

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 consistently 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. 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	
10. 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	