

## Appendix J: Text-to-Speech and Human Reader/Human Signer Guidance for DC ELA Assessment



**Text-to-Speech and Human Reader/Human Signer Guidance for DC ELA Assessment**

IEP Teams and Section 504 Teams/Coordinators should use this form to help document the need for a Text-to-Speech (computer-based) or Human Reader/Signer (paper-based) for the DC ELA Assessment. **This accommodation is only for students with an Individualized Education Program (IEP) or Section 504 Plan in Grades 3-12 with:**



- *blindness or visual impairment*, who have not yet learned (or are unable to learn) braille;
- *deafness or hearing impairment* that severely limits or prevents them from decoding text due to a documented history of early and prolonged language deprivation; or
- *documented print or visual disability*, or a *specific disability* that severely limits or prevents them from decoding at any level of difficulty, even after varied and repeated attempts to do teach the student to do so.

| Student has (please check the appropriate box): <input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan                                                                                                                                                                |                                                                                                                                                                                             | Grade:  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--|
| Student Name:                                                                                                                                                                                                                                                                 |                                                                                                                                                                                             | ID:     |  |
| LEA:                                                                                                                                                                                                                                                                          |                                                                                                                                                                                             | School: |  |
| Date:                                                                                                                                                                                                                                                                         |                                                                                                                                                                                             | Date:   |  |
| A preponderance of evidence should exist rather than one or two marks in shaded boxes to support the eligibility of a student in Grades 3-12 for Text-to-Speech (computer-based) or Human Reader/Signer (paper-based) for the DC ELA Assessment.                              |                                                                                                                                                                                             |         |  |
| Question:                                                                                                                                                                                                                                                                     | Assurance: Evidence may be found in the following sections of IEP or Section 504 Plan                                                                                                       |         |  |
| 1a. Is this student blind or does this student have a significant visual impairment?                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Student Information section (refer to Primary Disability category)</li> <li>• Special Considerations</li> </ul>                                    |         |  |
| 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"> <li>• Present Levels of Performance &amp; Goals</li> <li>• Services and Supplemental Aids</li> <li>• Section 504 Determination of Eligibility</li> </ul> |         |  |
| 2a. Is the student deaf or does the student have a significant hearing impairment?                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Student Information section (refer to Primary Disability category)</li> <li>• Special Considerations</li> </ul>                                    |         |  |
| 2b. If the student is deaf or hearing impaired, were they severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation?                                                                                           | <ul style="list-style-type: none"> <li>• Present Levels of Performance &amp; Goals</li> <li>• Services and Supplemental Aids</li> <li>• Section 504 Determination of Eligibility</li> </ul> |         |  |
| 3a. 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"> <li>• Student Information section (refer to Primary Disability category)</li> <li>• Present Levels of Performance &amp; Goals</li> </ul>                 |         |  |
| 3b. 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.) | <ul style="list-style-type: none"> <li>• Services and Supplemental Aids</li> <li>• Section 504 Determination of Eligibility</li> </ul>                                                      |         |  |
| 4. Does the student's disability impact their ability to access the curriculum across <b>all</b> academic subjects?                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Present Levels of Performance &amp; Goals</li> <li>• Services and Supplemental Aids</li> <li>• Section 504 Plan Details</li> </ul>                 |         |  |

## Text-to-Speech and Human Reader/Human Signer Guidance for DC ELA Assessment

| Question:                                                                                                                                                           | Assurance: Evidence may be found in the following sections of IEP or Section 504 Plan                                                                                                                                                                                     | Yes | No |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 5. Are interventions being utilized to improve the student's decoding, fluency, or comprehension skills?                                                            | <ul style="list-style-type: none"> <li>Present Levels of Performance &amp; Goals</li> <li>Services and Supplemental Aids</li> <li>Section 504 Plan Details</li> </ul>                                                                                                     |     |    |
| 6. Does the student use assistive technology software, audio books, or receive a read-aloud (human reader) or sign (human signer) accommodation during instruction? | <ul style="list-style-type: none"> <li>Special Considerations</li> <li>Present Levels of Performance &amp; Goals</li> <li>Services and Supplemental Aids</li> <li>Classroom Accommodation &amp; Assessment and Participation</li> <li>Section 504 Plan Details</li> </ul> |     |    |
| 7. Does the student receive a read-aloud (human reader) sign (human signer) accommodation during classroom assessments?                                             | <ul style="list-style-type: none"> <li>Present Levels of Performance &amp; Goals</li> <li>Services and Supplemental Aids</li> <li>Classroom Accommodation &amp; Assessment and Participation</li> <li>Section 504 Plan Details</li> </ul>                                 |     |    |
| 8. Does an adult (teacher, paraprofessional) regularly read aloud or sign to the student in school as an instructional accommodation?                               | <ul style="list-style-type: none"> <li>Present Levels of Performance &amp; Goals</li> <li>Services and Supplemental Aids</li> <li>Section 504 Plan Details</li> </ul>                                                                                                     |     |    |
| <b>Further describe endorsement of items above and explain your thinking.</b>                                                                                       |                                                                                                                                                                                                                                                                           |     |    |
| <ul style="list-style-type: none"> <li>1a/2a/3a description and evidence review:</li> <li>1b/2b/3b description and evidence review:</li> </ul>                      |                                                                                                                                                                                                                                                                           |     |    |



## Text-to-Speech and Human Reader/Human Signer Guidance for DC ELA Assessment

- |                                                                                                                                                                                                    | Yes                      | No                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| <ul style="list-style-type: none"> <li>4: Does the student's disability impact the student's ability to access the curriculum across <b>all</b> academic subjects?<br/>Evidence review:</li> </ul> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>5: List interventions being used to improve decoding, fluency, or comprehension.</li> </ul>                                                                 |                          |                          |
| <ul style="list-style-type: none"> <li>6: List assistive technology software, audio books, read aloud/sign accommodations the student receives during classroom instruction.</li> </ul>            |                          |                          |
| <ul style="list-style-type: none"> <li>7: Describe how the human reader/human signer accommodation is provided on classroom assessments.</li> </ul>                                                |                          |                          |
| <ul style="list-style-type: none"> <li>8: Describe how the human reader/human signer accommodation is provided during instruction.</li> </ul>                                                      |                          |                          |

## Text-to-Speech and Human Reader/Human Signer Guidance for DC ELA Assessment



### Recommendation and IEP Team or Section 504 Team/Coordinator Attestation

- ☐ Based on the limited preponderance of evidence indicated above, the student **does not qualify** for the Text-to-Speech (computer-based) or Human Reader/Signer (paper-based) for the DC ELA Assessment.
- ☐ Based on the substantial preponderance of evidence indicated above, the student **qualifies** for the Text-to-Speech (computer-based) or Human Reader/Signer (paper-based) for the DC ELA Assessment. Designated school/LEA personnel should select the appropriate accommodation for DC ELA Assessment in the ARF.

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

Parent/Guardian Name/Signature/Date: \_\_\_\_\_

Teacher/Case Manager Name/Signature/Date: \_\_\_\_\_

Special Education Director Name/Signature/Date: \_\_\_\_\_