Appendix B:
Decision-Making Tool for Reading Access Accommodations on English Language Arts Test

INTRODUCTION

The Decision-Making Tool for Reading Access serves as a checklist to assist Individualized Education Program (IEP) teams and Section 504 plan coordinators in determining eligibility for certain accommodations available for use with Ohio's State Tests in English language arts. Accommodations include text-to-speech, human read-aloud, screen reader, and/or a sign language interpreter. Education teams should assess eligibility **annually** whenever a student is required to participate in an English language arts state summative assessment.

The reading access accommodation is only available for a student after an IEP/504 team has determined that their disability severely limits or prevents them from independently seeing, accessing, and/or decoding printed or digital text, as outlined in step 2 below.

Testing accommodations are familiar supports that the student uses regularly during instruction. **An accommodation should never be introduced to the student during testing.** Teachers should expose students to online test items, using accommodations, in the Student Practice Site. The Student Practice Resources folder in the test portal contains a Practice Test Guidance Document, practice test items, released items, and scoring guides.

For human readers and sign language interpreters, the test administrator will need to sign *Appendix G: Non- Disclosure Agreement for Accommodations on Ohio's State Tests* and implement *Appendix F: Guidelines and Glossary for Sign Language Interpreters.* *Note:* The student must be tested in a separate or alternate location *if* headphones are not used for text-to-speech, or the student has a human reader or sign language interpreter.

Contact the Department at statetests@education.ohio.gov with questions about this tool. The Department recommends maintaining this document in the student's file. Do not submit a copy of this document to the Department.

Reading Access Accommodation Decision	
Before considering a reading access accommodation in a student's IEP (Sections 7 and 12) or Section 504 plan, the team should confirm that justification for the reading access accommodation <u>is NOT</u> determined <u>solely</u> because of factors such as: • Disability category, educational environment, or instructional setting. • The student's instructional reading level is below grade level. • Expected poor performance on the assessment without the readingaccess accommodation. Poor attendance or extended absences. • The student is an English learner. • The student's social, cultural, or economic characteristics. • Need for accommodations (such as assistive technology or augmentative and alternative communication) to participate in the general assessment.	⚠

Step 1: IEP or 504 plan		
Does the student have a current IEP or 504 plan, or is one being developed?	**YES**	**NO**
▪ **If YES,** continue to step 2 **AND** use current **data and/or evaluation sources** to determine eligibility for a reading access accommodation. ▪ **If NO, STOP.** The student does not qualify for a reading access accommodation on Ohio's State Tests in English language arts. Please view the Ohio Accessibility Manual to learn about the administrative considerations, universal tools, and designated supports available to all students that ensure accessibility to Ohio's State Tests.		

Step 2: Required Criteria		
1. **Is it documented in an evaluation summary from locally administered screening or diagnostic assessments that:** • The student is blind/visually impaired and has not yet learned (or is unable to use) contracted braille? **OR** • The student has one or more disabilities that severely limits or prevents them from independently decoding or accessing printed or digital text?	**YES**	**NO**
2. The student is using printed or digital text during all classroom instruction with the addition of a human reader, text-to-speech, accessible educational materials (AEM), or sign language interpreter.	**YES**	**NO**
3. The student receives ongoing, intensive instruction and/or interventions in foundational reading skills.	**YES**	**NO**
• **If YES to 1, 2 and 3** the student **meets the required criteria** to receive the reading access accommodation on Ohio's State Test in English language arts. • **If NO to any of the above questions, STOP.** The student does not qualify for a reading access accommodation on Ohio's State Tests in English language arts. Please view the Ohio Accessibility Manual to learn about the administrative considerations, universal tools, and designated supports available to all students that ensure accessibility to Ohio's State Tests.		

For information about who needs AEM, how to obtain AEM, tools to support AEM, visit the Assistive Technology & Accessible Educational Materials Center (http://ataem.org/).

Step 3: Student Information	
Student Name:	**Grade:**
School and District:	**Student ID Number:**
School Year:	

Step 4: Appendix B IEP/504 Participants		
Participant	**Title**	**Date**
	District Representative or Section 504 coordinator:	
	Special Education Teacher(s)	
	General Education Teacher(s)	
	Parent(s) or Guardian(s)	
	Student (if a team participant):	
	English Learner Specialist(s)	
	Other team member(s)	
Other team members may include English Language Specialists and Related Service Providers.		

Parent/Guardian		
I have been informed and agree that my child will receive a text- to-speech, human read-aloud, screen reader, or sign language interpreter accommodation for Ohio's State Test in English language arts as documented in my child's IEP or 504 plan.	**Initials**	**Date**

The Department recommends maintaining this document in the student's file.
Do not submit a copy of this document to the Department.