

## Reading Access Accommodation Decision-Making Tool

The Division of Elementary and Secondary Education (DESE) created this tool to assist individualized education program (IEP) teams or Section 504 teams in identifying students who may be eligible to use on Arkansas's ATLAS assessment in English language arts one of the following reading access accommodations: text-to-speech, human read-aloud, screen reader, or sign language interpreter. This tool is to be used to determine whether students with disabilities, including English learners with disabilities, meet the criteria for this support. This tool should be completed annually for any student who meets or is suspected of meeting the criteria and would benefit (as shown by data) from the support. Evidence required may be requested at any time throughout the school year and/or during monitoring.

This document should be kept at the district but must be available to DESE upon request.

### Student Demographics

Student's Name	
Student's State ID Number	
Date of Birth	
District	
School	
Grade	
Type of Plan (IEP or 504)	

### Team Members: IEP or 504

Title	Name	Date
Team chairperson		
Special Educator(s)		
General Educator(s)		
Team member(s) qualified to interpret reading evaluation results		
Parent(s) or Guardian(s)		
Student (if a team participant)		
Other IEP team member(s)		

Note: A special educator is not required when developing a 504 Plan.

Student's Name	
State ID Number	

Criteria 1	Yes	No	Plan Date
The student's primary means of accessing grade-level printed material (documented by achieving a 75 or better accommodated uPAR score) is through text-to-speech, human reader, screen reader, or a Sign Language Interpreter. The student has a documented disability substantiated in evaluation summaries that severely limits or prevents him/her from decoding text, even after varied and repeated attempts to teach the student to do so.			
Accommodation(s): The student's IEP or 504 Plan explicitly indicates the student accesses to grade-level printed materials through a screen reader, human reader, Sign Language Interpreter, and/or text-to-speech and receives this accommodation regularly in the classroom.			
Criteria 2	Yes	No	Data
<p>Evidence from the Protocol for Accommodation in Reading (PAR or uPAR) indicates the student comprehends text using text-to-speech (ear reading) at significantly higher levels than reading a text independently (eye reading) as required in the <a href="#">TTS Reading Accommodations Guidance</a> document which includes the Decision Tree. On the uPAR students reading a <b>grade level text</b> with <b>green</b> score on the text-to-speech (top box) and a <b>red</b> score on the independent (bottom box) would meet this criteria.</p> <ul style="list-style-type: none"> <li>Students who are hearing impaired or deaf should complete the uPAR assessment with an interpreter signing the voiced content.</li> <li>Students who are blind should complete the uPAR assessment by the test administrator copying the text to be read to a separate document for embossing or via flash drive loaded directly to the student's refreshable braille device.</li> <li>The <a href="#">AEM Navigator tool</a> may provide additional support for students who use Braille or who require an interpreter.</li> </ul>			
Criteria 3	Yes	No	
<p>The student receives and will continue to receive ongoing, intensive instruction and/or interventions in foundational reading skills to continue attaining the important college- and career-ready skill of independent reading.</p> <p>A minimum of three progress monitoring reports have been completed within the past twelve months. This evidence indicates the student's ability to decode text or braille is severely limited.</p> <p>(Progress monitoring data will be available upon request.)</p>			

Parents or guardians should be active participants in this decision-making process. They should understand that their child will receive a text-to-speech, human read-aloud, screen reader or sign language interpreter

accommodation on the summative reading assessment. For a student with an IEP, the decision could be documented on the Notice of Action. Parents or guardians need to be aware that the decision may be made during the school year prior to the administration of the summative assessment and that an IEP amendment may need to be made if the student's status changes during the testing year.

The district must use data from this tool to complete the [TTS Special Accommodation Request Form](#).