

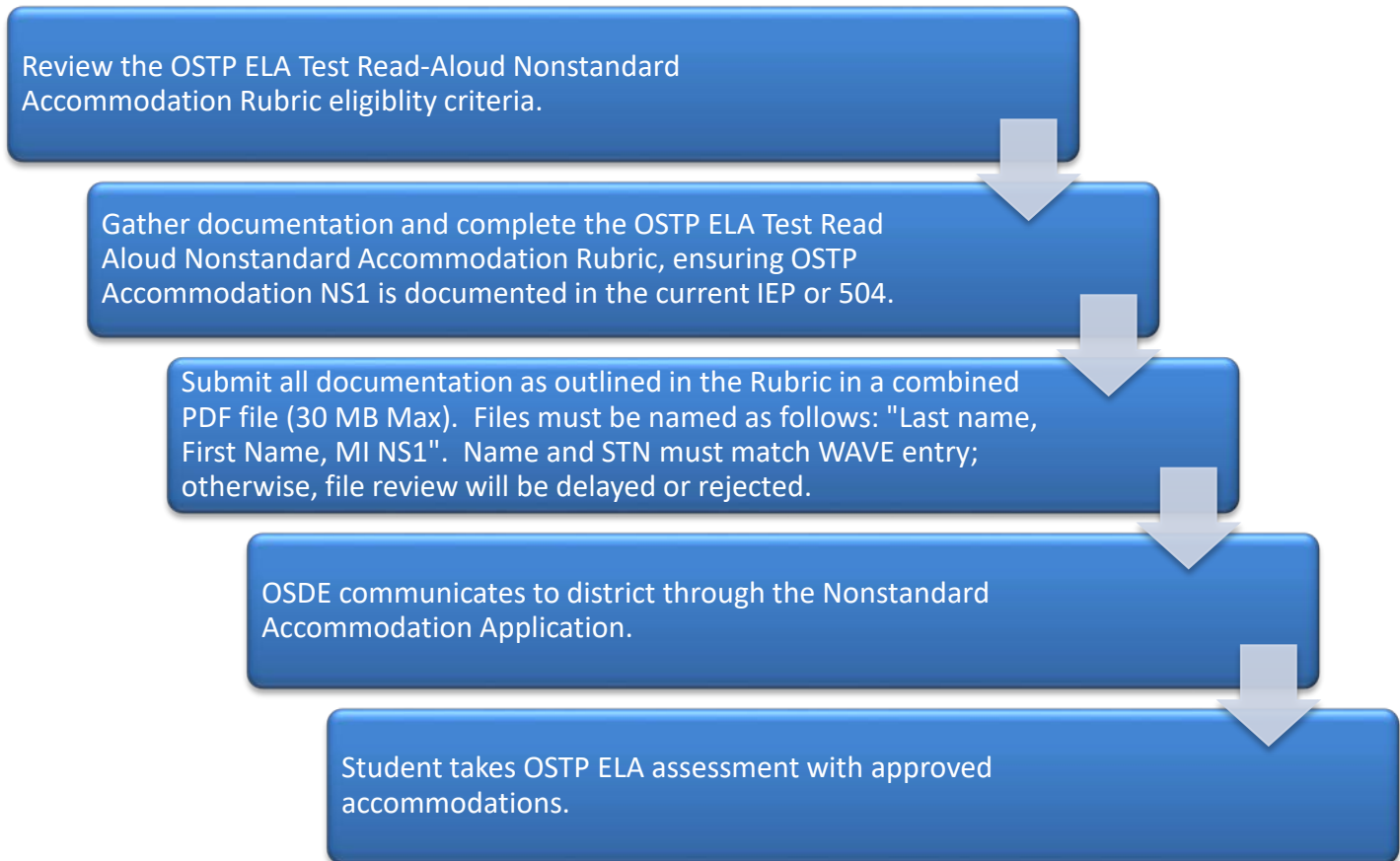
# OSTP ELA Test Read-Aloud Protocol

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: \_\_\_\_\_

<b>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 <u>decoding text</u> at any level of difficulty, even after varied and repeated attempts to teach the student to do so.</b>	
<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.	Yes                      No 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.	Yes                      No
<b>Criteria 2: Evidence is documented from multiple sources, which must include the <a href="#">Protocol for Accommodation in Reading (PAR)</a> or the <a href="#">AEM Navigator</a> 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 (i.e., a student who is a non-reader).</b>	
A. K-3 Screening Instruments for <a href="#">Reading</a> : Winter or Most Current Phoneme Segmentation Fluency (PSF) Benchmark Score indicates: Well-Below/Intensive Level/Urgent Intervention for the Specific CBM Skill Level.	<b>Winter or Most Current PSF Benchmark Score:</b> _____
B. K-3 Screening Instruments for <a href="#">Reading</a> : 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.	<b>Winter or Most Current FSF/LSF/IS Benchmark Score:</b> _____
C. K-3 Screening Instruments for <a href="#">Reading</a> : 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.	<b>Winter or Most Current NWF/Decoding/Blending Benchmark Score:</b> _____

# OSTP ELA Test Read-Aloud Nonstandard Accommodation Rubric

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	<b>Student read aloud</b> <b>Human read aloud</b> <b>Text-to-speech</b>
<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> All requested documents are provided: All pages of the OSTP ELA/Reading Test Read-Aloud Nonstandard Accommodation Protocol and Rubric, Evaluation Reports/MEEGS, PAR Administration Results, and CBM Benchmark/Progress Monitoring Scoring Booklets.	<b>Protocol &amp; Rubric</b> <b>Evaluation Reports/MEEGS</b> <b>PAR Administration Results Page</b> <b>CBM Benchmark/Progress Monitoring Scoring Booklets</b>
<b>Additional relevant information regarding the student:</b>	