

BRISTOL VIRGINIA PUBLIC SCHOOLS
READ-ALOUD ACCOMMODATION as a STANDARD ACCOMMODATION on the READING STANDARD
OF LEARNING ASSESSMENT

Student: _____ Date: _____ Case Manager: _____

Please complete this worksheet for each student that the IEP Team intends to utilize the “Read-Aloud” or “Audio Test” as an accommodation in the IEP for the SOL in Reading

1. Does the student have a visual impairment, including blindness, or a specific disability that severely limits or prevents them from decoding text at any level of difficulty, as determined by a diagnostic tool(s) or instrument(s)?

<input type="checkbox"/> Yes.	Describe diagnostic results, specifically in the area of decoding. Diagnostic results on standardized tests [(KTEA-III) Subtests: Letter & Word Recognition, Nonsense Word Decoding, Word Recognition Fluency, Silent Reading Fluency, Phonological Processing or Decoding Fluency should indicate standard scores of 79 OR BELOW to indicate a severe limitation.] Go on to Section 2
<input type="checkbox"/> No.	End review – the student is not eligible for this accommodation. Complete RESULT Section at end.

2. Are there goals included in the IEP to address the reading concern?

<input type="checkbox"/> Yes.	The proposed IEP contains goals specifically to address the reading concern. Go on to Section 3
<input type="checkbox"/> No.	End review – the student is not eligible for this accommodation. Complete RESULT Section at end.

3. Does the student demonstrate adequate comprehension?

<input type="checkbox"/> Yes.	The student has comprehension skills that would allow them to access grade level curriculum. This determination is based upon a review of grades, observations, and discussion with teacher (s). Provide Evidence (grades, observations, teacher discussion, etc.). Go on to Section 4
<input type="checkbox"/> No.	End review – the student is not eligible for this accommodation. Complete RESULT Section at end.

4. Does the student have access to the general curriculum?

<input type="checkbox"/> Yes.	Based upon a review of the IEP, the student has access to the general curriculum. Go on to Section 5
<input type="checkbox"/> No.	End review – the student is not eligible for this accommodation. Complete RESULT Section at end.

5. Does the student regularly use the accommodation in the classroom for decoding?

<input type="checkbox"/> Yes.	Based upon a review of the IEP, the student uses read-aloud or pre-recorded version of assessments as part of their regular program to address decoding issues. Go on to RESULTS
<input type="checkbox"/> No.	End review – the student is not eligible for this accommodation. Complete RESULT Section at end.

RESULTS. Based upon the review, the responses to each question MUST be “Yes” for the student to be eligible for the read aloud on the Reading SOL, as an accommodation.

This student:	<input type="checkbox"/> Meets the Eligibility Criteria for the accommodation of read aloud or audio on the Reading Standard of Learning Assessment. (Provide a copy to your building testing coordinator, place a copy with the student’s IEP, and send a copy to the Special Education Department)
	<input type="checkbox"/> Does Not Meet the Criteria. The IEP Addendum reflecting the removal of this accommodation from the current IEP is attached (if needed). (Place a copy of this form and either the IEP or amendment in the student’s educational record and send to the Special Education Department)