

District Administrator (DA) Training

Text to Speech (TTS)/Read Aloud
Accommodation
Grade 3-5, ELA CAT

Four Parts/ 7 grades assessed

3, 4, 5, 6, 7, 8, & 11

- **ELA CAT**, MA CAT, ELA PT & MA PT
(Computer Adaptive) (Performance Task)
- ELA CAT (3-5) Accommodation is the only one that needs state approval
- Giving this accommodation will invalidate the entire ELA portion / score.
- IEP needs to document use of this accommodation, consequences, and parent notification

General Information

Background

TTS Designated Support

- All students who demonstrate a need
- Reads entire ELA PT, MA CAT, and MA PT portions of the assessment.
- Will not read passages

TTS Accommodation

- Must have an IEP with a disability in reading

Text to Speech



Grade	Approximate # of Students tested	# Students TTS Total	%	#TTS Accommodation	%
3	6201	1225	20%	171	.03
4	5870	1245	21%	127	.02
5	6184	1178	19%	173	.03

- Good News: Numbers are fairly low for the TTS accommodation!
- Not So-Good News: Nearly 20% of all students testing are getting the TTS DS or Accommodation. Is this indicative of VT students? We (Assessment Team) feel that this may be due to the over-assignment of the TTS Designated Support.
- Of the 471 TTS Accommodations assigned, only 5% were approved. DA = Only state approved students should be getting the accommodation entered. TTS (3-5) Accommodation requests will need to be screened by Special Education Director and then move through the DA prior to being submitted to the AOE via the new secure link in TIDE.

Request for TTS / Human Reader

Grades 3-5

- Need an I.E.P. which states the student has a reading disability
- Reluctance to honor, unless
 - A. the student has not had sufficient time to develop a decoding system (i.e. just diagnosed with dyslexia or recent trauma)
 - B. the student will never have a system for decoding printed material. (i.e. visually impaired)
- Protocol: Request accommodation.
 1. Request form will be found **in TIDE with a DA login**. (Teacher notify SET Team – Special Education Director – DA prior to requesting state involvement. Everyone must be aware of the consequences including parents.)
 2. DA will complete a TTS request and upload through the secure link **in TIDE**. *
 3. If state approves, the DA will enter the TTS accommodation in TIDE.
(The paperwork for this accommodation will be kept at the SU/School level; however, should a need arise for an audit – state will request evidence.)

*Coming soon

TTS Checklist

Must accompany the TTS (3-5) ELA CAT Accommodation Request

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*	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? 	<input type="checkbox"/>	<input type="checkbox"/>	
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?	<input type="checkbox"/>	<input type="checkbox"/>	Describe skills affected.
Have interventions been used to improve the student's decoding, fluency, or comprehension skills?	<input type="checkbox"/>	<input type="checkbox"/>	Describe approaches.
Does the student regularly use assistive technology software or audio books?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the student use text-to-speech or receive a read aloud accommodation during instruction?	<input type="checkbox"/>	<input type="checkbox"/>	
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?	<input type="checkbox"/>	<input type="checkbox"/>	
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?	<input type="checkbox"/>	<input type="checkbox"/>	
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?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the student indicate that, given the choice, he or she would prefer to read tests him or herself?	<input type="checkbox"/>	<input type="checkbox"/>	

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.

*Modified 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



TTS (3-5) ELA CAT Accommodation Request



State of Vermont
219 North Main Street, Suite 402
1835
Barre, VT 05641
education.vermont.gov

[phone] 802-479-1030
[fax] 802-479-

Agency of Education



Spring 2017 Vermont SBAC Request

Text-To-Speech (3-5) and Human Reader (3-5) Non-Embedded Accommodation

This form is required for special educators who wish to request a human reader or the Text-to-Speech (TTS) Accommodation in grades 3-5 on the ELA Computer Adaptive Test (CAT) Smarter Balanced Assessment. Please note that most students who need this accommodation will need this delivery on ALL assessments. This will require additional time and human resources. All readers and scribes must sign a confidentiality agreement and be trained in the Smarter Balanced Reader/Scribe assessment protocol. This accommodation must be documented in TIDE. District Administrators should not allow this accommodation without written consent from the Agency of Education (AOE).

Choose one: <input type="checkbox"/> Text-To-Speech (TTS) <input type="checkbox"/> Human Reader		
Student Name:	ID #:	Grade:
Testing School:		
Reporting District (SU/SD):		
Requested by (Name & Title):	Request Date:	
Contact Information (Phone Number, Mailing Address, Email & Fax Number):		
<p>Authorization: Requests for the Read Aloud or TTS accommodation in grades 3-5 must be authorized by a designated school team that includes the parent or guardian, or at a minimum, ensures that the parent or guardian is notified and provided an opportunity for input.</p> <p>Who is making this request?: <input type="checkbox"/> IEP Team <input type="checkbox"/> 504 Team <input type="checkbox"/> Educational Support Team <input type="checkbox"/> Other (please explain)</p>		
Meeting Date: _____		

Soon: Secure Link
in TIDE, viewable
w/ DA access only

Was the parent in attendance? Yes No If "No", please explain when and how the parent was notified and provided an opportunity for input: _____

Parents must be informed of the consequences.

Rationale: Use of the Read Aloud/TTS Accommodation in grades 3-5 is restricted to a very small group of students who are unable to process digital text, generally because of problems with cognitive processing or limited visual acuity, but have not had the opportunity to learn or adopt an alternative system. (i.e., braille or assistive devices). Please provide the rationale for providing this accommodation, including information on (1) why the student is unable to process written/digital text (including specific disability information if appropriate), and (2) why the student has not developed or been provided with an alternate system.

- Be as specific as possible
- Must address why the student is not learning to read. **This is not about reading level.**
- Must address why the team feels this student may never learn to read on their own.
- Was this a recent diagnosis?

TTS Request cont.

Please mail approval form to:

Linda Moreno
Assessment Coordinator for Special Populations
Vermont Agency of Education
219 North Main St., Suite 402
Barre, VT 05641

For Office Use Only

For: Text-To-Speech (TTS) Human Reader

Approved: Yes No Initial: _____ Date: _____

Linda Moreno, Assessment Coordinator for Special Populations
Phone (802) 479-1309; Fax (802) 479-1829

Explanation:

- I will respond directly to the DA.
- DA will need to reply to the teacher.
- Minimum 2 week turn-around.

Questions ?

Please feel free to contact me if you have any questions.

Linda Moreno

Assessment Coordinator for Special Populations



219 North Main St., suite 402

Barre VT 05641

802-479-1309 (Fax) 802-479-1829

linda.moreno@vermont.gov