



Connecticut Smarter Balanced and Next Generation Science Standards (NGSS) Assessments Reader Options Table

Available for students who benefit from using supports that promote access to print/language when participating on Connecticut state-wide assessments.

Accessibility Option	Category	Description	Eligibility Requirements	Documentation
Text-to-Speech (TTS) of ELA Items Only	Embedded Designated Support (Available in English only)	The text for only the ELA test items is read to the student via embedded TTS technology. The student can control the speed, as well as raise or lower the volume of the voice via a volume control. Headsets are required.	<ul style="list-style-type: none"> The student should be familiar with this support and use it regularly during instruction. The educational team must agree that this designated support is beneficial to the student for assessment purposes. 	<ol style="list-style-type: none"> Although no formal documentation is required by the Connecticut Department of Education (CSDE), it is highly recommended that the district adopts consistent policies and practices for assigning designated supports and communicates them to appropriate staff. If the designated support is submitted and approved in CT-SEDS, it does not need to be entered in the TIDE system. Otherwise, the district user must set the designated support for each subtest in TIDE prior to student testing.
TTS of Math and Science Stimuli & Items	Embedded Designated Support (Available in English and Spanish)	The text for math and science stimuli and test items are read to the student via embedded TTS technology. The student can control the speed, as well as raise or lower the volume of the voice via a volume control. The TTS (Spanish) functions when both Spanish Presentation (Math Stacked/Science Toggle) and TTS are activated in TIDE. Headsets are required.	<ul style="list-style-type: none"> The student should be familiar with this support and use it regularly during instruction. The educational team must agree that this designated support is beneficial to the student for assessment purposes. 	<ol style="list-style-type: none"> Although no formal documentation is required by the CSDE, it is highly recommended that the district adopts consistent policies and practices for assigning designated supports and communicates them to appropriate staff. If the designated support is submitted and approved in CT-SEDS, it does not need to be entered in the TIDE system. Otherwise, the district user must set the designated support for each subtest in TIDE prior to student testing. The TTS (Spanish) functions when both Presentation (Math Stacked/Science Toggle) and TTS are activated in TIDE.
TTS of ELA Reading Passages	Embedded Accommodation (Available in English only)	The ELA Reading Passages are read to the student via embedded TTS technology.	<ul style="list-style-type: none"> The student must have an Individualized Education Program (IEP) or Section 504 Plan specifying the need for all content to be read to the student (text-reader of passages). Typically, the student has a print or visual disability and would most likely be using Accessible Educational Materials (AEM) during instruction. 	<ol style="list-style-type: none"> IEP or Section 504 Plan Complete the Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages and maintain with the student's record. If the accommodation is submitted and approved in CT-SEDS, it does not need to be



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		<p>The student can control the speed, as well as raise or lower the volume of the voice via a volume control.</p> <p>Headsets are required.</p>	<ul style="list-style-type: none"> • If the student has a reading-based disability, there must be strong evidence of the persistence of the disability despite intensive, targeted instruction. There should be documentation of the interventions used and formative assessment data on the effects of each intervention. • The student should be familiar with this accommodation and use it regularly during instruction. • The Planning and Placement Team (PTT) or Section 504 Planning Team must agree that evidence supports the need, and that this accommodation is beneficial to the student during instruction and assessment. • The team should review and complete the Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages, to determine eligibility. While this form is no longer submitted to the CSDE, it should be maintained locally by the school/district. • Generally, these students would also have the embedded designated support TTS for ELA, math, and science (if applicable). 	<p>entered in the TIDE system. Otherwise, the district user must set the embedded accommodation in TIDE prior to the student testing.</p>
<p>Read Aloud of ELA Items (Not ELA Passages)</p>	<p>Non-Embedded Designated Support (Available in English only)</p>	<p>ELA test items (not the ELA Reading Passages) are read aloud to the student in an individual test setting by a trained and qualified human reader.</p>	<ul style="list-style-type: none"> • The student should be familiar with this support and use it regularly during instruction. • The educational team must agree that this designated support is beneficial to the student for assessment purposes. 	<ol style="list-style-type: none"> 1. The qualified individual acting as the reader should review the Guidelines for Read Aloud, Test Reader to ensure standardization and proper administration during testing. 2. If the non-embedded designated support is submitted and approved in CT-SEDS, it does not need to be entered in the TIDE system. Otherwise, the district user must set the designated support for each subtest in TIDE prior to student testing.



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Read Aloud of Math and Science Stimuli & Items	Non-Embedded Designated Support (Available in English and Spanish)	<p>The math and science stimuli and test items are read aloud to the student in an individual test setting by a trained and qualified human reader.</p> <p>To view and read the test in Spanish, Presentation must be set to Math Stacked or Science Toggle in TIDE. The teacher will read the Spanish presentation from the student’s computer in a 1:1 test setting. Teachers should NOT be translating off the English version of the assessment.</p>	<ul style="list-style-type: none"> • The student should be familiar with this support and use it regularly during instruction. • The educational team must agree that this designated support is beneficial to the student for assessment purposes. 	<ol style="list-style-type: none"> 1. The qualified individual acting as the reader should review the Guidelines for Read Aloud, Test Reader to ensure standardization and proper administration during testing. 2. If the read aloud is provided in Spanish, the teacher must review the Guidelines for Spanish Read Aloud, Test Reader. 3. If the non-embedded designated support is submitted and approved in CT-SEDS, it does not need to be entered in the TIDE system. Otherwise, the district user must set the designated support for each subtest in TIDE prior to student testing. 4. If providing a read aloud in Spanish, the student’s test presentation must be set to Math Stacked or Science Toggle in TIDE.



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<p>Read Aloud of ELA Reading Passages</p>	<p>Non-Embedded Accommodation</p>	<p>A trained and qualified human reader reads all test items and stimuli for the math, science, and ELA assessments, including the ELA reading passages, aloud to the student in an individual test setting.</p>	<ul style="list-style-type: none"> • The student must have an IEP or Section 504 plan specifying the need for all content to be read to the student (reader of passages). • Typically, the student has a print or visual disability and would most likely be using AEM during instruction. • If the student has a reading-based disability, there must be strong evidence of the persistence of the disability despite intensive, targeted instruction. There should be documentation of the interventions used and formative assessment data on the effect of each intervention. • The student should be familiar with this accommodation and use it regularly during instruction. • The PPT or Section 504 Planning Team must agree that evidence supports the need, and that this accommodation is beneficial to the student during instruction and assessment. Furthermore, the PPT must agree that the student’s accessibility needs cannot be met using the embedded text-to-speech accommodation. • The teacher or educational team should complete the 2022-23 Documented Evidence for a Read Aloud of the Smarter Balanced ELA Reading Passages to determine appropriateness. • If it is determined that the student requires the provision of a human reader, the Evidence for a Read Aloud form should be returned to the District Administrator and be submitted with the Petition for Special Documented Accommodations as evidence of need. Note: a petition is not required if the accommodation is submitted and approved in CT-SEDS. Refer to the Assessment Guidelines Appendix C for more information. 	<ol style="list-style-type: none"> 1. IEP or Section 504 Plan 2. If the accommodation is submitted and approved in CT-SEDS, a Special Documented Accommodation petition does not need to be submitted to the CSDE. Otherwise, a Special Documented Accommodations Petition must be submitted by the DA with the completed and signed 2022-23 Documented Evidence for a Read Aloud of the Smarter Balanced ELA Reading Passages prior to March 1, 2023. 3. The accommodation must be approved by the CSDE prior to student test administration. 4. If the accommodation is submitted and approved in CT-SEDS, it does not need to be entered in the TIDE system. Otherwise, once the Special Documented Accommodations Petition has been received and approved, CSDE will set this accommodation in TIDE Test Settings. 5. The qualified individual acting as the reader should review the Guidelines for Read Aloud, Test Reader and sign the Read Aloud Protocol to ensure standardization and proper administration during testing.