-style-type: none"> • The Grade K-12 student must be identified as an EL/ML in PSIS and as a student with a disability with an IEP or Section 504 Plan. • The PPT must annually document in CT-SEDS the need for directions and item prompts read aloud. • The student must have an IEP or Section 504 plan specifying the need for all content to be read to the student across the curriculum. • The student should be familiar with this accommodation and use it regularly during instruction. • The PPT or Section 504 Planning Team must agree that evidence supports the need, and that this accommodation is beneficial to the student during instruction and assessment. 	<ol style="list-style-type: none"> 1. Student is identified as EL/ML in PSIS. 2. Student has a finalized IEP or Section 504 Plan in CT-SEDS. 3. The PPT has determined LAS Links Read Aloud of Directions and Item Prompts for the Reading and Writing Domain Accommodation and verifies the need for this accommodation in CT-SEDS annually. 4. The LAS Links Read Aloud Accommodation for the Reading Domain and Writing Domain (directions and item prompts only) is entered by appropriate staff in the DRC Insight Portal. 5. The qualified individual acting as the reader should review the LAS Links Read Aloud Accommodation for the Reading Domain Guidelines and sign the LAS Links Read Aloud Accommodation Security/Confidentiality Agreement to ensure standardization and proper administration during testing.