

Does your student Qualify for TTS, human reader, or ASL full translation on the ATLAS Reading Assessment?

The ATLAS assessment for grades three through ten will provide text-to-speech (TTS) as a universal accessibility feature for all students in the areas of mathematics, science, and the writing prompt. This support is available in the test delivery system for any student, regardless of disability status.

In order to provide access to the reading portion of ATLAS assessment for students with a significant decoding disability, the State will provide TTS/Human Reader/ASL Full Translation based on a data-driven decision-making process. This support will be offered only to qualifying students with IEPs or 504 Plans and show a need for the accommodation based on the criteria. Please see the TTS Decision Tree shown here for further illustration.

Special Accommodation Requests

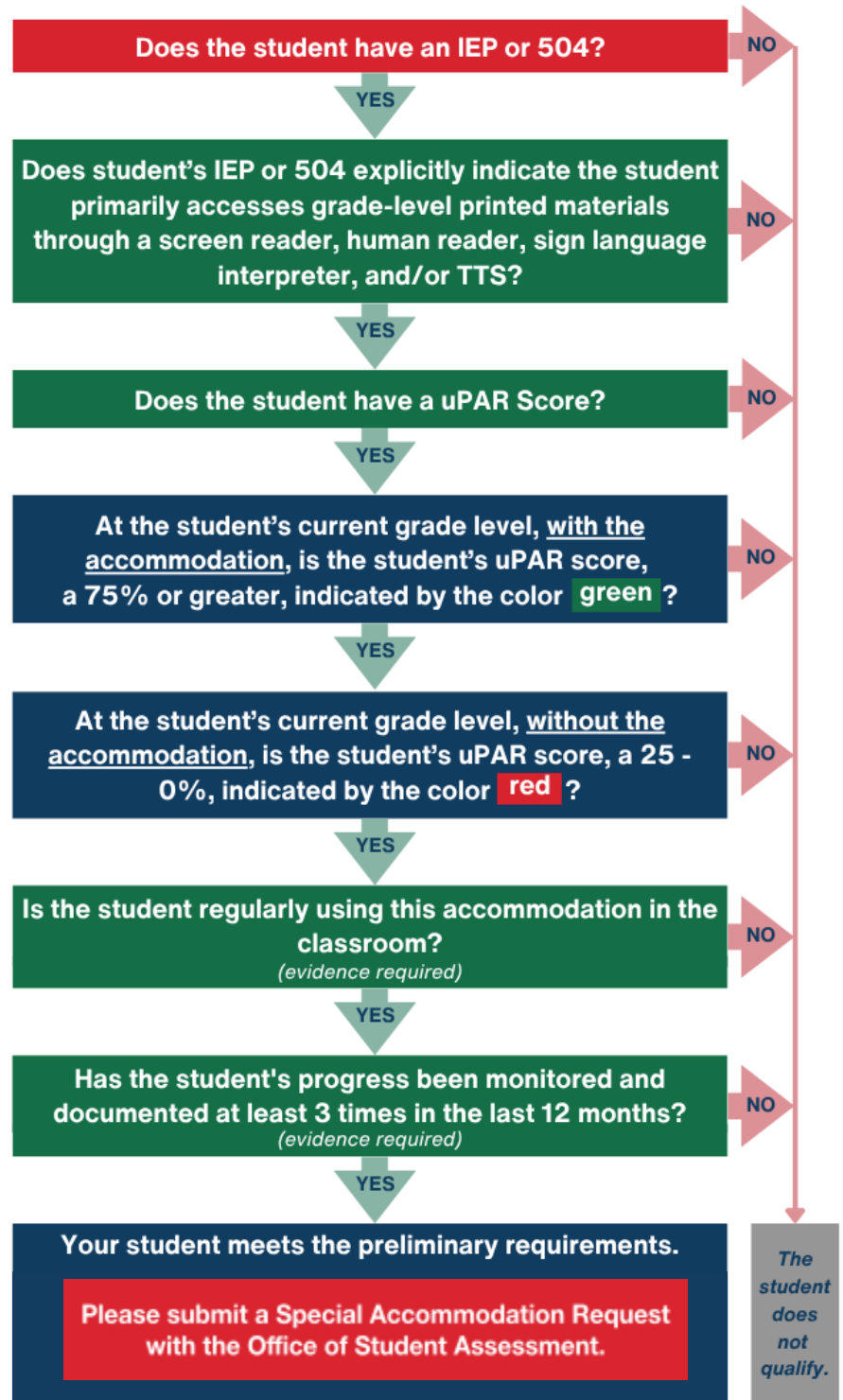
If a student meets these qualifications a Special Accommodation Request should be submitted to the Office of Student Assessment using one of the form links below:

<https://bit.ly/DESE-Special-Accommodations>

OR

<https://forms.gle/j829mTh75LRRcj317>

DECISION TREE



In order to receive TTS as an accommodation on the reading portion of the assessment, the student must meet the following criteria:

Criteria	Notes
The student's primary means of accessing grade-level printed material (achieving a 75 or better accommodated uPAR score) is through text-to-speech, human reader, screen reader, or a sign language interpreter, and has a documented disability substantiated in evaluation summaries that severely limits or prevents him/her from decoding text, even after varied and repeated attempts to teach the student to do so.	<i>The student's IEP or 504 Plan explicitly indicates the student accesses grade-level printed materials through a screen reader, human reader, sign language interpreter, and/or TTS and receives this support regularly in the classroom. Any other educational plan does not qualify for this support.</i> <i>TTS is available to all students in grades three and above through the state's partnership with Texthelp. TTS should be used regularly in the classroom throughout the year in order to be used on the state assessment. Texthelp TTS (or other TTS tool) usage data should be downloaded and saved with the student's TTS documentation. If TTS usage data is not available, statements from the student's teacher on the program and frequency of use is sufficient for documentation.</i>
- Evidence from the Protocol for Accommodation in Reading (PAR or uPAR) indicates the student comprehends grade-level text using text-to-speech (ear reading) at significantly higher levels than reading a text silently (eye reading). - See sample score report on next page.	<i>uPAR is available at no cost to districts through the state's partnership with Texthelp.</i> <i>Students who are hard of hearing or deaf should complete the uPAR assessment with an interpreter signing the voiced content.</i> <i>Students who are blind should complete the uPAR assessment by the test administrator copying the text to be read to a separate document for embossing or via flash drive loaded directly to the students' refreshable braille device. Additional support for these students can be found at the AEM Navigator tool.</i> <i>If uPAR and Texthelp or other accessibility tools are not utilized during the instructional year, then the student does not qualify for this support. Teacher usage statements are acceptable as documentation.</i> <i>Student's uPAR score on current enrolled grade level text is 75% or higher (indicated by top green box) with the TTS accommodation AND 25% or less (indicated by bottom, red box) on independent reading.</i> <i>The scores used to determine eligibility should be from either the student's uPAR "initial" assessment OR a "Do-over" assessment.</i> <i>"Rechecks (quick)" only provide the student with the accommodated passage and should only be used to check the student's progress WITH the accommodation.</i> <i>Documentation:</i> <i>a copy of the student's qualifying uPAR scores.</i>

Sample Score Report with Qualifying Score



Got to grade level

Recommendation: Read-Aloud Accommodation. Student comprehends text at current grade level with accommodation and is below grade level without accommodation.

Grade 10 independent passage: 51 s.

Grade 10 passage with accommodation: 3 m, 17 s.

Protocols	Grades											
	1	2	3	4	5	6	7	8	9	10	11	12
recheck_2 (full) - 08/19/2025 🔊 Accommodation Narrative										83%	58%	
recheck_2 (full) - 08/19/2025 👁 Independent Narrative										17%		



Current grade level



75% or higher



26% - 74%



0% - 25%



Incomplete

- The student receives and will continue to receive ongoing, intensive instruction and/or interventions in foundational reading skills to continue attaining the important college- and career-ready skill of independent reading.

Documentation must include:

- a minimum of three progress monitoring reports completed within the past twelve months indicating the student's ability to **decode text or braille is severely limited**. (If the student is new to the district and no progress monitoring data is available, contact the Office of Special Education for guidance.) While it is encouraged that the re-checks be used to monitor the student's progress with the accommodation, three uPAR scores would not meet this requirement.

- If the IEP or 504 team determines that the student meets the criteria and requires TTS, Human Reader or ASL Full Translation for the reading assessment, supporting documentation must be collected and a Special Accommodation Request should be submitted on this DESE Special Accommodations Request Form by date TBD. If requirements are met and a Special Accommodations request is completed, the DESE Office of Student Assessment will send an approval letter for the school's records, and turn on the feature in TIDE.

When considering whether a student requires TTS for the ATLAS Reading assessment, IEP or 504 teams are recommended to use this [TTS Decision-Making Tool](#) to guide the discussion and to document evidence.

NOTE:

- Districts should not submit information for students using TTS on the mathematics, science, and writing assessments. Those supports are available to any student.
- Special Accommodations for reading submissions will be monitored as part of the summative test monitoring processes by the DESE: Office of Student Assessment. Failure to follow the aforementioned

process is considered a testing violation and may result in a standards citation.

- Students who receive this accommodation on the reading portion of the assessment will have a disclaimer included on their score report for Reading indicating the use of the accommodation and guidance in interpretation of the scores.
- Evidence required may be requested at any time throughout the school year and/or during monitoring.
- Additional questions, comments or concerns can be directed to:
 - Office of Student Assessment
 - Katie Burrow, 501-682-5192, Katie.Burrow@ade.arkansas.gov
 - Debbie Young, 501-682-4946, Debbie.Young@ade.arkansas.gov
 - Office of Special Education
 - Becky Bell, 501-682-4296, Becky.Bell@ade.arkansas.gov