Guidance for Auditory Presentation: Human Signer for

English Language Arts/Literacy Assessment or Colorado Spanish Language Arts

The auditory presentation accommodation may be available to a limited number of students with a print disability which 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 that 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 a very limited number of students who meet specific guidance criteria may use the accommodation on the CMAS ELA or CSLAs assessments and receive a valid score.

Follow the instructions in the attached request form. After each question, the selected answer will indicate 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.

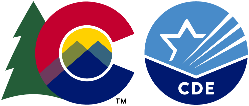
If all criteria are met, the attached Unique Accommodation Request (UAR) form needs to be completed with **supporting data from the current school year** and submitted to CDE for approval. **A UAR submitted without complete information will not be approved.**

**The state deadline for the UAR is December 15**. 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 CMAS ELA/CSLA assessment, the district will be instructed to indicate that a non-approved accommodation was used on the assessment. This will result in the ELA score being invalidated or suppressed and the student being considered a “non-participant” for the ELA portion of the assessment.

**Note:** Text-to-speech and screen readers have different functionality and are used by students with different types of disabilities. Generally, screen readers are utilized by students with visual impairments and are not typically used by students with other types of disabilities.

**Unique Accommodation Request**

**Auditory Presentation: Human Signer**

**2019-2020**

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| **Contact Information** | | | |
| District Assessment Coordinator: | | Date: | |
| District Name: | | School Name: | |
| In signing and submitting this form to CDE for consideration for approval, the principal/designee and DAC assures 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 is has a current special education plan or has a 504 plan.** | | | |
| Type of plan: 🞎 IEP 🞎 504 Plan 🞎 English Learner (Individual or District 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 of the ELA/CSLA test includes:**  **Unique Accommodation:** Oral Script: Human Signer. | | | |

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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, norm referenced assessment indicates a significant deficit in phonological awareness, phonemic awareness, or decoding and has been 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 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/sign format the majority of the time in addition to receiving supplemental reading instruction outside of regular class instruction.** | | |
| The student receives instruction on basic reading skills in addition to regularly scheduled instruction  **AND**  Text based instructional materials for all content areas are presented in audio/sign format. | 🞎 **No. Stop here.**  🞎 **Yes.** The student receives *some* materials in an audio format through a computer (text-to-speech), oral presentation, signer, 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, signer, or recorded books**.** **Complete supporting data.** | **What is the alternate format used most often by the student:**  🞎 Oral Presentation  🞎 Signer |
| **Unique Accommodation Request** | | |
| The student meets all of the preceding criteria for the reading access accommodation. | 🞎 **Yes.** A UNIQUE ACCOMMODATION REQUEST is required. Check with your DAC to obtain correct paperwork and deadlines. | 🞎 Guidance document submitted to DAC.  🞎 Student added to district spreadsheet for batch submission to CDE.  🞎 Form submitted to CDE on or before 12/ 15.  🞎 Student has been added to Excel spreadsheet   * State ID is included   🞎 Approval/Denial received from CDE  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |