

Vermont Guidance

Documentation of Possible Need for Text-to-Speech or Read Aloud Accommodations for ELA Reading Passages for Students with Disabilities in Grades 3-5

Student Name:		Student Grade:	
<i>Responses in shaded boxes may indicate a need for the text-to-speech or read aloud accommodation. Final approval needs to be obtained from the AOE for this accommodation to be given on the ELA CAT (3-5).</i>			
Question ^a	Yes	No	Comments
Is this student blind or does this student have a significant visual impairment? <ul style="list-style-type: none"> • If the student is blind or has a significant visual impairment, is the student learning to read braille? 			
Does this student have an identified reading-based disability that affects the student’s decoding, fluency, or comprehension skills in such a way that s/he will never be able to read without technology?			Describe skills affected.
Have interventions been used to improve the student’s decoding, fluency, or comprehension skills?			Describe approaches.
Does the student regularly use assistive technology software or audio books?			
Does the student use text-to-speech or receive a read aloud accommodation during instruction?			
Is there a 1:1 (teacher, paraprofessional, another student, parent) assigned to this student so s/he can access written material on any grade level?			
Student Input:			
Did the student indicate he or she reads to himself or herself when at home, and that it is because he or she has trouble reading?			
Does the student indicate that it is easier to understand a book when it is read to him or her through text-to-speech or by another person?			
Does the student indicate that, given the choice, he or she would prefer to read tests him or herself?			

By signing below, the District Test Administrator and the Teacher are acknowledging that the use of Text To Speech for the ELA CAT (3-5) invalidate test scores and that all parties, including parents, have been notified. Scores resulting from the use of this accommodation may not be accurate and are not indicative of the student’s true capabilities.

^aModified Content taken from the Smarter Balanced UAAG to follow Vermont specific guidance. Some questions in the “questions” sections are not included in this table because they are not indicators of a possible need for the text-to-speech or read aloud accommodation. These include, for example, the question “Is the student an English language learner (ELL)?”

Teacher signature and date

DA signature and date