

LAS Links Documented Evidence for a Read Aloud Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts)

Overview

Planning and Placement Teams (PPTs) and Section 504 Teams should use this form to help document the need for a Human Reader for the LAS Links Reading Domain (Passages and Items Prompts) and Writing Domain and Speaking Domain/Listening Domain (Specified Items). This accommodation is only for dually identified EL/ML students with an Individualized Education Program (IEP) or Section 504 Plan in Grades K–12 with a documented print or visual disability, or for students who are blind with inadequate braille skills. Typically, the students who qualify for this accommodation cannot access text-to-speech through the online test delivery system. If your student qualifies, select the LAS Links Read Aloud Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Items) in CT-SEDS. Maintain this form locally with the student's records. Refer to the [LAS Link Reader Options Table](#) for more about reader accessibility accommodations. **Important: The trained and qualified human reader must review the [LAS Links Read Aloud Accommodation Guidelines](#) and the [LAS Links Read Aloud Accommodation: Security/Confidentiality Agreement](#) before providing this accommodation.**

Student Demographics

Student Name Printed:

SASID:

Grade:

District:

School:

Date:

A **preponderance of evidence** should exist to support the eligibility of an EL/ML student in Grades K–12 for the LAS Links Read Aloud Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts). When teams are determining if there is a preponderance of evidence, a vast majority of questions in the chart that follows should be answered as **yes** rather than one or two items.

Question	Assurance: Evidence may be found in the following sections of CT-SEDS (refer to the IEP or Section 504 Plan as applicable).	Circle YES if Evidence Exists	Circle NO if No Evidence Exists
1a. Is this student blind or does this student have a significant visual impairment?	Evidence may be found in: • Student Information section (refer to Primary Disability category) • Special Considerations • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Determination of Eligibility	YES	NO
1b. If the student is blind or has a significant visual impairment, is the student learning to read braille?	Evidence may be found in: • Student Information section (refer to Primary Disability category) • Special Considerations • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Determination of Eligibility	YES	NO
2a. Does this student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?	Evidence may be found in: • Student Information section (refer to Primary Disability category) • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Determination of Eligibility	YES	NO
2b. Is there evidence of the persistence of the reading-based disability despite intensive, targeted instruction in the Science of Reading? (Note: There should be documentation of the interventions used and formative assessment data on the effect of each intervention.)	Evidence may be found in: • Student Information section (refer to Primary Disability category) • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Determination of Eligibility	YES	NO
3. Does the student's disability impact the student's ability to access the curriculum across all academic subjects?	Evidence may be found in: • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Plan Details	YES	NO

Question	Assurance: Evidence may be found in the following sections of CT-SEDS (refer to the IEP or Section 504 Plan as applicable).	Circle YES if Evidence Exists	Circle NO if No Evidence Exists
4. Are interventions being utilized to improve the student's decoding, fluency, or comprehension skills?	Evidence may be found in: • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Plan Details	YES	NO
5. Does the student use assistive technology software, audio books, or receive a read-aloud accommodation (human reader) during instruction?	Evidence may be found in: Special Considerations • Present Levels, Annual Goal, and Supplementary Aids and Services • Special Education and Related Services section • Section 504 Plan Details	YES	NO
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.)	Evidence may be found in: • Special Considerations • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Plan Details	YES	NO
7. Does the student receive a read-aloud (human reader) accommodation during Smarter Balanced Assessments or other class or districtwide assessments?	Evidence may be found in: • Present Levels, Annual Goal, and Supplementary Aids and Services • District and State Testing • Section 504 Plan Details/State Testing	YES	NO
8. Does someone (teacher, paraprofessional) regularly read aloud to the student in school as an instructional accommodation?	Evidence may be found in: • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Plan Details	YES	NO

Planning and Placement Team Attestation:

☐ If decision was made based on the limited preponderance of evidence indicated above, the student **does not qualify** for the LAS Links Read Aloud Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts), the Case Manager **will initial here:**

☐ If a decision was made based on the substantial preponderance of evidence indicated above, the student **qualifies** for the LAS Links Read Aloud Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domains (Stimuli and Item Prompts). Designated school/district personnel should select the appropriate accommodation for LAS Links in CT-SEDS and in the DRC INSIGHT Portal System. Complete the [LAS Links Read Aloud Accommodation of the ELA Reading Passages Security/Confidentiality Agreement](#) included in Appendix A of the form and have the Case Manager **initial here:**

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

Case Manager Name/Signature/Date:

Special Education Director Name/Signature/Date:

English Language Assessment Coordinator (ELAC) Name/Signature/Date:

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