

Text-to-Speech and Read Aloud Decision Guidelines

Table 1. Documentation of Possible Need for Text-to-Speech or Read Aloud Accommodations for ELA Reading Passages for Students with Disabilities.

Student Name: _____

Teacher: _____

YES responses to the questions below may indicate a need for *P13 Text-to-speech, including ELA passages*; or *P14 Human read aloud, including ELA passages*, to be provided as an accommodation for the state general summative assessment.

A **preponderance of evidence** should exist rather than one or two marks in the YES column in order for the accommodation to be provided to a student.

Note: If a student with a documented disability is able to read, but reads slowly, extended time may be more appropriate than a reading/seeing accommodation.

Questions	Yes	No	Comments
Is the student blind or does the student have a significant visual impairment?			
Is the student a beginning braille reader who has not yet developed braille fluency?			
Does the student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?			Describe skills affected.
Have interventions been used to improve the student's decoding, fluency, or comprehension skills?			Describe approaches.
Does the student use text-to-speech or receive a read aloud accommodation during instruction?			
Does the student regularly use assistive technology software or audiobooks?			
Does the student use text-to-speech or receive a read aloud accommodation during formative assessments or during the WV General Summative Assessment?			
Does someone (teacher, paraprofessional, another student, parent) regularly read aloud to the student in school?			
Does the student indicate that it is easier to understand a book when it is read aloud by another person or through text-to-speech rather than if they read it independently?			