

Text-to-Speech and Read-Aloud Decision Guidelines for M-STEP

January 24, 2018



Grade: _____ Student Name: _____ UIC: _____

Use this checklist to help determine which students may need text-to-speech (TTS) or the read-aloud Designated Support or Accommodation for the M-STEP assessments. Keep this checklist up to date in a student’s permanent record file so it can be used to assist in making the best possible assessment decisions from year to year.

A **preponderance of evidence** should exist rather than a few marks in boxes for the student to be provided this level of support. For more information on TTS and read-aloud, please refer to the [Supports and Accommodations Table](#) on the [M-STEP web page](#) (www.michigan.gov/mstep).

	Yes	No
1. Does the student’s disability or disabling condition impact the student’s ability to access printed text?		
a. Is this represented as a need on the student’s IEP or Section 504 plan?		
b. Is this student blind or have a significant visual impairment?		
2. If the student is blind or has a significant visual impairment, is the student learning to read braille?		
3. Does this student have an identified reading-based disability that affects the student’s decoding, fluency, or comprehension skills?		
4. Does the student currently use text-to-speech, assistive technology software, or audio books support during instruction to access digital print?		
5. Does the student belong to Bookshare (or similar organization)?		
6. Does someone (teacher, paraprofessional, another student, parent) regularly read aloud to the student in school as an instructional support?		
7. Have interventions been used to improve the student’s decoding, fluency, or comprehension skills? Please describe.		
8. Does the student currently use text-to-speech or receive a read-aloud support during state assessments or other class/district assessments?		
9. When given the choice, does the student indicate he or she would prefer to read tests to himself/herself?		