

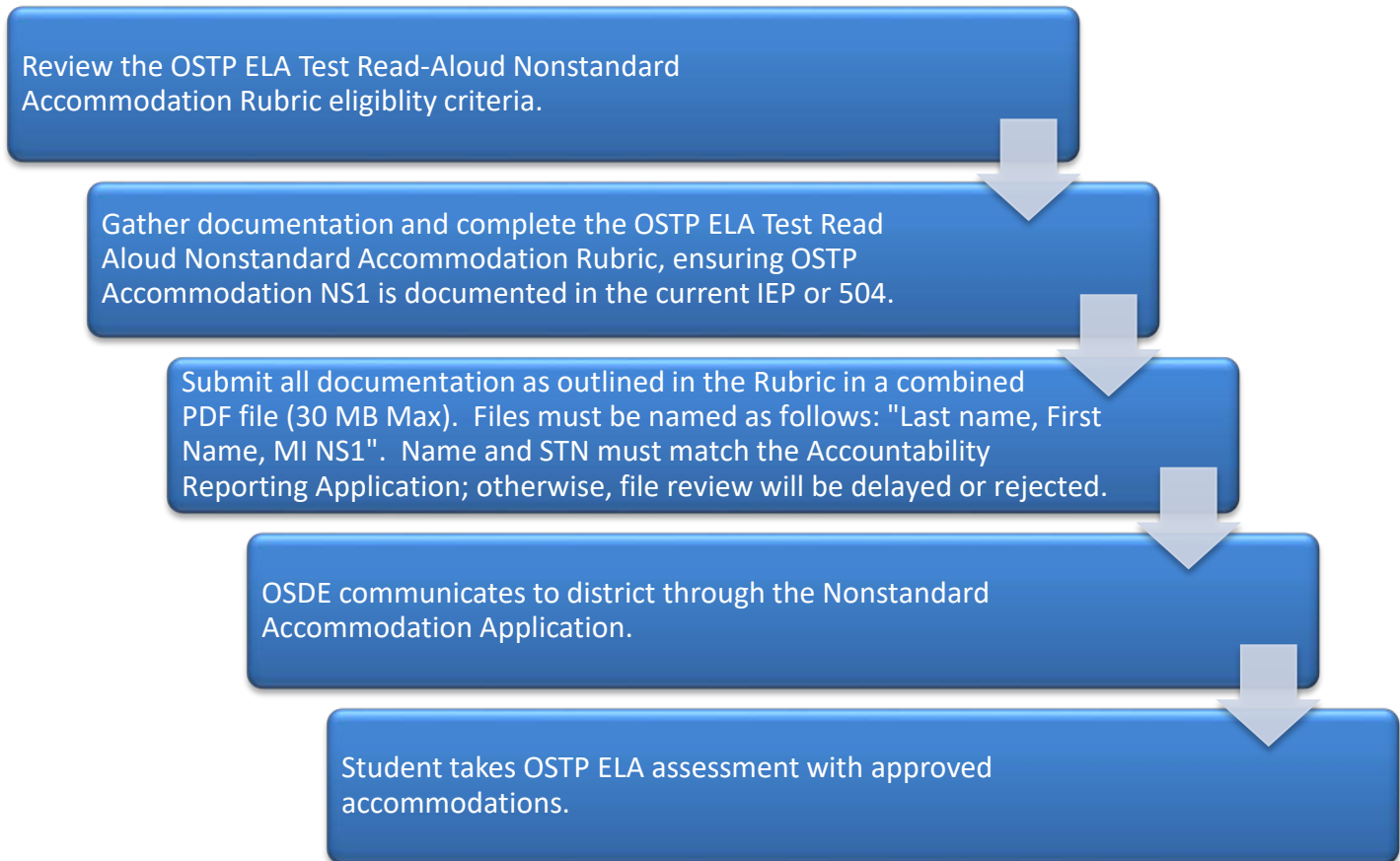
# OSTP ELA Test Read-Aloud Protocol

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 OSTP 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 OSTP ELA assessment.

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



# OSTP ELA Test Read-Aloud Protocol

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 has 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.**

<b>IEP Documentation</b> Student has a current, valid Oklahoma Individualized Education Program (IEP) or 504 Plan that addresses severe deficits in decoding skills (including phonological awareness), provides goals/objectives for the deficits, and provides documented progress report(s) toward the goal/objective.	<b>Yes</b> <b>No</b>  IEP Date: _____
<b>Accommodation(s)</b> The student's IEP explicitly indicates the student can only access printed materials through a screen reader, human reader, and/or text-to-speech and receives this accommodation regularly in the classroom. The student's IEP should also indicate the NS1 accommodation for district/state testing.	<b>Yes</b> <b>No</b>

**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 listed in the approved [Universal Screening Assessments for RSA](#). This evidence indicates the student's ability to decode text or braille is severely limited (i.e., a student who is a non-reader).**

Instructions for using approved [Universal Screening Assessments](#):

- Text-To-Speech **should not** be used throughout the screening process.
- To accurately represent the student's reading growth trends, please provide a minimum of three reports from the last calendar year (January 2022 - Present) for the following categories:
  - Phoneme Segmentation
  - Letter Sounds
  - Decoding (e.g. nonsense word fluency)

Instructions for administering the [PAR](#):

- Use the passage "Night Sky" (Grade Level 1.6)
- The student must read the passage on their own before using human or text reader.

# OSTP ELA Test Read-Aloud Nonstandard Accommodation Rubric

D. Comprehensive special education evaluation conducted within the last 3 years, (e.g. RED, MEEGS).	Date: _____
E. PAR or AEM Navigator administered within the last 12 months.	Date: _____
<b>Experience with Accommodations (frequency and comments):</b>  Verbatim Adult Reader  Text Reader  Audio Books	
<b>Required Documentation (Combined PDF, 30 MB max file size)</b> Please ensure all requested documents are provided, including: All pages of the OSTP ELA Test Read-Aloud Nonstandard Accommodation Protocol and Rubric, all pages of the PAR or AEM Navigator Administration Results, and a minimum of three reports from Benchmark/Progress Monitoring that have been completed in the last year.	<b>Protocol &amp; Rubric Evaluation Reports PAR Administration (All Pages) Benchmark/Progress Monitoring Scoring Data</b>
<b>Additional relevant information regarding the student:</b>	