2023-24 Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages

Planning and Placement Teams should use this form to help document the need for the embedded text-to-speech of the Smarter Balanced reading passages. This accommodation is **only** for students with an IEP or Section 504 Plan in Grades 3-8 with a *documented print disability*, or for *students who are blind* with inadequate braille skills. If your student qualifies, select the *Text-to-Speech of ELA Passages (Embedded Accommodation)* in CT-SEDS, along with *Text-to-Speech (Embedded Designated Support)* for ELA items, and math and science stimuli and items, if appropriate. Please complete and maintain this form locally with the student's record.

Student has: ⟶ ☐ **IEP** ☐ **504 Plan**

Student Name:_____ **SASID:**_____ **District:**_____ **School:**_____ **Grade:**____ **Date:**_____

Responses in shaded boxes may indicate a need for the text-to-speech available through the online computer platform. 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 Smarter Balanced ELA Reading Passages accommodation.

Question	Assurance: Evidence may be found in the following sections of CT-SEDS (refer to the 504 or IEP as applicable)	Yes	No
1a. Is this student blind or does this student have a significant visual impairment?	• Student Information section (refer to Primary Disability category) • Present Levels of Academic Achievement and Annual Goal(s) and Objectives section		
1b. If the student is blind or has a significant visual impairment, is the student learning to read braille?	• Special Considerations and Progress Reporting sections		
2a. Does this student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?	• Student Information section (refer to Primary Disability category) • Special Considerations and Progress Reporting sections		
2b. Is there evidence of the persistence of the reading-based disability despite intensive, targeted instruction. (Note: There should be documentation of the interventions used and formative assessment data on the effect of each intervention.)	• Present Levels of Academic Achievement and Annual Goal(s) and Objectives section		
3. Does the student's disability impact the student's ability to access the curriculum across all academic subjects?	• Present Levels of Academic Achievement and Annual Goal(s) and Objectives section		
4. Are interventions being utilized to improve the student's decoding, fluency, or comprehension skills?	• Present Levels of Academic Achievement and Annual Goal(s) and Objectives section		
5. Does the student use text-to-speech (computer), assistive technology software, or audio books during instruction?	• Special Education and Related Services section • Supplementary Aids and Services and Indirect Services sections • District and State Testing Information section		
6. Does the student belong to Book share (or a 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.)	• Special Education and Related Services section • Supplementary Aids and Services and Indirect Services sections • District and State Testing Information section		
7. Does the student use text-to-speech (computer) during Smarter Balanced Assessments or other class or districtwide assessments?	• Special Education and Related Services section • Supplementary Aids and Services and Indirect Services sections • District and State Testing Information section		

☐ *Based on the limited preponderance of evidence indicated above, the student **does not qualify** for the Text-to-Speech of the Smarter Balanced ELA Reading Passages accommodation.*

☐ *Based on the substantial preponderance of evidence indicated above, the student **qualifies** for the Text-to-Speech of the Smarter Balanced ELA Reading Passages accommodation. Appropriate school/district personnel should select the Text-to-Speech of ELA Passages (Embedded Accommodation) in CT-SEDS. Additionally, Text-to-Speech (Embedded Designated Support) should be selected for ELA items, and math and science stimuli and items (if appropriate) in CT-SEDS.*

☐ *Please sign to acknowledge the completion and accuracy of this determination. Maintain this document locally with the student's record.*

Teacher Name_____ Special Education Director Name_____
              Signature/Date   ***Signature/Date***

                    District Administrator Name (DA in TIDE)_____
                                               Signature/Date