



## 2023-24 Documented Evidence for a READ ALOUD of the Smarter Balanced ELA Reading Passages

Planning and Placement Teams should use this form to help document the need for a Human Reader of the Smarter Balanced ELA reading passages. This accommodation is **only** for students with an IEP or Section 504 Plan in Grades 3-8 with a *documented print disability*, or for *students who are blind* with inadequate braille skills. Typically, the students who qualify for this special documented accommodation cannot access text-to-speech through the online test delivery system. If your student qualifies, select the Read Aloud of ELA Passages accommodation in CT-SEDS, along with the non-embedded Read Aloud of items for ELA, and math and science stimuli and items (if appropriate). Maintain this form locally with the student's records. **Important: The trained and qualified human reader must follow the guidance described in the [Smarter Balanced Assessments: Read Aloud Guidelines](#) located on the [Connecticut Comprehensive Assessment Program Portal](#) before providing this accommodation.**

Student has:  **504 Plan**  IEP  504 Plan  
 Student Name: \_\_\_\_\_ SASID: \_\_\_\_\_ District: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

A **preponderance of evidence** should exist rather than one or two marks in shaded boxes to support the eligibility of a student in Grades 3-8 for a Read Aloud of the Smarter Balanced ELA Reading Passages accommodation.

Question:	Assurance: Evidence may be found in the following sections of CT-SEDS (refer to the 504 Plan or IEP as applicable)	Yes	No
1a. Is this student blind or does this student have a significant visual impairment?	<ul style="list-style-type: none"> <li>Student Information section (refer to Primary Disability category)</li> <li>Present Levels of Academic Achievement and Annual Goal(s) and Objectives section</li> </ul>		
1b. If the student is blind or has a significant visual impairment, is the student learning to read braille?	<ul style="list-style-type: none"> <li>Special Considerations and Progress Reporting sections</li> </ul>		
2a. Does this student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?	<ul style="list-style-type: none"> <li>Student Information section (refer to Primary Disability category)</li> <li>Special Considerations and Progress Reporting sections</li> </ul>		
2b. Is there evidence of the persistence of the reading-based disability despite intensive, targeted instruction. (Note: There should be documentation of the interventions used and formative assessment data on the effect of each intervention.)	<ul style="list-style-type: none"> <li>Present Levels of Academic Achievement and Annual Goal(s) and Objectives section</li> </ul>		
3. Does the student's disability impact the student's ability to access the curriculum across <b>all</b> academic subjects?	<ul style="list-style-type: none"> <li>Present Levels of Academic Achievement and Annual Goal(s) and Objectives section</li> </ul>		
4. Are interventions being utilized to improve the student's decoding, fluency, or comprehension skills?	<ul style="list-style-type: none"> <li>Present Levels of Academic Achievement and Annual Goal(s) and Objectives section</li> </ul>		
5. Does the student use assistive technology software, audio books, or receive a read-aloud accommodation (human reader) during instruction?	<ul style="list-style-type: none"> <li>Special Education and Related Services section</li> <li>Supplementary Aids and Services and Indirect Services sections</li> <li>District and State Testing Information section</li> </ul>		
6. Does the student belong to <a href="#">Bookshare</a> (or a similar organization) or use identified accessible educational materials? (See <a href="#">Determining the Need for Accessible Educational Materials (AEM) and Acquiring AEM from the Appropriate Sources for more information.</a> )	<ul style="list-style-type: none"> <li>Special Education and Related Services section</li> <li>Supplementary Aids and Services and Indirect Services sections</li> <li>District and State Testing Information section</li> </ul>		
7. Does the student receive a read-aloud (human reader) accommodation during Smarter Balanced Assessments or other class or districtwide assessments?	<ul style="list-style-type: none"> <li>Special Education and Related Services section</li> <li>Supplementary Aids and Services and Indirect Services sections</li> <li>District and State Testing Information section</li> </ul>		
8. Does someone (teacher, paraprofessional) regularly read aloud to the student in school as an instructional accommodation?	<ul style="list-style-type: none"> <li>Supplementary Aids and Services and Indirect Services sections</li> <li>District and State Testing Information section</li> </ul>		

- Based on the limited preponderance of evidence indicated above, the student **does not qualify** for the Read Aloud of the Smarter Balanced ELA Reading Passages accommodation.
- Based on the substantial preponderance of evidence indicated above, the student **qualifies** for the Read Aloud of the Smarter Balanced ELA Reading Passages accommodation. Appropriate school/district personnel should select the Read Aloud of ELA Passages (Special Documented Non-Embedded Accommodation) in CT-SEDS. Additionally, Read Aloud (Non-Embedded Designated Support) should be selected for ELA items, and math and science stimuli and items (if appropriate) in CT-SEDS. Complete the Smarter Balanced Assessments Read Aloud Accommodation of the ELA Reading Passages Security/Confidentiality Agreement.
- Please sign to acknowledge the completion and accuracy of this determination. Maintain this document locally with the student's record.

Teacher Name \_\_\_\_\_ Signature/Date \_\_\_\_\_  
 Special Education Director Name \_\_\_\_\_ Signature/Date \_\_\_\_\_  
 District Administrator Name (DA in TIDE) \_\_\_\_\_ Signature/Date \_\_\_\_\_