



TOOLKIT FOR ENGLISH LEARNERS WITH DISABILITIES

Planning for the Accessibility Needs of an English Learner with a Disability Who Participates in State General Assessments

TOOL 6



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Planning for the Accessibility Needs of an English Learner with a Disability Who Participates in State General Assessments

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English Learners with Disabilities Toolkit

The regulations for the 2015 reauthorization of the Elementary and Secondary Education Act, known as the Every Student Succeeds Act (ESSA), include a requirement that states develop an alternate English language proficiency (ELP) assessment for English learners with the most significant cognitive disabilities. Additionally, ESSA requires, and the Individuals with Disabilities Education Act (IDEA) affirms, that students with the most significant cognitive disabilities, including English learners with the most significant cognitive disabilities, who cannot take the general content assessment must participate in alternate assessments based on alternate academic achievement standards (AA-AAAS) in certain grades. This requirement means that Individualized Education Program (IEP) teams will need to annually make a decision for each English learner with a disability about whether the student should participate in an alternate assessment or a general assessment. This decision will need to be made for both the ELP assessment and in certain grades for the content assessments of reading/language arts, mathematics, and science as well as for any other content assessments the state has.

Purpose of the English Learners with Disabilities Toolkit

The *English Learners with Disabilities Toolkit* is designed to provide states and IEP teams with tools they can use to better understand their students who are English learners with disabilities and to determine in which state assessment (general or alternate) they should participate and whether accessibility features or accommodations are needed for their participation in any assessment. This toolkit does not address the development of complete IEPs for English learners with disabilities.

States and IEP teams can modify the tools included in this toolkit to reflect any differences in their English learners with disabilities populations or in their IEPs. They also can be adjusted to link to a state's own guidelines for participation in ELP and content assessments.

Overview of the English Learners with Disabilities Toolkit

Decisions about the participation of English learners with disabilities in state assessments (both ELP and content assessments) are among the more difficult decisions that the team makes. This toolkit presents a collection of tools to help states understand their population of English learners with disabilities. It also includes some tools that states can share with their districts, including several tools for IEP teams to use when making decisions about participation in assessments and about needed accessibility features and accommodations.

Tool 6

Planning for the Accessibility Needs of an English Learner with a Disability Who Participates in State General Assessments

English learners with disabilities should have access to state general content assessments so they can show what they know and can do, just as they must have the same opportunity as other students to learn in class. This means that the accessibility needs of English learners with disabilities must be addressed and documented by the Individualized Education Program (IEP) team.¹ To do this, the IEP team of each student must consider both the barriers that may be created by their disability and by their proficiency in the English language. It is best for the team to have input from a collaboration of educators and the family on possible accessibility features, including accommodations. An expert in English language development is an essential member of the team to ensure a student's language background and language development needs are appropriately considered during IEP development.

Accessibility in the context of assessment is a broad term that includes a variety of accessibility features that support participation in assessments. Many states have implemented a tiered system of accessibility features for state assessments that include universal features available to all students, designated features available to students for whom an adult or team of adults have identified a need, and accommodations available for students with disabilities and English learners (for assessments of content). The term accessibility feature is used here to describe universal features, designated features, and accommodations. Some states include another level of administration considerations that identify general procedures for optimal participation in an assessment; they are included here as well when we use the term accessibility features.

An English learner with a disability may need accessibility features that support both their disability and their language learning. Available accessibility features often are different for content assessments and for assessments of English language proficiency (ELP). This is because the purposes of the assessments are different. Content assessments are designed to measure the content knowledge of reading/language arts, math, science, and other areas regardless of the student's English language skills. ELP assessments are designed to measure the student's proficiency in English.

For English learners with disabilities, it is important that the student have experience with all accessibility features selected for the state assessment. Ideally, this experience will occur during classroom academic instruction. If some accessibility features are not available for use during instruction, their use during practice assessments must be provided. Often, the English language

¹Some English learners with a disability will have a 504 plan where accessibility needs would be documented. In addition, some states and local education agencies have English learner plans where additional English learner accessibility needs may be documented.

development supports that are provided during instruction may not be called accessibility features, nor even accommodations.

Table 1 presents a few examples of possible assessment accessibility features and instructional supports that might meet students’ disability-related needs, their English language development needs, or both.

Table 1. Examples of Accessibility for Disability-Related Needs, Language Development Needs, or Both on State Assessments and Classroom Instruction

Need	Assessment ^a	Instruction
Disability	Braille	A student with a visual impairment or blindness receives classroom reading materials in braille. In addition, the teacher has labeled classroom objects and display material in braille.
	Color Contrast	The teacher makes sure all hard copy and PowerPoint materials have high contrast between the paper or background color and the font. A student with a visual impairment changes the contrast settings on their school-assigned tablet for electronic readings and homework.
	Amplification device	The teacher uses a wireless microphone when speaking to the class. A student with a hearing impairment receives sound through earbuds/hearing aid and can adjust the volume.
English language development ^b	Bilingual dictionary	A student uses a bilingual dictionary to look up the meaning of English words in their home language.
	English dictionary	A student uses an English dictionary to look up the meaning of English words.
	Glossary	A student in a science class receives a short list of key terms that will be used in an upcoming lesson.
	Native language presentation	A student translates the text of a math problem using software on a cell phone.

Need	Assessment ^a	Instruction
Both disability and English language development ^c	Speech-to-text	A student in an English language arts class can complete writing assignments by typing or using speech-to-text software.
	Text-to-speech (English)	A student uses text-to-speech software to read aloud in English a novel being discussed in English language arts class.
	Word prediction	A student in a history class can use software that suggests words to use in a written history essay.

^aStates may vary in whether these are considered to be universal features, designated features, or accommodations.

^bAccessibility features for English language development would not be allowed on English language proficiency assessments.

^cIf not included in the student’s IEP and only used to support English language development needs, these accessibility features would not be allowed on English language proficiency assessments.

Overview of Tool 6

This tool describes a planning process for determining the access needs of an individual English learner with a disability who will take general assessments.² Tool 7 (*[Planning for the Accessibility Needs of an English Learner with a Disability Who Participates in State Alternate Assessments](#)*) addresses planning for the accessibility needs of an English learner with a disability who participates in state alternate assessments.

The planning process is best when it involves collaboration with the student, their family, and educators. Ideally, the planning process would take place over the course of a school year, with refinements as new information is gathered and the effects of accessibility features documented. Each portion of the planning process represented in the Accessibility Plan is addressed here in a separate component of this tool, with the final component providing an example of a completed Accessibility Plan. The Accessibility Plan is designed to supplement the IEP.

Four components are included in Tool 6 to address the sections of the Accessibility Plan for an English learner with a disability:

- **Tool 6-A:** Student Characteristics and Experiences
- **Tool 6-B:** Instructional and Assessment Planning for Accessibility

²This tool is based on a resource developed by the Improving Instruction for English Learners Through Accessibility Decision Making (Improving Instruction) project. It has been adapted to focus on English learners with disabilities who participate in state general assessments (both content and ELP assessments) as well as other large-scale assessments. Reference: Improving Instruction for English Learners Through Accessibility Decision Making. (n.d.) *EL accessibility plan*. https://nceo.umn.edu/docs/OnlinePubs/II_EL_accessibility_form.docx

- **Tool 6-C:** Evaluation
- **Tool 6-D:** Sample Completed Accessibility Plan

States may customize this tool as needed to meet their needs. To download the Microsoft Word version of this resource, see https://nceo.umn.edu/docs/OnlinePubs/ELsDisToolkit_Tool6_PlanningGeneralAssessments.docx

Tool 6-A

Test Scores and Student Characteristics and Experiences

Understanding a student's scores on previous assessments as well as the characteristics and experiences of each English learner with a disability contributes to appropriate decisions about the student's need for accessibility features during both instruction and state assessments. For example, suppose a student taking a math assessment has low proficiency in English reading but is literate in their home language and has received math instruction in that language. For such a student, a bilingual glossary of math terms could be helpful for instruction or a native language translation of a test might be beneficial. However, for a student who does not have that reading proficiency in their home language and has not received instruction in it, accessibility features that provide home language support may not be beneficial.

Although more information than previous test scores is needed for placement and instructional decision making, looking at those scores is a starting point. A form for recording student assessment data is provided in Form A-1. It has spaces for content tests (e.g., reading/language arts, math, science, etc.), English language proficiency (ELP) test domains, and other tests (such as interim assessments and screeners). The form can be adjusted by adding sections, columns, rows, or options to meet a specific situation.

Form A-1. Student Assessment Data (Include or attach all available data)

Student's Name _____ Grade _____ School Year _____

Assessment		Current Year's Score	Previous Year's Score
State Content	Reading / Language Arts		
	Math		
	Science		
	Other		
ELP	Reading		
	Listening		
	Writing		
	Speaking		
Interim Assessment			
Screener			
Others			

Form A-2 can be used to summarize information on student characteristics and experiences. The form requests information on the student's languages, previous educational experiences, migration status and mobility, and cultural factors that may affect how the student interacts with others at school. Information about the student's disability should be included. Also, the form provides space for recording any characteristics, interests, and strengths that might be relevant to teaching approaches and the student's participation in assessments.

Finally, include with the form the sources used to gather information about the student. These might be the student, the student's family, previous teachers, or specialists who have worked with the student.

Form A-2. Student Characteristics and Experiences (include information that may affect or support the use of accessibility features in instruction and assessment)

Student's Name _____ Grade _____ School Year _____

Home Language Background (*What languages are spoken at home? Are there differences in social communication and academic English proficiency?*)

Educational Experiences (*What have the student's school experiences been learning in English and other languages? Include schools in the U.S. and other countries.*)

Cultural Factors (*Are there any aspects of the student's home culture that influence their educational experiences?*)

Migration Status and Mobility (*Have there been disruptions in schooling or in living arrangements? If so, how have they affected schooling?*)

Disability (*What are the student's diagnosed disabilities?*)

Academic Interests and Academic Strengths (*What are the student's interests? How does the student learn best?*)

Sources of Information (*e.g., student, parents/family, previous teachers, specialists*)

Tool 6-B

Instructional and Assessment Planning for Accessibility

Accessibility decisions should be made for instruction and for each assessment that the English learner with a disability will take: required general content assessments (e.g., reading/language arts, math, science) and the general English language proficiency (ELP) assessment. Specific accessibility features and how they are classified (e.g., universal feature, designated feature, accommodation) may vary by test. It is important that the Individualized Education Program (IEP) team consider each accessibility feature separately.

Form B-1 addresses instructional and assessment planning for an English learner with a disability. It is designed to help in thinking about how and when the student will use each accessibility feature. When the form is completed, the information in it can be used to answer questions like:

- What are the student’s accessibility needs for instruction? . . . for assessment?
- What accessibility features would help meet the student’s needs?
- Do accessibility features used in class have a counterpart on state assessments?
- For which assessments will the student need each accessibility feature?
- For which instructional content areas or topics will the student need each accessibility feature?
- Is there a need for any accessibility features documented in other planning documents, such as an Individualized Education Program (IEP), 504 plan, or English Learner Plan?
- Will the student need help using any accessibility features?

The state accessibility manual and the school assessment coordinator can be helpful resources in filling out Form B-1. Remember that the IEP team should include the student, the student’s parents, and the student’s other teachers—including the English language development or bilingual education teacher—in the process of deciding which accessibility features will work best for assessments.

Form B-1. Instructional and Assessment Planning for Accessibility

Student's Name _____ Grade _____ School Year _____

Student Need	Accessibility Feature	Instruction	Content Assessments			ELP Assessment ^a	Notes (e.g., instructional topic, state assessment policy, adult assistance needed, etc.)
			Reading / Language Arts	Math	Science		
		___ During instruction ___ Classroom assignments ___ Quizzes ___ Unit tests ___ Group work ___ Homework ___ Other _____	___ State test ___ Interim Assessment ___ Screener ___ Other _____	___ State test ___ Interim Assessment ___ Screener ___ Other _____	___ Reading ___ Listening ___ Speaking ___ Writing _____		
		___ During instruction ___ Classroom assignments ___ Quizzes ___ Unit tests ___ Group work ___ Homework ___ Other _____	___ State test ___ Interim Assessment ___ Screener ___ Other _____	___ State test ___ Interim Assessment ___ Screener ___ Other _____	___ Reading ___ Listening ___ Speaking ___ Writing _____		

Student Need	Accessibility Feature	Instruction	Content Assessments			ELP Assessment ^a	Notes (e.g., instructional topic, state assessment policy, adult assistance needed, etc.)
			Reading / Language Arts	Math	Science		
		___ During instruction ___ Classroom assignments ___ Quizzes ___ Unit tests ___ Group work ___ Homework ___ Other	___ State test ___ Interim Assessment ___ Screener ___ Other	___ State test ___ Interim Assessment ___ Screener ___ Other	___ Reading ___ Listening ___ Speaking ___ Writing		
		___ During instruction ___ Classroom assignments ___ Quizzes ___ Unit tests ___ Group work ___ Homework ___ Other	___ State test ___ Interim Assessment ___ Screener ___ Other	___ State test ___ Interim Assessment ___ Screener ___ Other	___ Reading ___ Listening ___ Speaking ___ Writing		

^aFor English learners with significant visual or hearing impairments, careful consideration should be given to whether available accessibility features provide access to each domain. If not, the student **might** be considered for exemption from the domain.

Tool 6-C

Evaluation

After the student has used accessibility features in class and on assessments, decision-making teams should work together to determine how well they worked. Information should be gathered from teachers, the student, and the student’s family to evaluate how the accessibility features worked for instruction and for assessments. Ideas for how to better support the student moving forward should be included. Be aware of any potential consequences of using a particular accessibility feature on a test (e.g., if used on a college entrance exam without approval from the administering agency, scores may not count for college applications).

Questions to consider include:

- How did the student perform during instruction or on assessments when accessibility features were used versus not used?
- Were combinations of accessibility features effective versus not effective?
- If the student performed differently from what was anticipated (either better or worse), what are possible reasons (e.g., accessibility features allowed the student to show what they knew and could do, the student did not know how to use the accessibility feature, etc.)?
- How do the student and family feel about the use of a particular accessibility feature? What are their preferences?
- Were certain accessibility features refused by the student? If so, why?

Form C-1 provides space in the areas called “Notes on Instruction” and “Notes on Assessments” to document the information that is gathered. There is space for an overall evaluation of how the accessibility features worked for the student.

Form C-1. Evaluation

Student's Name _____ Grade _____ School Year _____

Accessibility Feature	Notes on Instruction			Notes on Assessment		
	Teachers' Evaluations	Student Evaluation	Family Evaluation	Teachers' Evaluations	Student Evaluation	Family Evaluation

Overall Evaluation of Accessibility Features: *(Looking at the table above, summarize the findings about currently used accessibility features in instruction and assessment.)*

Next Steps: *(Describe any changes needed to accessibility features for the future, as well as any additional information that may need to be gathered.)*

Tool 6-D

Sample Completed Accessibility Plan³

Form A-1. Student Assessment Data *(Include or attach all available data)*

Student's Name Manuel Grade 10 School Year 2023-24

Assessment		Current Year	Previous Year
State Content	Reading / Language Arts	Does not meet	Does not meet
	Math	Does not meet	Does not meet
	Science	Not applicable	Not applicable
	Other	Not applicable	Not applicable
ELP	Reading	Level 2	Level 2
	Listening	Level 2	Level 3
	Writing	Level 2	Level 2
	Speaking	Level 2	Level 3
Interim Assessment		Not applicable	Not applicable
Screeners		Not applicable	Not applicable
Others		Not applicable	Not applicable

³The sample student represented here is adapted from the profile developed by the IVARED (Improving the Validity of Assessment Results for English Language Learners with Disabilities). See <https://www.ivared.info/training.html>

Form A-2. Student Characteristics and Experiences (include information that may affect or support the use of accessibility features in instruction and assessment)

Student's Name Manuel Grade 10 School Year 2023-24

<p>Home Language Background (<i>What languages are spoken at home? Are there differences in social communication and academic English proficiency?</i>) Speaks English and Spanish with his immediate family. Speaks Spanish with grandparents. Conversational skills in Spanish are intermediate level and mostly on social topics. Does not read and write in Spanish.</p>
<p>Educational Experiences (<i>What have the student's school experiences been learning in English and other languages?</i>) Has only attended school in the U.S. in English. Has not been to school in Mexico and has had no exposure to academic content in Spanish. Has had English language development instruction in U.S. schools for several years. Inconsistent schooling due to mobility has created gaps in instruction.</p>
<p>Cultural Factors (<i>Are there any aspects of the student's home culture that influence their educational experiences?</i>) Has been taught to respect teachers. If a teacher expresses an opinion about his school work he will defer to the teacher. He may need support to express opinions about what he feels will benefit his own learning.</p>
<p>Migration Status and Mobility (<i>Have there been disruptions in schooling or in living arrangements? If so, how have they affected schooling?</i>) Continues to have lengthy absences from school. Family moves frequently between the U.S. and Mexico. When they return to the U.S., Manuel often attends a different school than he attended before the move.</p>
<p>Disability (<i>What are the student's diagnosed disabilities?</i>) After Manuel did not respond to English reading interventions appropriate for English learners, he was identified as having a learning disability. He has difficulty reading English fluently and comprehending the text. He makes spelling and grammar errors when writing and his handwriting can be difficult to read. Both reading and writing activities take extra time compared to peers.</p>
<p>Academic Interests and Academic Strengths (<i>What are the student's interests? How does the student learn best?</i>) Communicates easily in social English using everyday words. Speaks in detail on topics of interest to him (e.g., video gaming). Understands academic concepts above grade level when content is read aloud in English. Savvy technology user. Publishes an online video gaming vlog on YouTube as well as an Instagram channel. Uses artificial intelligence technology to help with spelling and grammar for captioning and text.</p>
<p>Sources of Information (e.g., parents, student, previous teachers, specialists) Manuel, his parents and other family members, general education teacher, special education teacher, English language development teacher, social worker.</p>

Form B-1. Instructional and Assessment Planning for Accessibility

Student Need	Accessibility Feature	Instruction	Content Assessments			ELP Assessment ^a	Notes <i>(e.g., instructional topic, state assessment policy, adult assistance needed, etc.)</i>
			Reading / Language Arts	Math	Science		
Hear text read aloud	Text-to-speech; human reader	<input checked="" type="checkbox"/> During instruction <input checked="" type="checkbox"/> Classroom assignments <input checked="" type="checkbox"/> Quizzes <input checked="" type="checkbox"/> Unit tests <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Homework <input type="checkbox"/> Other	<input checked="" type="checkbox"/> State test <input checked="" type="checkbox"/> Interim <input type="checkbox"/> Screener <input checked="" type="checkbox"/> Other (PSAT)	<input checked="" type="checkbox"/> State test <input checked="" type="checkbox"/> Interim <input type="checkbox"/> Screener <input type="checkbox"/> Other	_ Reading <input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Writing	During instruction: Aide provides read aloud support. Interim assessments: Do not allow read aloud on Reading/ELA test. State content tests: Text-to-speech on math and science tests; State policy does not allow use of text-to-speech on reading passage; may be used for directions. PSAT: Screen reader allowed for digital tests. Human reader also allowed. State ELP assessment: Anyone can use embedded text-to-speech on non-reading items.	

Student Need	Accessibility Feature	Instruction	Content Assessments			ELP Assessment ^a	Notes (e.g., instructional topic, state assessment policy, adult assistance needed, etc.)
			Reading / Language Arts	Math	Science		
Spelling support	Spell check	<input checked="" type="checkbox"/> During instruction <input checked="" type="checkbox"/> Classroom assignments <input checked="" type="checkbox"/> Quizzes <input checked="" type="checkbox"/> Unit tests <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Homework <input type="checkbox"/> Other	<input type="checkbox"/> State test <input type="checkbox"/> Interim Assmt <input type="checkbox"/> Screener <input checked="" type="checkbox"/> Other (PSAT)	<input type="checkbox"/> State test <input type="checkbox"/> Interim Assmt <input type="checkbox"/> Screener <input type="checkbox"/> Other	<input type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Writing	<u>State content tests</u> : Can use embedded spell check to review written text for errors. If preferred, student may use external spell check without embedded grammar check, is not connected to the internet, and does not save information. <u>PSAT</u> : Not allowed. <u>State ELP test</u> : Not allowed.	
Extra time	Extended time	<input checked="" type="checkbox"/> During instruction <input checked="" type="checkbox"/> Classroom assignments <input checked="" type="checkbox"/> Quizzes <input checked="" type="checkbox"/> Unit tests <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Homework <input type="checkbox"/> Other	<input type="checkbox"/> State test <input type="checkbox"/> Interim Assmt <input type="checkbox"/> Screener <input checked="" type="checkbox"/> Other (PSAT)	<input type="checkbox"/> State test <input type="checkbox"/> Interim Assmt <input type="checkbox"/> Screener <input type="checkbox"/> Other	<input type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Writing	<u>State content tests</u> : Not timed <u>PSAT</u> : Allows time and one-half (+50%) <u>State ELP test</u> : Not timed	

^aFor English learners with significant visual or hearing impairments, careful consideration should be given to whether available accessibility features provide access to each domain. If not, the student **might** be considered for exemption from the domain.

Form C-1. Evaluation

Student's Name Manuel Grade 10 School Year 2023-24

Accessibility Feature	Notes on Instruction			Notes on Assessment		
	Teachers' Evaluations	Student Evaluation	Family Evaluation	Teachers' Evaluations	Student Evaluation	Family Evaluation
Human reader/ Text-to- Speech	Very helpful when aide reads text aloud to him prior to the class covering the material. Best if pictures accompany read aloud.	Manuel is concerned about appearing "different" from other students when aide sits next to him and reads text only to him during class. Feels the aide reads too slowly.	Parent supports oral presentation option, but says Manuel sometimes complains about feeling singled out in class when he has a human reader.	Continue using text-to-speech on state tests. If a test allows either text-to-speech or human read aloud, choose text-to-speech.	Continue using text-to-speech.	Continue using text-to-speech.
Spelling support	Helpful. Can use technology independently. May spend too much time using technology. Needs clear directions on when spelling is important for a particular assignment or activity and when it is not so he can use time well.	Already comfortable using it on his own. Happy to keep doing this.	Was not aware Manuel knew how to use this technology. Glad he is doing so successfully.	IEP allows embedded spell check on state reading and math tests. Surprised he has not used it and did not know it was an option.	Did not know the state tests had embedded spell check function. Would like to know how to use it.	Help Manuel learn to use spell check on state assessments.

Accessibility Feature	Notes on Instruction			Notes on Assessment		
	Teachers' Evaluations	Student Evaluation	Family Evaluation	Teachers' Evaluations	Student Evaluation	Family Evaluation
Extra time	Beneficial. Needs extra time on most class work, particularly when using accessibility features. Needs guidelines on how much time to spend.	Does not always choose to use it even when offered. Wants to finish activities when his peers finish.	Agrees with teacher. Manuel needs guidance on how much extra time is appropriate given the task.	Not an option for state reading and math tests or ELP test. For PSAT would benefit from time and a half.	Not an option for state reading and math tests or ELP test. Wants time and a half on PSAT.	Not an option for state reading and math tests or ELP test. Parent not familiar with PSAT assessment. Wants to be sure extra time will not hurt scores.

Overall Evaluation of Accessibility Features (Looking at the table above, summarize the findings about currently used accessibility features in instruction and assessment.)

The IEP team agrees that careful use of oral presentation of text helps Manuel show what he comprehends in class and on tests. Having a human reader makes Manuel feel noticeably different from his peers and the pace of the human reader is often too slow. On state reading and math tests, text-to-speech is typically allowed and should continue to be available to him. On the PSAT he would have the ability to use either a human reader or text-to-speech. Text-to-speech is preferred. Spell check also seems beneficial where allowed. Manuel needs to know how to use it and needs specific guidelines in class around when spelling is important and when it is not so he can plan his time appropriately. When he uses accessibility features he needs extra time to complete class work and tests, but he sometimes chooses not to use it if his peers are all finishing their work.

Next Steps (Describe any changes needed to accessibility features for the future, as well as any additional information that may need to be gathered.)

- Provide continuing opportunities for Manuel to engage in reflection on his own learning and what helps him achieve his personal learning goals. Allow him to make decisions for himself when appropriate.
- Provide opportunities for Manuel to use text-to-speech independently during instruction and when taking quizzes and classroom tests. Explore using a text-to-speech option on a tablet and allowing him to wear his earbuds so the sound is not disruptive to others.
- Make sure Manuel receives specific directions on when and how to use spell check for class work. Clearly communicate when spelling is important to a task and when it is not, as well as how much time is appropriate to complete the task using this accessibility feature.
- Manuel's English language development teacher will provide some additional instruction on spelling patterns in English. Some of Manuel's spelling errors may be typical of second language learners.
- Make sure Manuel knows how to use the spell check feature on the state assessment. Use it on a practice assessment.

- Consistently offer extra time to Manuel during instructional assessments and on the PSAT. The PSAT provides extra breaks with extended time. At next IEP meeting, the team should discuss whether to provide Manuel with extra breaks as well.
- Make sure Manuel and his parents understand how he can use technology and accessibility features to take part in his own transition planning. Also, ensure this information is shared with others who will support him in life after high school.
- Go over required high school assessments and their purposes with Manuel's parents at the next parent-teacher conference. Make sure a translator is available and is familiar with assessment concepts and terms.

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