



Text-to-Speech Accommodation Policies in 2018-19

NCEO Report 417



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Text-to-Speech Accommodation Policies in 2018-19

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Executive Summary

Text-to-speech (TTS) refers to technology that reads aloud digital text (Understood, 2019). For years, TTS and its human counterpart—read aloud—have generated controversy about when and for whom these supports should be allowed on state assessments (Thurlow, Christensen, & Rogers, n.d.; Thurlow & Weiner, n.d.; Thurlow, Laitusis, Dillon, Cook, Moen, Abedi, & O'Brien, 2009). At a forum on text readers (Warren et al., 2017), researchers, test developers, and state department of education staff discussed their perspectives on TTS and read aloud supports during assessments. The participants considered issues specific to students with disabilities, English learners, and other students who are members of neither group. State policy analyses have also documented significant differences in how states name and categorize these supports within their accessibility frameworks (Shyyan, Thurlow, Larson, Christensen, & Lazarus, 2016). Many state policies allowed TTS and read aloud on math, science, and social studies tests as a designated or universal feature, as well as the use of TTS and read aloud for reading directions and questions on English language arts (ELA) assessments. Some policies also allowed TTS and read aloud as an accommodation for reading passages for a small number of students with disabilities. Still, the debate continued about whether these uses were appropriate.

The purpose of this report is to provide an updated review of state TTS policies across general assessments of reading, writing, mathematics, and science. The report provides an analysis of TTS by the support tier in which it is placed (i.e., accommodation, designated feature, or universal feature), by the specific parts of tests for which it is allowed (i.e., directions, passages/stimuli, or questions), and by the population of students who can use it (i.e., students with disabilities, English learners, or students without disabilities who are not English learners). Although text read aloud can be delivered to students in different ways, the current review focuses only on state policies for text-to-speech administered in English on computer-based tests. In addition, because the term most often used for technology-delivered read aloud on computer-based tests is TTS, this report uses that term.

Results Overall

Clear differences were found in how states made TTS available across content areas for different student groups. Twenty-nine states allowed TTS as an accommodation on reading passages. Ten states prohibited it on reading passages (with three states also prohibiting it on questions). For writing, 23 states allowed TTS as an accommodation, 16 states as a designated feature, and two states as a universal feature. Just one state prohibited it. For math, 14 states allowed TTS as an accommodation, 18 as a designated feature, and nine as a universal feature. For science, 14 states allowed it as an accommodation, 14 as a designated feature, and seven as a universal feature. No state prohibited its use on math or science assessments. TTS was listed more often as an accommodation for reading and writing. In math and science, the combined number of states offering

TTS as a universal or designated feature was higher than the number of states offering it as an accommodation.

Differences for Student Groups by Support Tier and Content Area

Use of TTS for test directions was often considered part of test administration, although it was not always clear whether states meant general testing directions, directions within a test's content, or both. Further, states differed little on allowing TTS for directions across content areas for different student groups. Differences were more obvious in whether states allowed use of TTS for passages/text versus for test questions.

For ELA tests in general, and for ELA reading passages in particular, TTS was most commonly allowed as an accommodation for students with disabilities. This contrasted with math and science tests, where TTS was more commonly available to all students as either a designated feature or universal feature. State policies often stated that reading challenges indicating a need for TTS in ELA would likely affect a student's ability to interact with text across content areas. As anticipated, students with disabilities were not specifically mentioned as often in TTS policies for math and science because many of these policies identified TTS as a designated feature or universal feature; these can be used by all students. Guidelines for making TTS decisions were most common for students with disabilities on ELA tests; there were fewer guidelines for making TTS decisions for general education students or English learners in any content area, even though many states allowed TTS for these students on tests other than ELA. Fewer states mentioned English learner use of TTS overall, but when English learners were mentioned, TTS was usually listed as an accommodation.

Recommendations

- States should review their TTS policies to make sure that they are clear and consistent. At a minimum, TTS policies should offer information about when TTS is allowed by test, by part of test, by student population, and by grade.
- States should address TTS decisions for students with disabilities in a consistent way across all content tests. States often indicated that if a student has a reading disability that requires TTS for ELA, the student also should use TTS for other content tests. States may want to consider including reminders in the sections that address TTS for math and science tests that if a student received a TTS accommodation for ELA, they generally also should receive TTS accessibility (e.g., designated feature, universal feature) in other content areas.
- States should provide more guidance about making TTS decisions for students who would use it as a universal feature or designated feature. It would be helpful to provide clear examples of the student characteristics that indicate a need for TTS, while at the same time attending to possible unintended long-term consequences.
- States should give additional attention to English learners in their TTS policies. Although

English learners may use TTS when it is listed as a universal feature or designated feature, states often provided no specific guidelines about the use of TTS for English learners or English learners with disabilities.

- States should clarify their TTS policies by grade. They also should consider the potential consequences of not having consistent TTS technology available across grades.
- States should create more explicit TTS policies for science tests. State policies included less information about TTS for science tests than for math and ELA tests.
- States should make any distinction between the use of TTS for general administration directions and for specific directions clear in their TTS policies.
- States should review their TTS policies for potential errors. For example, one state listed TTS in more than one accessibility tier for the same student group. If there was a rationale for this, the state should include an explanation in the TTS policy.

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Introduction

Text-to-speech (TTS) refers to technology that reads aloud digital text (Understood, 2019). For years, text-to-speech (TTS) and its human counterpart—read aloud—have generated controversy about when and for whom these supports should be allowed on state assessments (Thurlow, Christensen, & Rogers, n.d.; Thurlow & Weiner, n.d.; Thurlow, Laitusis, Dillon, Cook, Moen, Abedi, & O'Brien, 2009). At a forum on text readers (Warren et al., 2017), researchers, test developers, and state department of education staff discussed their perspectives on TTS and read aloud supports during assessments. The participants considered issues specific to students with disabilities, English learners (ELs), and other students who are members of neither group. State policy analyses have also documented significant differences in how states name and categorize these supports within their accessibility frameworks (Shyyan, Thurlow, Larson, Christensen, & Lazarus, 2016). Many state policies allowed TTS and read aloud on math, science, and social studies tests as a designated or universal feature, as well as the use of TTS and read aloud for reading directions and questions on ELA assessments. Some policies also allowed TTS and read aloud as an accommodation for reading passages for a small number of students with disabilities. Still, the debate continued about whether these uses were appropriate.

In earlier years, states already were shaping policy on whether to allow TTS (or read aloud) for students on state administered tests. In 1999 (Thurlow, House, Boys, Scott, & Ysseldyke, 2000), only four states allowed this type of support with no restrictions, and five states did so with limitations on the content areas for which it could be used (e.g., math). Another 23 states allowed TTS (or read aloud) for some situations and prohibited it for others (for example, to read directions, but not items), while only three states completely prohibited it.

A similar policy review a decade later (Thurlow & Larson, 2011), showed that only three states allowed this type of support on assessment passages with no implications for how a test was scored. TTS (or read aloud) was more often accepted on math tests but was still controversial for reading tests. Then, amid concerns about the accessibility of high school tests used for graduation and post-secondary decisions (e.g., college entrance exams), another policy review by Lazarus and Thurlow (2016) indicated that TTS was allowed across all four tests reviewed (PARCC, Smarter Balanced, ACT, and SAT). TTS was listed as an accommodation for ELA tests and as a designated feature for math tests for students with disabilities.

Debate continued about whether TTS use on reading tests was appropriate, especially in view of potential long-term consequences for students who use it. In response, state assessment consortia issued guidelines for making TTS decisions (e.g., Smarter Balanced, 2015), and researchers investigated the validity of using TTS on tests of college and career readiness (Stone, Laitusis, & Carlos, 2017). There were also efforts to align the various terms that states and assessment vendors used for TTS (Shyyan et al., 2016).

Continued focus on TTS state policies and guidance led to another review (Lazarus & Strunk, 2018) that showed the same trends as before. States allowed students with disabilities to use TTS as an accommodation for ELA, but made TTS available to a broader group of students as a universal feature or designated feature for math. For reading passages, 33 states allowed it as an accommodation for students with disabilities, and 13 states allowed it for English learners. For math, 20 states allowed it for students with disabilities as an accommodation, 26 states allowed it as a designated feature, and four states allowed it as a universal feature. Nine states allowed TTS for math as an accommodation for English learners. Similar numbers allowed TTS for English learners as a designated feature or universal feature as allowed TTS for students with disabilities. No state prohibited TTS for students with disabilities, but three states prohibited it for English learners.

The purpose of this report is to provide an updated review of state TTS policies across general assessments of reading, writing, mathematics, and science. The report provides an analysis of TTS by the support tier in which it is placed (i.e., accommodation, designated feature, or universal feature), by the specific parts of tests for which it is allowed (i.e., directions, passages/stimuli, or questions), and by the population of students who can use it (i.e., students with disabilities, English learners, students without disabilities who were not English learners). Although text read aloud can be delivered to students in different ways, the current review focuses only on state policies for TTS for computer-based test administration that is delivered in English. In addition, because the term most often used for computer-based tests is TTS, this report uses that term.

Method

NCEO staff collected states' most recent TTS policies from state department of education websites in the fall of 2018. This analysis included only policies for content assessments (i.e., ELA, writing, math, science) delivered in English. It did not include policies for assessments that were not delivered in English (e.g., the Spanish version of a math assessment). When 2018-2019 policies were not available online, staff contacted states directly in order to confirm that the most recent policy had been found. See Appendix A for a list of links to the state policy documents used in this analysis.

Because of differences in state policies, analysis was organized by provision of TTS for: (a) directions as part of general test administration, (b) directions within tests (e.g., for items), (c) passages/text (e.g., reading passages, word problem text, etc.), and (d) questions (i.e., items, prompts, or response options). We also summarized data for states that did not specify the parts of tests where TTS could be used.

Due to the extensive materials on TTS, we imposed limits to the review to include only:

- Technology-based features that are either embedded in the platform or provided via an assistive technology device for computer-based assessments, which includes graphing calculator with screen reader but does not include tape recordings, closed captioning, refreshable braille, or American Sign Language (ASL) or a human reader (i.e., a human sitting alongside the student by the computer reading aloud) that was provided as an alternative to embedded TTS during computer-based testing
- Features presented in English (no other languages)
- Features available in four content areas: reading, writing, mathematics, and science

Although the search included states' testing system policies, it may not have included every test given in a state. For example, some state policies addressed a test for grades 3 to 8, leaving out high school exams. Still other state policies addressed only reading and math, but not science. For this reason, the scope of the policies included in this review varies by state.

Some states used the term “read aloud” instead of TTS in their policies about supports for state assessments. If a state used “read aloud” as a blanket term to refer to both TTS and human reader for the state assessment, we included that state's policy. We did not include policies in which an accommodation for a computer-based assessment was to provide the test on paper and then allow read aloud by a human. See Appendix B for a compilation of state policy texts presented by content area with the terms used in each state.

Accessibility policies often have several tiers of accessibility features. Terms used in this report to describe these tiers are:

Universal Features: These accessibility supports are available to all students as they access instructional or assessment content. They may be either embedded or provided digitally through instructional or assessment technology (e.g., answer choice eliminator), or non-embedded and provided non-digitally at the local level (e.g., scratch paper).

Designated Features: These accessibility supports are available to any student as long as an educator (or team of educators, with student and parent input) indicates that they would be helpful given the student's characteristics and needs. Embedded designated features (e.g., color contrast) are provided digitally through instructional or assessment technology, while non-embedded designated features (e.g., magnification device) are provided locally.

Accommodations: These changes in procedures or materials ensure equitable access to instructional and assessment content and generate valid assessment results for students who need them. Embedded accommodations (e.g., closed captioning) are provided digitally through instructional or assessment technology, while non-embedded accommodations (e.g., scribe) are provided locally. Accommodations are generally available to students for whom there is documentation

on an individualized education plan (IEP) or 504 accommodations plan; some states also have offered accommodations to English learners.

In the definitions above, examples are given for a range of accessibility features (e.g., scratch paper, magnification); however, this analysis specifically analyzes how TTS is included in policies (i.e., universal feature, designated feature, accommodation).

For the text-to-speech by student group analysis, when TTS was listed in a policy as being available to “all students,” it was counted as a feature available to general education students. If the policy specifically indicated that it was available for students with disabilities or English learners, it was also counted for those groups.

Results

The results of the TTS policy analysis are presented in two sections. The first section shows policies mapped by content area, indicating the states that allow or prohibit TTS on passages or stimuli by accessibility tier. The second section presents information on the number of states that mention TTS use for student groups (i.e., general education students, students with disabilities, and English learners), by accessibility tier and content area.

Overview of State TTS Policies for Reading, Writing, Mathematics, and Science

Figure 1 shows the states that allowed TTS on reading passages by accessibility tier. Overall, 29 states offered TTS as an accommodation for students with disabilities, with one state also allowing it for English learners. One of the 29 states, Oklahoma, allowed it but as a nonstandard accommodation that affected the student’s score. States only used the accommodation tier for the use of TTS on reading passages. Ten states prohibited it. No policy information was found for 12 states.

Figure 1. State Reading Text-to-Speech Policies by Accessibility Tier

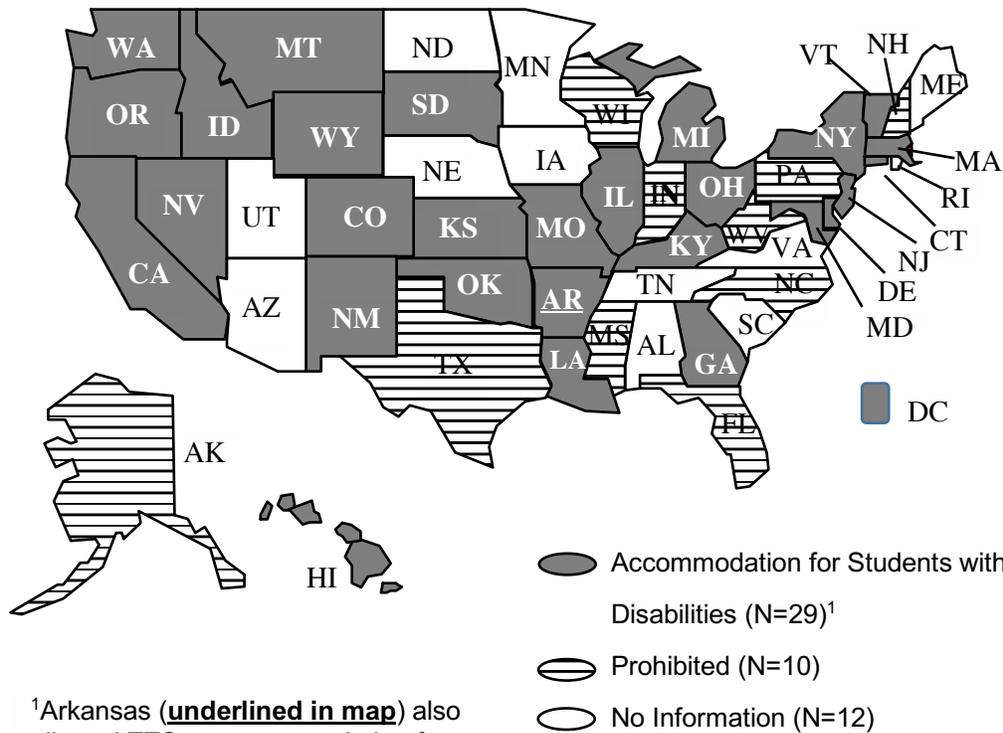
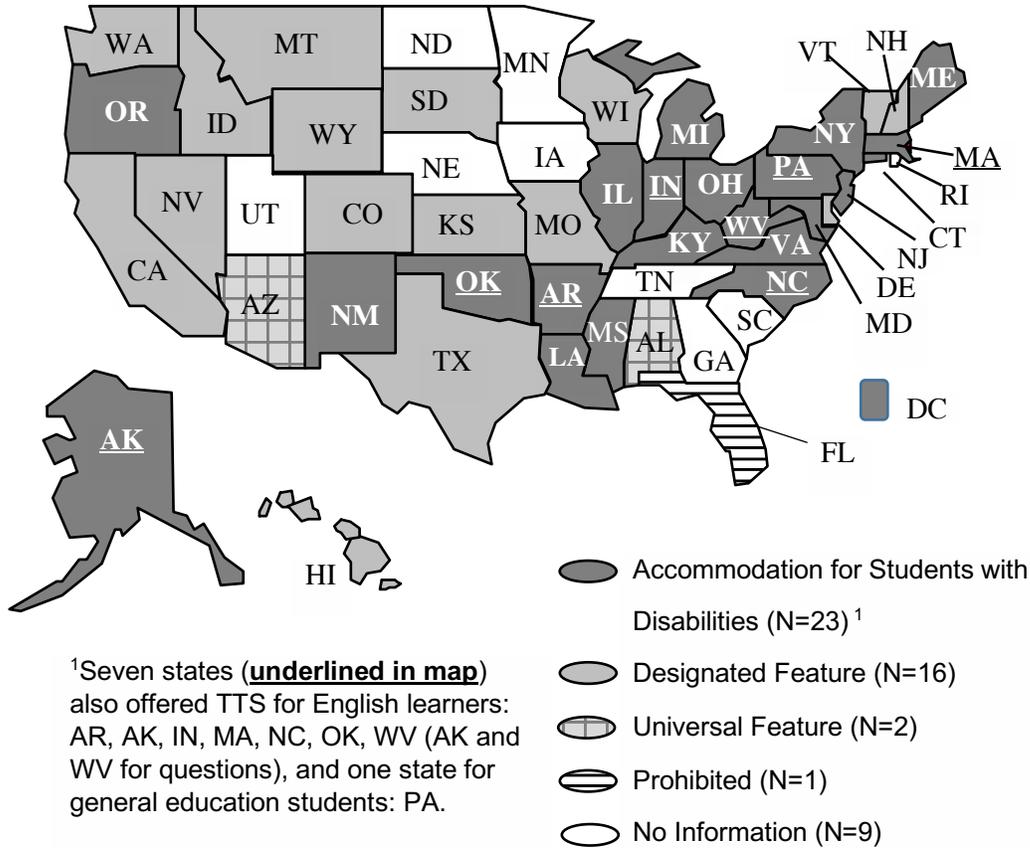


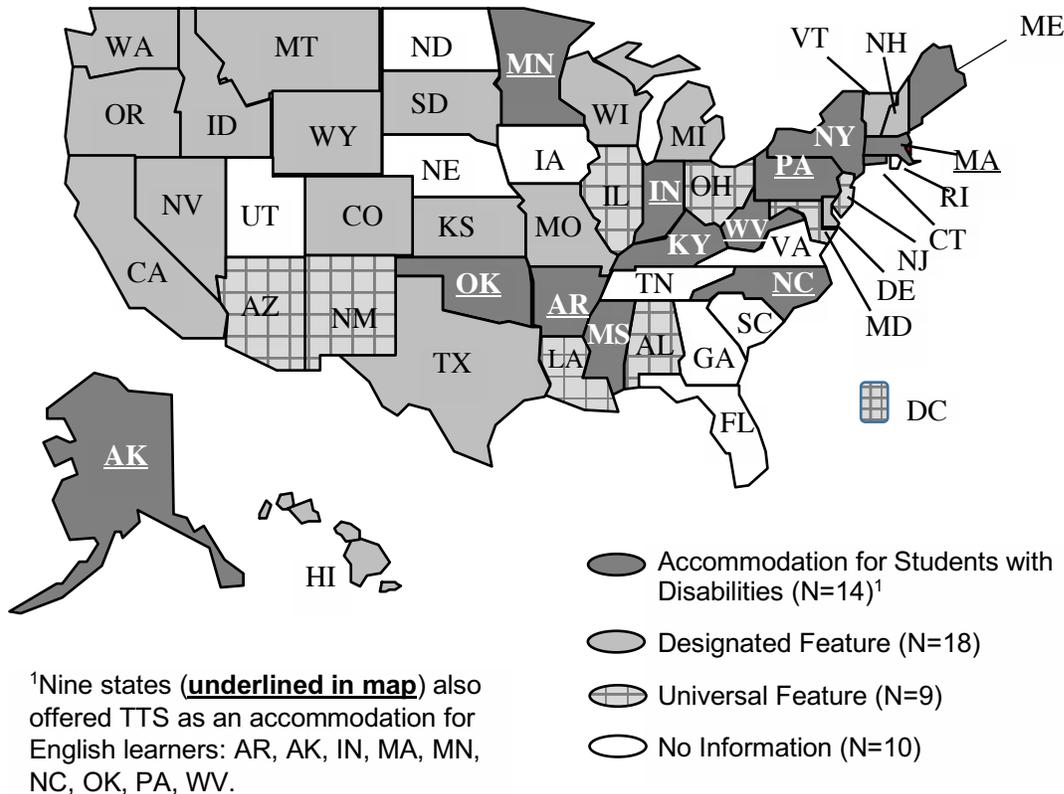
Figure 2 shows the states that allowed TTS on writing assessments by accessibility tier. Twenty-three states allowed it as an accommodation, 16 states as a designated feature, and two states as a universal feature. One state prohibited it and nine states had no information. Of the 23 states in the accommodation tier, seven also allowed it as an accommodation for English learners and one as an accommodation for general education students. If a state policy did not mention passages, the policy for questions was mapped instead. Those states have asterisks in Appendix C. Two states (Kansas and New Hampshire) offered TTS as both an accommodation and as a designated feature for writing assessments; these states are placed in the designated feature category on the map.

Figure 2. State Writing Text-to-Speech Policies by Accessibility Tier



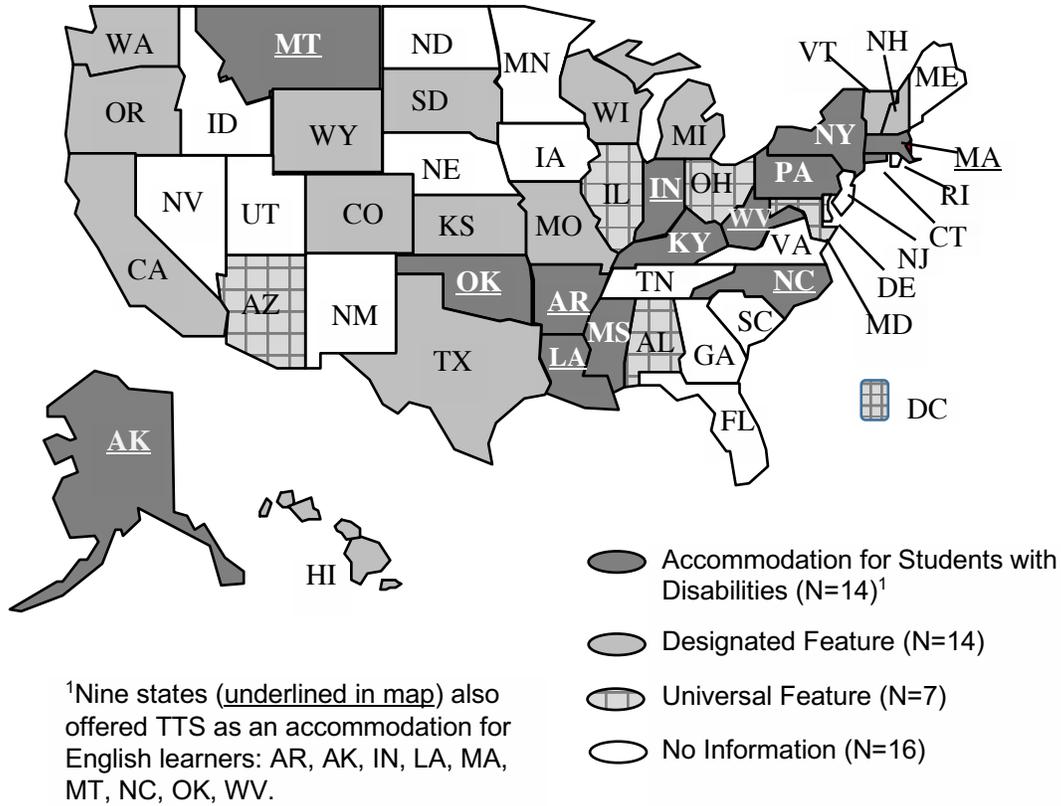
The map of policies for mathematics (see Figure 3) shows the states that allow TTS on math stimuli by accessibility tier. Fourteen states allowed it as an accommodation for students with disabilities, 18 states as a designated feature, and 9 states as a universal feature. No state prohibited it, and 10 states had no information. Of the 14 states in the accommodation tier, nine also allowed it as an accommodation for English learners, and one state (Massachusetts) offered it as a universal feature for select words. If a state did not mention passages, we mapped math questions instead, indicated by an asterisk in Appendix C. Two states (Kansas and New Hampshire) offered TTS as both an accommodation and as a designated feature; these states are placed in the designated feature category on the map.

Figure 3. State Math Text-to-Speech Policies by Accessibility Tier



States' policies for the uses of TTS for science assessments are shown in Figure 4. Fourteen states offered TTS as an accommodation, 18 states offered it as a designated feature, and nine states offered it as a universal feature. Of the 14 states offering TTS as an accommodation, nine also offered it as an accommodation for English learners, and one state (Massachusetts) offered TTS as a universal feature for select words. No state prohibited its use, and 10 states had no information. This map shows policy for stimuli, but as with other content areas, if a state did not reference stimuli, we used the policy for questions as noted in Appendix C. Two states (Kansas and New Hampshire) offered TTS as an accommodation and as a designated feature; these states are placed in the designated feature category on the map.

Figure 4. State Science Text-to-Speech Policies by Accessibility Tier



Text-to-Speech Policies by Student Group

In this section, we present data on the number of times states mentioned the three student groups (i.e., students with disabilities, English learners, general education students) in their TTS policies on specific parts of tests. The test parts were directions, passages/text/stimuli, and questions. The support tiers were universal feature (U), designated feature (DF), and accommodation (A). Further, some states included TTS as part of the test’s general administration procedures, rather than as an accessibility tier. Appendix D provides details about the student groups allowed to use TTS by test content area.

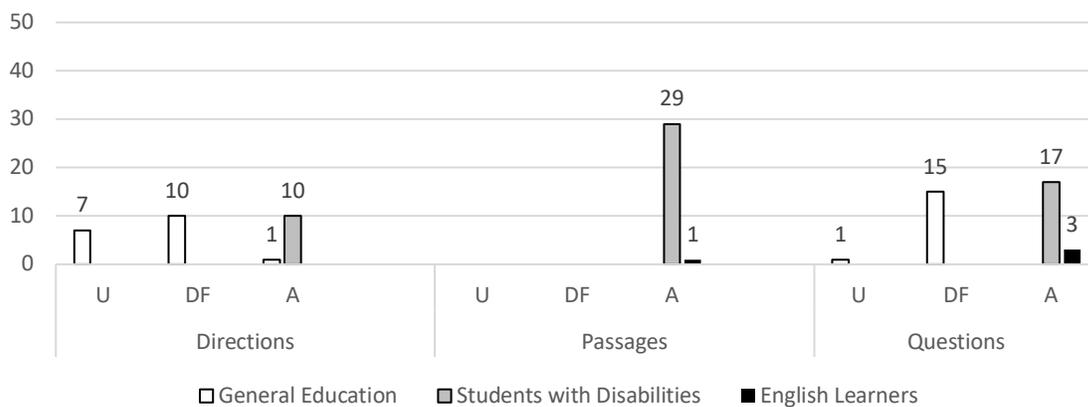
Policies for Using Text-to-Speech During Reading Assessments

For reading, three states allowed TTS, but did not specify which parts of the reading test allowed its use. Of these three states, two allowed it for general education students with no mention of an accessibility tier, and one state allowed it as an accommodation for both students with dis-

abilities and English learners. In addition, 13 states described presenting directions aloud as part of general test administration procedures rather than in an accessibility tier.

Figure 5 shows the number of states mentioning general education students, students with disabilities, and English learners by accessibility tier for parts of the reading test. Although all students have access to universal features and potentially (with the recommendation of an educator) to designated features, the totals noted here count only the student groups explicitly mentioned in each accessibility tier.

Figure 5. Number of States Mentioning TTS for Reading by Support Tier and Student Group



Note: U = Universal Feature, D = Designated Feature, A = Accommodation

For directions on reading tests, 18 states noted TTS for general education students, seven states as a universal feature, 10 as designated feature, and one as an accommodation. Ten states mentioned it as an accommodation for directions for students with disabilities. No state mentioned TTS for English learners.

For reading passages, 29 states listed TTS as an accommodation for students with disabilities. One of these states also allowed it as an accommodation for English learners. One state noted that it was a nonstandard accommodation having implications for scoring. Two states also identified specific situations where TTS was not allowed (see Appendix D).

For questions on reading tests, 16 states mentioned TTS for general education students, with one of these listing it as a universal feature, and 15 listing it as a designated feature. Seventeen states mentioned TTS as an accommodation for students with disabilities, and one of these noted it as a non-standard accommodation. Three states mentioned it as an accommodation for English learners.

Text-to-Speech Differences Across Grades for Reading. Seven states noted grade-level differences in the use of TTS on reading passages. Five of these states allowed TTS for reading passages in grades 3 to 8 for students with an IEP or 504 plan, but differed on high school tests. Two of these five did not allow TTS on the high school level passages, but did allow read aloud by a human. One state did not allow TTS on passages in grades 4 to 8, and the English II end-of-course (EOC) assessment, but did not comment on whether TTS was allowed in grade 3. One additional state did not allow it for any student on any part of its English III EOC assessment.

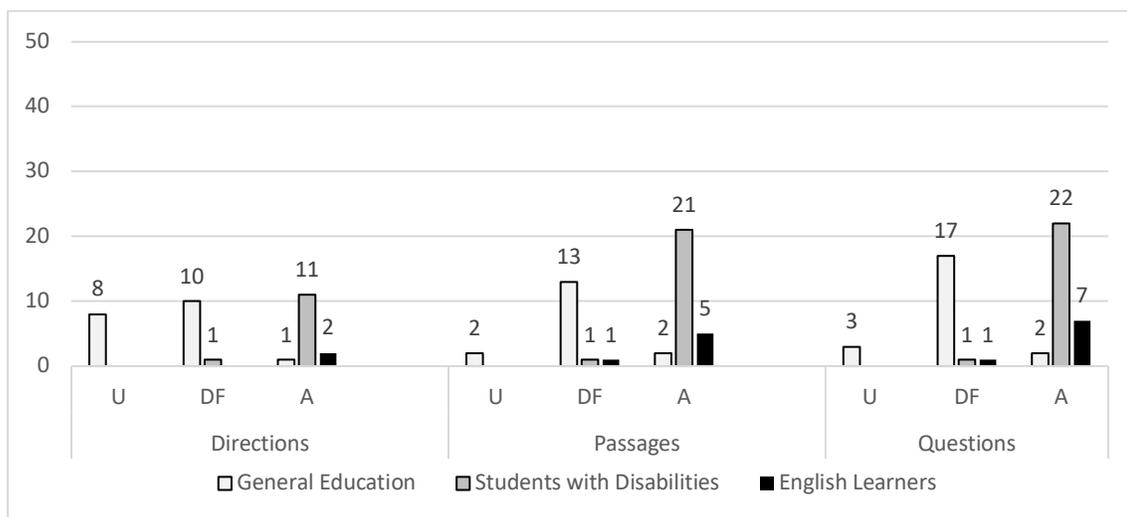
For further details on states that allowed TTS on reading assessments, see Appendix D.

Policies for Using Text-to-Speech During Writing Assessments

For writing, three states allowed TTS but did not specify the parts of the test for which it was allowed. Of these three states, one allowed TTS for general education students with no mention of support tier. Two states allowed it as an accommodation for students with disabilities; one of these also allowed it as an accommodation for English learners. Similar to reading assessments, 13 states described reading directions aloud as part of general test administration procedures, rather than including it in an accessibility tier.

Figure 6 shows the number of states that mentioned student groups allowed TTS on writing tests, by support tier and part of the test. Although all students have access to universal features and potentially (with the recommendation of an educator) to designated features, the totals noted here count only the student groups explicitly mentioned in each accessibility tier.

Figure 6. Number of States Mentioning TTS for Writing by Support Tier and Student Group



Note: U = Universal Feature, D = Designated Feature, A = Accommodation

For **directions** on writing tests, 19 states' policies mentioned TTS for general education students across accessibility tiers. Of these, eight allowed it as a universal feature, 10 as a designated feature, and one as an accommodation. Twelve states mentioned TTS for students with disabilities, with one listing it as a designated feature and 11 as an accommodation. TTS for English learners was mentioned twice for writing directions, both times as an accommodation.

For writing **passages/text** (e.g., sentence starters), 17 states' policies mentioned TTS for general education students. Of these, two allowed it as a universal feature, 13 as a designated feature, and two as an accommodation. There were 22 mentions for students with disabilities, with 21 identifying TTS as an accommodation, and one as a designated feature. Six states mentioned TTS for English learners, with one as a designated feature and five as an accommodation.

For **questions** on writing tests, 22 states' policies mentioned TTS for general education students. Of these, three mentions were as a universal feature, 17 as a designated feature, and two as an accommodation. Twenty-three states mentioned students with disabilities, with one as a designated feature and 22 as an accommodation. Eight states mentioned TTS for English learners, with one listing it as a designated feature and seven as an accommodation.

Text-to-Speech Differences Across Grades for Writing. Just four states noted differences by grade in offering TTS for writing. One state allowed it for a text-dependent analysis prompt, or a word or phrase found in that prompt, in specific sections of its ELA assessment for grades 4 to 8. One did not allow it for any student on the high school level test. Another said only that it allowed TTS for grades 3 to 8, leaving unclear whether it allowed TTS at the high school level. The final state said it allowed TTS for grades 4 to 8 and for grade 11, leaving out grade 3.

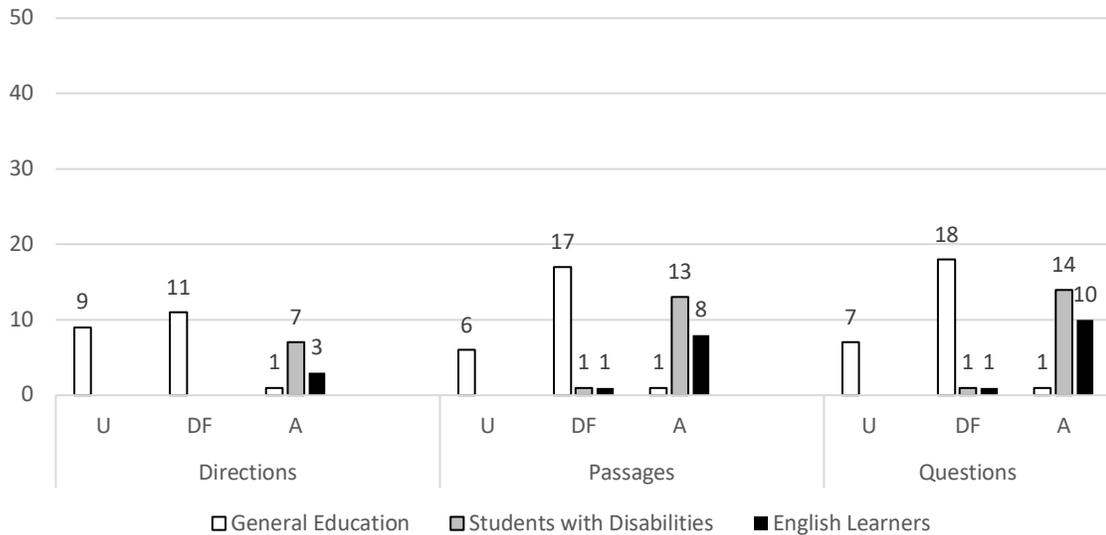
Policies for Using Text-to-Speech During Mathematics Assessments

For math, nine states allowed TTS, but did not specify the parts of the test for which it was allowed. Of these nine states, six mentioned general education students. Of these six, three states categorized TTS as an accessibility feature but did not indicate whether it was a universal feature or a designated feature, and one state indicated that TTS was allowed as a universal feature on specific words in the assessment. Two additional states allowed TTS but did not specify an accessibility tier (i.e., universal feature, designated feature, accommodation). Two states allowed it as an accommodation for students with disabilities, and one of these states also allowed it as an accommodation for English learners. Thirteen states described presenting directions aloud as part of general test administration procedures rather than in an accessibility tier.

Figure 7 shows the number of states that mentioned the student groups allowed TTS on math tests by support tier and part of test. Although all students have access to universal features and

potentially (with the recommendation of an educator) to designated features, the totals noted here count only the student groups explicitly mentioned in each accessibility tier.

Figure 7. Number of States Mentioning TTS on Math by Support Tier and Student Group



Note: U = Universal Feature, D = Designated Feature, A = Accommodation

For **directions** on math tests, 21 states mentioned TTS for general education students. Nine of these listed it as a universal feature, 11 as a designated feature, and one as an accommodation. Seven states mentioned TTS as an accommodation for students with disabilities. Three states noted TTS as an accommodation for English learners.

For math **passages/stimuli**, 24 states mentioned TTS for general education students. Of these, six states listed it as a universal feature, 17 states as a designated feature, and one state as an accommodation. There were 14 mentions for students with disabilities, with 13 as an accommodation, and one as a designated feature. Nine states mentioned TTS for English learners, with eight noting it as an accommodation, and one indicating it was a designated feature.

For **questions** on math tests, 26 states mentioned TTS for general education students. Of these, seven states listed it as a universal feature, 18 states as a designated feature, and one state as an accommodation. There were 15 mentions of TTS for students with disabilities, with one state indicating TTS was a designated feature and 14 states indicating it was an accommodation. Eleven states mentioned English learners, with one identifying TTS as a designated feature and 10 indicating it as an accommodation.

Text-to-Speech Differences Across Grades for Math. Two states had notes on the availability of TTS for certain grades, but did not reference a specific part of the test. One

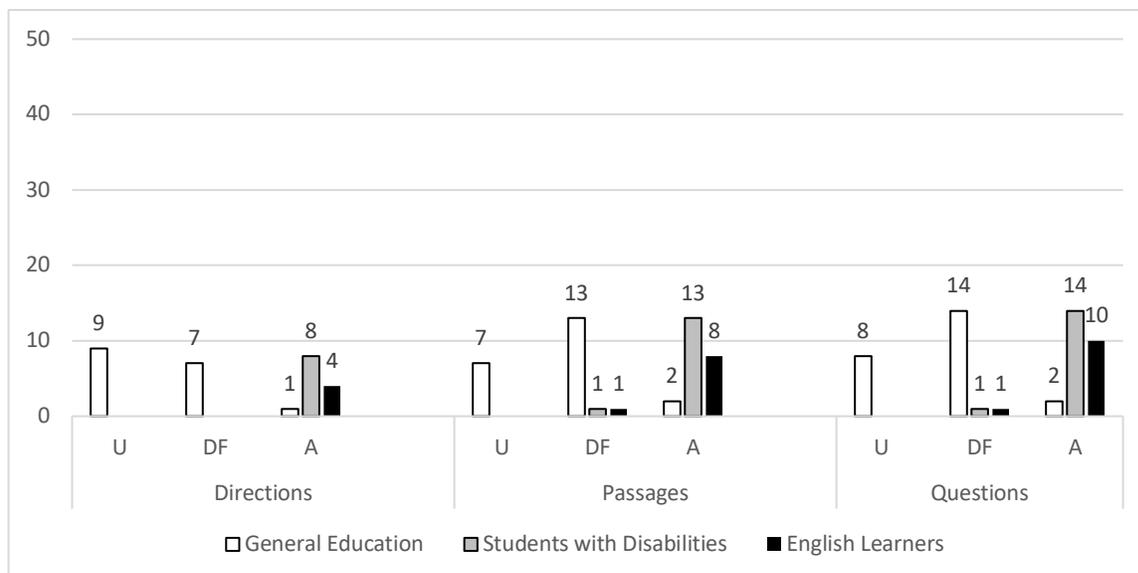
state recommended “tests read” on all math tests for students whose disability-related issues “preclude or severely limit decoding skills or print access” for tests in the elementary and intermediate grades, but did not mention similar availability in high school grades. The second state allowed TTS for students with print access disabilities and for English learners on all parts of math tests for grades 3 to 8, but did not allow it on the math test for high school graduation, indicating that it should be replaced by a human reader.

Policies for Using Text-to-Speech During Science Assessments

For science, five states allowed TTS, but did not specify the parts of the test for which it was allowed. Of these five states, four allowed TTS for general education students. One of these states used the term universal feature (for select words or phrases for any student), one used the term accessibility feature, and two other states did not reference a support tier. The fifth state allowed TTS as an accommodation for both students with disabilities and English learners. Twelve states described presenting directions aloud as part of general test administration procedures rather than in a support tier.

Figure 8 shows the number of states that mentioned specific student groups allowed to use TTS on science tests, by support tier and part of test. Although all students have access to universal features and potentially (with the recommendation of an educator) to designated features, the totals noted here count only the student groups explicitly mentioned in each accessibility tier.

Figure 8. Number of States Mentioning TTS for Science by Support Tier and Student Group



Note: U = Universal Feature, D = Designated Feature, A = Accommodation

For **directions** on science tests across tiers, 17 states mentioned TTS for general education students. Of these, nine listed it as a universal feature, seven as a designated feature, and one as an

accommodation. Eight states mentioned it as an accommodation for students with disabilities, and four states as an accommodation for English learners.

For science **text** (passages or word problems), 22 states mentioned TTS for general education students, and of these, seven listed it as a universal feature, 13 as a designated feature, and two as an accommodation. Fourteen states mentioned it for students with disabilities, with one state listing it as a designated feature and 13 as an accommodation. Nine states noted it for English learners, with one state listing it as a designated feature and eight as an accommodation.

For **questions** on science tests, 24 states mentioned TTS for general education students of which eight states listed it as a universal feature, 14 as a designated feature, and two as an accommodation. Fifteen states mentioned it for students with disabilities, with one state listing it as a designated feature and 14 as an accommodation. Eleven states noted it for English learners, with one as a designated feature and 10 as an accommodation.

Text-to-Speech Differences Across Grades for Science. For science, as for math, two states had notes on the use of TTS for certain grades of students, but the states did not reference a specific part of the test. One state recommended that all science tests be read for students in the elementary and intermediate grades who had disabilities that affect print access or severely limit decoding skills, but it did not mention high school tests. The second state allowed TTS on all parts of science tests for students with print access disabilities and for English learners who were in grades 3 to 8, but for the high school graduation test in science, students needed to use a human reader instead of TTS.

Differences in Text-to-Speech Policies for Content Area by Student Group

States varied in the frequency with which they mentioned certain student groups for TTS on passages/text and questions across content areas. Table 1 shows these data for passages/text. The state totals reflect all support tiers. More states explicitly mentioned students with disabilities using TTS for reading and writing passages/text than for math or science passages/text. More states mentioned general education student use of TTS for math and science than for reading or writing passages/text. Fewer states in general mentioned English learners in their policies regarding TTS.

Table 2 shows some similar patterns related to TTS for questions. One difference is that substantially fewer states mentioned students with disabilities and substantially more states mentioned general education students when explaining TTS for questions on reading tests. It would not necessarily be expected that students with disabilities or English learners would be specifically identified in sections of guidelines which address universal features or designated features, so it is not surprising that all students are referred to more often than specific groups for math and

science tests which predominantly included TTS as a universal feature or designated feature in the guidelines.

Table 1. Number of States Mentioning TTS for Passages/Text by Content Area and Student Group (Across Accessibility Tiers)

Passages by Content Area	General Education Students	Students with Disabilities	English Learners
Reading	0	29	1
Writing	17	22	6
Math	24	14	9
Science	22	14	9

Table 2. Number of States Mentioning TTS on Questions by Content Area and Student Group (Across Accessibility Tiers)

Questions by Content Area	General Education Students	Students with Disabilities	English Learners
Reading	16	17	3
Writing	22	23	8
Math	26	15	11
Science	24	15	11

Summary and Recommendations

Our analysis of state policies shows clear differences in the extent to which states make TTS available across content areas for different student groups. Twenty-nine states allowed TTS as an accommodation on reading passages. Ten states prohibited it on reading passages (with three states also prohibiting it on questions). For writing, 23 states allowed TTS as an accommodation, 16 states as a designated feature, and two states as a universal feature. Just one state prohibited it. For math, 14 states allowed TTS as an accommodation, 18 as a designated feature, and nine as a universal feature. For science, 14 states allowed it as an accommodation, 14 as a designated feature, and seven as a universal feature. No state prohibited its use on math or science assessments. TTS was listed more often as an accommodation for reading and writing. In math and science, the combined number of states offering TTS as a universal or designated feature was higher than the number of states offering it as an accommodation.

Differences for Student Groups by Support Tier and Content Area

Use of TTS for test directions was often considered part of test administration, although it was not always clear whether states meant general testing directions, directions embedded within a test's content, or both. Further, states differed little on allowing TTS for directions across content areas for different student groups. Differences were more obvious in whether states allowed use of TTS for passages/text versus for test questions.

For ELA tests in general, and for ELA reading passages in particular, TTS was most commonly offered as an accommodation for students with disabilities. This contrasted with math and science tests, where TTS was more commonly available to all students as either a designated feature or universal feature. Students with disabilities were not specifically mentioned as often in TTS policies for math and science where many states considered TTS to be a universal feature or a designated feature, even though state policies often stated that reading challenges indicating a need for TTS in ELA would likely suggest that a student needs TTS across content areas. Guidelines for making TTS decisions were most common for students with disabilities on ELA tests; there were fewer guidelines for making TTS decisions for general education students or English learners in any content area, even though many states allowed TTS for all students on tests other than ELA. Fewer states mentioned English learner use of TTS overall, but when English learners were mentioned, TTS was usually listed as an accommodation.

Recommendations

- States should review their TTS policies to make sure that they are clear and consistent. At a minimum, TTS policies should offer information about when TTS is allowed by test, by part of test, by student population, and by grade.
- States should address TTS decisions for students with disabilities in a consistent way across all content tests. States often indicated that if a student has a reading disability that requires TTS for ELA, the student also should use TTS for other content tests. States may want to consider including reminders in the sections which address TTS for math and science tests that if a student received a TTS accommodation for ELA they generally also should receive TTS accessibility (e.g., designated feature, universal feature) in other content areas.
- States should provide more guidance about making TTS decisions for students who would use it as a universal feature or designated feature. It would be helpful to provide clear examples of the student characteristics that indicate a need for TTS, while at the same time attending to possible unintended long-term consequences.

- States should give additional attention to English learners in their TTS policies. Although English learners may use TTS when it is listed as a universal feature or designated feature, states often provided no specific guidelines about the use of TTS for English learners or English learners with disabilities.
- States should clarify their TTS policies by grade. They also should consider the potential consequences of not having consistent TTS technology available across grades.
- States should create more explicit TTS policies for science tests. State policies included less information about TTS for science tests than for math and ELA tests.
- States should make any distinction between the use of TTS for general administration directions and for specific directions clear in their TTS policies.
- States should review their TTS policies for potential errors. For example, one state listed TTS in more than one accessibility tier for the same student group. If there was a rationale for this, the state should include an explanation in the TTS policy.

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Appendix A

Links to State TTS Policy Documents

Table 1. Links to State Text to Speech Policy Documents

State	Link
Alabama	https://www.alsde.edu/sec/sa/Special%20Populations/Alabama_Special_Populations_1142016.pdf
Alaska	https://education.alaska.gov/assessments/accommodations
Arizona	https://cms.azed.gov/home/GetDocumentFile?id=596699743217e102dcf5be3b
Arkansas	None found
California	https://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp
Colorado	https://www.cde.state.co.us/assessment/cmas
Connecticut	https://portal.ct.gov/SDE/Student-Assessment/Special-Populations/Accommodations-on-State-Summative-Assessments/Documents
Delaware	https://www.doe.k12.de.us/Page/2138
District of Columbia	https://parcc-assessment.org/manual/
Florida	https://fsassessments.org/resources/user-guides-and-manuals/
Georgia	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx
Hawaii	http://www.hawaiipublicschools.org/TeachingAndLearning/Testing/StateAssessment/Pages/home.aspx
Idaho	https://www.sde.idaho.gov/assessment/isat-cas/
Illinois	https://www.isbe.net/Documents/2018-ISA-Accommodations-Accessibility-Features.pdf
Indiana	https://www.doe.in.gov/sites/default/files/assessment/accessibility-and-accommodations-guidance-1819-07-25-18-final.pdf
Iowa	https://educateiowa.gov/sites/files/ed/documents/Iowa%20Accommodations%20Guidelines.pdf
Kansas	https://www.ksde.org/Portals/0/SES/DLM/AccommodationsManual.pdf
Kentucky	https://education.ky.gov/AA/Assessments/Pages/K-PREP.aspx
Louisiana	https://www.louisianabelieves.com/resources/library/assessment
Maine	https://www.maine.gov/doe/Testing_Accountability/MECAS/supports
Maryland	http://marylandpublicschools.org/programs/Pages/Testing/PARCC/index.aspx
Massachusetts	http://www.doe.mass.edu/mcas/accessibility/
Michigan	https://www.michigan.gov/mde/0,4615,7-140-22709_63192-459587--,00.html
Minnesota	http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/2018-19_ProceduresManual.pdf
Mississippi	http://www.sos.ms.gov/ACCode/00000406c.pdf
Missouri	https://dese.mo.gov/college-career-readiness/assessment#mini-panel-assessment2
Montana	https://mt.portal.airast.org/core/fileparse.php/1579/urlt/usability-accessibility-and-accommodations-guidelines-2018-06-28-2.pdf
Nebraska	https://www.education.ne.gov/assessmentold/nscas-assessibility/
Nevada	https://www.smarterbalanced.org/assessments/accessibility-and-accommodations/
New Hampshire	https://nh.portal.airast.org/resources/test-administration-and-systems-manuals-nhsasta/
New Jersey	https://www.nj.gov/education/assessment/district/

State	Link
New Mexico	https://webnew.ped.state.nm.us/bureaus/assessment/parcc/
New York	http://www.p12.nysed.gov/assessment/fieldtest/
North Carolina	http://www.ncpublicschools.org/accountability/policies/accom
North Dakota	https://ndsa.portal.airast.org/users/ndsa-assessment.stml
Ohio	http://education.ohio.gov/Topics/Testing/Accommodations-on-State-Assessments
Oklahoma	https://sde.ok.gov/assessment-administrator-resources-administrators
Oregon	https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx#AdministrationManuals
Pennsylvania	https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PSSA/Pages/TestingInformation.aspx
Rhode Island	http://www.ride.ri.gov/InstructionAssessment/Assessment/RICASAssessments.aspx#39551518-information-for-test-coordinators
South Carolina	https://ed.sc.gov/tests/middle/sc-ready/info-for-dtcs-stcs-tas/
South Dakota	https://doe.sd.gov/Assessment/SMARTERbalanced.aspx
Tennessee	https://www.tn.gov/education/assessment/testing-accommodations.html
Texas	https://tea.texas.gov/student.assessment/manuals/
Utah	https://www.schools.utah.gov/File/59595716-56ed-4dc0-a400-698c2e936f71
Vermont	https://vt.portal.airast.org/users/smarter-balanced-assessments.stml
Virginia	http://www.doe.virginia.gov/testing/test_administration/index.shtml
Washington	https://wa.portal.airast.org/resources/user-guides-and-manuals-ta/
West Virginia	https://wvde.us/adult-education/high-school-equivalency-diploma/accommodations-for-disabilities/
Wisconsin	https://dpi.wi.gov/assessment/forward/accommodations
Wyoming	https://wyoassessment.org/resources/manuals-and-user-guides-ta-wytopp/

Appendix B

State Policies

Table 1. State Policy TTS Terms, Specifications, and Notes

State	Policy Specifications/ Excerpts
Alabama	<p>Term(s) Used: Text to Speech</p> <p>Reading: Text-to-Speech or Human Reader are limited to the scripted Test Administration Directions for the Reading section of ELA on AzMERIT.</p> <p>Grade difference note: None</p> <p>Writing: Read-aloud (text-to-speech or human reader) content of the ELA-writing, math, and AIMS Science assessments AND Text-to-Speech for instructions and content of AzMerit Math, Writing, and Aims Science. Grade difference note: None</p> <p>Mathematics: Read-aloud (text-to-speech or human reader) content of the ELA-writing, math, and AIMS Science assessments AND Text-to-Speech for instructions and content of AzMerit Math, Writing, and Aims Science. Grade difference note: None</p> <p>Science: Read-aloud (text-to-speech or human reader) content of the ELA-writing, math, and AIMS Science assessments AND Text-to-Speech for instructions and content of AzMerit Math, Writing, and Aims Science. Grade difference note: None</p>
Alaska	<p>Term(s) Used: Text to Speech</p> <p>Note in administration text includes reading aloud of general test directions. TTS also includes test directions as accommodation along with other parts of items....The estimated student test times do not include time needed to hand out test materials and read test directions.</p> <p>Text-to-Speech: Text-to-Speech (TTS) tool is a computer-voice screen reader. Words and numbers, including test directions, questions, answer choices, and other information can be read aloud and repeated as necessary</p> <p>Non-Embedded Accommodations for the Computer-Based Assessment: For students with disabilities, as documented in an IEP or 504 plan Not embedded in the computer-based assessment Provided by the Test Administrator</p> <p>Under Computer-Based Assessment: Human read aloud (for students with disabilities and also listed for ELs) A test administrator reads aloud the English language arts, mathematics, and science assessments. Questions Answer choices Embedded directions Reading of reading passages is not allowed. The human read aloud accommodation requires individual assessment administration. For students with disabilities and ELs as accommodation Text-to-Speech</p>

State	Policy Specifications/ Excerpts
Alaska (continued)	<p>DRC's Text-to-Speech (TTS) tool is a computer-voice screen reader that allows students to start, stop, or replay audio. Words and numbers, including test directions, questions, answer choices, and other information, can be read aloud and repeated as necessary. Reading passages are not read by TTS.</p> <p>Reading: See general note above and note reading passages are not allowed in TTS or read aloud. It is an accommodation for students with disabilities and ELs for all other tests and parts of tests. Grade difference note: None</p> <p>Writing: See general note above. It is an accommodation for students with disabilities and ELs for all other tests and parts of tests. Grade difference note: None</p> <p>Mathematics: See general note above. It is an accommodation for students with disabilities and ELs for all other tests and parts of tests. Grade difference note: None</p> <p>Science: See general note above. It is an accommodation for students with disabilities and ELs for all other tests and parts of tests. Grade difference note: None</p>
Arizona	<p>Term(s) Used: Read Aloud (Text to Speech or Human Reader)</p> <p>Reading: Universal Test Administration Conditions include: Read-aloud (text-to-speech or human reader) content of the ELA-writing, math, and AIMS Science assessments Grade difference note: None</p> <p>Writing: Universal Test Administration Conditions include: Read-aloud (text-to-speech or human reader) content of the ELA-writing, math, and AIMS Science assessments Grade difference note: None</p> <p>Mathematics: Universal Test Administration Conditions include: Read-aloud (text-to-speech or human reader) content of the ELA-writing, math, and AIMS Science assessments Grade difference note: None</p> <p>Science: Universal Test Administration Conditions include: Read-aloud (text-to-speech or human reader) content of the ELA-writing, math, and AIMS Science assessments Grade difference note: None</p>
Arkansas	<p>Term(s) Used: Text to Speech (TTS)</p> <p>Accommodation for all content areas except Reading and English</p> <p>Text-to-Speech (English Audio)</p> <ul style="list-style-type: none"> • Intended for user with ability to see graphics. • Requires: PNP system automatically assigns extra time 300%. <p>Accommodation for all content areas except Reading and English</p> <p>Text-to-Speech (English Audio + Orienting Description) Intended for user with blindness or low vision. Requires: Braille + Tactile Graphics Companion; response support to record responses; time for shipment of braille materials; PNP system automatically assigns extra time 300%</p>

State	Policy Specifications/ Excerpts
Arkansas (continued)	<p>Arkansas requires a student to have an IEP/504/LPAC in place in order to receive accommodation-level supports. (LPAC is for English learners)</p> <p>Reading Test Directions Aloud to Students</p> <p>There are two kinds of test directions: Common instructions are read aloud to all students before all tests. Specific instructions are read for each content area and grade level of a test session....All test directions are read aloud to all students in English by the room supervisor before the test session begins...</p> <p>Reading: Not allowed. Grade difference note: None</p> <p>Writing: See initial note above. Accommodation for students with IEP/504/LPAC. Grade difference note: None</p> <p>Mathematics: See initial note above. Accommodation for students with IEP/504/LPAC. Grade difference note:</p> <p>Science: See initial note above. Accommodation for students with IEP/504/LPAC. Grade difference note: None</p>
California	<p>Term(s) Used: Text to Speech</p> <p>Text-to-speech (for math stimuli and items and ELA items, not for reading passages)(See Embedded Accommodations for ELA reading passages)</p> <p>Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.</p> <p>Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting.</p> <p>Reading: Text to Speech is a designated support for Reading on all parts of test for all students and grade levels except for Passages. For Passages, it is an accommodation for students with IEP or 504 Plan.</p> <p>5. Are any students eligible to use text-to-speech or read aloud for ELA reading passages on the Smarter Balanced assessments?</p> <p>For students in all grades, text-to-speech or read aloud is available on ELA reading passages as a non-embedded accommodation for students whose need is documented on an IEP or 504 plan, subject to each member’s laws, regulations, and policies. Text-to-speech and read aloud are available on reading passages in all grades. Text-to-speech and read aloud for ELA reading passages are not available for ELs (unless the student has an IEP or 504 plan). Whenever text-to-speech is used, appropriate headphones must be available to the student, unless the student is tested individually in a separate setting. Similarly, if the student receives a read aloud accommodation, the student may need to be tested in a small group or individual setting (also see FAQ 44). Grade difference note: None</p> <p>Writing: Text to Speech is a designated support for all parts of Writing test for all students and all</p>

State	Policy Specifications/ Excerpts
California (continued)	<p>grade levels. Grade difference note: None</p> <p>Mathematics: Text to Speech is a Designated Support for all parts of math assessment for all students and grade levels. Grade difference note: None</p> <p>Science: Text to Speech is marked as Designated Feature, but no further information beyond the chart. Grade difference note: None</p>
Colorado	<p>Term(s) Used: Text to Speech</p> <p>Text-to-speech (for math stimuli and items and ELA items, not for reading passages)... As a reminder, text-to-speech is an accessibility feature for math, science, and social studies only; text-to-speech is a unique accommodation for ELA and must be approved by CDE prior to assignment and use.</p> <p>Reading: Text to Speech is a Designated Support for ELA on all parts of test for all students and grade levels except for Reading passages. For passages, it is an accommodation for students with IEP or 504 Plan in grades 3 to 8. Grade difference note: For Reading passages noted as an accommodation for grades 3 to 8 for students with disabilities with IEP or 504 Plan.</p> <p>Writing: Text to Speech is a Designated support for all parts of ELA non-reading passages for all students and all grade levels. Grade difference note: None</p> <p>Mathematics: Text to Speech is a Designated Support for all parts of math assessment for all students and grade levels. Grade difference note: None</p> <p>Science: Text to Speech is a Designated Support for all parts of science assessment for all students and grade levels. Grade difference note: None</p>
Connecticut	<p>Term(s) Used: Text to Speech, Human Reader (if unable to access Text to Speech)</p> <p>Reading: Text-to-Speech (Mathematics Items, ELA Items (NOT Reading Passages), Science Items) Allows text to be read aloud to the student via embedded text-to-speech (TTS) technology. The student is able to control the speed, as well as raise or lower the volume of the voice via a volume control. Text-to-Speech is available for science, math, and ELA items, not for ELA reading passages. Currently, TTS is available only in English.</p> <p>Text-to-Speech for ELA Reading Passages (Grades 3-8) This accommodation allows the reading passages to be read aloud to the student via embedded text-to-speech technology. This accommodation is only for students in Grades 3-8 with a documented print disability, or for blind students who do not yet have adequate braille skills. Grade difference note: ELA Passages only for students with certain disabilities in grades 3 to 8.</p> <p>Writing: Text-to-Speech (Mathematics Items, ELA Items (NOT Reading Passages), Science Items) Allows text to be read aloud to the student via embedded text-to-speech (TTS) technology. The student is able to control the speed, as well as raise or lower the volume of the voice via a volume control. Text-to-Speech is available for science, math, and ELA items, not for ELA reading passages. Currently, TTS is available only in English.</p>

State	Policy Specifications/ Excerpts
Connecticut (continued)	<p>Grade difference note: None</p> <p>Mathematics: Text-to-Speech (Mathematics Items, ELA Items (NOT Reading Passages), Science Items) Allows text to be read aloud to the student via embedded text-to-speech (TTS) technology. The student is able to control the speed, as well as raise or lower the volume of the voice via a volume control. Text-to-Speech is available for science, math, and ELA items, not for ELA reading passages. Currently, TTS is available only in English. Grade difference note: None</p> <p>Science: Text-to-Speech (Mathematics Items, ELA Items (NOT Reading Passages), Science Items) Allows text to be read aloud to the student via embedded text-to-speech (TTS) technology. The student is able to control the speed, as well as raise or lower the volume of the voice via a volume control. Text-to-Speech is available for science, math, and ELA items, not for ELA reading passages. Currently, TTS is available only in English. Grade difference note: None</p>
Delaware	<p>Term(s) Used: Text to Speech or Human Reader</p> <p>Reading: The only content area where the distinction between stimuli/passages and items are consequential is the DeSSA ELA CAT portion of the test. For the ELA CAT portion of the test, stimuli/passages can only be read (text-to-speech or human reader) IF previously approved by DOE. All other content areas (including the ELA PT), if the support is selected, all stimuli/passages and items can be read (text-to-speech or human reader). AND TTS for ELA passages for the CAT portion is for only SWD, 504, SWD/EL AND This accommodation is appropriate for a very small number of students. Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 plan. Grade difference note: None</p> <p>Writing: Listed Under Designated Support The only content area where the distinction between stimuli/passages and items are consequential is the DeSSA ELA CAT portion of the test. For the ELA CAT portion of the test, stimuli/passages can only be read (text-to-speech or human reader) IF previously approved by DOE. All other content areas (including the ELA PT), if the support is selected, all stimuli/passages and items can be read (text-to-speech or human reader). AND TTS Questions/ Stim/Passage for these content areas is for Gen Ed with Supports, EL, SWD, 504, SWD/EL. AND On DeSSA Assessments, test readers are allowable across all grades as a designated support for mathematics and ELA items as appropriate (not ELA reading passages). Test readers are allowable for ELA reading passages as a documented accommodation in all grades. Note that this accommodation is appropriate for a very small number of students (estimated to be approximately 1-2% of students with disabilities participating in a general assessment). Grade difference note: None</p> <p>Mathematics: Listed under Designated Support Text is read aloud to the student via embedded text-to-speech technology. Student is able to control the speed as well as raise or lower the volume of the voice via a volume control. TS for Questions and stim/passages for ELA PT, Math CAT, and Math PT can be selected by school and district staff. TTS and Human Reader are NOT interchangeable. Each must be selected separately and considered carefully if a student needs both accommodations. AND TTS Questions/ Stim/Passage for these content areas is for Gen Ed with Supports, EL, SWD, 504, SWD/EL AND On DeSSA Assessments, test readers are allowable across all grades as a designated support for mathematics and ELA items as appropriate (not ELA reading passages). Test readers are allowable</p>

State	Policy Specifications/ Excerpts
Delaware (continued)	<p>for ELA reading passages as a documented accommodation in all grades. Note that this accommodation is appropriate for a very small number of students (estimated to be approximately 1-2% of students with disabilities participating in a general assessment). Grade difference note: None</p> <p>Science: Under Universal Features Reads aloud the text of items and stimuli/passages (excluding simulations) through embedded text-to-speech software. Students can use the feature by selecting the play button to play from the beginning or the megaphone icon to specify where to start reading. Grade difference note: None</p>
District of Columbia	<p>Term(s) Used: Text to Speech</p> <p>General Administration Directions Read Aloud and/or Clarified (accessibility feature) Test administrator reads aloud, repeats, and/or clarifies the general administration directions only. No passages or test items may be clarified. A student may raise his or her hand and request the directions be repeated.</p> <p>Reading: Accommodation for students with disabilities ELA/Literacy Assessments, including items, response options, and passages: Text-to-Speech, ASL Video, Human Reading/Human Signer. Student uses a human reader, human signer, or text-to-speech function to hear the test questions and passages read aloud for ELA/Literacy assessments. This accommodation is intended to provide access to printed or written texts on ELA/Literacy assessments to a very small number of students with print-related disabilities who would otherwise be unable to participate in the assessment because their disability severely limits or prevents their ability to access printed text by decoding. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level.</p> <p>Students with a visual impairment who are unable to read braille, and students with a hearing impairment that severely limits their ability to decode text may also qualify for this accommodation. Grade difference note: None</p> <p>Writing: See Reading. Grade difference note: None</p> <p>Mathematics: Accessibility Feature for all students Text-to-Speech for the Mathematics Assessments Grade difference note: None:</p> <p>Science: Text to Speech is accessibility feature for all students. It is listed in chart along with math as non-ELA subject allowing it though referred to in accommodation table for students with disabilities. It is not referred to as accessibility feature as in math, but seems to fit that category better even though included in accommodation chart. Text says Non-ELA/Literacy assessments may include the PARCC Mathematics Assessment and DC Science Assessment. Grade difference note: None</p>
Florida	<p>Term(s) Used: Text to Speech</p> <p>Reading: Accommodations must be provided as indicated on student IEPs or Section 504 Plans. Listed below and on the following pages are allowable accommodations for the 2018–2019 Florida Standards Assessments. Not all allowable accommodations are listed. A. Flexible Presentation ... For computer-based test administrations, a student may use the text-to-speech (TTS) form for oral</p>

State	Policy Specifications/ Excerpts
Florida (continued)	<p>presentation of directions, prompts, items, and answer choices. TTS will not be enabled on passages in ELA Reading and ELA Writing tests.</p> <p>AND</p> <p>For computer-based tests, text-to-speech features are available on the appropriate read-aloud portions for students who are assigned this accommodation in TIDE. If the type of oral presentation is not specified on the IEP or Section 504 Plan, the accommodation may be provided by a human reader or via the computer-based text-to-speech form.</p> <p>AND</p> <p>The following CBT accommodations are available for students who have these accommodations specified on their IEPs or Section 504 Plans: Text-to-speech.</p> <p>Grade difference note: None</p> <p>Writing: For computer-based test administrations, a student may use the text-to-speech (TTS) form for oral presentation of directions, prompts, items, and answer choices. TTS will not be enabled on passages in ELA Reading and ELA Writing tests.</p> <p>AND</p> <p>For computer-based tests, text-to-speech features are available on the appropriate read-aloud portions for students who are assigned this accommodation in TIDE. If the type of oral presentation is not specified on the IEP or Section 504 Plan, the accommodation may be provided by a human reader or via the computer-based text-to-speech form.</p> <p>AND</p> <p>The following CBT accommodations are available for students who have these accommodations specified on their IEPs or Section 504 Plans: Text-to-speech.</p> <p>Grade difference note: None</p> <p>Mathematics: No information found Grade difference note: None</p> <p>Science: No information found Grade difference note: None</p>
Georgia	<p>Term(s) Used: Text to Speech</p> <p>Reading: “Guidance for Use of Conditional Accommodations 15: Oral Reading of English Language Arts (ELA) passages. The use of this conditional accommodation for the English Language Arts Georgia Milestones, <i>regardless of grade level</i>, must be restricted to only those students with IEPs who meet ALL eligibility criteria outlined below:</p> <ol style="list-style-type: none"> 1. The student has a specific documented disability that severely limits or prevents his or her ability to decode text at any level of difficulty, even after varied and repeated attempts to teach the student to do so (i.e., the student is a non-reader, not simply reading below grade level); and 2. The student has access to printed materials only through a reader or electronic format during routine instruction; and 3. There are clear and specific goals within the student’s IEP addressing the deficits which necessitate the need for this conditional accommodation.” <p>NOTE: The preferred method of administration for this conditional accommodation is the screen reader. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the posted Read-Aloud Guidelines.</p> <p>Grade difference note: None</p> <p>Writing: No information Grade difference note: None</p>

State	Policy Specifications/ Excerpts
Georgia (continued)	<p>Mathematics: No information Grade difference note: None</p> <p>Science: No information Grade difference note: None</p>
Hawaii	<p>Term(s) Used: Text-to-speech</p> <p>Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. Students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills.</p> <p>Reading: Designated, students with disabilities: “Support: Text-to-speech (for science, math, and EOC stimuli and items and ELA items, not for reading passages) (See Embedded Accommodations for ELA reading passages)” AND Accommodation, students with disabilities: “Text-to-speech (reading passages on the ELA CAT grades 3–8 and 11) (TTS is a designated support for the remainder of the ELA CAT and all other HSAP assessments)” Grade difference note: None</p> <p>Writing: Designated Support, students with disabilities: “Text-to-speech (for science, math, and EOC stimuli and items and ELA items, not for reading passages) (See Embedded Accommodations for ELA reading passages)” Grade difference note: None</p> <p>Mathematics: Designated Support, students with disabilities: “Text-to-speech (for science, math, and EOC stimuli and items and ELA items, not for reading passages) (See Embedded Accommodations for ELA reading passages)” Grade difference note: None</p> <p>Science: : Designated Support, students with disabilities: “Text-to-speech (for science, math, and EOC stimuli and items and ELA items, not for reading passages) (See Embedded Accommodations for ELA reading passages)” Grade difference note: None</p>
Idaho	<p>Term(s) Used: “Text to Speech (no document on state site but had link to Smarter Balanced) Text-to-speech (for math stimuli and items and ELA items, not for reading passages)(See Embedded Accommodations for ELA reading passages)”</p> <p>Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.</p> <p>Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting.</p> <p>Reading: Text to Speech is a designated support for Reading on all parts of test for all students and grade levels except for Passages. For Passages, it is an accommodation for students with IEP or 504 Plan.</p>

State	Policy Specifications/ Excerpts
Idaho (continued)	<p>5. Are any students eligible to use text-to-speech or read aloud for ELA reading passages on the Smarter Balanced assessments?</p> <p>For students in all grades, text-to-speech or read aloud is available on ELA reading passages as a non-embedded accommodation for students whose need is documented on an IEP or 504 plan, subject to each member’s laws, regulations, and policies. Text-to-speech and read aloud are available on reading passages in all grades. Text-to-speech and read aloud for ELA reading passages are not available for ELs (unless the student has an IEP or 504 plan). Whenever text-to-speech is used, appropriate headphones must be available to the student, unless the student is tested individually in a separate setting. Similarly, if the student receives a read aloud accommodation, the student may need to be tested in a small group or individual setting (also see FAQ 44). Grade difference note: None</p> <p>Writing: Text to Speech is a designated support for all parts of Writing test for all students and all grade levels. Grade difference note: None</p> <p>Mathematics: Text to Speech is a Designated Support for all parts of math assessment for all students and grade levels. Grade difference note: None</p> <p>Science: No information found. Grade difference note: None</p>
Illinois	<p>Term(s) Used: Text to Speech. Under Accommodations, Assistive Technology Screen Reader is also listed, but no text refers to it in the document.</p> <p>Oral reading of directions script are given for all grades in mathematics and ELA in the PARCC Test Administration Manual for Spring 2018. But also, this language was included in the same document: Test Administrators may provide the following accessibility features to a student during testing: General Administration Directions Read Aloud, Repeated, or Clarified as needed</p> <p>Reading: Accommodation for students with disabilities <i>ELA/Literacy Assessments, including items, response options, and passages</i></p> <p>Text-to-Speech (SR/PNP Reference CG) <i>Purpose:</i> The purpose of the embedded text-to-speech, ASL video, and Human Reader/Human Signer accommodation for the PARCC ELA/ literacy assessment is to provide access to printed or written texts on the PARCC ELA/literacy assessments for a very small number of students with print-related disabilities who would otherwise be unable to participate in the assessment because their disability <i>severely limits or prevents</i> their ability to access printed text by decoding. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level. Grade difference note: None</p> <p>Writing: See Reading. Grade difference note: None</p> <p>Mathematics: Accessibility Feature: Text-to-Speech for the Mathematics Assessments (SR/PNP Reference CD) and...Differences Between Text Only and Text Plus Graphics: Text Plus Graphics—Reads all printed text and the hidden alternate text descriptions for images. Text Only—Reads printed text but does not read any alternate text descriptions for images. During Testing: The student selects the Text-to-Speech Player icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded text-to-speech software. The student may pause and resume the audio. To choose a speed (slow, normal, fast), select the Text-</p>

State	Policy Specifications/ Excerpts
Illinois (continued)	<p>to-Speech Settings icon. Once the test begins, the volume level cannot be changed. The student must be tested in a separate setting if unable to wear headphones. Grade difference note: None</p> <p>Science: Accessibility Feature: The ISBE-Learn platform includes Text-to-Speech and Line Reader as accessibility features and are thus available, and allowable, for all students regardless of IEP, 504, or EL status AND Directions Read Aloud/Repeated as Needed by Test Administrator: The test administrator reads aloud the general administration directions only. A student may raise his/her hand and request the directions be repeated AND Students with EL plans may have the test read aloud or translated into a native language. However, all answers must be in English and transcribed into ISBE-Learn for scoring. Grade difference note: None</p>
Indiana	<p>Term(s) Used: Text to Speech</p> <p>Text to Speech (Text is read aloud to the student via embedded text-to-speech technology).</p> <p>ILEARN measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students and assesses: English/Language Arts (Grades 3-8) Mathematics (Grades 3-8) Science (Grades 4 and 6) Social Studies (Grade 5) Biology (High School) U.S. Government – Optional (High School)</p> <p>Accommodation for following tests for students with IEPs and English learners as noted under subject areas below: ISTEP+ Grade 10 Mathematics and English/Language Arts and ISTEP+ End-Of-Course English 10 and Algebra 1, End-of-Course Biology.</p> <p>Reading: Accommodation in section for students with IEPs and in section for English Learners Text to Speech (except for reading comprehension). Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Students who use text-to-speech will need headphones unless tested individually in a separate setting. Grade difference note: None</p> <p>Writing: See Reading Grade difference note: None</p> <p>Mathematics: Accommodation for students with disabilities and ELs for ILearn math tests and high school level math tests. Grade difference note: None</p> <p>Science: Accommodation for students with disabilities and ELs for elementary and middle school science tests and End-of-Course Biology Grade difference note: None</p>
Iowa	<p>Term(s) Used: No mention in document found</p> <p>Reading: Grade difference note: None</p> <p>Writing: Grade difference note: None</p>

State	Policy Specifications/ Excerpts
Iowa (continued)	<p>Mathematics: Grade difference note: None</p> <p>Science: None Grade difference note: None</p>
Kansas	<p>Term(s) Used: Text to Speech.</p> <p>Note it is unclear in some references whether it is an accommodation or designated feature as it is listed as both but does not distinguish by writing, science, or math, by population using on specific part of test. So, it is marked as both.</p> <p>Under Tools for All students as Text to speech audio (TTS)* – directions</p> <p>Students can choose to have a synthetic voice read directions aloud on all assessments AND Accommodations (available only when selected in the PNP) for students who have an IEP, 504, ELL plan or statement of student need... Text to speech audio (TTS)* – directions, text, and test items. A synthetic voice will read directions, text, and test items. AND Under designated features: Text-to-speech/Audio support/Spoken audio. The student uses this feature to hear pre-recorded or generated audio of tasks. Students who use text-to-speech will need headphones unless tested individually in a separate setting AND Under Accommodation: These are identified in advance by an IEP or 504 team. These accommodations are not available unless selected. Check all that apply. Embedded Accommodations...Text to Speech.</p> <p>Reading: Text to speech audio (TTS)* – passages and test items A synthetic voice will read ELA passages and test items. In ELA only very few students with IEP will receive this accommodation. *Text to Speech (TTS) of reading items and passages...; this accommodation is intended for a very limited number of students. This accommodation is ONLY for students with an IEP. This accommodation is for non-readers who need passages read aloud. This accommodation is appropriate for students who receive daily instruction orally and through computerized text to speech. Students who do not normally have this accommodation for instruction will likely be confused and may impede the performance of the student. This accommodation should only be used by students who:</p> <ul style="list-style-type: none"> • have severe reading disabilities and receive auditory instruction and use recorded books and recorded text books; • cannot access printed text due to blindness or low vision and do not have adequate braille skills; and/or • have a motor disability that prevents them from accessing braille. <p>Grade difference note: None</p> <p>Writing: See general note above Grade difference note: None</p> <p>Mathematics: See general note above Grade difference note: None</p> <p>Science: See general note above Grade difference note: None</p>

State	Policy Specifications/ Excerpts
Kentucky	<p>Term(s) Used: Text to Speech</p> <p>Under Accommodations: Use of Assistive Technology</p> <p>During the K-PREP, a student with a disability may use special equipment, including assistive technology described in the student’s IEP or 504 Plan, which is part of the student’s regular instructional routine. An assistive technology device, as defined by (20 U.S.C.§ 1401), is any item, piece of equipment or product system whether acquired commercially, off the shelf, modified or customized that is used to increase or improve functional capabilities of individuals with disabilities. If the use of special equipment (e.g., talking calculators) during the state-required assessment would influence or distract the performance of another student, then the assessment must be administered to the student using special equipment in an alternate setting.</p> <p>Examples include the following:…Text to speech software AND</p> <p>The use of a reader (text to speech or human) is allowed on all sections of the state-required assessment (i.e., reading, mathematics, science, social studies and writing as described in a student’s current IEP, PSP or 504 Plan). The use of a reader shall not in any way lead the student to the correct answer....The role of the reader during the state-required assessments is to:</p> <p>Read directions, prompts, situations, passages and stories as written; Not use or provide additional information or directions that may lead the student to specific information needed to answer the question; Re-read the directions, prompts, situations, passages and stories only if specifically requested by the student; Not point out parts of the task, questions or parts skipped by the student; and Read individual words or abbreviations that are mispronounced by text or screen readers, if specifically requested by the student.</p> <p>Reading: The use of a reader (text to speech or human) is allowed on all sections of the state-required assessment (i.e., reading, mathematics, science, social studies and writing as described in a student’s current IEP, PSP or 504 Plan). Grade difference note: None</p> <p>Writing: See Reading and general definition above Grade difference note: None</p> <p>Mathematics: See Reading and general definition above Grade difference note: None</p> <p>Science: See Reading and general definition above Grade difference note: None</p>
Louisiana	<p>Term(s) Used: Test Read Aloud, Text to Speech</p> <p>Note: Conflicting or unclear information on whether it is an accommodation or universal feature with both terms used in documents for overlapping populations referenced.</p> <p>Under Table 1: Accessibility Features [In second row of table] Math Read Aloud (Text-to-Speech, Kurzweil, Recorded Voice, Human Reader) [In second row, third column of Accessibility Features table with heading CBT testing]</p> <p>Before Testing: Testing locations and logistics must be secured in advance of testing. The <i>Math TTS</i> accommodation must be activated within the student’s Accommodations tab within eDIRECT for whichever content area(s) this accommodation applies.</p>

State	Policy Specifications/ Excerpts
Louisiana (continued)	<p>During Testing: Audio will begin immediately when the student navigates next/back to each question. On-screen audio controls are provided, allowing the students to pause the audio, adjust the audio volume, turn on/off the follow along feature, and indicate specific areas of the question they wish to replay.</p> <p>The above contrasts with itself and the text below:</p> <p>Under Accommodation:</p> <ul style="list-style-type: none"> • Test Read Aloud • Text-to-Speech • Kurzweil CD • Recorded Audio File <p>Note: In order to have the read aloud accommodation for the ELA assessment (except English III), a student must meet the ELA Read Aloud Criteria (see Appendix D).</p> <p>CBT Column The Text-to-Speech (TTS) function is available for students testing online who require that their test be read aloud. TTS allows students testing online to listen via headphones or speakers to test information displayed on the screen. Words and numbers, including test directions, questions, answer choices, and other information will be read aloud and can be repeated as necessary. Before Testing: The Text-to-Speech accommodation must be activated within the student's Accommodations tab in eDIRECT for whichever content area(s) this accommodation applies. During Testing: Audio will begin immediately when the student navigates next/back to each question. On-screen audio controls are provided, allowing the students to pause the audio, adjust the audio volume, turn on/off the follow along feature, and indicate specific areas of the question they wish to replay.</p> <p>AND</p> <p>Areas TTS Accommodation is allowed for students with IEPs: ONLINE Grades 3-8: Math, Grades 3-8: ELA, Grades 3-8: Social Studies Grades 3-8: Science, LEAP 2025/EOC (Except Reading Comprehension sections on the Eng III EOC)</p> <p>AND</p> <p>In ELL form unspecified whether online or paper test Statewide Testing Accommodations: Tests read aloud on Math, Science, and Social Studies And below this: Accessibility Features Available to All Students: Math Read Aloud</p> <p>Reading: TTS Accommodation is allowed for students with IEPs: ONLINE Grades 3-8: ELA, Grades 3-8: LEAP 2025/EOC (Except Reading Comprehension sections on the Eng III EOC). And see above definition. Grade difference note: EoC English III level not allowed for any student.</p> <p>Writing: See Reading and above definition. Grade difference note: See Reading note.</p> <p>Mathematics: ONLINE Grades 3-8: Math, Grades 3-8 as accommodation, and listed as accessibility feature for any student on math, and listed for ELs as accommodation for Math, Science, and Social Studies. See above for definition. Grade difference note: None</p> <p>Science: ONLINE Grades 3-8: Science as accommodation for students with IEPs, and listed for ELs as accommodation for Math, Science and Social Studies. See above for definition. Grade difference note: None</p>

State	Policy Specifications/ Excerpts
Maine	<p>Term(s) Used: Text to Speech</p> <p>Under Accommodations: Text-to-Speech Mathematics, Text to Speech, Essay. Students can play, pause, or stop audio. Students can adjust the rate and volume, and can select text to be read aloud on demand.</p> <p>AND</p> <p>Remember that TTS only applies to Mathematics, Essay, and must be an IEP designation. No information on general directions or item directions.</p> <p>Reading: Not mentioned. Grade difference note: None</p> <p>Writing: Text to Speech allowed as accommodation for students with IEP for Essay test but no detail on what parts. Grade difference note: None</p> <p>Mathematics: Text to Speech allowed as accommodation for students with IEP for Math test but no detail on what parts. Grade difference note: None</p> <p>Science: No mention Grade difference note: None</p>
Maryland	<p>Term(s) Used: Text to Speech</p> <p>Accessibility Features for All Students Identified in Advance</p> <p>1r. Text-to-Speech for the Mathematics and Science and Government Assessments* Available for whole text and selected sections</p> <p>Before Testing: Certain platforms may require that an accessibility feature be identified in advance in order for the feature to be activated within the platform. The volume level may need to be determined prior to testing; once the test session begins, the volume level may not be able to be changed.</p> <p>Differences Between Text Only and Text Plus Graphics: Text Plus Graphics - Reads all printed text and the hidden alternate text descriptions for images. Text Only - Reads printed text but does not read any alternate text descriptions for images.</p> <p>Fact Sheet SWD-1</p> <p>Presentation Accommodations including items, response options and passages</p> <p>The purpose of the embedded text-to-speech accommodation is to provide access to printed or written texts in ELA/L for a very small number of students with print disabilities who would otherwise be unable to participate in instruction or assessment because their disability severely limits their ability to access print. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level.</p> <p>In making decisions on whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators are instructed to consider whether the student has:</p> <ul style="list-style-type: none"> • Blindness or a visual impairment and has not yet learned (or is unable to use) braille; <p>OR</p> <ul style="list-style-type: none"> • A disability that severely limits or prevents them from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text); <p>OR</p> <ul style="list-style-type: none"> • Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation.

State	Policy Specifications/ Excerpts
Maryland (continued)	<p>When determining the need for this accommodation, it is important to consider the purpose of the tests the student will be taking and the skills the test is intending to measure so that it can be determined how the accommodation might affect the results.</p> <p>Most often a human signer is used in instruction.</p> <p>Instruction: Any text-to-speech (TTS) software may be used for instruction, but students should be familiar with each testing platform's version of text-to-speech and its utilities.</p> <p>Assessment</p> <p>Before Testing: Prior to providing the TTS accommodation for ELA/L, students must have met the qualifications outlined in:</p> <ul style="list-style-type: none"> • Appendix D: Text-to-Speech, ASL Video, or Human Reader/Human Signer Guidance for ELA/L Assessments, <p>and consult</p> <ul style="list-style-type: none"> • Appendix E: Test Administration Protocol for the Human Reader Accommodation for ELA/L Assessments, and the Human Reader Accessibility Feature for Mathematics, Science and Social Studies Assessments. <p>For TTS, proctor caching, if available, is strongly recommended.</p> <p>During Testing: If headphones are not used for text-to-speech, the student must be tested in a separate setting. A consideration may be to use the reduce distraction to others administrative consideration (2h).</p> <p>After Testing: If all guidelines are NOT met, and the student is given the Text-to-Speech accommodation on an ELA/L assessment, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a non-participant for the ELA/L assessment).</p> <p>Including manual control of audio and repeat item audio</p> <p>3n Human Reader/Text-to-speech including manual control of audio and repeat item audio</p> <p>Accommodation 3n is the same as 3k with the exception that the student (or accommodator) identifies particular words or sections of the test that the student wishes to have read to him or her....</p> <p>[Human Readers must follow the protocols and guidelines listed in the following appendices:]</p> <p>Appendix D: Text-to-Speech, ASL Video, or Human Reader/Human Signer Guidance for ELA/L Assessments</p> <p>Appendix E: Test Administration Protocol for the Human Reader Accommodation for ELA/L Assessments, and the Human Reader Accessibility Feature for Mathematics, Science and Social Studies Assessments</p> <p>If a student is completing a classroom activity online, and requires the text-to-speech accommodation, they will hear the full assessment read aloud. Therefore, the 3i accommodation is not available for online testing. Students needed only specific sections read aloud would need to use the 3n accommodation.</p> <p>From Glossary: Augmentative and Alternative Communication (AAC): Communication generating devices such as text-to- speech communication aids, picture or symbol boards, etc.</p> <p>Reading: Accommodation for certain students with disabilities specified above, for items, response options and passages. No mention found about ELA directions. Grade difference note: None</p> <p>Writing: Accommodation for certain students with disabilities specified above, for items, response options and passages. No mention found about ELA directions. Grade difference note: None</p> <p>Mathematics: Accessibility feature to have read whole text or selected sections for any student. Grade difference note: None</p> <p>Science: Accessibility feature to have read whole text or selected sections for any student. Grade difference note: None</p>

State	Policy Specifications/ Excerpts
Massachusetts	<p>Term(s) Used: Screen Reader, Text to Speech</p> <p>Note: Unclear overlap for directions being referred to as available to all and also listed as accommodation.</p> <p>Under Computer Based Tests: A3.1 – Screen reader for a student who is blind or visually impaired If the student will use a screen reader, a separate hard-copy Braille edition test with the appropriate Braille graphics must also be provided to the student. All answers must be entered onscreen, either by the student or test administrator. AND From general chart at end of document: Electronic Text Reader (Kurzweil 3000) for the ELA Reading Comprehension Test. Text-to-speech for next-generation computer-based grades ELA tests AND under universal features for all students Test administrator reads aloud, repeats, or clarifies general test administration directions (from the Test Administration Manual scripts) to student, as needed.</p> <p>Under Accommodations for students with IEPs Text-to-speech (TTS) digital text read aloud on the computer-based MCAS Mathematics and/or grades 5 and 8 Science and Technology/ Engineering tests AND Student records responses on an external recording device (other than a smartphone) for purposes of playing back recorded segment(s). Student may use text-to-speech software or audio recording device. Responses must be deleted from the device once transcription into student answer booklet is completed. AND Under special access accommodations for computer or paper based version: Text-to-speech (SA1.1) or Human read-aloud (SA1.2) for next-generation ELA tests; or Kurzweil 3000 (SA1.3) electronic text reader or Human read-aloud (SA1.2) for the legacy ELA Reading Comprehension retest, including oral presentation of test questions, response options, and passages. text-to-speech may be used either with or without headphones; a human reader may either read aloud 1) the computer-based test logged in to a nearby computer or sitting next to the student; or 2) the paper-based test.</p> <p>This accommodation is intended for a small number of students with disabilities that severely limit or prevent them from reading, as documented in locally administered diagnostic evaluations. The student must meet all of the following criteria:</p> <ul style="list-style-type: none"> • be virtually unable to read, even after varied and repeated attempts to teach the student to do so (i.e., the student is at the very beginning stages of learning to read, and not simply reading below grade level), as determined by locally administered diagnostic evaluations; and • receive ongoing intervention to learn the skill; and • use this accommodation routinely (except during instruction in learning to read). <p>Under Accommodations for ELs Text-to-speech (TTS) (EL3.1) for next-generation computer-based Mathematics and/or grades 5 and 8 Science and Technology/Engineering tests (STE); or Human read-aloud (EL 3.2) for next-generation computer-based or paper-based Mathematics and/or Science and Technology/ Engineering tests or legacy Mathematics or ELA Composition retests; or Kurzweil 3000 (EL3.3) for legacy paper-based Mathematics retests ELA Composition retests and/or STE tests... If the TTS-enabled English-only edition of the computer-based test is read aloud to a student using headphones, students may be tested in a typical-size group. If not using headphones, then student must be tested in a separate setting.</p> <p>Note: Reading aloud selected words on the Mathematics and/or Science and Technology/Engineering tests is a universal accessibility feature (UF10).</p>

State	Policy Specifications/ Excerpts
Massachusetts (continued)	<p>AND Also under EL accommodation list: Test administrator reads aloud/repeats/clarifies general administration directions (from the Test Administration Manual scripts) in English</p> <p>AND under EL accommodations: Text-to-speech for the next-generation CBT Mathematics or Science Technology/Engineering (STE) tests (in English only); OR Human read-aloud for Mathematics, STE, or legacy ELA Composition retest</p> <p>AND for ELs Test Directions UF12, EL5, EL6 Reads aloud, repeats, or clarifies general administration directions or student's native language</p> <p>Reading: Accommodation for students with disabilities for all parts. Grade difference note: None</p> <p>Writing: Accommodation for students with disabilities and ELs for all parts. Grade difference note: None</p> <p>Mathematics: Accommodation for students with disabilities and ELs for all parts. But also, read aloud of select words is a universal feature for all students. Grade difference note: None</p> <p>Science: Directions read aloud is universal, but also listed as accommodation. Accommodation for students with disabilities and ELs for all parts. But also, read aloud of select words is a universal feature for all students. Grade difference note: None</p>
Michigan	<p>Term(s) Used: Text to Speech</p> <p>Universal Tools – Available for all students Designated Supports – Available when indicated by an adult or team Accommodations – Available need requires documentation by an IEP or section 504 plan</p> <p>Text-to-speech (except for text designated as Do Not Read Aloud) – defaulted as on for all students, but can be turned off if needed by muting the computer's speakers or lowering the volume</p> <p>Under Universal Tools Assessment directions</p> <ul style="list-style-type: none"> • Teacher may emphasize key words in directions • Teacher may repeat directions exactly as worded in administrator manual • Student may restate directions in his/her own words • Student may ask for clarification of directions <p>To ensure that students are not disadvantaged on the actual test questions, students may have directions repeated or restated; also, students may ask for clarification if needed.</p> <p>Reading: For any student that an adult or team indicates need Designated Feature Text-to-Speech (Items Only, TTS) test questions and answer options in grades 3-8 Online (E) Requires IEP or 504 documentation- Accommodation: Text-to-speech (Items & Passages, TTS Passages) – test questions, answer options, and reading passages in grades 6-8 Online (E) Grade difference note: None</p> <p>Writing: Indicated by adult or team that student needs- Designated Feature Text-to-Speech (Items Only, TTS) test questions and answer options in grades 3-8 Online (E) Requires IEP or 504 documentation- Accommodation: Text-to-speech (Items & Passages, TTS Passages) – test questions, answer options, and reading passages in grades 6-8 Online (E) Grade difference note: None</p>

State	Policy Specifications/ Excerpts
Michigan (continued)	<p>Mathematics: Indicated by adult or team that student needs- Designated Support Text-to-Speech (Items Only, TTS) for math items including response options, includes Follow Along Online (E) Grade difference note: None</p> <p>Science: Indicated by adult or team that student needs- Designated Support: Text-to-speech (items and answer options [TTS]), includes Follow Along Online (E) Grade difference note: None</p>
Minnesota	<p>Term(s) Used: Text to Speech</p> <p>Under general test administration procedures for directions for all subjects: Follow all requirements outlined in the applicable directions: For the MCA, follow the applicable <i>Directions for Administrations</i>, and provide only the scripted directions in those documents to students during test administration.</p> <p>Reading: No information Grade difference note: None</p> <p>Writing: No Information Grade difference note: None</p> <p>Mathematics: Accommodated text-to-speech is available for the online Mathematics and Science MCA. Accommodated text-to-speech provides computer-generated audio for charts and graphs in addition to the audio for the question that is provided for standard text-to-speech. With either type of text-to-speech, students can select the parts of the item they want to listen to (e.g., specific sentences or all text-to-speech). Because accommodated text-to-speech reads not only the audio for the question but also all the labels, graphs, and charts, it may be a heavy language load beneficial for a limited number of students with an IEP or 504 plan. Typically, only a small number of students need accommodated text-to-speech; the default should be the standard text-to-speech available as a general support on the Mathematics and Science MCA. Refer to the item samplers on PearsonAccess Next to hear examples of both types of text-to-speech. AND Under Direct and Indirect Supports for ELs Use accommodated text-to-speech for math/science, under Intermediate proficiency level noted Optional AND Accommodated text-to-speech is available for the online Mathematics and Science MCA. Accommodated text-to-speech provides computer-generated audio for charts and graphs in addition to the audio for the question that is provided for standard text-to-speech. With either type of text-to-speech, students can select the parts of the item they want to listen to (e.g., specific sentences or all text-to-speech). Because accommodated text-to-speech reads not only the audio for the question but also all the labels, graphs, and charts, it may be a heavy language load beneficial for a limited number of English learners. Typically, only a small number of students need the accommodated text-to-speech; the default should be the standard text-to-speech available as a general support on the Mathematics and Science MCA. Refer to the item samplers on PearsonAccess Next to hear examples of both types of text-to-speech. Grade difference note: None</p> <p>Science: Accommodated text-to-speech is available for the online Mathematics and Science MCA. Accommodated text-to-speech provides computer-generated audio for charts and graphs in addition to the audio for the question that is provided for standard text-to-speech. With either type of text-to-speech, students can select the parts of the item they want to listen to (e.g., specific sentences or all text-to-speech).</p>

State	Policy Specifications/ Excerpts
Minnesota (continued)	<p>Because accommodated text-to-speech reads not only the audio for the question but also all the labels, graphs, and charts, it may be a heavy language load beneficial for a limited number of students with an IEP or 504 plan. Typically, only a small number of students need accommodated text-to-speech; the default should be the standard text-to-speech available as a general support on the Mathematics and Science MCA. Refer to the item samplers on PearsonAccess Next to hear examples of both types of text-to-speech.</p> <p>AND</p> <p>Under Direct and Indirect Supports for ELs</p> <p>Use accommodated text-to-speech for math/science, under Intermediate proficiency level noted</p> <p>Optional</p> <p>AND</p> <p>Accommodated text-to-speech is available for the online Mathematics and Science MCA. Accommodated text-to-speech provides computer-generated audio for charts and graphs in addition to the audio for the question that is provided for standard text-to-speech. With either type of text-to-speech, students can select the parts of the item they want to listen to (e.g., specific sentences or all text-to-speech). Because accommodated text-to-speech reads not only the audio for the question but also all the labels, graphs, and charts, it may be a heavy language load beneficial for a limited number of English learners. Typically, only a small number of students need the accommodated text-to-speech; the default should be the standard text-to-speech available as a general support on the Mathematics and Science MCA. Refer to the item samplers on PearsonAccess Next to hear examples of both types of text-to-speech.</p> <p>Grade difference note: None</p>
Mississippi	<p>Term(s) Used: Read Aloud</p> <p>Guidance for the Read-aloud Accommodations on the MAP for students with an Individualized Education Program (IEP), Section 504 Plan, or Language Service Plan (LSP) who have this testing accommodation specified for this subject area:</p> <p>ELA/English II</p> <ul style="list-style-type: none"> • For grades 3-8 and English II, the directions can be read to the students throughout the assessment. • For grades 3-8 and English II, the directions and the questions and answer choices can be read aloud, but the reading passages cannot be read to the student. Beginning with the 2016-2017 academic year, the read-aloud accommodation will be non-allowable for students in third grade. Reading the Writing Prompt is allowable. <p>Math/Algebra I</p> <ul style="list-style-type: none"> • For grades 3-8 and Algebra I, the directions can be read to the students throughout the assessment. • For grades 3-8 and Algebra I, the directions and the questions and answer choices can be read aloud to the student. <p>Reading: Accommodation for students with IEPs or 504 for directions and items, but passages is not allowed. Also, after 2017 the read aloud accommodation will not be allowed in third grade. Grade difference note: Allowed for all areas except passages in grades 4 to 8 and English II.</p> <p>Writing: Accommodation for students with IEPs or 504 for directions and reading/writing prompt. Grade difference note: Read Aloud not allowed in grade 3, but allowed grades 4 to 8 and English II.</p> <p>Mathematics: Accommodation allowed for directions and items for students with IEP or 504. Grade difference note: None</p> <p>Science: Accommodation allowed for directions and items for students with IEP or 504. Grade difference note: None</p>

State	Policy Specifications/ Excerpts
Missouri	<p>Term(s) Used: Text to Speech and Read Aloud</p> <p>There are multiple ways to use the Read Aloud tool and accommodations: Embedded Text-To-Speech technology – The computer reads to the student. Assistive Technology – The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom. While the use of assistive technology software is not directly supported by Questar, the help desk will work with districts needing to use the software. The software must be provided by the district.</p> <p>AND</p> <p>From general test administration for all students: Preparing Students for Testing After logging in, students will see testing directions. Instruct them to read along while you read the directions out loud...</p> <p>AND</p> <p>Choosing The Correct Read Aloud - Codes For those without an IEP, the test directions and items in English Language Arts, Mathematics, Science and Social Studies can be read aloud to them via: READ ALOUD – UNIVERSAL TOOLS Read Aloud (Not Including ELA Reading Passages) – Text-To-Speech... Read Aloud (Not Including ELA Reading Passages) – Assistive Technology... In order to have reading passages in English Language Arts read aloud, a student would need that accommodation listed in their IEP/504 plan. Text-To-Speech for the Reading Passages is NOT available for the End-of-Course Assessment. Students with the accommodation to have reading passages read to them must use Human Reader. READ ALOUD - ACCOMMODATIONS Code Use With Read Aloud (ELA Reading Passages) – Human Reader A045 S043 Read Aloud (ELA Reading Passages) – Assistive Technology</p> <p>Reading: Directions read aloud part of general test administration. But Designated feature for directions and items for any student. Accommodation on reading passages for students with IEP/504 Plan. Computer Based Assessment: Human Reader Human Reader – (ELA Reading Passages) Only use if the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them. Then, read the items to the student via one of the following methods: Option #1: Read the items and answer choices off of the student’s screens – either a single student or multiple students. Option #2: Attach a second display to a system being used by a single student. Option #3: Print off a paper copy and read to the student(s) from the paper copy. After testing is complete, mark that copy as an Examiner Copy and send it back to the vendor with the other student paper assessments Grade difference note: Text to Speech is allowed on reading passages but prohibited on EoC passages. For EoC passages student must have Read Aloud administration.</p> <p>Writing: Directions read aloud part of general test administration. But Designated feature for directions and test items for any student. Grade difference note: None</p> <p>Mathematics: Directions read aloud part of general test administration. But Designated feature for directions and test items for any student. Grade difference note: None</p> <p>Science: Directions read aloud part of general test administration. But Designated feature for directions and test items for any student. Grade difference note: None</p>

State	Policy Specifications/ Excerpts
Montana	<p>Term(s) Used: Text to Speech</p> <p>Text-to-speech (for math stimuli and items and ELA items, not for reading passages)(See Embedded Accommodations for ELA reading passages)Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.</p> <p>Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting.</p> <p>Reading: Text to Speech is a designated support for Reading on all parts of test for all students and grade levels except for Passages. For Passages, it is an accommodation for students with IEP or 504 Plan.</p> <p>5. Are any students eligible to use text-to-speech or read aloud for ELA reading passages on the Smarter Balanced assessments?</p> <p>For students in all grades, text-to-speech or read aloud is available on ELA reading passages as a non-embedded accommodation for students whose need is documented on an IEP or 504 plan, subject to each member’s laws, regulations, and policies. Text-to-speech and read aloud are available on reading passages in all grades. Text-to-speech and read aloud for ELA reading passages are not available for ELs (unless the student has an IEP or 504 plan). Whenever text-to-speech is used, appropriate headphones must be available to the student, unless the student is tested individually in a separate setting. Similarly, if the student receives a read aloud accommodation, the student may need to be tested in a small group or individual setting.</p> <p>Grade difference note: None</p> <p>Writing: Text to Speech is a designated support for all parts of Writing test for all students and all grade levels.</p> <p>Grade difference note: None</p> <p>Mathematics: Text to Speech is a Designated Support for all parts of math assessment for all students and grade levels.</p> <p>Grade difference note: None</p> <p>Science: Text to Speech is marked as Designated Feature, but is described in text as an accommodation.</p> <p>Science: The test administrator must read the test items and answer choices word-for-word. Before reading aloud, the test administrator should advise students that each item and answer choice will be read aloud in exactly the order as presented. Students should also be advised that items, including answer choices, will be repeated at the end of a session in case the students wish to review/ check their work.</p> <p>Cautions about oral presentation:</p> <p>This accommodation should be a low-incidence accommodation. Please consider the following to determine the appropriateness of this accommodation for each student.</p> <p>Assessment results are available to support the determination that the student’s disability precludes or severely limits the student’s ability to gain meaning from written language.</p> <p>There is documentation of remedial reading services and/or special education and supplementary aids and services.</p> <p>Through classroom assessment, it has been determined and documented that the student benefits from oral presentation as her/his way of learning. This accommodation could be applicable for LEP students whose oral/aural proficiencies (listening and speaking) significantly exceed their English reading and writing skills, i.e. the student recognizes a word when spoken, but not written.</p> <p>AND</p>

State	Policy Specifications/ Excerpts
Montana (continued)	<p>What part(s) of the test can be read aloud as a standard accommodation? All of the science tests. Grade difference note: None</p>
Nebraska	<p>Policy found addressed Audio CD use and Spanish version for ELs, which were outside the criteria for inclusion in this report.</p>
Nevada	<p>Term(s) Used: Text to Speech, Read Aloud/Test Reader</p> <p>Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. Designated supports are available only to students for whom an adult or team (consistent with member-designated practices) has indicated the need for these supports (as well as those students for whom the need is documented). Accommodations are available only to those students with documentation of the need through either an Individualized Education Program (IEP) or a 504 accommodation plan. Students who have IEPs or 504 accommodation plans also may use designated supports and universal tools. Text-to-speech (for math stimuli and items and ELA items, not for reading passages)(See Embedded Accommodations for ELA reading passages)</p> <p>Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting.</p> <p>When a student cannot access text-to-speech, an embedded resource available on the Smarter Balanced assessment, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the <i>Smarter Balanced Guidelines for Read Aloud, Test Reader</i> presented here. The guiding principle in reading aloud is to ensure that the student has access to test content.</p> <p>Reading: Text to Speech is a designated support for Reading on all parts of test for all students and grade levels except for Passages. For Passages, it is an accommodation for students with IEP or 504 Plan.</p> <p>5. Are any students eligible to use text-to-speech or read aloud for ELA reading passages on the Smarter Balanced assessments? For students in all grades, text-to-speech or read aloud is available on ELA reading passages as a non-embedded accommodation for students whose need is documented on an IEP or 504 plan, subject to each member’s laws, regulations, and policies. Text-to-speech and read aloud are available on reading passages in all grades. Text-to-speech and read aloud for ELA reading passages are not available for ELs (unless the student has an IEP or 504 plan). Whenever text-to-speech is used, appropriate headphones must be available to the student, unless the student is tested individually in a separate setting. Similarly, if the student receives a read aloud accommodation, the student may need to be tested in a small group or individual setting. Grade difference note: None</p> <p>Writing: Text to Speech is a designated support for all parts of Writing test for all students and all grade levels. Grade difference note: None</p>

State	Policy Specifications/ Excerpts
Nevada (continued)	<p>Mathematics: Text to Speech is a Designated Support for all parts of math assessment for all students and grade levels. Grade difference note: None</p> <p>Science: No information Grade difference note: None</p>
New Hampshire	<p>Term(s) Used: Text to Speech, Read Aloud (non-embedded)</p> <p>Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. This accommodation is appropriate for a very small number of students. Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 plan or a designated support for those students for whom this support has been deemed necessary by the school's educational support team prior to the test. Reports can be run to indicate the percent of students who had access to text-to-speech on reading test passages.</p> <p>Read Aloud -- for Math, Science, and ELA Segment 2 Writing items. Not to be used by anyone for the ELA Segment 1 Reading test. Can be used to read aloud the passage that precedes the writing prompt Type: Non-Embedded Accommodation for students with IEP or 504 Non-Embedded Designated Support for student identified by educational support team</p> <p>Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the New Hampshire Statewide Assessment System Test Administration Manual. All or portions of the content may be read aloud</p> <p>Read Aloud Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment.</p> <p>Reading: Text-to-speech will not be an available accommodation for reading portion of the ELA test. It will be available for the writing portion of the ELA test. Content experts agree that this accommodation should not be provided during the reading portion because it would compromise the construct being measured. Read Aloud non-embedded support is also not allowed on Reading portion. Grade difference note: None</p> <p>Writing: Available as Accommodation for students with IEP or 504, and as designated feature for students identified by educational team, both as Text to Speech embedded support or Read Aloud non-embedded support for all or select content of the test. WRITING PORTION ONLY Available Select From: Instructions Passages and Items, Or None. Grade difference note: None</p> <p>Mathematics: Available as Accommodation for students with IEP or 504, and as designated feature for students identified by educational team, both as Text to Speech embedded support or Read Aloud non-embedded support for all or select content of the test. Available Select From: Instructions Passages and Items, Or None Grade difference note: None</p>

State	Policy Specifications/ Excerpts
New Hampshire (continued)	<p>Science: Available as Accommodation for students with IEP or 504, and as designated feature for students identified by educational team, both as Text to Speech embedded support or Read Aloud non-embedded support for all or select content of the test.</p> <p>WRITING PORTION ONLY</p> <p>Available Select From: Instructions Passages and Items, Or None</p> <p>Grade difference note: None</p>
New Jersey	<p>Term(s) Used: Text to Speech</p> <p>Accessibility Features for All Students Identified in Advance</p> <p>Text-to-Speech for the Mathematics and Science and Government Assessments* Available for whole text and selected sections</p> <p>Before Testing: Certain platforms may require that an accessibility feature be identified in advance in order for the feature to be activated within the platform. The volume level may need to be determined prior to testing; once the test session begins, the volume level may not be able to be changed.</p> <p>Differences Between Text Only and Text Plus Graphics:</p> <p>Text Plus Graphics - Reads all printed text and the hidden alternate text descriptions for images.</p> <p>Text Only - Reads printed text but does not read any alternate text descriptions for images.</p> <p>Presentation Accommodations including items, response options and passages</p> <p>The purpose of the embedded text-to-speech accommodation is to provide access to printed or written texts in ELA/L for a very small number of students with print disabilities who would otherwise be unable to participate in instruction or assessment because their disability severely limits their ability to access print. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level.</p> <p>In making decisions on whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators are instructed to consider whether the student has:</p> <p>Blindness or a visual impairment and has not yet learned (or is unable to use) braille;</p> <p>OR</p> <p>A disability that severely limits or prevents them from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text);</p> <p>OR</p> <p>Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation.</p> <p>When determining the need for this accommodation, it is important to consider the purpose of the tests the student will be taking and the skills the test is intending to measure so that it can be determined how the accommodation might affect the results.</p> <p>Most often a human signer is used in instruction.</p> <p>Instruction: Any text-to-speech (TTS) software may be used for instruction, but students should be familiar with each testing platform's version of text-to-speech and its utilities.</p> <p>Assessment</p> <p>Before Testing: Prior to providing the TTS accommodation for ELA/L, students must have met the qualifications outlined in:</p> <p>Appendix D: Text-to-Speech, ASL Video, or Human Reader/Human Signer Guidance for ELA/L Assessments, and consult</p> <p>Appendix E: Test Administration Protocol for the Human Reader Accommodation for ELA/L Assessments, and the Human Reader Accessibility Feature for Mathematics, Science and Social Studies Assessments.</p> <p>For TTS, proctor caching, if available, is strongly recommended.</p> <p>During Testing: If headphones are not used for text-to-speech, the student must be tested in a separate setting. A consideration may be to use the reduce distraction to others administrative consideration (2h).</p>

State	Policy Specifications/ Excerpts
New Jersey (continued)	<p>After Testing: If all guidelines are NOT met, and the student is given the Text-to-Speech accommodation on an ELA/L assessment, the student’s assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a non-participant for the ELA/L assessment).</p> <p>including manual control of audio and repeat item audio Human Reader/Text-to-speech including manual control of audio and repeat item audio Accommodation 3n is the same as 3k with the exception that the student (or accommodator) identifies particular words or sections of the test that the student wishes to have read to him or her.... Human Readers must follow the protocols and guidelines listed in the following appendices: Appendix D: Text-to-Speech, ASL Video, or Human Reader/Human Signer Guidance for ELA/L Assessments Appendix E: Test Administration Protocol for the Human Reader Accommodation for ELA/L Assessments, and the Human Reader Accessibility Feature for Mathematics, Science and Social Studies Assessments</p> <p>If a student is completing a classroom activity online, and requires the text-to-speech accommodation, they will hear the full assessment read aloud. Therefore, the 3i accommodation is not available for online testing. Students needed only specific sections read aloud would need to use the 3n accommodation.</p> <p>AND</p> <p>From Glossary: Augmentative and Alternative Communication (AAC): Communication generating devices such as text-to- speech communication aids, picture or symbol boards, etc.</p> <p>Reading: Accommodation for certain students with disabilities specified above, for items, response options and passages. No mention found about ELA directions. Grade difference note: None</p> <p>Writing: Accommodation for certain students with disabilities specified above, for items, response options and passages. No mention found about ELA directions. Grade difference note: None</p> <p>Mathematics: Accessibility feature to have read whole text or selected sections for any student. Grade difference note: None</p> <p>Science: No information found. Grade difference note: None</p>
New Mexico	<p>Term(s) Used: Text to Speech</p> <p>Accessibility Features for All Students Identified in Advance Text-to-Speech for the Mathematics and Science and Government Assessments* Available for whole text and selected sections</p> <p>Before Testing: Certain platforms may require that an accessibility feature be identified in advance in order for the feature to be activated within the platform. The volume level may need to be determined prior to testing; once the test session begins, the volume level may not be able to be changed.</p> <p>Differences Between Text Only and Text Plus Graphics: Text Plus Graphics - Reads all printed text and the hidden alternate text descriptions for images. Text Only - Reads printed text but does not read any alternate text descriptions for images.</p> <p>Fact Sheet SWD-1 Presentation Accommodations including items, response options and passages The purpose of the embedded text-to-speech accommodation is to provide access to printed or written texts in ELA/L for a very small number of students with print disabilities who would otherwise be unable to participate in instruction or assessment because their disability severely limits their ability to access print. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level.</p>

State	Policy Specifications/ Excerpts
New Mexico (continued)	<p>In making decisions on whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators are instructed to consider whether the student has:</p> <p>Blindness or a visual impairment and has not yet learned (or is unable to use) braille; OR A disability that severely limits or prevents them from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text); OR Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation.</p> <p>When determining the need for this accommodation, it is important to consider the purpose of the tests the student will be taking and the skills the test is intending to measure so that it can be determined how the accommodation might affect the results.</p> <p>Most often a human signer is used in instruction.</p> <p>Instruction: Any text-to-speech (TTS) software may be used for instruction, but students should be familiar with each testing platform's version of text-to-speech and its utilities.</p> <p>Assessment</p> <p>Before Testing: Prior to providing the TTS accommodation for ELA/L, students must have met the qualifications outlined in: Appendix D: Text-to-Speech, ASL Video, or Human Reader/Human Signer Guidance for ELA/L Assessments, and consult Appendix E: Test Administration Protocol for the Human Reader Accommodation for ELA/L Assessments, and the Human Reader Accessibility Feature for Mathematics, Science and Social Studies Assessments.</p> <p>For TTS, proctor caching, if available, is strongly recommended.</p> <p>During Testing: If headphones are not used for text-to-speech, the student must be tested in a separate setting. A consideration may be to use the reduce distraction to others administrative consideration (2h).</p> <p>After Testing: If all guidelines are NOT met, and the student is given the Text-to-Speech accommodation on an ELA/L assessment, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a non-participant for the ELA/L assessment).</p> <p>including manual control of audio and repeat item audio 3n Human Reader/Text-to-speech including manual control of audio and repeat item audio Accommodation 3n is the same as 3k with the exception that the student (or accommodator) identifies particular words or sections of the test that the student wishes to have read to him or her.... Human Readers must follow the protocols and guidelines listed in the following appendices: Appendix D: Text-to-Speech, ASL Video, or Human Reader/Human Signer Guidance for ELA/L Assessments Appendix E: Test Administration Protocol for the Human Reader Accommodation for ELA/L Assessments, and the Human Reader Accessibility Feature for Mathematics, Science and Social Studies Assessments</p> <p>If a student is completing a classroom activity online, and requires the text-to-speech accommodation, they will hear the full assessment read aloud. Therefore, the 3i accommodation is not available for online testing. Students needed only specific sections read aloud would need to use the 3n accommodation.</p> <p>AND</p> <p>From Glossary: Augmentative and Alternative Communication (AAC): Communication generating devices such as text-to- speech communication aids, picture or symbol boards, etc.</p> <p>Reading: Accommodation for certain students with disabilities specified above, for items, response options and passages. No mention found about ELA directions. Grade difference note: None</p>

State	Policy Specifications/ Excerpts
New Mexico (continued)	<p>Writing: Accommodation for certain students with disabilities specified above, for items, response options and passages. No mention found about ELA directions. Grade difference note: None</p> <p>Mathematics: Accessibility feature to have read whole text or selected sections for any student. Grade difference note: None</p> <p>Science: No information found Grade difference note: None</p>
New York	<p>Term(s) Used: Text to Speech (TTS) (online only), Tests Read</p> <p>Unclear if passages for Reading are prohibited or allowed as accommodation for students with disabilities, as somewhat contradictory information below.</p> <p>9. Are text-to-speech, speech-to-text, and word-prediction software programs allowable testing accommodations on State assessments?</p> <p>Yes. Text-to-speech, speech-to-text, and word-prediction software programs are allowable testing accommodations on State assessments at the elementary, intermediate, and secondary grade levels if documented as a testing accommodation (or implementation specification for a testing accommodation) in a student's IEP/504 plan, as indicated in the chart in Appendix J: <i>Allowable Accommodations across the New York State Testing Program</i>. When using such software to implement testing accommodations on State assessments, the student must not have access to any unauthorized features, such as the internet, a dictionary, or a thesaurus. Appendix A iii</p> <p>Text-to-speech capabilities are embedded within the Grades 3-8 ELA and Mathematics CBT platform and may be activated prior to testing for a student with a disability if included in the testing accommodation recommendations in the student's IEP/504 plan. If a student is using text-to-speech software as a testing accommodation for a paper-based State Assessment or Examination, the school must submit to the Office of State Assessment a request for approval to reformat the test. Please refer to Section IV: Implementing Testing Accommodations of this document for additional detail on submitting reformatting requests. For additional information on the use of text-to-speech software to provide the tests read testing accommodation, please refer to Appendix F: <i>Recommending and Administering Tests Read....</i></p> <p>Providing the tests read accommodation on tests primarily assessing reading comprehension (e.g., the Grades 3-8 ELA Tests or the Reading sections of the NYSESLAT) may not be appropriate for students with moderate reading disabilities who may be provided the tests read accommodation in other content areas (e.g., social studies, math, or science). If tests read is recommended by a student's CSE/504 Committee as a testing accommodation for a student with a disability in Grades 3 through 8, the student's IEP/504 plan must indicate whether it is appropriate to provide this accommodation on all tests (which would include tests of reading comprehension, such as the Grades 3-8 ELA Tests or the Reading sections of the NYSESLAT). Recommending tests read on all tests for students in the elementary or intermediate grade levels may be appropriate when the student's disability-related issues preclude or severely limit decoding skills or print access, even with the use of other testing accommodations. Testing accommodations, including tests read, should not be recommended in a test-specific manner, but should describe the conditions and types of tests for which an accommodation must or must not be provided. As with all IEP/504 plan recommendations, testing accommodations must be reviewed at least annually and revised as necessary to meet the changing needs of each student.</p> <p>Reading: CBT Accommodation English Language Arts directions, passages, and questions AND Tests read For all State and local tests except those measuring reading comprehension This accommodation should be provided using text-to-speech software AND</p>

State	Policy Specifications/ Excerpts
New York (continued)	<p>If tests read is recommended by a student’s CSE/504 Committee as a testing accommodation for a student with a disability in Grades 3 through 8, the student’s IEP/504 plan must indicate whether it is appropriate to provide this accommodation on all tests (which would include tests of reading comprehension, such as the Grades 3-8 ELA Tests or the Reading sections of the NYSESLAT). Grade difference note: Recommending tests read on all tests for students in the elementary or intermediate grade levels may be appropriate when the student’s disability-related issues preclude or severely limit decoding skills or print access, even with the use of other testing accommodations.</p> <p>Writing: CBT Accommodation English Language Arts directions, passages, and questions Grade difference note: See Reading Grade difference note.</p> <p>Mathematics: CBT Accommodation Mathematics directions, questions, and answer choices Grade difference note: See Reading Grade difference note.</p> <p>Science: No information for online text to speech, but this was provided for read aloud: Providing the tests read accommodation on tests primarily assessing reading comprehension (e.g., the Grades 3-8 ELA Tests or the Reading sections of the NYSESLAT) may not be appropriate for students with moderate reading disabilities who may be provided the tests read accommodation in other content areas (e.g., social studies, math, or science). Grade difference note: See Reading Grade difference note.</p>
North Carolina	<p>Term(s) Used: Read Aloud</p> <p>For Online and Paper and Pencil forms: Approved Accommodations Administrations of North Carolina Beginning-of-Grade 3 and End-of-Grade Assessments at Grades 3–8 for Students with Current IEPs or Section 504 Plans¹ Read Aloud (in English) No²(Reading tests) Yes (Math tests) Yes (Science) Note for Reading: Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the ELA/Reading assessments invalidates test results because the assessments measure reading skills. However, the test directions in the assessment guides may be read aloud and/or signed/cued during the administration of any state test. AND For ELLs in online version or paper and pencil as designated feature: Read Aloud Test Directions (in English) Test administrators can read test directions aloud to students as many times as necessary for students to understand the directions. Test administrators must not omit, revise, interpret, explain, or paraphrase the test directions. Test directions must be read aloud to students as written in the assessment guides. North Carolina English Language Arts/Reading Tests If the Test Read Aloud (in English) accommodation is provided during the administration of North Carolina tests that measure reading comprehension (i.e., selections/ passages, sample questions, test questions, and/or answer choices are read aloud to the student), the test results are invalid. North Carolina tests that measure reading comprehension are listed below: 1. BOG 3 ELA/Reading Test 2. North Carolina EOG Assessments of ELA/Reading (Grades 3–8) 3. North Carolina EOC Assessment of English II 4. NCFEs of English I, English III, and English IV Note: The EL team/committee must refer to the Invalid Test Results subheading in Section D of this publication before making the final decision to use accommodations that will invalidate test results. Description The Test Read Aloud (in English) accommodation permits the test to be read aloud to a student during the administration of state tests that do not measure reading comprehension. As with all accommodations for North Carolina tests, (1) the use must be documented in the current EL Plan, and (2) the accommodation must be used routinely during classroom instruction and similar classroom assessments.</p>

State	Policy Specifications/ Excerpts
North Carolina (continued)	<p>Procedures during the Actual Test Administration and the Role of the EL Team/Committee</p> <p>The EL team/committee determines if a student needs a test read aloud, and if so, in what manner it will be read aloud. These decisions must be documented in the student's EL Plan.</p> <p>There are three methods in which a student may have a test read aloud: (1) the test administrator reads the test aloud, (2) a computer reads the test aloud, or (3) a combination of the two methods. The EL team/committee may wish to consider these options when making decisions about what manner tests will be read aloud when using the Test Read Aloud (in English) accommodation</p> <p><i>Test Read Aloud (in English)</i> with Online Testing Students provided the <i>Test Read Aloud (in English)</i> accommodation for online testing can control which portions of the online test are read aloud by clicking a button beside the desired text.</p> <p>The online audio files for the <i>Test Read Aloud (in English)</i> accommodation are human vocalizations and not computer-generated modulation. Several different human voices were used to record the audio files, and therefore the human voice and the volume level might differ from item to item within a single test form. If a student is sensitive to either of these conditions, it may be appropriate for a student to have the test administrator read the test aloud or receive a combination of both the computer and the test administrator reading the test aloud....</p> <p>Reading: Not allowed (invalidates results) for any student for any part of reading test except for directions, when it is a designated feature for students with IEPs, 504, or EL Plan. Grade difference note: None</p> <p>Writing: Not allowed (invalidates results) for any student for any part of reading test except for directions, when it is a designated feature for students with IEPs, 504, or EL Plan. Grade difference note: None</p> <p>Mathematics: Accommodation for student with IEP, 504, or EL Plan on any part of math tests. Designated Feature for students with IEP, 504, EL Plan to have test directions read.</p> <p>North Carolina Mathematics Tests The test administrator is to read aloud fractions, greater- and less-than signs, equal signs, exponents, etc., in the same manner they are read aloud when used routinely during classroom instruction and similar classroom assessments. The test administrator must not read aloud information that will provide the student with the answer. For example, a test question asks: Which digit is in the hundreds place in the number 2,345? The test administrator would read the number aloud as two—comma—three—four—five instead of two thousand three hundred forty-five. Grade difference note: None</p> <p>Science: Accommodation for student with IEP, 504, or EL Plan on any part of math tests. Designated Feature for students with IEP, 504, EL Plan to have test directions read. Grade difference note: None</p>
North Dakota	<p>Term(s) Used: Text-to-speech, Read Aloud</p> <p>General description of support in accessibility manual, so no specific information provided in online material found</p> <p>Text is read aloud to the student via embedded text-to-speech technology or a human.</p> <p>Reading: No information found Grade difference note: None</p> <p>Writing: No information found Grade difference note: None</p> <p>Mathematics: No information found Grade difference note: None</p> <p>Science: No information found Grade difference note: None</p>

State	Policy Specifications/ Excerpts
Ohio	<p>Term(s) Used: Text to Speech, Read Aloud, Human Reader</p> <p>General directions: The test administrator must read the scripted general directions for starting all administrations and must not deviate from the script. After the test administrator has read the directions, students may ask for the directions to be repeated or clarified. General directions may be translated or signed (e.g. ASL). General directions include the scripted information for students that comes before the test starts. Once students have begun the test, nothing may be clarified.</p> <p>Human reader for computer-based test</p> <p>A test administrator or monitor reads from the student's computer screen to the student. For computer-based testing, most students should be able to use text-to-speech for a read-aloud. In some cases, a student's disability may prohibit them from using the text-to-speech feature and require a human reader. ...If a student needs this accommodation, then the person providing the accommodation must read the entire test to the student. It cannot be as needed or on demand. AND...Appropriate for students who regularly have a human reader in the classroom and who have had very little or no prior experience or familiarity with computer-based testing technology.</p> <p>AND</p> <p>Students who are English learners with disabilities. Students who have been formally identified as and English learner and who also have and IEP or 504 plan are eligible for both accommodations for students with disabilities and English learners.</p> <p>Reading: Text to Speech: Only students with print access disabilities who meet the criteria to have a read-aloud accommodation on the English language arts test may use this feature for English language arts. ...Text-to-speech is not available for the OGT. ... Human reader for computer-based test Not allowed for English learners on the English language arts OST. It is only available to students with certain disabilities (i.e., accessing print) on state ELA test. For OGT, it is available as accommodation to students with print access disabilities and English learners (without specification of also having a disability) (except on reading passages).</p> <p>In some cases, a student's disability may prohibit them from using the text-to-speech feature and require a human reader. ...If a student needs this accommodation, then the person providing the accommodation must read the entire test to the student. It cannot be as needed or on demand. Only students who meet the criteria to have a read-aloud accommodation on the English language arts may use this feature for the OST English language arts. Human reader is an allowable accommodation for students with disabilities on any OGT. Reading passages may not be read to students on the reading OGT under any circumstance.</p> <p>Text-to-speech for English language arts (Ohio State Tests only)</p> <p>The text-to-speech feature reads aloud the test to the student when the student selects an available speak option. ...Only students who meet the criteria to have a read-aloud accommodation on the English language arts test may use this feature for English language arts. Students who use text-to-speech should use a voice pack they are familiar with and adjust the volume, pitch and rate prior to starting the test. ...Text-to-speech is not available for the OGT.</p> <p>Read-aloud on English language arts (Ohio State Tests only)</p> <p>Read-aloud as a general term is when a student is administered a test via text-to-speech, human reader, screen reader or sign language interpreter. The read-aloud accommodation for the English language arts test is intended to provide access for a very small number of students to printed or written texts on the tests. These students have print-related disabilities and otherwise would be unable to participate in the state tests because their disabilities severely limit or prevent them from decoding, thus accessing printed text. Because students who require this accommodation are unable to access printed text, they must have a read-aloud for the entire test, including the items, answer options, charts/graphs/figures and passages. This accommodation is not intended for students reading somewhat (only moderately) below grade level. arts (Ohio State Tests only)</p>

State	Policy Specifications/ Excerpts
Ohio (continued)	<p>Reading only questions and answer options to a student is not allowable on the ELA test. If a student qualifies for this accommodation, then they must have the entire test read, including the passages. In making decisions on whether to provide a student with this accommodation, IEP teams and 504 plan coordinators should consider whether the student has:</p> <ul style="list-style-type: none"> • A disability that severely limits or prevents him or her from accessing printed text, even after varied and repeated attempts to teach the student to do so (for example, the student is unable to decode printed text); OR • Blindness or a visual impairment and has not learned (or is unable to use) Braille; OR • Deafness or hearing loss and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation. Before documenting the accommodation in the student's IEP or 504 plan, teams/coordinators also should consider whether: <ul style="list-style-type: none"> • The student has access to printed text during routine instruction through a reader, or other spoken-text audio format accessible educational materials (AEM) or sign language interpreter; • The student's inability to decode printed text or read Braille is documented in evaluation summaries from locally administered diagnostic assessments; • The student receives ongoing, intensive instruction and/or interventions in foundational reading skills to continue attaining the important college-and career-ready skill of independent reading. <p>Human reader for computer-based test Not allowed for English learners on the English language arts OST. ...Human reader in English is an allowable accommodation for English learners on any OGT. Reading passages may not be read to students on the reading test under any circumstance. Grade difference note: For state tests grades 3 to 8, Text-to-speech is allowed for students with print access disabilities on all parts of ELA tests. For the Ohio Graduation Test, the text to speech form is not available, but human reader form is available as accommodation for students with print access disabilities and ELs on all subjects and parts except for reading passages (not available under any circumstance).</p> <p>Writing: For state tests grades 3 to 8, Text-to-speech is allowed as an accommodation for students with print access disabilities on all parts of ELA tests. For the Ohio Graduation Test, the text to speech form is not available, but human reader form is available as accommodation for students with print access disabilities and ELs on all subjects and parts except for reading passages (not available under any circumstance). For Policy texts see Reading as part of ELA. Grade difference note: For state tests grades 3 to 8, Text-to-speech is allowed for students with print access disabilities on all parts of ELA tests. For the Ohio Graduation Test, the text to speech form is not available, but human reader form is available as accommodation for students with print access disabilities and ELs (without specification of also having a disability) on all subjects and parts except for reading passages (not available under any circumstance).</p> <p>Mathematics: For state tests grades 3 to 8, Text-to-speech is indicated as a universal tool for students, on all parts of Math tests with this option built in. For the Ohio Graduation Test, the text to speech form is not available, but human reader form and text to speech assistive technology is available as accommodation for students with print access disabilities and ELs (without specification they also have disabilities) on all subjects and parts. Text-to-speech for mathematics, science and social studies (Ohio State Tests only) Text-to-speech as a universal tool will be turned on for mathematics, science and social studies. The text-to-speech feature reads aloud the test to the student when the student selects an available speak option. Students must use headphones for text-to-speech if tested in a group setting. Only students who meet the criteria to have a read-aloud accommodation on the English language arts test may use this feature for English language arts. Students who use text-to-speech should use a voice pack they are familiar with and adjust the volume, pitch and rate prior to starting the test. Volume, pitch and rate can also be adjusted while in the Student Testing Site. Detailed information about text-to-speech functionality is in the Test Administration Manuals. Text-to-speech is not available for the OGT....</p>

State	Policy Specifications/ Excerpts
Ohio (continued)	<p>Grade difference note: For state tests grades 3 to 8, Text-to-speech is allowed for students with print access disabilities on all parts of Math tests. For the Ohio Graduation Test, the text to speech form is not available, but human reader form is available for students with print access disabilities and ELs on all subjects and parts.</p> <p>Science: For state tests grades 3 to 8, Text-to-speech is allowed as a universal tool for all students on all parts of Science tests that have this option built in. For the Ohio Graduation Test, the text to speech form is not available, but human reader form is available as accommodation for students with print access disabilities and ELs on all subjects and parts. See Math information above for policy text.</p> <p>Grade difference note: For state tests grades 3 to 8, Text-to-speech is allowed for students with print access disabilities on all parts of Science tests. For the Ohio Graduation Test, the text to speech form is not available, but human reader form is available for students with print access disabilities and ELs (without specification of also having a disability) on all subjects and parts.</p>
Oklahoma	<p>Term(s) Used: Text to Speech, Human Reader</p> <p>P4. Text-to-Speech, Human Reader, or Sign Language Interpretation *P4 applies to all Math, Science, and U.S. History test sections and; *Grades 5 & 8 ELA writing/extendedconstructed response sections only</p> <p>Text-to-Speech is built into the online testing client, requires the use of earphones, and may be administered in individual, small group, or regular setting.(All Math, Science, U.S. History tests, and Grades 5 & 8 ELA Section 1 only.) Human Reader reads test directions, test items, and answer choices. This is limited to small group or individualized testing. For online tests, if a Human Reader is required for a student, then the test must be read from the computer screen verbatim.... OSTP Nonstandard Accommodations IV.ELA Read-Aloud (Grades 3-8) NS1. Text-to-Speech, Human Reader, or Sign Language Interpretation Accommodations for the English Language Arts Assessments.</p> <ol style="list-style-type: none"> Text-to-Speech is built into the online testing client, requires the use of earphones, and may be administered in individual, small group, or regular setting for Grades 4, 6, & 7. Text-to-Speech is available on the Writing Section only of ELA Grades 5 & 8. Students requiring the Read-Aloud Accommodation for all sections of ELA Grades 5 & 8 must have a Human Reader for Sections 2 & 3. Human Reader reads test directions, test items, and answer choices from separate test booklet and must log the test booklet serial number on the Nondisclosure Agreement (NDA). This is limited to small group or individualized testing <p>...Test directions, test items, and answer choices may be read verbatim. Refer to test formatting options. Students may request items be read more than once. This accommodation must be determined by the following 3-pronged approach:</p> <ol style="list-style-type: none"> The student has a specific disability that severely limits or prevents him/her from decoding printed text at any level of difficulty, even after varied and repeated attempts to teach the student to do so(i.e., the student is a non-reader, not simply reading below grade level); and The student can only access printed materials through a screen reader (assistive technology) or human reader, and/or is provided with spoken text on audiotape, CD, video, or other electronic format during routine instruction (includes Sign Language Interpretation), except while the student is actually being taught to decode; and The IEP/504 team will utilize and provide the required documentation from the OSTP ELA Test Read-Aloud Protocol, which includes the use of the Protocol for Accommodations in Reading (PAR) or the AEM Navigator for deaf or blind students. This documentation must be uploaded into the Nonstandard Accommodation Application in the Single Sign-on Website for consideration by the OSDE.

State	Policy Specifications/ Excerpts
Oklahoma (continued)	<p>Online tests: A human reader reads verbatim from the computer screen. (S1, S2, or S4) is required. From EL accommodation manual EL4. Text-to-Speech or Human Reader in English (excludes ELA tests) All 3-8 Math and Science Tests (marked as allowed any ACCESS level with key black dot meaning: Highly recommended for use by students at this English language proficiency level.)</p> <ol style="list-style-type: none"> a. Text-to-Speech is built into the online testing client, requires the use of ear phones, and may be administered individually, in small groups, or in regular setting. b. Human Reader reads test directions, test items, and answer choices from separate test booklet and must log the test booklet serial number on the Nondisclosure agreement (NDA). This is limited to small group or individualized testing. Test directions, test items, and answer choices must be read verbatim in English. Online tests have built in Text-to-Speech functionality. This is the preferred method for providing read aloud to students (S2 is not required and S4 may be utilized; however, ear phones are required). However, if a human reader is required for the student, then the test must be read from the computer screen verbatim. <p>(S1 or S2) must be selected when utilizing a Human Reader. Please refer to the Human Reader directions on pages 13-15 Students may request items be read more than once.</p> <p>Reading: Nonstandard accommodation (not counted) for students with disabilities who use human reader on reading tests. Not allowed at all for English learners. See texts above. Grade difference note: None</p> <p>Writing: Allowed as accommodation for directions and all parts of test in grades tests are given (i.e., 5 and 8) for students with disabilities or English learners. See texts above. Grade difference note: None</p> <p>Mathematics: Allowed as accommodation for directions and all parts of test for students with disabilities who require it or English learners. See texts above. Grade difference note: None</p> <p>Science: Allowed as accommodation for directions and all parts of test for students with disabilities who require it or English learners. See texts above. Grade difference note: None</p>
Oregon	<p>Term(s) Used: Text to Speech, Read Aloud</p> <p>Accommodation: Changes in procedures or materials that increase equitable access during the assessment. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Note: accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 Plans. Accommodations do not compromise the construct, grade-level standard, or intended outcome of the assessment. See the Oregon Accessibility Manual for complete information.</p> <p>Designated Supports: Access features of the assessment available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). They are either provided as digitally delivered components within the test delivery system or by TAs. See the Oregon Accessibility Manual for complete information.</p> <p>AND</p> <p>In addition, ODE has identified the following practices as standard testing conditions available for all students:...</p> <p>Reading or rereading student directions to students.</p> <p>Designated support: Text-to-speech (for Math stimuli and items and ELA items) (See Table 2.5SB: Embedded Accommodations for ELA reading stimuli). Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.</p>

State	Policy Specifications/ Excerpts
Oregon (continued)	<p>English text-to-speech is also available for Math for students with the Translations (stacked Spanish/English) designated support assigned to them.</p> <p>Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate Braille skills. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting.</p> <p>*Note: The embedded designated support of text-to-speech is not available for Smarter ELA items through the Braille Interface. The non-embedded Read-Aloud designated support is available for students using the Braille Interface who require read-aloud support for ELA items (see Table 2.4 ELA_Math)....The Mathematics and Science and Social Sciences assessments include a text-to-speech audio component delivered through the JAWS Screen Reader.</p> <p>AND</p> <p>Read aloud / text-to-speech (English) – occasional or most or all</p> <p>Mathematics and Science Students select some or all text to be read aloud by the system using text-to-speech.</p> <p>Accommodation Text-to-speech (for ELA reading stimuli) (A225)</p> <p>Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.</p> <p>English text-to-speech is also available for Math for students with the Translations (stacked Spanish/English) designated support assigned to them.</p> <p>Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate Braille skills. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting.</p> <p>*Note: The embedded designated support of text-to-speech is not available for Smarter ELA items through the Braille Interface. The non-embedded Read-Aloud designated support is available for students using the Braille Interface who require read-aloud support for ELA items (see Table 2.4 ELA_Math)....The Mathematics and Science and Social Sciences assessments include a text-to-speech audio component delivered through the JAWS Screen Reader.</p> <p>AND</p> <p>Read aloud / text-to-speech (English) – occasional or most or all</p> <p>Mathematics and Science Students select some or all text to be read aloud by the system using text-to-speech.</p> <p>Accommodation Text-to-speech (for ELA reading stimuli) (A225)</p> <p>Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.</p> <p>This accommodation is appropriate for a very small number of students. Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 plan. Students who use text-to-speech will need headphones unless tested individually in a separate setting.</p> <p>Read aloud (for Math stimuli and items and ELA items) (See Table 2.6 ELA_Math: Non-Embedded Accommodations for ELA reading stimuli)</p> <p>Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Read Aloud Guidelines for our ELA and Mathematics assessments at https://portal.smarterbalanced.org/library/en/v2.0/read-aloud-guidelines.pdf. All or portions of the approved content may be read aloud.</p>

State	Policy Specifications/ Excerpts
Oregon (continued)	<p>Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate Braille skills. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.</p> <p>Reading: Directions read are standard testing procedure. Text to speech or read aloud of items is designated feature for any student needing it, and an accommodation for reading stimuli for students with IEPs or 504. See texts above. Grade difference note: None</p> <p>Writing: Directions read are standard testing procedure. Text to speech or read aloud of items is designated feature for any student needing it, and an accommodation for ELA stimuli for students with IEPs or 504. See texts above. Grade difference note: None</p> <p>Mathematics: Directions read are standard testing procedure. Text to speech or read aloud of stimuli and items is designated feature for any student needing it. Grade difference note: None</p> <p>Science: Directions read are standard testing procedure. Text to speech or read aloud of stimuli and items is designated feature for any student needing it. Grade difference note: None</p>
Pennsylvania	<p>Term(s) Used: Read Aloud</p> <p>GUIDELINES FOR SPECIFIC ACCOMMODATIONS</p> <p>Read Aloud Test Directions Test readers must ensure that all students understand what is expected of them when reading test directions aloud. Students must have an opportunity to ask questions and understand how to mark their answers before they begin taking the test. Test readers should be prepared to answer questions about item format, scoring rules, and timing. However, test readers should not answer questions about specific test items. Test readers may NOT read assessment directions associated with test items appearing in the actual test booklet, e.g. Read the following passage about wild ponies. Then answer questions 1–10 or Use the figure below to answer question 00.</p> <p>Read Aloud All Allowable Test Items All test readers must follow the Read Aloud and Scribing Guidelines for Operational Assessments. Teachers should work closely with special education students to identify those students who need the most intensive intervention of having all allowable test items read aloud by the test administrator. These are the students (no more than 5 in the group) who may need the same form of the test read aloud to them by the test administrator. Keep in mind that reading aloud all test items to a group of students may artificially pace the students. Some students may be reluctant to ask the reader to slow down or repeat the question in a group setting. Therefore, the online audio version of the test is recommended for students who require a read aloud of all or most of the test items on the Mathematics, Algebra I, Science, and Biology tests; multiple choice Conventions of Standard English items and the Text Dependent Analysis prompt. This allows students optimal independence in moving through the test at his/her own pace. The student may individually listen to a question being read aloud more than once as needed. Occasionally, a non-IEP student requires all test items to be read aloud. This may be a student who has not yet been identified as needing special services and may be included in the small group of 1-5 with IEP students. Documentation must be kept in the student record of the need for this intensive accommodation for both instruction and assessment. Tools 5 and 7 may be used for record keeping. If the student does not require a read aloud of all math or science items for instruction, then the student does not require a</p>

State	Policy Specifications/ Excerpts
Pennsylvania (continued)	<p>read aloud of all math or science items for the PSSA or Keystone tests. Read Aloud Some Individual Words, Phrases, Sentences, or Items at student request All test readers must follow the Read Aloud and Scribing Guidelines for Operational Assessments. It is permissible to read aloud a word, phrase, sentence or test item(s), as requested by the student, for the Mathematics, Algebra I, Science, and Biology tests; multiple choice Conventions of Standard English items, and the Text Dependent Analysis prompt. When reading test items aloud, test readers must be careful not to inadvertently give clues that indicate the correct answer or help eliminate some answer choices. Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read test items/questions and text word-for-word, exactly as written. Readers may not clarify, elaborate, or provide assistance to students.</p> <p>Test Feature vs. Accommodation A read aloud may be considered to be a test feature or an accommodation. As a test feature, the read aloud of a word, phrase, or test item is allowable for all students.</p> <p>Reading: In text above, general text directions are allowed to be read for all students as an accommodation.</p> <p>Grade 3, Sections 1-3: Reading A read aloud is not permitted for any passage, associated multiple-choice question (or answer choice), evidence-based selected response question (or answer choice), or short-answer question found in Sections 1-3 of the PSSA English Language Arts assessment for Grade 3.</p> <p>Grades 4–8, Sections 1-3: Reading and Text Dependent Analysis A read aloud is not permitted for any passage, associated multiple-choice question (or answer choice), or evidence-based selected response question (or answer choice) found in Sections 1-3 of the PSSA English Language Arts assessment for Grades 4–8.</p> <p>It is permissible to read aloud the text-dependent analysis prompt (or a word or phrase found from the text-dependent analysis prompt) found at the end of Section 2 and Section 3 of the PSSA English Language Arts assessment for Grades 4–8 on an individual basis at student request.</p> <p>KEYSTONE LITERATURE READ-ALLOUD GUIDELINES A read aloud is not permitted for any passage, multiple-choice question (or answer choice), or constructed-response question for a Keystone Literature Exam.</p> <p>AND Tool 2: Guidelines for Using Accommodations Don't ... read aloud any part of the PSSA ELA or Literature Keystone Exam (see exception for PSSA ELA Conventions of Standard English multiple-choice questions and ELA Text Dependent Analysis prompt). Grade difference note: None</p> <p>Writing: See Reading- Appears that writing convention and other writing questions allow TTS as an accommodation. Grade difference note: It is permissible to read aloud the text-dependent analysis prompt (or a word or phrase found from the text-dependent analysis prompt) found at the end of Section 2 and Section 3 of the PSSA English Language Arts assessment for Grades 4–8 on an individual basis at student request.</p> <p>Mathematics: In initial text above, general text directions are allowed to be read for all students as an accommodation. PSSA MATHEMATICS/KEYSTONE ALGEBRA I READ-ALLOUD GUIDELINES A read aloud is permitted for both the PSSA Mathematics Tests and the Keystone Algebra I Exams for all multiple-choice questions (and answer choices) and open-ended/constructed- response questions. Students with a documented accommodation for a disability or for a non- English-speaking designation may have the entire assessment read aloud in an appropriate setting; otherwise, they may request a word, phrase, or test item be read aloud on an individual basis. A read-aloud in native language is permitted for PSSA Mathematics Tests and the Keystone Algebra I Exams for ELs enrolled in U.S. schools for fewer than 3 years.</p>

State	Policy Specifications/ Excerpts
Pennsylvania (continued)	<p>Grade difference note: None</p> <p>Science: In initial text above, general text directions are allowed to be read for all students as an accommodation.</p> <p>PSSA SCIENCE/KEYSTONE BIOLOGY READ-ALOUD GUIDELINES</p> <p>A read aloud is permitted for both the PSSA Science Tests and the Keystone Biology Exam for all multiple-choice questions (and answer choices), open-ended/constructed-response questions, and scenarios. Students may have the entire assessment read aloud or they may request a word, phrase, or test item be read aloud. A read-aloud in native language is permitted for the PSSA Science Tests and the Keystone Biology Exam for ELs enrolled in U.S. schools for fewer than 3 years.</p> <p>Grade difference note: None</p>
Rhode Island	<p>Term(s) Used: No Information</p> <p>Reading: Grade difference note: None</p> <p>Writing: Grade difference note: None</p> <p>Mathematics: Grade difference note: None</p> <p>Science: Grade difference note: None</p>
South Carolina	<p>Term(s) Used: No text to speech term found. Information only found on read aloud related to general administration and sign language or paper based booklet accommodation and with CD-ROM.</p> <p><i>Administration Directions Manual (ADM)</i>—for information normally read aloud to all students.</p> <p>Reading: Directions read aloud part of general administration, no other information. Grade difference note: None</p> <p>Writing: Directions read aloud part of general administration, no other information. Grade difference note: None</p> <p>Mathematics: Directions read aloud part of general administration, no other information. Grade difference note: None</p> <p>Science: Directions read aloud part of general administration, no other information. Grade difference note: None</p>
South Dakota	<p>Term(s) Used: Text to Speech</p> <p>Text-to-speech (for math stimuli and items and ELA items, not for reading passages)(See Embedded Accommodations for ELA reading passages)</p> <p>Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.</p> <p>Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting.</p> <p>Reading: Text to Speech is a designated support for Reading on all parts of test for all students and grade levels except for Passages. For Passages, it is an accommodation for students with IEP or 504 Plan.</p>

State	Policy Specifications/ Excerpts
South Dakota (continued)	<p>Are any students eligible to use text-to-speech or read aloud for ELA reading passages on the Smarter Balanced assessments? For students in all grades, text-to-speech or read aloud is available on ELA reading passages as a non-embedded accommodation for students whose need is documented on an IEP or 504 plan, subject to each member’s laws, regulations, and policies. Text-to-speech and read aloud are available on reading passages in all grades. Text-to-speech and read aloud for ELA reading passages are not available for ELs (unless the student has an IEP or 504 plan). Whenever text-to-speech is used, appropriate headphones must be available to the student, unless the student is tested individually in a separate setting. Similarly, if the student receives a read aloud accommodation, the student may need to be tested in a small group or individual setting (also see FAQ 44). Grade difference note: None</p> <p>Writing: Text to Speech is a designated support for all parts of Writing test for all students and all grade levels. Grade difference note: None</p> <p>Mathematics: Text to Speech is a Designated Support for all parts of math assessment for all students and grade levels. Grade difference note: None</p> <p>Science: Text to Speech is marked as Designated Feature, but no further information beyond the chart. Grade difference note: None</p>
Tennessee	<p>Term(s) Used: No information</p> <p>Reading: Grade difference note: None</p> <p>Writing: Grade difference note: None</p> <p>Mathematics: Grade difference note: None</p> <p>Science: Grade difference note: None</p>
Texas	<p>Term(s) Used: Oral Administration, online version – text to speech</p> <p>A student may use this designated support if he or she routinely and effectively uses it during classroom instruction and classroom testing, and meets at least one of the following: The student is a current EL and takes a STAAR test in English.</p> <p>The student is identified with dyslexia or a related disorder per TEC §38.003. The student has documented evidence of reading difficulties.</p> <p>Guide to the Test Administration Directions The wide call-out boxes in the test administration directions contain course- or program specific instructions that should be read aloud to students,</p> <p>Online direction section: WORD FOR WORD the material printed in bold type and preceded by the word SAY. You may repeat the directions as many times as needed. The material in italics is information meant for you and should not be read aloud to students. You may paraphrase, translate, shorten, or repeat the directions as needed to best communicate with the students in your test session. You must NOT, however, change the substance of the information given in the directions.</p> <p>Special Considerations for ELs For all components of the STAAR program, test administrators are allowed to help ELs understand</p>

State	Policy Specifications/ Excerpts
Texas (continued)	<p>the directions that are read aloud before the test begins (the SAY directions) as well as the directions that introduce particular test sections or item formats. The test administrator is permitted to paraphrase, translate, repeat, or read aloud these types of directions if the student requests assistance. The test administrator is not permitted to add directions that are substantively different (e.g., give pointers, mention test taking strategies, etc.).</p> <p>Oral administration is a designated support in which test questions and answer choices are read aloud or signed to a student who meets the eligibility criteria. For students taking STAAR online, oral administration is delivered using text-to-speech functionality. The eligibility criteria and details about oral administration are located in the Oral/Signed Administration policy found on the Accommodations Resources webpage.</p> <p>AND</p> <p>For students receiving text-to-speech, the test administrator is allowed to remind students that a DO NOT READ icon next to selections or test questions will indicate that all text on the page cannot be read aloud to the student. This includes text in pop-ups and rollovers X, if applicable. For students receiving text-to-speech and content and language supports, the text within these supports will be read aloud.</p> <p>AND</p> <p>For students receiving content and language supports for any subject: SAY You may see different icons in test questions that tell you there are extra accommodations you may use. You may see some dots under words or small, dark circles to the right of the question or answer choices. Click these dots or circles to see words or pictures that may help you. Remind students eligible for text-to-speech that they can use the Speak tool to listen to text in pop-ups and rollovers read aloud. The test administrator may need to indicate for students where to find the Help tool that will show how to use the pop-ups and rollovers throughout the test.</p> <p>AND</p> <p>Oral Administration Oral administration is an accommodation in which test questions and answer choices on certain tests may be read aloud, signed, or provided online through text-to-speech to eligible students. Test administrators responsible for reading aloud or signing test content should read the Oral/Signed Administration Guidelines document found on the Accommodations Resources webpage and complete the appropriate section of the security oath.</p> <p>AND</p> <p>Accessibility Features During state assessments for STAAR, STAAR Spanish, and TELPAS, certain accessibility features may be provided to students based on their needs....A list of the accessibility features is provided below Reading aloud or signing the expository or persuasive writing prompt to any student who requests this assistance ...If a student needs the entire test read aloud, the eligibility criteria for an oral administration must be met.</p> <p>Reading: STAAR and STAAR Spanish reading Test questions, answer choices, and embedded supports can be read aloud. Required reference materials (where applicable) and allowable designated supports may be read aloud. Reading selections CANNOT be read aloud.</p> <p>AND</p> <p>STAAR English I, English II, and English III Reading test questions and answer choices, revising passages, revising test questions and answer choices, and embedded supports can be read aloud. Required reference materials and allowable designated supports may be read aloud. Reading selections, editing passages, and editing test questions and answer choices CANNOT be read aloud</p> <p>AND</p> <p>[Paper Tests: For English I, English II, and English III: SAY You may use a dictionary throughout this test. In this test, you will respond to a writing prompt.</p>

State	Policy Specifications/ Excerpts
Texas (continued)	<p>For students using text-to-speech, the Speak button will read aloud the prompt].</p> <p>The test administrator may read aloud or sign the expository or persuasive writing prompt to any student who needs this assistance, even if they are not eligible for the text-to-speech function. (Test administrators may NOT read the analytical selection or writing prompt on the English III test.)</p> <p>Looking over the student’s shoulder, the test administrator may read aloud or sign to an individual student any text (i.e., all text on the prompt screen) related to the expository or persuasive prompt. It is allowable to read the entire prompt or any part of the prompt as many times as necessary. Test administrators must be aware that they are viewing secure test content and that responding to the expository or persuasive writing prompt or recording the information they see is strictly prohibited. The test administrator may not make suggestions to the student about how to respond. The test administrator cannot translate (except into sign language), change, add to, or explain the expository or persuasive writing prompt. For a student whose IEP/IAP documentation includes this assistance, the test administrator may read aloud or sign the writing prompts without the student requesting it.</p> <p>AND</p> <p>English I, English II, and English III Assessments. Ensure the procedures below are followed during the English I, English II, and English III assessments. The test administrator may read aloud or sign the expository or persuasive writing prompt to any student who requests this assistance.</p> <p>...Reading selections may not be read aloud to a student. The test administrator must NOT do the following:...read aloud the analytical selection or analytical writing prompt(Accessibility feature for any student)</p> <p>Grade difference note: None</p> <p>Writing: See below and Reading where it overlaps. Revising passages, revising test questions and answer choices, and embedded supports can be read aloud. Required reference materials (where applicable) and allowable designated supports may be read aloud. Reading selections, editing passages, and editing test questions and answer choices CANNOT be read aloud Grade Difference or Other Note: None</p> <p>Mathematics: Document addresses content overall inferring it applies to this content area. AND For a student who meets the eligibility criteria, this designated support may be used on paper and online tests for STAAR and STAAR Spanish mathematics, science, and social studies Test questions, answer choices, and embedded supports can be read aloud. Required reference materials (where applicable) and allowable designated supports may be read aloud. Grade difference note: The test administrator may read a word, phrase, or sentence in a test question or answer choice to any grade 3 student but only when asked to do so by the individual student.</p> <p>Science: Document addresses science overall inferring it applies to this content area. AND For a student who meets the eligibility criteria, this designated support may be used on paper and online tests for STAAR and STAAR Spanish mathematics, science, and social studies Test questions, answer choices, and embedded supports can be read aloud. Required reference materials (where applicable) and allowable designated supports may be read aloud. Grade difference note: None</p>
Utah	<p>Term(s) Used: Text to Speech</p> <p>The following implies that directions are read as part of regular administration because rereading them is something additional that is allowed for all content area tests.</p> <p>6.2.5.12. Directions—Reread To accurately understand the task a student is being asked to engage in, some students need to have directions reread. Clarification of directions is not allowed on any assessment. (Directions refers only to non-item content that appears at the beginning of the test or between testing sessions.</p>

State	Policy Specifications/ Excerpts
Utah (continued)	<p>It does not refer to the item’s stem, directions for answering a specific question, etc.) AND 6.2.5.28. Text-to-Speech</p> <p>Computer-based assessments may have embedded text-to-speech that standardizes the way text and graphics are presented. Descriptions of symbols, nomenclature, and other graphics can be provided with text-to-speech. Text-to-speech technology may be provided for an assessment for items where the construct of the item is not violated. For example, text-to-speech would not be available on a reading test for reading items because it would violate the construct of the test item.</p> <ul style="list-style-type: none"> • ACT and ASVAB: Contact LEA Accommodations Coordinator. <p>Version Date 1/23/18 46</p> <ul style="list-style-type: none"> • SAGE: Embedded and allowed for any student. If the reading of any portion of an ELA, mathematics or science item violates the construct of that item, text-to-speech will not be available. When text-to-speech is appropriate, it will be available to select onscreen. Multiple voice packs are available for download if needed; information is available in the SAGE Technical Specifications documentation available at the Sage Portal (http://sageportal.org). Students can practice listening to the voice pack on the device they will use for assessment all year during instruction, so they will be familiar with the voice. <p>Reading: Prohibited on all parts that violate construct being assessed. See text above Grade difference note: None</p> <p>Writing: Allowed for any student but also prohibited on all parts that violate construct being assessed. See text above Grade difference note: None</p> <p>Mathematics: Allowed for any student but also prohibited on all parts that violate construct being assessed. See text above Grade difference note: None</p> <p>Science: Allowed for any student but also prohibited on all parts that violate construct being assessed. See text above Grade difference note: None</p>
Vermont	<p>Term(s) Used: Text to Speech</p> <p>Text-to-speech (for math stimuli and items and ELA items, not for reading passages)¹ (See Embedded Accommodations for ELA reading passages)</p> <p>Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting.</p> <p>Reading: Text to Speech is a designated support for Reading on all parts of test for all students and grade levels except for Passages. For Passages, it is an accommodation for students with IEP or 504 Plan.</p> <p>Are any students eligible to use text-to-speech or read aloud for ELA reading passages on the Smarter Balanced assessments? For students in all grades, text-to-speech or read aloud is available on ELA reading passages as a non-embedded accommodation for students whose need is documented on an IEP or 504 plan, subject to each member’s laws, regulations, and policies. Text-to-speech and read aloud are available on reading passages in all grades. Text-to-speech and read</p>

State	Policy Specifications/ Excerpts
Vermont (continued)	<p>aloud for ELA reading passages are not available for ELs (unless the student has an IEP or 504 plan). Whenever text-to-speech is used, appropriate headphones must be available to the student, unless the student is tested individually in a separate setting. Similarly, if the student receives a read aloud accommodation, the student may need to be tested in a small group or individual setting. Grade difference note: None</p> <p>Writing: Text to Speech is a designated support for all parts of Writing test for all students and all grade levels. Grade difference note: None</p> <p>Mathematics: Text to Speech is a Designated Support for all parts of math assessment for all students and grade levels. Grade difference note: None</p> <p>Science: Designated support for all students Table 4 lists the designated supports available to all students for whom the need has been indicated. Text-to-Speech (TTS) YES: Computer-based audio of test items is available. Student must use headphones. If a student cannot use headphones, then they must be tested in a separate location. YES: Human read aloud in English is available. The English VTSA Test Administration Manual (TAM) will contain the script in English and will contain guidelines for reading the test items. Student must be tested in a separate location. AND Appendix D. Read Aloud Guidelines Guidelines for Read Aloud, Test Reader When a student cannot access text-to-speech, an embedded resource available on the VTSA, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow these guidelines for Read Aloud, Test Reader presented here. The guiding principle in reading aloud is to ensure that the student has access to test content. On VTSA, test readers are allowable across all grades as a designated support Grade difference note: None</p>
Virginia	<p>Term(s) Used: Read Aloud, Text to Speech</p> <p>Administer the online test by reading the directions verbatim, or reading the directions with modifications for students with certain testing accommodations (Examiner’s Manual Section 5.2).</p> <p>Similar instructions on reading directions were given for all content tests.</p> <p>Reading: Not allowed on passages or questions for Reading. Grade difference note: None</p> <p>Writing: Read Back Student Response Use accommodation code 30. Available on the short-paper component of the Writing Assessment only Reading back a student’s short-paper response is only allowed for students with disabilities and must be documented in the student’s IEP or 504 Plan as an accommodation. The IEP or 504 Plan must clearly document whether the student’s short-paper response will be read back by the Test Examiner or from a device equipped with text-to-speech capabilities. Grade difference note: None</p>

State	Policy Specifications/ Excerpts
Virginia (continued)	<p>Mathematics: 2016 Standards of Learning (SOL) End-of-Course Mathematics Tests. Beginning with the Spring 2019 Test Administration, the EOC Mathematics 2016 SOL tests will be administered to students who complete the EOC Mathematics curriculum based on the 2016 SOL. ... The online EOC (2016 SOL) tests will also be available in audio format using text-to-speech. The audio tools are located on the right side of the student’s test screen. Refer to Tables 8 and 9 in Section 4.9.2 for details regarding the tools. Students who require online audio format on EOC Mathematics (2016 SOL) assessments must have practice using the audio tools. Practice Item Sets are available through the TestNav application; refer to Section 4.4.1 for additional information. Grade difference note: None</p> <p>Science: Be Familiar with the Directions for Administering the Test All directions that Examiners must read aloud to the students are in bold type so that they stand out from the rest of the text. This text must be read exactly as written, using a natural tone and manner. Grade difference note: None</p>
Washington	<p>Term(s) Used: Text to Speech</p> <p>Directions are read to students for content tests: It is required that TAs review the test-specific TA Script of Student Directions prior to administering a state summative assessment. This will allow the TA a clear understanding of expectations and familiarity prior to reading the directions to students during the testing session. Scripts in support of the Fall 2018 Smarter Balanced and Off-Grade Level ELA and math assessments post to the WCAP Portal. Table 3: Designated Support Embedded, ELA, Math, Science Description Students Testing with Computers Text-to-Speech Text is read aloud to the student via embedded Text-to-Speech technology. The student is able to control the speed, volume, and pitch. Recommendation for Use: Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones. Accommodation: ELA CAT Passages; ELA CAT Passages/Stimuli+Items are considered an accommodation only. See Table 5, Text-to-Speech. IEP or 504 plan required. Undocumented use results in invalidation. Table 5: Accommodation Embedded ELA, Math, Science Description Students Testing with Computers Text-to-Speech ELA CAT passages, stimuli accommodation, only (items included): Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice, via a volume control.</p> <p>Recommendation for Use: This accommodation is appropriate for a very small number of students (estimated to be approximately 1–2% of students with disabilities participating in state assessments) whose need is documented in an IEP or 504 plan and for whom have no other way to access the reading passages (e.g., a student who is blind and doesn’t read braille). It is not necessarily appropriate for students who have reading skills below grade level as that is what we are measuring (a student’s at grade level reading skills) regardless of a student’s disability. While a student may struggle with the text as a result of their disability, the disability (even a student with a reading/print disability) itself does not prevent the student from accessing the text. In cases where a student has a reading disability that does not prevent accessing the text, other accessibility supports to consider</p>

State	Policy Specifications/ Excerpts
Washington (continued)	<p>may be: breaking the ELA test up over multiple days, testing in a separate setting, allowing the student to read aloud to themselves, streamlined view or print on demand (if the student works better with a paper copy). Additionally, this accommodation should only be provided to those who receive it (or audio/read aloud) daily for instruction across environments or subjects. Headphones needed unless tested in separate setting. Considered an Accommodation. Use must be documented in an IEP or 504 plan.</p> <p>Reading: Designated feature for ELA CAT items, ELA PT passages/stimuli+items, not for ELA CAT passages/stimuli (IEP required): Accommodation for ELA CAT passages, stimuli accommodation, only (items included). Grade difference note: None</p> <p>Writing: Designated feature for ELA CAT items, ELA PT passages/stimuli+items, not for ELA CAT passages/stimuli (IEP required):Accommodation (requiring IEP or 504) for ELA CAT passages, stimuli accommodation, only (items included). See above text for reading. See initial designated feature policy above. Grade difference note: None</p> <p>Mathematics: Designated feature for any student requiring it for math stimuli+items. See initial designated feature policy above. Grade difference note: None</p> <p>Science: Designated feature any student requiring it for science stimuli+items, only. See initial designated feature policy above. Grade difference note: None</p>
West Virginia	<p>Term(s) Used: Text to Speech</p> <p>All allowable accommodations for students with disabilities fall into these categories and are described in detail by category of presentation, response, and timing. The codes to the left of each accommodation/option heading are the WVEIS codes associated with the allowed. Those with no WVEI S code and are marked with a long dash (—) are standard options available to any student.</p> <p>Item specific directions read aloud <i>Allowed for: WVGSA Grades 3-8 and CBA (This accommodation is not necessary for the WVASA or SAT School Day.)</i> <i>Description:</i> A trained examiner reads aloud, verbatim, the item directions contained within the test. <i>When to select:</i> Students who are struggling readers may need assistance accessing the assessment. Having a human reader for item specific test directions may assist students in accessing the assessment. <i>Notes for implementation:</i> This accommodation does not apply to general test directions read to all students prior to the test. This specific accommodation applies to items within the test with directions specific to the item.</p> <p>Reading: Accommodation for students with disabilities and ELs (excluding reading ELA passages, also accommodation Text-to-speech (TTS), excluding ELA reading passages Text-to-speech, excluding ELA reading passages (for mathematics stimuli items and ELA items, not for reading passages) <i>Allowed for: WVGSA Grades 3-8 and CBA</i> <i>Description:</i> Text is read aloud to the student via embedded text-to-speech technology. The student can control the speed as well as raise or lower the volume of the voice via a volume control. <i>Instructional practices:</i> Text is read aloud to the student via embedded text-to-speech technology. <i>When to select:</i> For students who are struggling readers and who may need assistance accessing the assessment by having the assessment read aloud, excluding ELA reading passages. This</p>

State	Policy Specifications/ Excerpts
West Virginia (continued)	<p>accommodation may be needed by students with reading-related or visual impairment disabilities. This option may also be appropriate for EL students.</p> <p><i>Notes for implementation:</i></p> <ul style="list-style-type: none"> This accommodation will likely be confusing and may impede the performance of students who do not regularly receive it during instruction. <p>AND</p> <p>Human read aloud, excluding ELA reading passages <i>Allowed for: WVGSA Grades 3-8 and CBA and ELPA21 (paper version)</i> <i>Description:</i> Text is read aloud to the student by a trained and qualified human reader. The trained examiner reads aloud the directions, stimulus material, questions, and answer choices. This accommodation excludes passages.</p> <p><i>Instructional practices:</i> Text is read aloud to the student via a human. Teacher or assistant reads aloud instructions. <i>When to select:</i> Students who are struggling readers and may need assistance accessing the assessment by having the assessment read aloud, excluding ELA reading passages. This accommodation may be needed by students with reading-related disabilities. This option may also be appropriate for EL students.</p> <p>Text-to-speech (TTS), including ELA reading passages <i>Allowed for: WVGSA Grades 3-8 and CBA, SAT School Day (See SAT School Day notes below), and WVASA</i> <i>Description:</i> Text is read aloud to the student via embedded text-to-speech technology or using assistive technology. The student can control the speed as well as raise or lower the volume of the voice via a volume control. <i>Instructional practices:</i> Nearly all text is read aloud to the student via embedded text-to-speech technology or a human on a daily basis. <ul style="list-style-type: none"> Teacher or assistant reads aloud instructions. Listening skills are taught using read-aloud material, and then students are checked for understanding. Students listen to a prerecorded audio interpretation (book-on-tape) of text or a book. The student receives accessible educational materials (AEM) for instructional purposes. <i>When to select:</i> <ul style="list-style-type: none"> The student is blind or has a significant visual impairment. The student is a beginning braille reader who has not yet developed braille fluency. The student whose disability severely impacts his/her ability to read passages independently and who utilize classroom supports such as text-to-speech, audio recordings, and/or a human reader during classroom instruction and during classroom assessments. </p> <p><i>WVGSA Grades 3-8 and CBA</i> The student whose disability severely impacts his/her ability to read passages independently and who utilize classroom supports such as text-to-speech, audio recordings, and/or a human reader during classroom instruction and during classroom assessments on a near daily basis. This accommodation is not appropriate for those students who merely read at a slower rate - for those students, consider the Extended Time codes T17-T22.</p> <p>AND</p> <p>Human read aloud, including ELA reading passages <i>Allowed for: WVGSA Grades 3-8 and CBA, WVASA, SAT School Day</i> <i>Description:</i> Text is read aloud to the student by a trained and qualified human reader. The trained examiner must follow administration guidelines. All or portions of the test may be read aloud including ELA reading passages, for any grade.</p> <p>AND</p> <p>Screen-reading software used with computer <i>Allowed for: WVGSA Grades 3-8 and CBA and SAT School Day</i> <i>Description:</i> Screen-reading software provides text-to-speech translation for students who are visually impaired or blind. <i>Job Access with Speech (JAWS)</i> is a screen reader program that allows blind</p>

State	Policy Specifications/ Excerpts
West Virginia (continued)	<p>and visually impaired users to read the screen either with text to speech output or by a refreshable braille display. JAWS provides speech and braille output for most computer applications.</p> <p><i>Instructional practices:</i> For students who routinely use JAWS or other screen reader for navigation and access to screen information.</p> <p><i>When to select:</i> For students who are vision impaired and for whom the use of screen-reading software is the typical mode of navigation of computer and accessing written material.</p> <p>Grade difference note: None</p> <p>Writing: Accommodation Text-to-speech (TTS), excluding ELA reading passages Text-to-speech, excluding ELA reading passages (for mathematics stimuli items and ELA items, not for reading passages). See Reading. Grade difference note: None.</p> <p>Mathematics: Accommodation Text-to-speech (TTS), excluding ELA reading passages Text-to-speech, excluding ELA reading passages (for mathematics stimuli items and ELA items, not for reading passages) Grade difference note: None</p> <p>Science: Accommodation for students with disabilities and ELs (excluding reading ELA passages, also accommodation (listed under Science accommodations) P01 Text-to-speech (TTS), excluding ELA reading passages Grade difference note: None</p>
Wisconsin	<p>Term(s) Used: Text to Speech</p> <p>Text-to-Speech (not allowed for ELA session 4 reading passages) TTS The text-to-speech (TTS) function allows the student to listen via headphones or speakers to test information displayed on the screen. Words and numbers, test directions, questions, answer choices, and other information is read aloud by the computer and may be replayed as necessary. Text-to-speech (TTS) is allowed as a designated support for all grades in mathematics, science, social studies, and English language arts (ELA) as appropriate (not allowed for ELA session 4 reading passages). It is read aloud by the computer, and is only available in the English language. The TTS designated support is intended only for students who are struggling readers who may need assistance accessing the assessment or students with reading-related disabilities. Students should use a similar support on a regular basis in the classroom. Allowing TTS for all students is not a proper use of this support. Students who use this support will need headphones unless tested individually in a separate setting. To ensure that students who require text read to them during the test are provided the same standard support, TTS designated support should be used for the majority of students requiring this type of support, including students who have IEP or 504 plans. Human readers (read aloud) are ONLY permitted in cases where students cannot manage to work with the computer audio voice (e.g., some students with autism or hearing impairments). Note that Read Aloud and TTS are mutually exclusive and cannot be assigned together because they are the same support provided in different formats (computer read vs. human read. It is redundant for a human to be reading to the student at the same time that the student has headphones on and is listening to the computer voice reading aloud (TTS).</p> <p>Reading: Designated support for any student that needs it for all grades of ELA tests except not allowed for ELA session 4 reading passages. See policy text above. Grade difference note: None</p>

State	Policy Specifications/ Excerpts
Wisconsin (continued)	<p>Writing: Designated support for any student that needs it for all grades of ELA tests except not allowed for ELA session 4 reading passages. See policy text above. Grade difference note: None</p> <p>Mathematics: Designated support for any student that needs it for all grades of math assessment. Grade difference note: None</p> <p>Science: Designated support for any student that needs it for all grades of science assessment. Grade difference note: None</p>
Wyoming	<p>Term(s) Used: Text to Speech</p> <p>Read these directions exactly as they are written. Follow the test-specific instructions for administering each test. Sections that will need to be tailored to the specific testing situation are noted. AND Designated Support Text-to-speech (TTS) (for science, math, and ELA items, not for the ELA reading passages) Available for grades 3-10. Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via volume control. *Must be set in TIDE prior to testing. Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not have adequate braille skills. This support requires routine practice and familiarization during daily instruction in order to avoid undue confusion and/or impedance on performance during testing. Students who use text-to-speech will need headphones unless tested individually in a separate setting. Also has option of Text to Speech with tracking feature that allows words to be highlighted as read.</p> <p>Reading: For Designated Support use see initial policy text above. Accommodation for students with IEP or 504 Plan for items and passages on ELA and writing tests across grades 3 to 10.</p> <p>Accommodation Text-to-speech (TTS) (available for items and passages on the ELA and writing tests) Available for grades 3-10 (See Designated Supports for Science, Math, and ELA items) Text is read aloud to the student via embedded text to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via volume control. See Appendix D: Text-to-Speech, Human Reader/ Human Signer Decision-Making Tool</p> <p>*Must be set in TIDE prior to testing. Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 Plan. ELL students may only receive this accommodation if it is documented in their IEP or 504 Plan. Students who use text-to-speech will need headphones unless tested individually in a separate setting Grade difference note: None</p> <p>Writing: For Designated Support use see initial policy text above. Accommodation for students with IEP or 504 Plan for items and passages on ELA and writing tests across grades 3 to 10. See Reading text. Grade difference note: None</p> <p>Mathematics: Designated Support for students that need it for items and passages. See initial policy text. Grade difference note: None</p> <p>Science: Designated Support for students that need it for items and passages. See initial policy text. Grade difference note: None</p>

Appendix C

Map Tables

Table 1. TTS Allowed on Reading Test Passages

State	No Data	Passages			
		Prohibited	Universal Feature	Designated Feature	Accommodation
Alabama	X				
Alaska		X			
Arizona	X				
Arkansas					X
California					X
Colorado					X
Connecticut					X
Delaware					X
District of Columbia					X
Florida		X			
Georgia					X
Hawaii					X
Idaho					X
Illinois					X
Indiana		X			
Iowa	X				
Kansas					X
Kentucky					X
Louisiana					X
Maine	X				
Maryland					X
Massachusetts					X
Michigan					X
Minnesota	X				
Mississippi		X			
Missouri					X
Montana					X
Nebraska	X				
Nevada					X
New Hampshire		X			
New Jersey					X
New Mexico					X
New York					X
North Carolina		X			

State	No Data	Passages			
		Prohibited	Universal Feature	Designated Feature	Accommodation
North Dakota	X				
Ohio					X
Oklahoma					X
Oregon					X
Pennsylvania		X			
Rhode Island	X				
South Carolina	X				
South Dakota					X
Tennessee	X				
Texas		X			
Utah	X				
Vermont					X
Virginia	X				
Washington					X
West Virginia		X			
Wisconsin		X			
Wyoming					X
Total	12	10	0	0	29

Table 2. TTS Allowed on Writing Test Passages/Stimuli or Questions

(Note: Asterisks indicate where we relied on policy for questions, because policy did not address passages)

State	No Data	Passages			
		Prohibited	Universal Feature	Designated Feature	Accommodation
Alabama			X		
Alaska					X *
Arizona			X		
Arkansas					X *
California				X	
Colorado				X	
Connecticut					X
Delaware				X *	
District of Columbia					X
Florida		X			
Georgia	X				
Hawaii				X	
Idaho				X	

State	No Data	Passages			
		Prohibited	Universal Feature	Designated Feature	Accommodation
Illinois					X
Indiana					X
Iowa	X				
Kansas				X	
Kentucky					X
Louisiana					X
Maine					X
Maryland					X
Massachusetts					X
Michigan					X
Minnesota	X				
Mississippi					X
Missouri				X*	
Montana				X	
Nebraska	X				
Nevada				X	
New Hampshire				X	
New Jersey					X
New Mexico					X
New York					X
North Carolina					X
North Dakota	X				
Ohio					X
Oklahoma					X
Oregon					X
Pennsylvania					X
Rhode Island	X				
South Carolina	X				
South Dakota				X	
Tennessee	X				
Texas				X	
Utah	X				
Vermont				X	
Virginia					X *
Washington				X	
West Virginia					X *
Wisconsin				X	
Wyoming				X	
Total	9	1	2	16	23

Table 3. TTS Allowed on Mathematics Tests Passages/Stimuli or Questions

(Note: Asterisks indicate where we relied on policy for questions, because policy did not address passages)

State	No Data	Stimuli /Passages (* for Questions data)		
		Universal Features	Designated Features	Accommodation
Alabama		X		
Alaska				X
Arizona		X		
Arkansas				X
California			X	
Colorado			X	
Connecticut				X
Delaware			X	
District of Columbia		X		
Florida	X			
Georgia	X			
Hawaii			X	
Idaho			X	
Illinois		X		
Indiana				X
Iowa	X			
Kansas			X	
Kentucky				X
Louisiana		X		
Maine				X
Maryland		X		
Massachusetts				X
Michigan			X	
Minnesota				X *
Mississippi				X
Missouri			X *	
Montana			X	
Nebraska	X			
Nevada			X	
New Hampshire			X	
New Jersey		X		
New Mexico		X		
New York				X
North Carolina				X
North Dakota	X			
Ohio		X		

State	No Data	Stimuli /Passages (* for Questions data)		
		Universal Features	Designated Features	Accommodation
Oklahoma				X
Oregon			X	
Pennsylvania				X
Rhode Island	X			
South Carolina	X			
South Dakota			X	
Tennessee	X			
Texas			X	
Utah	X			
Vermont			X	
Virginia	X			
Washington			X	
West Virginia				X *
Wisconsin			X	
Wyoming			X	
Total	10	9	18	14

Table 4. TTS Allowed on Science Tests Passages/Stimuli or Questions

(Note: Asterisks indicate where we relied on policy for questions, as policy did not address passages)

State	No Data	Stimuli /Passages (* for Questions data)		
		Universal Features	Designated Features	Accommodation
Alabama		X		
Alaska				X
Arizona		X		
Arkansas				X
California			X	
Colorado			X	
Connecticut				X
Delaware		X		
District of Columbia		X		
Florida	X			
Georgia	X			
Hawaii			X	
Idaho	X			
Illinois		X		
Indiana				X
Iowa	X			
Kansas			X	

State	No Data	Stimuli /Passages (* for Questions data)		
		Universal Features	Designated Features	Accommodation
Kentucky				X
Louisiana				X
Maine	X			
Maryland		X		
Massachusetts				X
Michigan			X	
Minnesota	X			
Mississippi				X
Missouri			X *	
Montana				X
Nebraska	X			
Nevada	X			
New Hampshire			X	
New Jersey	X			
New Mexico	X			
New York				X
North Carolina				X
North Dakota	X			
Ohio		X		
Oklahoma				X
Oregon			X	
Pennsylvania				X
Rhode Island	X			
South Carolina	X			
South Dakota			X	
Tennessee	X			
Texas			X	
Utah	X			
Vermont			X	
Virginia	X			
Washington			X	
West Virginia				X*
Wisconsin			X	
Wyoming			X	
Total	16	7	14	14

Appendix D

State Policy Tables by Test Part, Support Tier, and Student Group

Table 1. Reading

Key: G= General instructions, U= Universal Feature, D= Designated Feature, A= Accommodation.
 X= General Education Students, P= Prohibited, S=Students with Disabilities, E=English Learners, NS=Non-standard for scoring.

State	Not Specified	Directions				Passages			Questions			Grade Difference Flag
		G	U	D	A	U	D	A	U	D	A	
Alabama			X									None
Alaska		X				P	P	P			S,E	None
Arizona	X											None
Arkansas		X						S,E			S,E	None
California				X				S		X		None
Colorado				X				S		X		See note
Connecticut								S	X			See note
Delaware								S		X		None
District of Columbia			X					S			S	None
Florida					S	P	P	P			S	None
Georgia								S				None
Hawaii								S		X		None
Idaho				X				S		X		None
Illinois		X	X					S			S	None
Indiana	A for S,E					P	P	P				None
Iowa												
Kansas			X					S			S	None
Kentucky					S			S			S	None
Louisiana					S			S, P			S	See note
Maine												
Maryland					S			S			S	None
Massachusetts			X		S			S			S	None
Michigan			X					S		X		None
Minnesota		X										
Mississippi					S	P	P	P			S	See note
Missouri		X		X				S		X		See note
Montana				X				S		X		None
Nebraska												
Nevada				X				S		X		None
New Hampshire			P	P	P	P	P	P	P	P	P	None
New Jersey					S			S			S	None
New Mexico					S			S			S	None
New York					S	P	P	S, P			S	See note

State	Not Specified	Directions				Passages			Questions			Grade Difference Flag
		G	U	D	A	U	D	A	U	D	A	
North Carolina				X		P	P	P	P	P	P	None
North Dakota												None
Ohio			X					S/P			S	See note
Oklahoma					S-NS			S-NS			S-NS	None
Oregon		X						S		X		None
Pennsylvania					X	P	P	P	P	P	P	None
Rhode Island												
South Carolina		X										
South Dakota				X				S		X		None
Tennessee												
Texas		X				P	P	P		X		None
Utah	X	X										None
Vermont				X				S		X		None
Virginia		X										None
Washington		X						S		X		None
West Virginia		X				P	P	P			S,E	None
Wisconsin				X		P	P	P		X		None
Wyoming		X						S			S	None

Table 2. Writing

Key: G= General instructions, U= Universal Feature, D= Designated Feature, A= Accommodation.
X= General Education Students, P= Prohibited, S=Students with Disabilities, E=English Learners,
O=General Education Students with educator team decision emphasized.

State	Not Specified	Directions				Passages			Questions			Grade Difference Flag
		G	U	D	A	U	D	A	U	D	A	
Alabama			X			X			X			None
Alaska		X									S,E	None
Arizona			X			X			X			None
Arkansas		X						S,E			S,E	None
California				X			X			X		None
Colorado				X			X			X		None
Connecticut								S	X			None
Delaware										X		None
District of Columbia			X					S			S	None
Florida					S	P	P	P			S	None
Georgia												
Hawaii							X			X		None
Idaho				X			X			X		None
Illinois		X	X					S			S	None

State	Not Specified	Directions				Passages			Questions			Grade Difference Flag
		G	U	D	A	U	D	A	U	D	A	
Indiana	A for S,E											None
Iowa												
Kansas			X				S,E,O	S,E,O		S,E,O	S,E,O	None
Kentucky					S			S			S	None
Louisiana					S			S			S	See note
Maine	A for S											None
Maryland					S			S			S	None
Massachusetts			X		S, E			S, E			S, E	None
Michigan			X					S		X		None
Minnesota		X										
Mississippi					S			S			S	See note
Missouri		X		S						X		None
Montana				X			X			X		None
Nebraska												
Nevada				X			X			X		None
New Hampshire				O	S		O	S		O	S	None
New Jersey					S			S			S	None
New Mexico					S			S			S	None
New York					S			S			S	See note
North Carolina				X				S, E			S, E	None
North Dakota												None
Ohio			X					S			S	None
Oklahoma					S, E			S, E			S, E	None
Oregon		X						S ¹		X		None
Pennsylvania					X			S,O			S, O	See note
Rhode Island												
South Carolina		X										
South Dakota				X			X			X		None
Tennessee												
Texas		X					XP ²			XP ²		None
Utah	X	X										None
Vermont				X			X			X		None
Virginia		X									S ³	None
Washington		X					X			X		None
West Virginia		X									S, E	None
Wisconsin				X			X			X		None
Wyoming		X					X	S		X	S	None

¹ Oregon: If on Reading part of test.

² Texas: For students receiving text-to-speech, the test administrator is allowed to remind students that a DO NOT READ icon next to selections or test questions will indicate that all text on the page cannot be read aloud to the student. This includes text in pop-ups and rollovers X, if applicable. For students receiving text-to-speech and content and language supports, the text within these supports will be read aloud.

³ Virginia: Allowed for short response.

Table 3. Mathematics

Key: G= General instructions, U= Universal Feature, D= Designated Feature, A= Accommodation.
 X= General Education Students, P= Prohibited, S=Students with Disabilities, E=English Learners,
 O=General Education Students with educator team decision emphasized.

State	Not Specified	Directions				Passages			Questions			Grade Difference Flag
		G	U	D	A	U	D	A	U	D	A	
Alabama			X			X			X			None
Alaska		X						S,E			S,E	None
Arizona			X			X			X			None
Arkansas		X						S,E			S,E	None
California				X			X			X		None
Colorado				X			X			X		None
Connecticut								S	X			None
Delaware							X			X		None
District of Columbia			X			X			X			None
Florida												
Georgia												
Hawaii							X			X		None
Idaho				X			X			X		None
Illinois		X	X			X			X			None
Indiana	A for S,E											None
Iowa												
Kansas			X				S,E,O	S,E,O		S,E,O	S,E,O	None
Kentucky					S			S			S	None
Louisiana			X		S,E	X		S,E	X		S,E	None
Maine	A for S											None
Maryland	X ¹											None
Massachusetts	X ²		X		S, E			S, E			S, E	None
Michigan			X				X			X		None
Minnesota		X									S, E	None
Mississippi					S			S			S	None
Missouri		X		X						X		None
Montana				X			X			X		None
Nebraska												
Nevada				X			X			X		None
New Hampshire				O	S		O	S		O	S	None
New Jersey	X ¹											None
New Mexico	X ¹											None
New York					S			S			S	See note
North Carolina				X				S, E			S, E	None
North Dakota												None
Ohio			X			X			X			See note
Oklahoma					S,E			S,E			S,E	None

State	Not Specified	Directions				Passages			Questions			Grade Difference Flag
		G	U	D	A	U	D	A	U	D	A	
Oregon		X					X			X		None
Pennsylvania					X			S,E			S,E	None
Rhode Island												
South Carolina		X										
South Dakota				X			X			X		None
Tennessee												
Texas		X					X			X		See note
Utah	X	X										None
Vermont				X			X			X		None
Virginia	X	X										None
Washington		X					X			X		None
West Virginia		X									S, E	None
Wisconsin				X			X			X		None
Wyoming		X					X			X		None

¹ Maryland, New Jersey, and New Mexico: Accessibility feature for any student for whole text or selected sections.

² Massachusetts: Select words read aloud is a universal feature for all students.

Table 4. Science

Key: G= General instructions, U= Universal Feature, D= Designated Feature, A= Accommodation.
X= General Education Students, P= Prohibited, S=Students with Disabilities, E=English Learners,
O=General Education Students with educator team decision emphasized.

State	Note Specified	Directions				Passages			Questions			Grade Difference Flag
		G	U	D	A	U	D	A	U	D	A	
Alabama			X			X			X			None
Alaska		X						S,E			S,E	None
Arizona			X			X			X			None
Arkansas		X						S,E			S,E	None
California				X			X			X		None
Colorado				X			X			X		None
Connecticut								S	X			None
Delaware						X			X			None
District of Columbia			X			X			X			None
Florida												
Georgia												
Hawaii							X			X		None
Idaho												
Illinois			X			X			X			None
Indiana	A for S,E											None
Iowa												

State	Note Specified	Directions				Passages			Questions			Grade Difference Flag
		G	U	D	A	U	D	A	U	D	A	
Kansas			X				S,E,O	S,E,O		S,E,O	S,E,O	None
Kentucky					S			S			S	None
Louisiana			X		S,E	X		S,E	X		S,E	None
Maine												
Maryland	X ¹											
Massachusetts	X ²		X		S, E			S, E			S, E	None
Michigan			X				X			X		None
Minnesota		X									S, E	None
Mississippi					S			S			S	None
Missouri		X		X						X		None
Montana					S,E			S,E			S,E	None
Nebraska												
Nevada												None
New Hampshire				O	S		O	S		O	S	None
New Jersey												
New Mexico												
New York					S			S			S	See Note
North Carolina				X				S, E			S, E	None
North Dakota												None
Ohio			X			X			X			See note
Oklahoma					S,E			S,E			S,E	None
Oregon		X					X			X		None
Pennsylvania					X			X			X	None
Rhode Island												
South Carolina		X										
South Dakota				X			X			X		None
Tennessee												
Texas		X					X			X		None
Utah	X	X										None
Vermont							X			X		None
Virginia	X	X										None
Washington		X					X			X		None
West Virginia		X									S,E	None
Wisconsin				X			X			X		None
Wyoming		X					X			X		None

¹ Maryland: Accessibility feature for any student for whole text or selected sections.

² Massachusetts: Select words read aloud is a universal feature for all students.