

**INDIVIDUALIZED EDUCATION PROGRAM**

\_\_\_\_\_ County Schools

Student's Full Name \_\_\_\_\_

Date \_\_\_\_\_

**PART XI: STATEWIDE TESTING –General Summative Assessment**

Indicate the appropriate WV Measures of Academic Progress Assessment (WVMAP) by checking standard conditions or standard conditions w/accommodations.

If the district requires a "District Wide Assessment", all selected WVMAP accommodations apply.

**WV-MAP General Assessment:** \_\_\_\_\_ Standard Conditions                      \_\_\_\_\_ Standard Conditions w/Accommodations

**General Summative Assessment Accommodations** (Check all that apply)**PRESENTATION ACCOMMODATIONS:**

- P01 Text-to-speech (excluding ELA passages)  
 P02 Human read aloud (excluding ELA passages)  
 P03 Braille Paper  
 P06 Certified sign language interpreter  
 P13 Documented need text-to-speech (including ELA passages)  
 P14 Documented need human read aloud (including ELA passages)  
 P15 Read aloud directions only  
 P16 Directions presented through certified sign language  
 P17 Braille Online Adaptive (ELA and Math)  
 P18 Simplified Test Directions  
 P19 Paper Version (large print)  
 P21 Screen reading software (JAWS)  
 P22 Enlarge text on screen  
 P23 Magnification device  
 P24 Translator (Human or Electronic) (GSA science only)  
 P25 Electronic translator to present directions (science only)  
 P27 Bilingual word-to-word dictionary  
 P28 High color contrast  
 P29 Sign dictionary to present test, including directions  
 P30 Translated test directions (\*Spanish available embedded)  
 P31 Translations glossary (math only)  
 P32 Stacked translations (SPANISH ONLY)  
 P33 Turn off universal tool  
 P34 American Sign Language (ASL)  
 P35 Braille Online Fixed math with tactile graphics provided (ELA - adaptive)  
 P36 Closed captioning  
 P37 Masking  
 P38 Color contrast (color printer required)  
 P39 Color overlays  
 P40 Print on demand (stimuli only)
- P41 Provide translations glossary (paper-and-pencil tests)  
 P42 Noise Buffers  
 P43 Streamlined Interface  
 P44 Line Reader (ELPA 21 Only)  
 P45 Unlimited replays (ELPA 21 Only)  
 P46 Read aloud in Spanish  
 P47 Alternate Vision Form (DLM Only)

**RESPONSE ACCOMMODATIONS:**

- R02 Scribe (excluding ELA full write)  
 R03 Braille response  
 R04 Scribe (including ELA full write)  
 R05 Abacus  
 R11 Assistive technology (Alternate response options)  
 R15 Bilingual word-to-word dictionary  
 R16 Respond in large-print test book  
 R17 Electronic translator to respond  
 R18 Sign dictionary to respond  
 R19 Calculator  
 R20 Multiplication Table  
 R21 Speech-to-text  
 R22 Unlimited re-recordings (ELPA 21 only)  
 R23 100s Number Table

**TIMING ACCOMMODATIONS:**

- T03 Take more breaks (no studying) (All WV-MAP tests)  
 T04 Extra time  
 T07 Flexible scheduling  
 T09 Separate setting

## Text-to-Speech (P13) and Read Aloud (P14) Accommodations for ELA Reading Passages Students with Disabilities Decision Guidance Document

Note: 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) who have a documented reading disability. Text to-speech is available as an accommodation for students whose need is documented in an IEP or 504 plan.

**Student Name:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

*YES responses may indicate a need for the text-to-speech (P13) or read aloud (P14) accommodation of ELA Reading Passages. A preponderance of evidence should exist rather than one or two marks in the YES column for the accommodation to be provided.*

Questions	Yes	No	Comments
Does the student have a documented reading disability?			
Is the student blind or does the student have a significant visual impairment?			
Is the student a beginning braille reader who has not yet developed braille fluency?			
Does the student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?			Describe skills affected.
Have interventions been used to improve the student's decoding, fluency, or comprehension skills?			Describe approaches
Does the student use text-to-speech or receive a read aloud accommodation during instruction?			
Does the student regularly use assistive technology software or audiobooks?			
Does the student use text-to-speech or receive a read aloud accommodation during formative assessments or during the WV General Summative Assessment?			
Does someone (teacher, paraprofessional, another student, and parent) regularly read aloud to the student in school?			
Does the student indicate that it is easier to understand a book when it is read aloud by another person or through text-to-speech rather than if they read it independently?			