



## 2020-21 Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages

Use this form to help determine the need for the embedded text-to-speech of the reading passages assessment accommodation. 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. Please [submit this form electronically by selecting this link](#).

**Student has:**  IEP  504 Plan  
**Student Name:** \_\_\_\_\_ **SASID:** \_\_\_\_\_ **District:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Responses in **shaded boxes** may indicate a need for the embedded text-to-speech of the ELA Reading Passages. 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 text-to-speech 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"> <li>• <b>Page 1:</b> -----COVER PAGE WITH DISABILITY CATEGORY</li> <li>• <b>Pages 4 &amp; 5:</b> PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE</li> </ul>		
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"> <li>• <b>Page 10:</b> -----SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA</li> </ul>		
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"> <li>• <b>Page 10:</b> -----SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA</li> </ul>		
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"> <li>• <b>Pages 4 &amp; 5:</b> PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE</li> <li>• <b>Page 7:</b> ----- GOAL &amp; OBJECTIVES</li> </ul>		
4. Are interventions being utilized to improve the student's decoding, fluency, or comprehension skills?	<ul style="list-style-type: none"> <li>• <b>Pages 4 &amp; 5:</b> PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE</li> <li>• <b>Page 7:</b> ----- GOAL &amp; OBJECTIVES</li> </ul>		
5. Does the student use text-to-speech (computer), assistive technology software or audio books during instruction?	<ul style="list-style-type: none"> <li>• <b>Page 8:</b> -----PROGRAM ACCOMMODATIONS AND MODIFICATIONS</li> <li>• <b>Page 11:</b>----- SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION</li> </ul>		
6. Does the student belong to <a href="#">Bookshare</a> (or similar organization) or use identified accessible educational materials? (See <a href="#">Determining the Need for Accessible Educational Materials (AEM) and Acquiring AEM from the Appropriate Sources</a> for more information.)	<ul style="list-style-type: none"> <li>• <b>Page 8:</b> -----PROGRAM ACCOMMODATIONS AND MODIFICATIONS</li> <li>• <b>Page 11:</b>----- SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION</li> </ul>		
7. Does the student use text-to-speech (computer) during Smarter Balanced Assessments or other class or districtwide assessments?	<ul style="list-style-type: none"> <li>• <b>Page 8:</b> -----PROGRAM ACCOMMODATIONS AND MODIFICATIONS</li> <li>• <b>Page 9:</b> -----STATE AND DISTRICT TESTING AND ACCOMMODATIONS</li> </ul>		

By the submission of this form, we acknowledge that this student qualifies to receive the Smarter Balanced Assessments accommodation of Text-to-Speech (computer) of ELA Reading Passages.

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