



LAS Links Documented Evidence for a READ ALOUD Accommodation for the Reading Domain

Planning and Placement Teams (PPTs) should use this form to help document the need for a Human Reader for the LAS Links Reading Domain. This accommodation is **only** for dually identified students with an Individualized Education Program (IEP) or Section 504 Plan in Grades K-12 with a *documented print disability*, or for *blind students* who do not yet have adequate 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 in CT-SEDS and in the Data Recognition Corporation (DRC) INSIGHT Portal System. Maintain this form locally with the student's records. **Important: The trained and qualified human reader must review the *LAS Links Read Aloud Accommodation for the Reading Domain Guidelines and the LAS Links Read Aloud Accommodation: Security/Confidentiality Agreement* before providing this accommodation.**

Student has: 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 an EL/ML student in Grades K-12 for the LAS Links Read Aloud Accommodation for the Reading Domain.

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"> 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 an adult (teacher, paraprofessional) regularly read aloud text to the student as an instructional accommodation across all curriculum content areas?	<ul style="list-style-type: none"> Special Education and Related Services section Supplementary Aids and Services and Indirect Services sections 		
6. Does the student belong to Bookshare (or a similar organization) and/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 		
7. Does the student receive a Read-Aloud (human reader) Accommodation for ELA Passages 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 		

- 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.
- Based on the substantial preponderance of evidence indicated above, the student **qualifies** for the LAS Links Read Aloud Accommodation for the Reading Domain. Appropriate school/district personnel should select the appropriate accommodation for LAS Links in CT-SEDS and in the Data Recognition Corporation (DRC) INSIGHT Portal System.
- 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 _____

District Administrator (DA) Name: _____ Signature **REQUIRED**/Date/Telephone _____

English Learner Assessment Coordinator (ELAC) Name: _____ Signature **REQUIRED**/Date/Telephone _____