



LAS Links Reader Options Table

Available for dually Identified Grade K-12 students who require accommodations that promote access to print/language when participating on the annual LAS Links Assessments.

Accessibility Option	Category	Description	Eligibility Requirements	Documentation
<p>LAS Links Text-to-Speech (TTS) Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts)</p>	<p>Embedded Language Accommodation (Available in English only)</p>	<p>The passages and item prompts for the Reading Domain subtest are read to the student via embedded TTS technology in the selected test form.</p> <p>When TTS for the Reading Domain is approved and selected, TTS for the Writing Domain (directions, stimuli, and item prompts) is automatically populated.</p> <p>The student may control the speed, as well as raise or lower the volume of the voice via a volume control.</p> <p>Headsets are required.</p>	<ul style="list-style-type: none"> • The Grade K-12 student must be identified as an English learner/multilingual learner (EL/ML) in PSIS and as a student with a disability with an Individualized Education Program (IEP) or Section 504 Plan. • The Planning and Placement Team (PPT) must annually document in CT-SEDS the need for the LAS Links Text-to-Speech Accommodation for the Reading Domain (Passages and Items) and Writing Domain (Stimuli and Item Prompts) based on evidence in the IEP or Section 504 Plan. • The student has a print or visual disability and would most likely be using Accessible Educational Materials (AEM) during instruction (see Decision Guidelines LAS Links Text-to-Speech LAS Links Decision Guidelines for Text-to-Speech Accommodation for the Reading Domain (Passages and Items) and Writing Domain (Stimuli and Item Prompts)). • If the student has a print/reading-based disability (dyslexia), there must be strong evidence of the persistence of the disability despite intensive, extensive, and targeted instruction that is based on the Science of Reading and that the student needs extensive supports to access print. There should be documentation of the interventions used and formative assessment data on the effects of each intervention. • If the student is in Grades 3-8 or 11 and participating in the Smarter Balanced Assessments or Connecticut SAT School Day, the student is expected to also require the text-to-speech accommodation to access reading passages for these academic assessments. • The student should be familiar with this accommodation and use it regularly during instruction across the curriculum. 	<ol style="list-style-type: none"> 1. Student is an EL/ML in PSIS and dually identified as either special education or Section 504. 2. Formal documentation is required by the Connecticut State Department of Education (CSDE) in the finalized and implemented IEP or Section 504 Plan in CT-SEDS. 3. The PPT or Section 504 Team should complete the Decision Guidelines LAS Links Text-to-Speech LAS Links Decision Guidelines for Text-to-Speech Accommodation for the Reading Domain (Passages and Items) and Writing Domain (Stimuli and Item Prompts) and maintained locally and shared with the District Administrator for Testing, the Special Education Director, and the English Learner Assessment Coordinator (ELAC). 4. It is highly recommended that the district adopts consistent policies and practices for assigning the LAS Links Text-to-Speech Accommodation for the Reading Domain (Passage and Items) and Writing Domain (Stimuli and Item Prompts) and communicates them to appropriate staff. 5. If the LAS Links Text-to-Speech Accommodation for the Reading Domain (Passage and Items) and Writing Domain (Stimuli and Item Prompts) is finalized/implemented in CT-SEDS, it must also be entered in the Data Recognition (DRC) INSIGHT Portal System.



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<p>LAS Links Read Aloud Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts).</p>	<p>Non-Embedded Language Accommodation (Available in English only)</p>	<p>A trained and qualified human reader reads all directions, passages, and items for the Reading Domain, aloud in English to the student in an individual test setting.</p> <p>If this accommodation is approved and selected in a finalized and implemented plan, then the student also receives a human reader for directions, stimuli, and item prompts for the Writing Domain.</p>	<ul style="list-style-type: none"> • The Grade K-12 student must be identified as an EL/ML in PSIS and as a student with a disability with an IEP or Section 504 Plan. • The PPT must annually document in CT-SEDS the need for the LAS Links Read Aloud Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts) based on evidence in the IEP or Section 504 Plan. • Typically, the student has a print or visual disability and would most likely be using AEM during instruction (see LAS Links Documented Evidence for a READ ALOUD Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts)). • The student must have an IEP or Section 504 plan specifying the need for all content to be read to the student across the curriculum. • If the student has a print/reading-based disability (dyslexia), there must be strong evidence of the persistence of the disability despite intensive, extensive, and targeted instruction that is based on the Science of Reading and that the student needs extensive supports to access print. There should be documentation of the interventions used and formative assessment data on the effects of each intervention. • The PPT or Section 504 Planning Team must agree that evidence supports the need, and that this accommodation is beneficial to the student during instruction and assessment. Furthermore, the PPT must agree that the student’s accessibility needs cannot be met using the embedded text-to-speech accommodation. • If it is determined that the student requires the provision of a human reader, LAS Links Documented Evidence for a READ ALOUD Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts) should be completed and maintained locally. 	<ol style="list-style-type: none"> 1. Student is identified as EL/ML in PSIS. 2. Student has a finalized and implemented IEP or Section 504 Plan in CT-SEDS. 3. The PPT has determined using the LAS Links Documented Evidence for a READ ALOUD Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts) that there is a preponderance of evidence or a lack of evidence to support the student qualifying for the LAS Links Read Aloud Accommodation and verifies the need for this accommodation in CT-SEDS annually. 4. If the LAS Links Read Aloud Accommodation the Reading Domain (Passage and Items) and Writing Domain (Stimuli and Item Prompts) is finalized/implemented in CT-SEDS, it must also be entered in the Data Recognition (DRC) INSIGHT Portal System. 5. If it is determined that the student requires the provision of a human reader, LAS Links Documented Evidence for a READ ALOUD Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts) should be completed and maintained locally and shared with the District Administrator for Testing, the Special Education Director, and the English Learner Assessment Coordinator (ELAC). 6. The qualified individual acting as the reader should review the LAS Links Read Aloud Accommodation for the Reading Domain Guidelines and sign the LAS Links Read Aloud Accommodation Security/Confidentiality Agreement to ensure standardization and proper administration during testing.



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			<ul style="list-style-type: none"> The student should be familiar with this accommodation and use it regularly during instruction. 	
LAS Links Read Aloud of Directions and Item Prompts Only Accommodation for the Reading Domain and Writing Domain	Non-Embedded Language Accommodation (Available in English only)	A trained and qualified human reader reads only directions and item prompts in English for the Reading Domain and Writing Domain, aloud to the student in an individual test setting.	<ul style="list-style-type: none"> The Grade K-12 student must be identified as an EL/ML in PSIS and as a student with a disability with an IEP or Section 504 Plan. The PPT must annually document in CT-SEDS the need for directions and item prompts read aloud. The student must have an IEP or Section 504 plan specifying the need for content to be read to the student across the curriculum. The PPT or Section 504 Planning Team must agree that evidence supports the need, and that this accommodation is beneficial to the student during instruction and assessment. The student should be familiar with this accommodation and use it regularly during instruction. 	<ol style="list-style-type: none"> Student is identified as EL/ML in PSIS. Student has a finalized and implemented IEP or Section 504 Plan in CT-SEDS. The PPT has determined LAS Links Read Aloud of Directions and Item Prompts for the Reading and Writing Domain Accommodation and verifies the need for this accommodation in CT-SEDS annually. If the LAS Links Read Aloud Accommodation for the Reading Domain and Writing Domain (directions and item prompts only) is finalized/implemented in CT-SEDS, it must also be entered in the Data Recognition (DRC) INSIGHT Portal System. The qualified individual acting as the reader should review the LAS Links Read Aloud Accommodation for the Reading Domain Guidelines and sign the LAS Links Read Aloud Accommodation Security/Confidentiality Agreement to ensure standardization and proper administration during testing.