

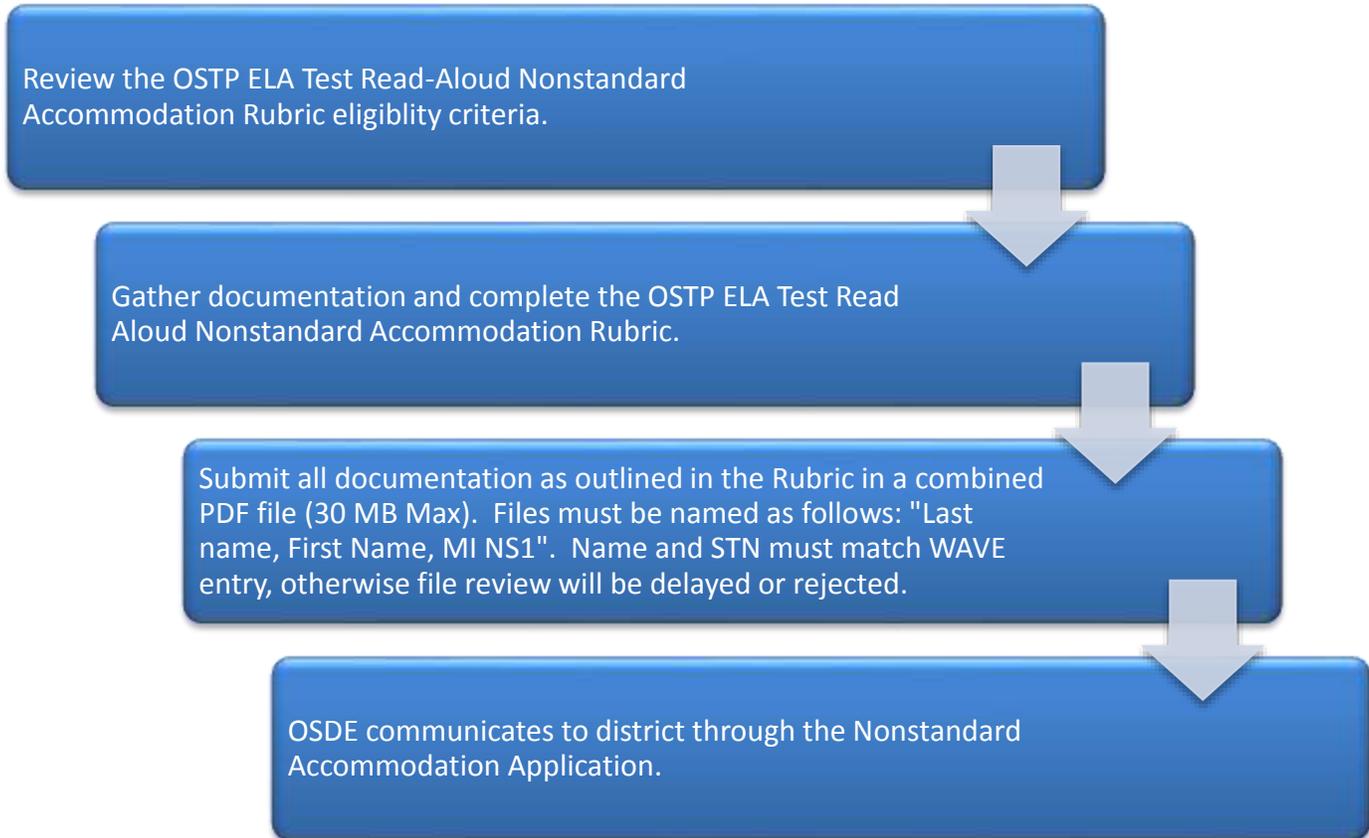
OSTP ELA Test Read-Aloud Protocol

This protocol has been developed to assist IEP/504 teams to identify students who may be appropriate candidates to receive the accommodation for **Text-to-Speech** (computer-based), **Human Reader** or, for a student who is deaf or hard of hearing, **Sign Language Interpretation** for the OSTP English Language Arts (ELA) assessment.

Student's Name: _____ D.O.B: _____ Date: _____
School/Program: _____ State ID #: _____
District/LEA: _____

The following procedures are a required part of determining whether a student is given the Text-to-Speech, Human Reader, or Sign Language Interpretation accommodation for the OSTP English Language Arts/Reading assessment. If all guidelines are *not* met, and the student is given the Text-to-Speech, Human Reader, or Sign Language Interpretation accommodation on an ELA assessment, then the student's assessment score may be *invalidated* and the score will not be counted in the overall assessment results; i.e., the student will be considered a "non-participant" for the ELA assessment.

Requests must be submitted through the Nonstandard Accommodation Application located on the OSDE Single Sign-on by **February 1st** for the Spring window. The OSDE will provide a response on a case-by-case basis by March 15th. Responses will be provided within the Nonstandard Accommodation Application on the Single Sign-on.



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By signing this form, you acknowledge and agree specific criteria, as outlined in the OSTP Accommodations Manual, OSTP ELA Test Read-Aloud Nonstandard Accommodation Rubric, and Oklahoma Administrative Code, must be met and approved by the Oklahoma State Department of Education in order to receive the ELA Test Read Aloud.

Title	Print Name	Signature	Date
Parent(s)/Guardian(s)			
LEA Representative			

The request must be submitted each school year.

OSTP ELA Test Read-Aloud Nonstandard Accommodation Rubric

Student's Name: _____ D.O.B. _____ Date: _____
 School/Program: _____ State ID #: _____
 District/LEA: _____ Primary Category or Suspected: _____

Criteria 1: The student can only access printed material through text-to-speech, human reader, or a Sign Language Interpreter and a documented disability that severely limits or prevents him/her from decoding text at any level of difficulty, even after varied and repeated attempts to teach the student to do so.

IEP Documentation Student has a current, valid Oklahoma Individualized Education Program (IEP) or 504 Plan that addresses deficits in decoding skills (including phonological awareness), provides goals/objectives for the deficits, and provides documented progress report(s) toward the goal/objective.	<input type="checkbox"/> Yes <input type="checkbox"/> No IEP Date: _____
Accommodation(s) The student's IEP clearly indicates the student has access to printed materials only through a screen reader, human reader, and/or is provided with spoken text on audiotape, CD, video, or other electronic format during classroom instruction to receive a Free Appropriate Public Education (FAPE).	<input type="checkbox"/> Yes <input type="checkbox"/> No

Criteria 2: Evidence is documented from multiple sources, which must include the [Protocol for Accommodation in Reading \(PAR\)](#) or the [AEM Navigator](#) for deaf or blind students and Benchmark/Progress Monitoring reports from a Curriculum Based Measurement (CBM) listed in the Oklahoma K-3 Screening Instruments. This evidence indicates the student's ability to decode text or braille is severely limited.

A. K-3 Screening Instruments for Reading : Winter or Most Current Phoneme Segmentation Fluency (PSF) Benchmark Score indicates: Well-Below/Intensive Level/ Urgent Intervention for the Specific CBM Skill Level.	Winter or Most Current PSF Benchmark Score: _____
B. K-3 Screening Instruments for Reading : Winter or Most Current First Sound Fluency (FSF)/Letter Sound Fluency (LSF)/Initial Sound (IS) Benchmark Score indicates: Well-Below Benchmark /Intensive Level/Urgent Intervention Level for the Specific CBM Skill Level.	Winter or Most Current FSF/LSF/IS Benchmark Score: _____
C. K-3 Screening Instruments for Reading : Winter or Most Current Nonsense Word Fluency (NWF)/Decoding/Blending Benchmark Score indicates: Well-Below Benchmark/Intensive Level/Urgent Intervention Level for the Specific CBM Skill Level.	Winter or Most Current NWF/Decoding/Blending Benchmark Score: _____

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D. Comprehensive special education evaluation conducted within the last 18 months.	Date: _____
E. PAR administered within the last 12 months.	Date: _____
F. PAR Administration/AEM Navigator results	<input type="checkbox"/> Student read aloud <input type="checkbox"/> Human read aloud <input type="checkbox"/> Text-to-speech
Experience with Accommodations (frequency and comments):	
Verbatim Adult Reader Text Reader Audio Books	
Required Documentation (Combined PDF, 30 MB max file size) All requested documents are provided: All pages of the IEP/504, Evaluation Reports/MEEGS, PAR Administration Results, OSTP ELA/Reading Test Read-Aloud Nonstandard Accommodation Protocol	<input type="checkbox"/> Protocol & Rubric <input type="checkbox"/> IEP/504 (ALL pages) <input type="checkbox"/> Evaluation Reports/MEEGS <input type="checkbox"/> PAR Administration Results Page <input type="checkbox"/> CBM Benchmark/Progress Monitoring Scoring Booklets
Additional relevant information regarding the student:	