"Text to Speech – Read Aloud" Decision Guidelines Sheet.

Student has: IEP: 99%   504 Plan: 1%

Question*	Assurance- For students with an IEP, evidence found on:	Yes	No
1a. Is this student blind or does this student have a significant visual impairment? • 1b. If the student is blind or has a significant visual impairment, is the student learning to read braille?	• Page 1: COVER PAGE WITH DISABILITY CATAGORY • Pages 4 & 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE	4%	96%
~~atures: Verify signatures added to this document~~ ~~2. Does this student have an identi~~fied reading-based disability that affects the student's decoding, fluency, or comprehension skills?	• Page10: SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA	44%	56%
	• Pages 4 & 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE • Page 7: GOAL & OBJECTIVES	92%	8%
3. Does the student's disability impact the student's ability to access the curriculum?	• Pages 4 & 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE • Page 7: GOAL & OBJECTIVES	98%	2%
4. Have interventions been used to improve the student's decoding, fluency, or comprehension skills?	• Pages 4 & 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE • Page 7: GOAL &OBJECTIVES	98%	2%
5. Does the student use text-to-speech, assistive technology software, audio books or receive a read aloud accommodation during instruction?	• Page 8: PROGRAM ACCOMMODATIONS AND MODIFICATIONS • Page 11: SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION	85%	15%
6. Does the student belong to Bookshare (or similar organization) or use identified accessible educational materials (AEM) from Determining the Need for Accessible Educational Materials (AEM) and Acquiring AEM from the Appropriate Sources flowchart.	• Page 8: PROGRAM ACCOMMODATIONS AND MODIFICATIONS • Page 11: SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION	24%	76%
7. Does the student use text-to-speech or receive a read aloud accommodation during Smarter Balanced assessments or other class or districtwide assessments?	• Page 8: PROGRAM ACCOMMODATIONS AND MODIFICATIONS • Page 9: STATE AND DISTRICT TESTING AND ACCOMMODATIONS	96%	4%
8. Does someone (teacher, paraprofessional, another student, parent) regularly read aloud to the student in school as an instructional accommodation?	• Page 8: PROGRAM ACCOMMODATIONS AND MODIFICATIONS	91%	9%
Student Input		**Yes**	**No**
9. Does the student indicate that given the choice, he or she would prefer to read tests to himself or herself?	Evidence on IEP Pages 1,2,4,6 and student offered to attend PPT	20%	80%