



2023-24 Documented Evidence for a READ ALOUD of the Smarter Balanced ELA Reading Passages

Planning and Placement Teams should use this form to help document the need for a Human Reader of the Smarter Balanced ELA 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. Typically, the students who qualify for this special documented accommodation cannot access text-to-speech through the online test delivery system. If your student qualifies, select the Read Aloud of ELA Passages accommodation in CT-SEDS, along with the non-embedded Read Aloud of items for ELA, and math and science stimuli and items (if appropriate). Maintain this form locally with the student's records. **Important: The trained and qualified human reader must follow the guidance described in the [GUIDELINES FOR READ ALOUD, TEST READER](#) before providing this accommodation.**

Student has: **504 Plan** 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 Smarter Balanced ELA Reading Passages accommodation.

| Question: | Assurance: Evidence may be found in the following sections of CT-SEDS (refer to the 504 Plan or IEP as applicable) | Yes | No |
|---|--|-----|----|
| 1a. Is this student blind or does this student have a significant visual impairment? | <ul style="list-style-type: none"> 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? | <ul style="list-style-type: none"> 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? | <ul style="list-style-type: none"> 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.) | <ul style="list-style-type: none"> 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? | <ul style="list-style-type: none"> 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? | <ul style="list-style-type: none"> Present Levels of Academic Achievement and Annual Goal(s) and Objectives section | | |
| 5. Does the student use assistive technology software, audio books, or receive a read-aloud accommodation (human reader) during instruction? | <ul style="list-style-type: none"> 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 Bookshare (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.) | <ul style="list-style-type: none"> Special Education and Related Services section Supplementary Aids and Services and Indirect Services sections District and State Testing Information section | | |
| 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"> Special Education and Related Services section Supplementary Aids and Services and Indirect Services sections District and State Testing Information section | | |
| 8. Does someone (teacher, paraprofessional) regularly read aloud to the student in school as an instructional accommodation? | <ul style="list-style-type: none"> 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 Read Aloud of the Smarter Balanced ELA Reading Passages accommodation.
- Based on the substantial preponderance of evidence indicated above, the student **qualifies** for the Read Aloud of the Smarter Balanced ELA Reading Passages accommodation. Appropriate school/district personnel should select the Read Aloud of ELA Passages (Special Documented Non-Embedded Accommodation) in CT-SEDS. Additionally, Read Aloud (Non-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: _____ Signature **REQUIRED**/Date/Telephone _____
 Special Education Director Name: _____ Signature **REQUIRED**/Date/Telephone _____

Updated 6/13/23 District Administrator (DA) Name: _____ Signature **REQUIRED**/Date/Telephone _____