Guidance on Reading Access Accommodation for
CMAS: PARCC English Language arts/literacy Assessment

The reading access accommodation may be available to a limited number of students with a print disability which severely limits or prevents the student from ***decoding*** text. At the educational team's discretion, any student may have this accommodation on their IEP or 504 plan for instructional purposes. Only a very limited number of students who meet specific guidance criteria may use the accommodation on the CMAS: PARCC English language arts/literacy assessment and receive a valid score. In Colorado additional clarification is needed to what PARCC specifies in their manual.

The reading access accommodation on English Language arts/literacy includes the use of text-to-speech, human reader, human signer, and the use of the embedded American Sign Language video.

In Colorado, if all guidelines are met, the District Assessment Coordinator must submit a Unique Accommodation Request, with **this** completed form as supporting documentation. The state deadline for Unique Accommodation Requests is December 15. Districts may implement earlier deadlines for their staff.

If the request is approved by CDE, the student may receive a valid score on the assessment when using this accommodation.

If the request is not submitted or not approved and the educational team uses the accommodation during the CMAS: PARCC English language arts/literacy assessment, the district may be instructed to mark the assessment as a non-approved accommodation. This will result in the score being invalidated and the student being considered a "non-participant" for the English language arts/literacy assessment.

There are five criteria determinations needed for each accommodation request. To complete this checklist, the team begins with Criterion #1 by marking the appropriate Response box. The team follows the instructions of either "stop here" or "complete the supporting data." The requested supporting data is then written into column three prior to moving on to the next criteria.

If at any time the Response box indicates "***stop here,***" the team should stop the checklist. This is an indication that the student does not meet the requirements to receive a valid score when using this accommodation on the state assessment. The team should consider available alternative accommodations. If all criteria are met, a Unique Accommodations Request needs to be completed and submitted to CDE.

Guidance Document: Reading Access Accommodation on ELA/L assessment

Student Name: _____

Criterion #1 -- The student is currently eligible for special education services or has a 504 plan.		
	Response:	Supporting Data:
☐ Current IEP ☐ Current 504 plan	☐ **No. Stop here.** ☐ **Yes.** Complete supporting data and continue on to Criterion #2.	Date of latest IEP/504 team meeting: _____

Criterion #2 -- The student has a disability that severely limits or prevents access to printed materials.		
	Response:	Supporting Data:
☐ Visual Impairment, including Blindness	☐ **No.** Go on to Hearing Impairment. ☐ **Yes.** The student is identified as having a visual impairment and is able to access braille. **Stop here.** ☐ **Yes.** The student is unable to access braille due to additional factors. Complete supporting data and continue on to Criterion #3. ☐ **Yes.** The student has not yet learned braille due to recent onset of the visual impairment or rapid decrease in visual acuity. Complete supporting data and continue on to Criterion #3.	Additional factors: _____ _____ _____ OR Date of commencement of braille instruction: _____ _____ _____
☐ Hearing Impairment, including Deafness	☐ **No.** Go on to Other Disability. ☐ **Yes.** The student is identified with a hearing impairment; however, the student does *not* have a history of early and prolonged language deprivation. **Stop here.** ☐ **Yes.** The student is identified with a hearing impairment and has a history of early and prolonged language deprivation. Complete supporting data and continue on to Criterion #3.	Provide data on how the student's early and prolonged language deprivation has impacted the student ability to decode written language: _____ _____ _____

Student Name: _____

☐ Other Disability which severely limits or prevents a student's ability to decode text	☐ **No. Stop here.** ☐ **Yes.** The student is identified with a disability which limits access to printed text; however, the student *is able* to decode text at or below grade level. **Stop here.** ☐ **Yes.** The student is identified with a disability which limits access to printed text, and *is unable* to decode text. Complete supporting data and continue on to Criterion #3.	Disability which prevents the student from accessing printed text: _____ _____
Criterion #3 -- The student's inability to decode printed text (or braille) is documented by evaluation on at least one recent locally-administered diagnostic assessment.		
	Response:	Supporting Data:
A diagnostic reading assessment has been given within one academic year.	☐ **No. Stop here.** ☐ **Yes.** The diagnostic assessment indicates the student is below grade level in reading; however, the assessment but does not specifically assess decoding skills. **Stop here.** ☐ **Yes.** The diagnostic assessment indicates the student is below grade level in reading comprehension and/or fluency; however, the student is able to decode text at or below grade level. **Stop here.** ☐ **Yes.** The diagnostic assessment supports the student's inability to decode text. Complete supporting data and continue on to Criterion #4.	Name of diagnostic reading assessment: _____ Most recent date of assessment: _____ Scores: _____ Summary of results: _____ _____ _____
Criterion #4 -- The student is receiving supplemental reading instruction.		
	Response:	Supporting Data:
The student is receiving regular and ongoing reading instruction in addition to English language arts instruction.	☐ **No. Stop here.** ☐ **Yes.** The student is receiving direct reading intervention outside of regularly scheduled English language arts instructional time. Complete supporting data and continue on to Criterion #5.	Frequency and duration (time allotted) for specific reading instruction: _____ _____ _____ _____

Student Name: _____

Criterion #5 -- The student is receiving instructional materials in an auditory/sign format the majority of the time.		
	Response:	Supporting Data:
Text based instructional materials for all content areas are presented in audio/sign format.	☐ **No. Stop here.** ☐ **Yes.** The student has access to a human reader/signer upon request. **Stop here.** ☐ **Yes.** The student receives *some* materials in an audio format through a computer (text-to-speech), human reader/signer, or audio books. **Stop here.** ☐ **Yes.** The student receives 50% or more of their instructional materials in an audio format through a computer (text-to-speech or screen-reader software), human reader/signer, or recorded books. Complete supporting data.	Summary of Accessible Instructional Materials Survey (AIMS): _____ _____ _____ _____ What is the alternate format used most often by the student: ☐ Audio Recording ☐ Human Reader ☐ Human Signer ☐ Screen Reader ☐ Text-to-Speech
Unique Accommodation Request		
	Response:	Supporting Data:
The student needs the reading access accommodation under criterion #5.	☐ **No.** A unique accommodation request is not required by CDE. ☐ **Yes.** A UNIQUE ACCOMMODATION REQUEST is required. Check with your DAC for obtain correct paperwork and deadlines.	☐ Request completed and sent to DAC. ☐ Guidance document submitted to DAC. ☐ Approval/Denial received from CDE Date: _____