

Attachment Testing Accommodation Decision-Making Tool for “Tests Read”

The chart below may be used by school personnel to facilitate collaborative decision-making related to the recommendation of “tests read” (via human reader or technology) as a testing accommodation for students with disabilities in grades 3 through 8. The questions in this tool should be considered each time a student’s individualized education program (IEP) or Section 504 Accommodations Plan (504 Plan) is reviewed to determine the appropriateness of this accommodation. After completing the chart, check the box below indicating the recommended testing accommodation for the Committee on Special Education (CSE) or Section 504 Committee to review and consider when developing the student’s IEP/504 Plan. This tool is for local use, only. Do **not** submit this form to the New York State Education Department (NYSED).

Student:	Date:			
Persons Involved in Decision-Making:				
Questions	YES	NO	N/A	Comments/Evidence
Is there evaluative information indicating that, even after explicit and systematic reading instruction, the student’s disability precludes or severely limits the student’s ability to decode print?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has the student been provided systematic, explicit, research-based reading intervention(s) to improve decoding skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If the student is blind or visually impaired, is he or she learning to read braille?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If the student is blind or visually impaired, has it been determined that his or her disability precludes or severely limits the ability to access and/or develop proficiency in braille?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If the student is deaf or hard of hearing, is there evidence demonstrating that the student’s disability precludes or severely limits his or her ability to decode printed text (possibly due to other co-occurring disabilities or long-term language deprivation in early childhood)?*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is there evidence that the student’s access to and/or performance on print-based tasks improves when information is presented to the student in auditory formats (by way of human reader or the use of assistive technology)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the student use read-aloud accommodations during instruction and/or classroom testing (by way of human reader or the use of assistive technology)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is the student provided instructional materials in auditory formats?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has the student provided input to inform specific recommendations related to the “tests read” testing accommodation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are there additional considerations for recommending “tests read” for this student, specific to his or her unique disability-related needs? If so, explain in the space below:				

*If the answer to this question is “YES”, and the student also understands sign language, the CSE may consider recommending a sign language interpreter to translate text if appropriate to the needs and skills of the student.

Check the recommendation that is most appropriate in meeting the needs of this student:

- “Tests read” is **not** an appropriate testing accommodation for this student.**
- “Tests read” should be recommended for this student on State and local tests, **except** tests of reading comprehension.**
- “Tests read” should be recommended for this student on all State and local tests, **including** tests of reading comprehension.

These recommendations indicate that the Grades 3-8 ELA Assessments will **not be read to the student.