

Table 1: Questions to Guide IEP/504 Team Discussions about the Need for TEXT-TO-SPEECH (TTS) or READ ALOUD (RA) State Test Accommodation

The purpose of this table is to guide IEP/504 team discussions about student accommodation need and help generate appropriate decisions and recommendations regarding the TTS or RA state test accommodation. *The completion of this table is optional.*

Questions	Team Response	Evidence/ Comments
1. Is there evaluative information indicating that, even after intensive, targeted instruction, the student’s disability severely limits the student’s ability to decode and comprehend print?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Has the student been provided research-based reading intervention(s) over an extended time period, typically years, in order to improve decoding and comprehension skills?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Is the student blind or visually impaired (BVI)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. If the student is BVI, is he/she proficient in reading a sentence in braille?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
5. If the student is blind or has a significant visual impairment, has it been determined that his/her disability severely limits his/her ability to access and/or develop proficiency in braille?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Does the student always use the TTS/RA accommodation during classroom assessments of reading, including Reading Grade Equivalencies, Lexile scores, or other similar metrics in reading, found in the IEP/504 record or other documentation?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Is there evidence that the student’s access to and/or performance on print-based tasks improves when information is presented to the student in auditory formats?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Is the student provided instructional materials in auditory formats? If yes, in what content areas?	<input type="checkbox"/> Yes/ELA <input type="checkbox"/> Yes/Math <input type="checkbox"/> Yes/Science <input type="checkbox"/> No	
9. Is there an expectation that the student will need audio or oral delivery of text passages and presentations of text when pursuing post-secondary career opportunities and/or higher education?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
10. Has the student provided input or stated a preference for having TTS/RA provided for classroom instruction?	<input type="checkbox"/> Yes/TTS/RA <input type="checkbox"/> No	
11. Are there additional considerations for recommending TTS/RA test accommodation for this student, specific to his/her unique disability-related needs? If so, explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Select the IEP/504 team recommendation(s) below that are decided to be most appropriate for the student.

TTS or RA should be recommended for this student at the **accommodation level** with the ELA Reading Passages audio delivered.

TTS or RA should be recommended for this student at the **designated support level**, so that all sections of state tests **except the ELA Reading Passages** will be read to the student.

More information is needed before making this decision.

Please list the names and titles of the IEP/504 team and other persons who were part of the state test accommodation decision-making team for the student (use the back if needed).

Name	Title	Date

Follow-up on this decision-making meeting by documenting any selected state test accommodations in the student’s IEP or 504 record, which is stored in the [electronic Comprehensive Student Support System](#) (eCSSS). Refer to the [eCSSS Directions](#) for documenting evidence to support the need for state test accommodations.

If the IEP/504 team makes the decision to recommend the TTS or RA state test accommodation for a student, then the School Testing Coordinator (TC) should consult the “Hawaii State Test Accommodations Identification and Request Process for Test Coordinators and School Assessment Teams” document available in the [Accessibility and Accommodations](#) resources folder on the [AlohaHSAP.org](#) portal website for guidance to submit state test accommodation requests.

In addition to the documented evidence in the IEPs/504 plans and the consultations with the Exceptional Support Branch and the Office of Curriculum and Instructional Design, the Assessment Section verifies state test accommodations in accordance with the *Individuals with Disabilities Education Act* (IDEA). As stated in 34 CFR §300.160(b)(2):

The State’s guidelines must identify only those accommodations for each assessment that do not invalidate the score; and instruct IEP teams to select, for each assessment, only those accommodations that do not invalidate the score.

The Assessment Section recommends that [state test accommodation verification requests](#) be submitted one month prior to the opening of the test window. In all cases, state test accommodation requests should be submitted to the Assessment Section no later than 14 days prior to state (interim or summative) testing.

If you have any questions, please email Elaine Lee at Elaine.Lee@k12.hi.us or call the HIDOE Assessment Section at (808) 307-3636.