Application TTS Checklist

KANSAS
STATE DEPARTMENT OF
EDUCATION

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Kansas leads the world in the success of each student.

Accommodations by Program

TOOLS AND ACCOMMODATIONS BY ASSESSMENT PROGRAM

Tools available for ALL students taking a KS assessment

Icon	Tool	KAP	KELPA	DLM	cPass
	Calculator – Basic or TI-108[1]	✓			✓
	Calculator - TI Graphing[2]	✓			
	Calculator - TI Scientific[3]	✓			
	Eraser	✓	✓		✓
	Guide Line	✓	✓		
	Help	✓	✓		✓
	Highlighter	✓	✓		✓
	Mark for Review – Question Answered	✓	✓		✓
	Mark for Review – Question Unanswered	✓	✓		✓
	Notes	✓	✓		✓
	Periodic Table (Science)	✓			
	Pointer	✓	✓		✓
	Search	✓	✓		✓
	Striker	✓	✓		✓
	Tags	✓	✓		
	Text to speech audio (TTS) – directions[5]	✓	✓		
	Text to speech audio (TTS) – science[4,5]	✓			
	Whole Screen Magnification	✓	✓	✓	✓
	Sketch Pad	✓	✓		

Some accommodations are available by testing program and not available for all testing programs!

Five-Step Decision-Making Process

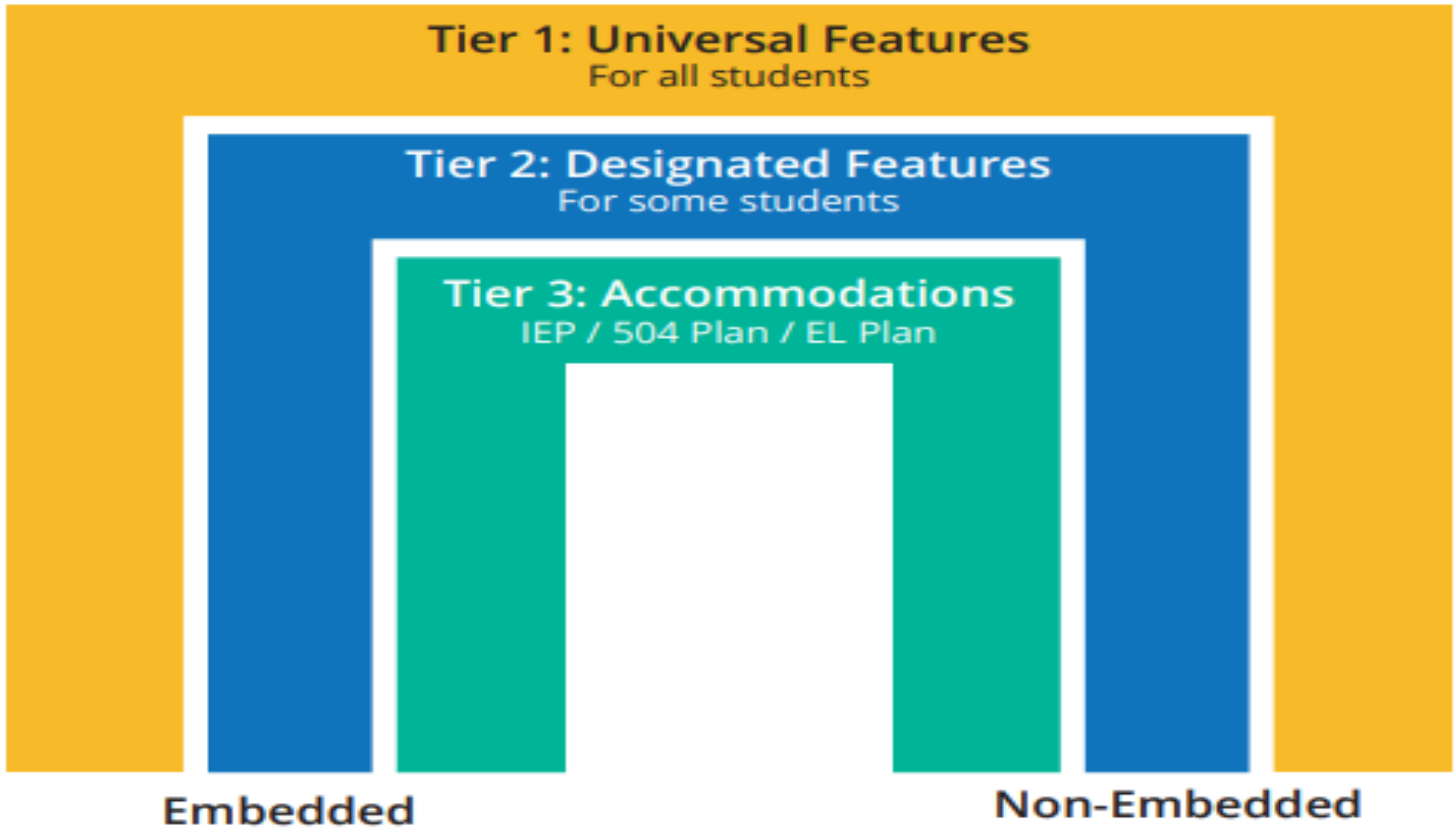
- Step 1: EXPECT students to Achieve Grade-level Standards.
- Step 2: LEARN about accessibility supports for instruction and assessment.
- Step 3: SELECT accessibility supports for instruction and assessment.
- Step 4: ADMINISTER accessibility supports during instruction and assessment.
- Step 5: EVALUATE use of accessibility supports in instruction and assessment

Kansas Accessibility Manual (pdf)

Four Questions Educators Should Ask:

1. What are the student's specific instructional and assessment needs?
2. How does the student's access to curriculum, instruction, and assessment support the goal of developing student independence?
3. Is there a universal feature the student should **not** have?
4. Does the student need any designated features or accommodations?

KAP Accommodations



Three-Tiered Approach to Accessibility

	TIER 1: Universal Features	TIER 2: Designated Features	TIER 3: Accommodations
	For all students	For some students	IEP | 504 Plan | ILP
Embedded	Calculator Basic or TI-108 Grades 6-8, 10 Periodic Table Calculator TI-Graphing Grade 10 Calculator TI-Scientific Grades 6-8 Search Eraser Striker Guideline Tags Highlighter Text-to-Speech (TTS) TTS directions TTS science Help Pointer Mark for review Whole screen magnification Notes Sketch pad	Magnification (2x, 3x, 4x, 5x) Masking (answer masking, custom masking) Overlay color Contrast color Invert color choice Audio background	Keyword translation display (Spanish) Signing – ASL Spoken audio – TTS Text only Text and Graphics TTS for ELA passages (nonvisual) must be approved by KSDE
Non-Embedded	Separate, quiet or individual setting		Sign interpretation Braille (UEB) Single switches Two-switch system Test administrator enters responses for student

[Tools and Accommodations for the Kansas Assessment Program]

[PNP Planning Tool]

Accommodations should be used consistently throughout the year in order for accommodations to be used during state assessments.

Accessible Educational Materials (AEM)

- IDEA 2004 mandated AIM (braille, large print, audio, digital text).
- IDEA 2004 wanted to make sure that students who have disabilities have access to, are involved in, and progress in the general education curriculum.
- IDEA 2004 created the tool/vehicle for IEP teams - mandated technical standard in printing (NIMAS) source files
- Print disability is a term used to identify students who qualify for accommodations under 504 or IDEA. A student with a print disability is one who is unable to gain information from printed materials at an anticipated level for their grade, and needs alternative access or an accessible format to gain information from and use those materials
- Endrew F – FAPE standard should be reviewed and considered by IEP teams regarding the progress standard for students with print disabilities.
- Key considerations are the student's functional ability to use and learn from standard print materials.

Text-to-Speech Options

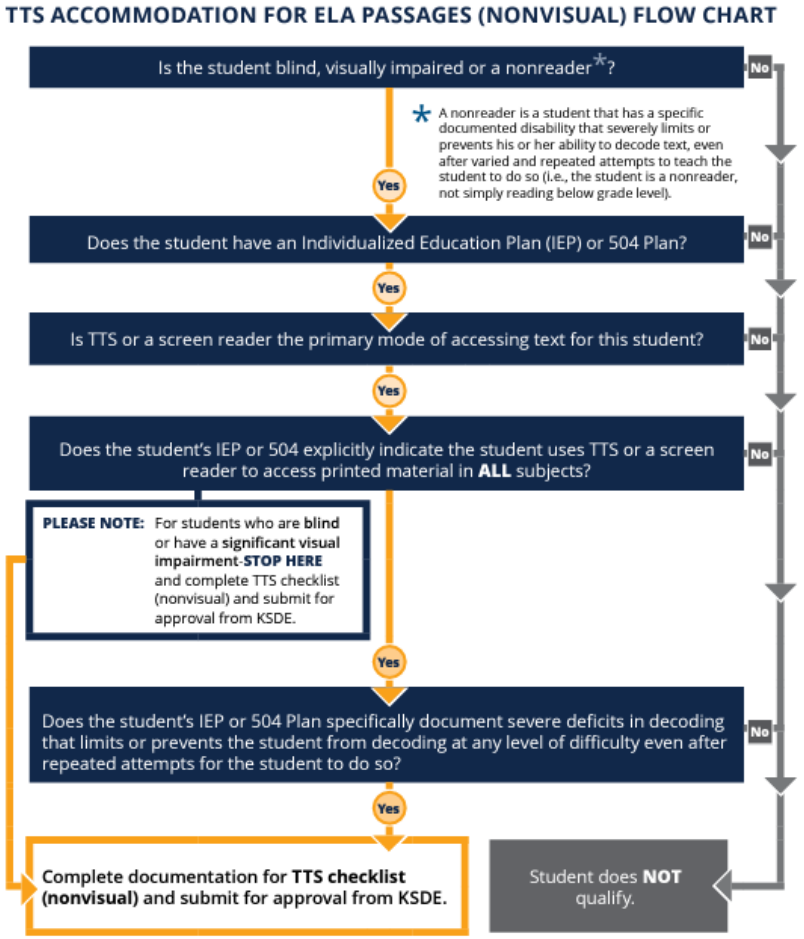
	Available to All Students?	Is PNP Required?
Text-to-Speech Audio (TTS) Directions	Yes	No
Text-to-Speech Audio (TTS) Science	Yes	No
Text-to-Speech Audio (TTS) Test Items (Text & Graphics)	No	Yes
Text-to-Speech Audio (TTS) (nonvisual) ELA Passages	No	Yes, and KSDE approval required

Human Reader

A HUMAN READER IS NOT AN ALLOWED ACCOMMODATION ON THE KAP ASSESSMENT

Text-to-Speech Accommodations Available on the Kansas Assessment Program

TTS AUDIO	DESCRIPTION
Directions	**All students** can choose to have a synthetic voice read directions aloud on all assessments. This is a universal feature.
Science	**All students** can choose to have a synthetic voice read directions and items aloud on the science assessment. This is a universal feature.
Text and Test Items	A synthetic voice will read text and test items. A student who needs a TTS accommodation is one whose ability to convey knowledge of the content area is severely limited by whether he or she can read the assessment materials; this student would not be successful in the classroom without the read-aloud accommodation. To use the TTS accommodation on the state assessment, the student must have the read-aloud accommodation provided in the classroom on a regular basis (that is, as an on-going practice for both classroom instruction and classroom assessment). Neither English learners (EL) nor students who receive Title I or special education services automatically qualify for the TTS accommodation. It is the local district's responsibility to define "severely limited" and to quantify a "regular basis" for classroom instruction and assessments. Districts may provide their own tools and resources for determining need of the TTS accommodations. **The Kansas State Department of Education's expectation is that qualified students are at least one year below grade level in English Language Arts (ELA) and that they use the accommodation at least 50% of the time on classroom assignments and 100% of the time on classroom assessments that contribute to classroom grades.** This accommodation must be selected on a student's PNP. **Text and graphics are the default and will read tables and graphs on the mathematics assessment. Text only is not used for KAP.**
ELA Passages (nonvisual)	A synthetic voice will read the ELA passages. For a very limited number of students, TTS of reading passages in ELA (nonvisual) may be permitted. **Students with an IEP or 504 plan who cannot access printed text because of blindness, low vision or nonreader* may have the Text-to-Speech Checklist (nonvisual) submitted for approval to** TTSnonvisual@ksde.org **by January 31st. This accommodation is appropriate for student's whose IEP/504 Plan explicitly indicates the student's primary mode of accessing printed materials is through text-to-speech or a screen reader.** * A nonreader is a student that has a specific disability that severely limits or prevents his or her ability to decode text, 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). The read-aloud accommodation does not refer to an adult reading an occasional word, an occasional distractor, an occasional stem, or an occasional question to the student. However, an adult reading any words in the ELA passage is prohibited.



Application TTS Checklist

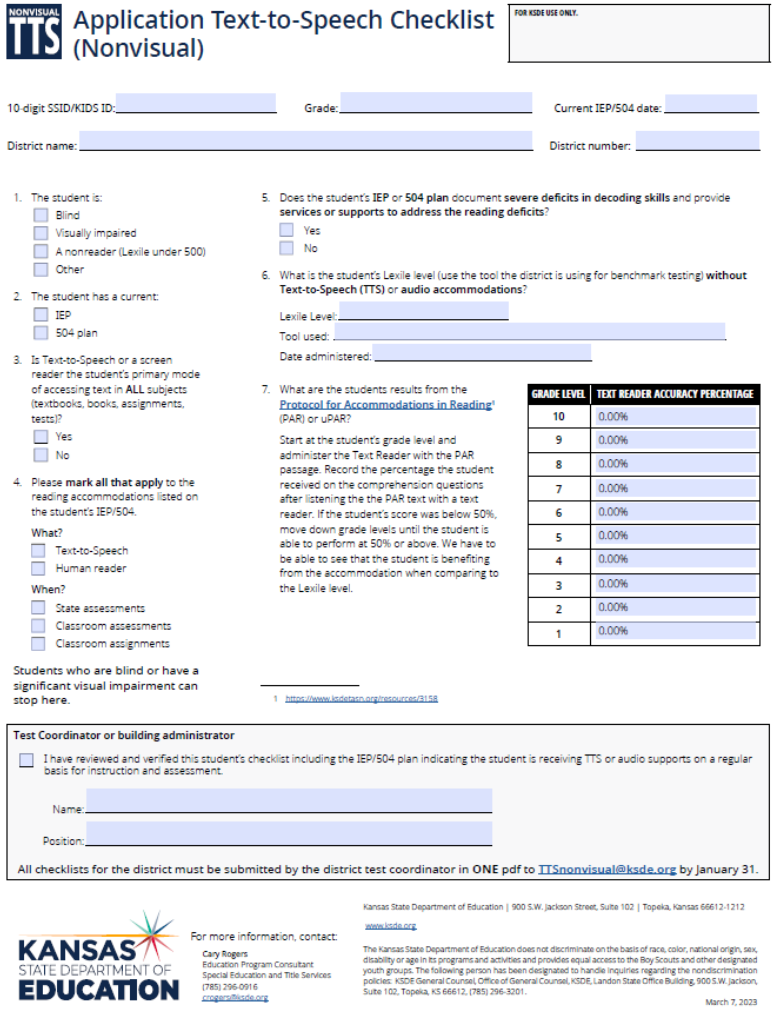
Changes in PAR requirements:

Removed the oral reading section from the PAR due to changes that uPAR made in what grade oral reading is administered

What are the students results from the **Protocol for Accommodations in Reading**[1] (PAR) or uPAR?

Start at the student's grade level and administer the Text Reader with the PAR passage. Record the percentage the student received on the comprehension questions after listening to the PAR text with a text reader. If the student's score was below 50%, move down grade levels until the student is able to perform at 50% or above. We have to be able to see that the student is benefiting from the accommodation when comparing to the Lexile level.

Application TTS Checklist
Frequently Asked Questions for TTS Nonvisual



NONVISUAL TTS Application Text-to-Speech Checklist (Nonvisual)

FOR KSDE USE ONLY.

10-digit SSID/KIDS ID: _____ Grade: _____ Current IEP/504 date: _____

District name: _____ District number: _____

1. The student is:
   - Blind
   - Visually impaired
   - A nonreader (Lexile under 500)
   - Other
2. The student has a current:
   - IEP
   - 504 plan
3. Is Text-to-Speech or a screen reader the student's primary mode of accessing text in **ALL** subjects (textbooks, books, assignments, tests)?
   - Yes
   - No
4. Please **mark all that apply** to the reading accommodations listed on the student's IEP/504.

   What?
   - Text-to-Speech
   - Human reader

   When?
   - State assessments
   - Classroom assessments
   - Classroom assignments

Students who are blind or have a significant visual impairment can stop here.

5. Does the student's **IEP** or **504 plan** document **severe deficits in decoding skills** and provide **services or supports to address the reading deficits**?
   - Yes
   - No
6. What is the student's Lexile level (use the tool the district is using for benchmark testing) **without Text-to-Speech (TTS)** or **audio accommodations**?

   Lexile Level: _____
   Tool used: _____
   Date administered: _____
7. What are the students results from the Protocol for Accommodations in Reading[1] (PAR) or uPAR?

   Start at the student's grade level and administer the Text Reader with the PAR passage. Record the percentage the student received on the comprehension questions after listening the the PAR text with a text reader. If the student's score was below 50%, move down grade levels until the student is able to perform at 50% or above. We have to be able to see that the student is benefiting from the accommodation when comparing to the Lexile level.

GRADE LEVEL	TEXT READER ACCURACY PERCENTAGE
10	0.00%
9	0.00%
8	0.00%
7	0.00%
6	0.00%
5	0.00%
4	0.00%
3	0.00%
2	0.00%
1	0.00%

1 https://www.ksdetasn.org/resources/3158

Test Coordinator or building administrator

- I have reviewed and verified this student's checklist including the IEP/504 plan indicating the student is receiving TTS or audio supports on a regular basis for instruction and assessment.

Name: _____

Position: _____

All checklists for the district must be submitted by the district test coordinator in **ONE** pdf to TTSnonvisual@ksde.org by January 31.

KANSAS STATE DEPARTMENT OF EDUCATION

For more information, contact:
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March 7, 2023

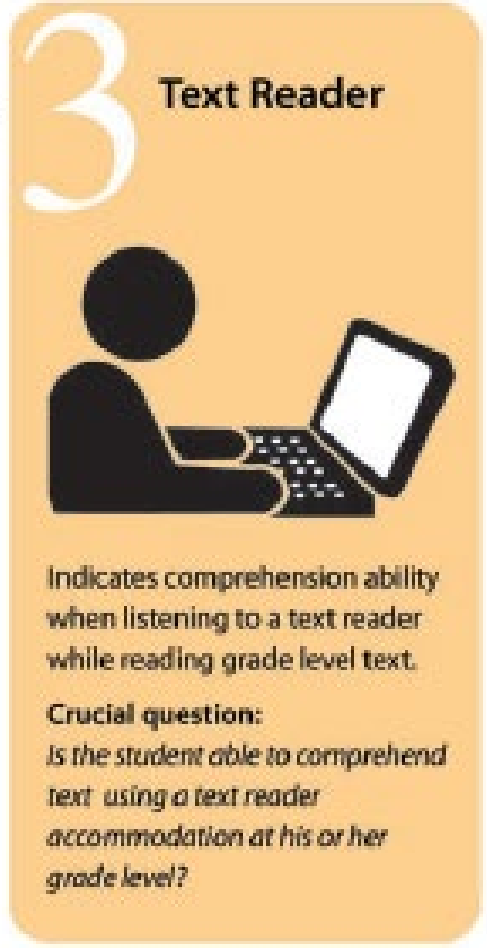
Protocol for Accommodations in Reading (PAR)

- PAR can be downloaded for free
- uPAR costs, can administer to entire classroom at once
- Start at student's actual grade level
- Use the student's regular screen reader
- Record percentage correct on comprehension questions after passage
- Lower grade level until student completes with at least 50% accuracy

GRADE LEVEL	TEXT READER ACCURACY PERCENTAGE
10	0.00%
9	0.00%
8	20.00%
7	0.00%
6	40.00%
5	0.00%
4	55.00%
3	0.00%
2	0.00%
1	0.00%

The PAR Process

- KSDE only requires the text reader results for the application TTS checklist
- To examine the effectiveness of using text-to-speech accommodations, the student uses the text reader available at his or her school (e.g., Read:OutLoud, Read and Write Gold, Kurzweil) to read an equivalent passage at the student's grade level.
- It is preferable to use a text reader that is familiar to the student. The text-to-speech rate should be set approximately 20% higher than the student's oral reading rate.
- Then the student is given an opportunity to increase or decrease the rate of text-to-speech, as well as an opportunity to increase or decrease font size.
- Comprehension questions are presented verbally and scored accordingly
- As needed move to lower grade passage to identify optimal levels of comprehension using the accommodation



Benefits of Using the PAR

- Using the PAR process may be useful to document reading accommodation needs.
- PAR can also be a useful tool as part of the Response to Intervention (RtI) assessment process.
- Students in tier two or three reading interventions who are still below grade level and intervention is not projected to get students to grade level, then the PAR process would help to identify appropriate accommodation strategies.

Action Signs for a need for AIM

- Students who struggle to decode or read with fluency but demonstrate the ability to comprehend at a significantly higher level when an adult reads aloud.
- Students in reading interventions who are struggling to keep up in content level classes.
- Students who do well in class except when they need to read and respond to written material.
- Students who read fluently but lack comprehension.
- Students who have been successful in class using only an adult reader accommodation.

Text Reader Steps

Step	Examiner	Student
1.	• Open the Text Reader Practice passage. • Open and minimize the grade level passage you've targeted for use with this student. • Using the Text Reader Practice passage, set the text reader to a speed that corresponds to the student's oral reading rate plus 20%. Demonstrate the text reader and the options to change voice and speed.	• "Now, we'll read a practice passage using the Text Reader. You can make the print bigger or smaller using these arrows. Let's figure out what size is best for you. You want it just right for you." • "You can slow down or speed up the reading here. Tell me if this is just right for you." • "You can look up a word by clicking on the dictionary."
2.	• Open the Text Reader with the appropriate passage. Be sure the speed and font size are set to the student's preferences. • Before reading, cover the passage on the screen and read the title. Have student read and predict what it might be about.	• "Now you will read a passage on the computer." • "What do you think this story is about?" • "I'll ask you some questions when you're done reading. You can start and stop the reading by clicking here."
3.	• Leave the text version on the screen. • Ask the comprehension questions. Stop after 3 incorrect responses or if frustration is clearly evident. You can prompt -->> • Responses similar in meaning to the printed answer should be scored as correct. Half credit is allowed when answers are close to the acceptable response but are vague or incomplete.	• "What else? Explain that further." • "That's right but what did it say in the passage?" (Student uses experience instead of information) • "I want to know what you think."(Student has difficulty with inferential questions)

Print the scoring form for the passage you select- scoring sheets are in the scoring form folder by grade level

Student:_____ **Date:** _____

Testing Condition: *(circle one)* Student's Oral Reading Adult Reader Text Reader

Oral Reading, # Words at 1 Minute: ____ (Student's Oral Reading condition only)
Misread Words/Omissions/Substitutions

Passage: Fascinating Owls **Expository 4.6**

People everywhere are fascinated by owls. Some believe that owls are wise and bring good luck. Others believe that owls are spirits of evil.

Old Hawaiian legends told that owls were smart protectors. In Greenland, natives believed that owls were helpful guides. Indonesians listened to their hoots to decide if travel was safe. Australian Aborigines believed that owls were sacred. In Brittany, it was a good sign to see an owl at harvest. Ancient Afghans believed that the owl helped man make fire.

So why are humans spooked by owls? Night animals, owls roost and hunt in lonely, dark places. Their sharp talons and hooked beaks make them deadly killers. Owls fly silently and attack their prey without warning. Their pale undersides make them look like white ghosts against the black sky. Owls' big eyes stare, and their heads turn almost all the way around. No wonder owls seem spooky!

Question	Incorrect	Correct	Type
1. What is this passage about? (owls)			Main Idea
2. What kinds of stories did people in ancient cultures tell about owls? (legends)			Fact
3. How do owls kill their prey? (any logical response: they tear them apart with their sharp talons and hooked beaks)			Fact
4. When do owls hunt? (at night)			Fact
5. What did the ancient Afghans believe about the owl? (that the owl helped man make fire)			Fact
6. What would you think you had seen if you looked up and saw the white feathers on the underside of an owl flying silently in the night sky? (A ghost)			Inference
7. Since ancient times, how do you think people of many cultures have felt about owls? (any logical response: interested, fascinated, scared, spooked by)			Inference
8. What does the word "fascinated" mean? (to find very interesting)			Vocabulary
Total (circle the outcome) Green 7-8 Correct Yellow 3-6 Correct Red 1-2 Correct			

Question Type	Correct	Incorrect
Main Idea		
Fact		
Inference		
Vocabulary		

Likert Scale Rating: ____

Comments/Observations:

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04.2014

← Enter the % accurate rather than using the color coding for the total

Rich Text Format (RTF)

Fascinating Owls

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Frequently Asked Questions

- If a student had TTS on KAP in the past, do we need to administer the PAR with them?

- We have students with dyslexia that are not on an IEP or 504 , however, classroom... will they quality for TTS without having the IEP or 504?

- Is “nonreader” relative to grade level text? Example student is in 6th grade but reads at the 2nd grade level independently on a silent read but scores at grade level with a text reader.

Frequently Asked Questions for TTS Nonvisual

Key Points to Remember

- Form must be **complete**
- This accommodation is for **TTS for the ELA passages**, KSDE does not need to approve the TTS text and graphics setting which is the default on Kite – TTS for test items
- Students who are **blind or visually impaired** can stop after question 4
- **Non-readers must be using Text-to-Speech** in order to be approved for the nonvisual setting. Students who only have a human reader will not be approved
- Students who have a Lexile without TTS or audio accommodations above 500 would not be considered a non-reader

Lexile Level

- What is the student's **Lexile level without TTS or audio accommodations?**
  - Must provide the Lexile level, tool used, and date administered (must be for current school year)
  - This will help support severe deficits in decoding skills
  - This is used to determine if a student is a non-reader
  - Students with **Lexile levels above 500 are not considered non-readers for the Kansas State Assessment**

Contact Information

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