



## Connecticut Smarter Balanced and NGSS Assessment Reader Options Table

Item	Category	Purpose	Requirements	Documentation
<b>Text-to-Speech of ELA Items, Math and Science Stimuli &amp; Items</b>	Embedded Designated Support	<p>The text for ELA test items and math and science stimuli and test items are read to the student via embedded text-to-speech technology.</p> <p>The student is able to control the speed, as well as raise or lower the volume of the voice via a volume control.</p>	<ul style="list-style-type: none"> <li>-The student should be familiar with this support and use it regularly during instruction.</li> <li>-The educational team must agree that this designated support is beneficial to the student for assessment purposes. The district user sets the designated support for each subtest in the TIDE system.</li> <li>-Available for both in-person and remote testing.</li> <li>-Headsets are required.</li> </ul>	
<b>Text-to-Speech of ELA Reading Passages</b>	Embedded Accommodation	<p>The ELA Reading Passages are read aloud to the student via embedded text-to-speech technology.</p> <p>The student is able to control the speed, as well as raise or lower the volume of the voice via a volume control.</p>	<ul style="list-style-type: none"> <li>-The student must have an IEP or Section 504 plan specifying the need for all content to be read to the student (text-reader of passages).</li> <li>-Typically this is due to a print or visual disability and the student would most likely be using Accessible Educational Materials (AEM).</li> <li>-The student should be familiar with this accommodation and use it regularly during instruction.</li> <li>-The Planning and Placement Team or Section 504 Planning Team must agree that evidence supports need and that this accommodation is beneficial to the student during instruction and assessment.</li> <li>-This accommodation must be set in the TIDE system by the district user.</li> <li>-The <a href="#">2020-21 Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages</a> must be completed and submitted electronically to the CSDE prior to testing.</li> <li>-Generally, these students would also have the Embedded Designated Support of Text-to-Speech for ELA, math, and science (if applicable).</li> <li>-Available for both in-person and remote testing.</li> <li>-Headsets are required.</li> </ul>	<ul style="list-style-type: none"> <li>• IEP or Section 504 Plan</li> <li>• Complete the <a href="#">Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages</a> and electronically <a href="#">submit</a> to the CSDE.</li> <li>• Set the Embedded Text-to-Speech for ELA Passages Accommodation (and designated support for embedded Text-to-Speech) for each assessment in TIDE.</li> </ul>
<b>Read Aloud of ELA Items (Not ELA Passages), Math and Science Stimuli &amp; Items</b>	Non-Embedded Designated Support	<p>ELA test items (not the ELA Reading Passages) and Math and Science stimuli and test items aloud to the student in a 1 to 1 setting by a trained and qualified human reader.</p>	<ul style="list-style-type: none"> <li>-The student should be familiar with this support and use it regularly during instruction.</li> <li>-The educational team must agree that this designated support is beneficial to the student for assessment purposes.</li> <li>-The designated support is set in the TIDE system.</li> </ul>	<p>The qualified individual acting as the reader should reference the <a href="#">Guidelines for Read Aloud, Test Reader</a>.</p>



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			<p>-This designated support is not available in remote test settings; it requires administration in an in-person test setting at a school or district location.</p>	
<p><b>Read Aloud of ELA Reading Passages</b></p>	<p>Non-Embedded Accommodation</p>	<p>A trained and qualified human reader reads all test items (math, science, ELA) and ELA Reading Passages aloud to the student in a 1 to 1 setting.</p>	<p>-The student must have an IEP or Section 504 plan specifying the need for all content to be read to the student (reader of passages). The student should be familiar with this accommodation and use it regularly during instruction.</p> <p>-The Planning and Placement Team or Section 504 Planning Team must agree that evidence supports need and that this accommodation is beneficial to the student during instruction and assessment.</p> <p>-Typically this is due to a print or visual disability and the student would most likely be using Accessible Educational Materials (AEM).</p> <p>-This accommodation is considered a Special Documented Accommodation (see the <a href="#">Assessment Guidelines</a> Appendix C) and requires the District Administrator for Testing to petition for its use prior to testing.</p> <p>-If the provided evidence supports the accommodation, the CSDE will approve the request. The District Administrator must submit the <a href="#">Decision Guidelines for Read Aloud of the Smarter Balanced Reading Passages</a> upon approval. CSDE sets this accommodation in TIDE Test Settings.</p> <p>-This accommodation is not available in remote test settings; it requires administration in an in-person test setting at a school or district location.</p>	<ul style="list-style-type: none"> <li>• IEP or Section 504 Plan</li> <li>• Special Documented Accommodations Petition submitted and approved</li> <li>• Decision Guidelines for a Read Aloud of the Smarter Balanced ELA Reading Passages.</li> <li>• The qualified individual acting as the reader should reference the <a href="#">Guidelines for Read Aloud, Test Reader</a> and submit the Read Aloud Protocol.</li> </ul>

**Additional Resources:**

[Text-to-Speech/Read Aloud Accommodation for ELA Reading Passages Flowchart](#)

[Guidelines For Choosing Text-to-Speech or Read Aloud Accommodations for Smarter Balanced ELA Summative and Interim Assessments Reading Passages](#)