



2020-21 Decision Guidelines for a Read Aloud of the Smarter Balanced ELA Reading Passages

Use this form to help determine the need for a Human Reader of the Smarter Balanced ELA reading passages. This accommodation is **only** for students in Grades 3-8 with a *documented print disability*, or for *blind students* who do not yet have adequate braille skills. Typically the students who qualify for this special documented accommodation cannot access text-to-speech through the online test delivery system. As with all accommodations, this is only available to students with an IEP or Section 504 Plan.

Student has: IEP 504 Plan
Student Name: _____ **SASID:** _____ **District:** _____ **School:** _____ **Grade:** ____ **Date:** _____

A **preponderance of evidence** should exist rather than one or two marks in shaded boxes to support the eligibility of a student in Grades 3-8 for a Read Aloud of the reading passages accommodation.

Question	Assurance- For students with an IEP, evidence found on:	Yes	No
1a. Is this student blind or does this student have a significant visual impairment?	<ul style="list-style-type: none"> • Page 1: -----COVER PAGE WITH DISABILITY CATEGORY • Pages 4 & 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE 		
1b. If the student is blind or has a significant visual impairment, is the student learning to read braille?	<ul style="list-style-type: none"> • Page 10: -----SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA 		
2. Does this student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?	<ul style="list-style-type: none"> • Page 10: -----SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA 		
3. Does the student's disability impact the student's ability to access the curriculum across all academic subjects?	<ul style="list-style-type: none"> • Pages 4 & 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE • Page 7: ----- GOAL & OBJECTIVES 		
4. Are interventions being utilized to improve the student's decoding, fluency, or comprehension skills?	<ul style="list-style-type: none"> • Pages 4 & 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE • Page 7: ----- GOAL & OBJECTIVES 		
5. Does the student use text-to-speech (computer), assistive technology software, audio books, or receive a read-aloud accommodation (human reader) during instruction?	<ul style="list-style-type: none"> • Page 8: -----PROGRAM ACCOMMODATIONS AND MODIFICATIONS • Page 11:----- SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION 		
6. Does the student belong to Bookshare (or similar organization) or use identified accessible educational materials? (See Determining the Need for Accessible Educational Materials (AEM) and Acquiring AEM from the Appropriate Sources for more information.)	<ul style="list-style-type: none"> • Page 8: -----PROGRAM ACCOMMODATIONS AND MODIFICATIONS • Page 11:----- SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION 		
7. Does the student receive a read-aloud (human reader) accommodation during Smarter Balanced Assessments or other class or districtwide assessments?	<ul style="list-style-type: none"> • Page 8: -----PROGRAM ACCOMMODATIONS AND MODIFICATIONS • Page 9: -----STATE AND DISTRICT TESTING AND ACCOMMODATIONS 		
8. Does someone (teacher, paraprofessional) regularly read aloud to the student in school as an instructional accommodation?	<ul style="list-style-type: none"> • Page 8: ----- PROGRAM ACCOMMODATIONS AND MODIFICATIONS 		

By the submission of this form, we acknowledge that this student qualifies to receive a Human Reader for the Smarter Balanced ELA Reading Passages.

Teacher Name _____ *Print / Telephone* _____
Special Education Director Name _____ *Print / Telephone* _____
District Administrator Name (DA in TIDE) _____ *Print / Telephone* _____

Given the student's specific disability, the student requires a human reader for the Read-Aloud Accommodations for ELA Reading Passages. Please ensure that the PETITION FOR APPROVAL OF SPECIAL DOCUMENTED ACCOMMODATIONS 2020-2021 has been submitted by the District Administrator to the CSDE. Additionally, the trained and qualified human reader must follow the guidance described in the [GUIDELINES FOR READ ALOUD, TEST READER](#). Once you receive approval from the CSDE, [submit this form electronically by selecting this link](#).