Unique Accommodation: Guidance for Auditory Presentation

CMAS: English Language Arts/Literacy or Colorado Spanish Language Arts Assessment\*/ACCESS

The auditory presentation accommodation may be available to a very limited number of students with a print disability that severely limits or prevents the student from ***decoding*** text. This accommodation is ***not*** intended for use by students who have difficulty comprehending text and instead is intended to allow students to ***decode*** text so the student can access the assessment. At the discretion of the educational team, students may have this accommodation on their IEP or 504 plan for instructional purposes. Only students who meet specific guidance criteria may use this accommodation on the CMAS ELA, CSLA or ACCESS for ELLs (Reading) assessment(s) and receive a valid score. Requests for use of this accommodation on CSLA must include data from Spanish assessments.

Follow the instructions in the attached request form.

* Complete all of the information on the Unique Accommodation Request (UAR) form.
  + In the “Request” area, indicate if the request is for auditory presentation of:
    - CMAS ELA (grades 3-8) or CSLA (grades 3-4)
    - Reading domain of ACCESS for ELLs (grades 1-12) - a UAR is not required for Human Reader on the Listening or Writing domains (and is not applicable to the Speaking domain)
  + Starting with Criterion 2, the selected answer indicates either “stop here” or “complete the supporting data.” If at any time the selected response 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 the requested accommodation.

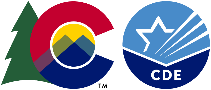
If all criteria are met, submit the attached UAR form together with **supporting data from the current school year** to CDE for approval. **A UAR submitted without complete information including current English or Spanish (CSLA) data will not be approved.**

**The state deadline for UAR submission to CDE is December 15**. **If the student needs auditory presentation (Human Reader) on the Reading domain of the ACCESS assessment, the UAR is due to CDE by December 1.** Districts may implement earlier deadlines for their staff.

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

If the accommodation is not approved and the educational team provides the accommodation during administration of the ELA/CSLA or Reading domain of the ACCESS assessment, CDE will instruct the district to indicate that a non-approved accommodation was used on the assessment. This will result in the ELA/CSLA or ACCESS Reading score being invalidated or suppressed and the student being considered a “non-participant” for the ELA/CSLA assessment.

\*Prior to submitting a UAR for CSLA, please verify that the student is eligible to take the CSLA using the flowchart located on CDE’s Assessment Division webpage at <http://www.cde.state.co.us/assessment/csla>.

**Unique Accommodation Request**

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| **Contact Information** | | | |
| District Assessment Coordinator: | | Date: | |
| District Name: | | School Name: | |
| In signing this form and submitting to CDE for consideration for approval, the principal/designee and DAC assure that:   * The school team met and considered all listed accommodations before proposing this unique accommodation. * This accommodation is documented on the student’s IEP or 504 plan. * The proposed accommodation is used *regularly* and *with fidelity* for routine class instruction and assessment. | | | |
| DAC Signature: | | | |
| **Student Information** | | | |
| Name: | | SASID: | |
| Grade: | |  | |
| **Criterion 1: The student has a current special education plan or has a 504 plan.** | | | |
| Type of plan: 🞎 IEP 🞎 504 Plan  Date of plan: | | | |
| Disability Category: | | | |
| 🞎 Autism Spectrum | 🞎 Deaf-blindness | | 🞎 Hearing Impairment, including Deafness |
| 🞎 Intellectual Disability | 🞎 Multiple Disabilities | | 🞎 Orthopedic Impairment |
| 🞎 Other Health Impaired | 🞎 Serious Emotional Disability | | 🞎 Specific Learning Disabilities |
| 🞎 Speech or Language Impairment | 🞎 Traumatic Brain Injury | | 🞎 Visual Impairment, including Blindness |
| **Request** | | | |
| **Auditory Presentation use on CMAS (grades 3-8):** Text-to-Speech or Oral Script: Human Reader (particular accommodation is assigned by test format in PAnext; computer-based = text-to-speech, paper-based = human reader with auditory guidelines)   ELA (submit data from a commercially produced, norm referenced assessment)   CSLA (submit data from a commercially produced, norm referenced Spanish assessment; 3rd and 4th grades **ONLY**)  **Auditory Presentation use on ACCESS Reading (grades 1-12):** Human Reader   ACCESS (submit data from a commercially produced, norm referenced assessment; available 1st- 12th grades) | | | |

**Auditory Presentation (ELA/CSLA or ACCESS for ELLs – Reading Domain)  
2019-2020**

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| **Criterion 2 -- The student’s inability to decode printed text (or braille) is documented by evaluation on at least one recent assessment.** | | |
| A commercially produced assessment indicates a significant deficit in phonological awareness, phonemic awareness, or decoding and was given within the **current** academic year (may use progress monitoring data). | 🞎 **No. Stop here.**  🞎 **Yes.** The 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 supporting assessment(s)\* indicate a significant deficit in decoding and/or phonemic awareness that limits or prevents access to text. **Complete supporting data and continue on to Criterion #3.** | **Name of reading assessment\*** (includes a measure for phonemic awareness/decoding and must be at the student’s enrolled grade level):  **Date of assessment (MUST be from current school year):**  **Scores (must include phonological or phonemic awareness and/or decoding scores):**  **Note: Please attach score sheet** |
| **Criterion 3 -- The student is receiving instructional materials in an auditory format the majority of the time in addition to receiving supplemental reading instruction outside of regular class instruction.** | | |
| The student receives specific instruction on basic reading skills in addition to regularly scheduled reading instruction  **AND**  Text based instructional materials for all content areas are presented in audio format. | 🞎 **No. Stop here.**  🞎 **Yes.** The student receives *some* materials in an audio format through a computer (text-to-speech), oral presentation, or audio books. **Stop here.**  🞎 **Yes.** The student receives 55% or more of their instructional materials in an audio format through computer based programs (TTS), oral presentation, or recorded books**.** **Complete supporting data.** | **What is the alternate format used most often by the student:**  🞎 Audio Recording  🞎 Oral Presentation  🞎 Text-to-Speech |
| **Unique Accommodation Request** | | |
| The student meets all of the preceding criteria for the reading access accommodation. | 🞎 **Yes.** Submit this UNIQUE ACCOMMODATION REQUEST for approval from CDE. Check with your DAC to obtain district-specific requirements and deadlines. | 🞎 UAR form and data submitted to DAC  🞎 Student added to district spreadsheet for batch submission to CDE   * State ID is included   🞎 UAR form and accompanying data submitted to CDE on or before 12/15/19 for CMAS ELA/CSLA and 12/1/19 for ACCESS  🞎 Approval/denial received from CDE  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

\*For CSLA, the assessment must be in Spanish