

OSTP ELA/Reading Test Read-Aloud Protocol

These procedures have been developed to assist IEP teams and 504 coordinators 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)/Reading assessment.

Student's Name: _____ **D.O.B:** _____ **Assessment:** _____

School/Program: _____ **State ID #:** _____

District/LEA: _____

IEP Team Members or 504 Plan Coordinator/Staff

Title	Name	Date
IEP Teacher of Record or 504 Coordinator:		
Special Education Teacher(s):		
General Education Teacher(s):		
Qualified Examiner (interpret results from locally administered evaluation tools*):		
Parent(s)/Guardian(s):		
Student (if a team participant):		
LEA Representative:		

I have been informed by my child's school that my child will receive the read-aloud accommodation (or interpretation for a student who is deaf or hard-of-hearing) for an English Language Arts/Literacy assessment. I understand that my child's assessment report will include a notation that the nonstandard accommodation (Text-to-Speech, Human Reader, or Sign Language Interpretation) was used.

Parent/Guardian (Written Notice Form 8): _____ *(Signature)*

The information from this protocol must be submitted through The Nonstandard Accommodation Tool located on the Single Sign-on Website for consideration by the Oklahoma State Department of Education (OSDE). Requests must be submitted to the OSDE by **November 1st** for the EOI Retest/Winter/Trimester testing window and responses will be provided on a case-by-case basis by November 14th. Request must be submitted to the OSDE by **March 1st** for the Spring/Summer testing window and responses will be provided on a case-by-case basis by March 21st. **The request must be resubmitted annually.**

*Based upon the test producer's specification for a qualified examiner (typically found in the administration manual).



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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 English Language Arts/Reading 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 English Language Arts/Reading assessment.

Criteria Required for Use	Additional Guidance	Meets Requirements
1. The student has an Individualized Education Program (IEP) or 504 plan.	Student has an approved IEP or current 504 plan.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Student is blind or is visually impaired and has not learned (or is unable to use) braille. OR A specific 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. AND The student has access to printed materials only through a screen reader (Assistive Technology), human reader, and/or is provided with spoken text on audiotape, CD, video, or other electronic format during classroom instruction on a regular basis (includes sign language interpretation), except while the student is actually being taught to decode.	The student is a non-reader, not simply reading below grade level. The student receives ongoing intensive instruction and/or interventions to remediate his or her foundational reading skills. The student can only access printed material through text-to-speech, human reader, or a Sign Language Interpreter.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Evidence is documented from multiple sources, which must include the Protocol for Accommodation in Reading (PAR)* or the AIM Navigator for deaf or blind students. This evidence indicates the student’s ability to decode text or braille is severely limited and the student will benefit from the accommodation. *The intent of PAR is not to test reading ability or identify reading interventions but to examine the effectiveness of reading accommodations.	The Protocol for Accommodations in Reading (PAR) is available free: http://donjohnston.com/download-par/ Evaluations may be no more than 18 months old. The student’s inability to decode printed text or read braille is documented in evaluation summaries from locally administered diagnostic assessments (e.g., district assessments, diagnostic evaluations, DIBELs)	<input type="checkbox"/> Yes <input type="checkbox"/> No



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List the data and/or evaluation sources that were used to document the decision to give the **Text-to-Speech, Human Reader, or Sign Language Interpretation** accommodation to the student on the English Language Arts/Reading Assessment. All supporting documents, including PAR results or AIM Navigator results, and the IEP/504 plan, must be attached and uploaded to the Nonstandard Accommodation Single Sign-On Tool.

1.) PAR or AIM Navigator

Name and Title of Examiner: _____

Most Recent Testing Date: _____

Score(s): _____

Provide a Summary of the Results:

2.) Diagnostic Evaluation or Educational Assessment: _____

Name and Title of Examiner: _____

Most Recent Testing Date: _____

Score(s): _____

Provide a Summary of the Results:

3.) List any additional assessment data, scores, and/or evaluation results that were used to guide the IEP or 504 team decision-making regarding the **Text-to-Speech, Human Reader, or Sign Language Interpretation** accommodation for the English Language Arts/Reading assessment:

List any additional relevant information regarding the student:

This page may be duplicated to include additional information.