

9/15/2016

Reading Accommodation for the Reading/English SOL  
Guidelines School Year

To determine if a student qualifies for the accommodation of reading the Reading/English SOL tests, the following criteria will be utilized:

1. If a student is identified as a student with a Specific Learning Disability in basic reading or reading fluency, then the student is eligible for the accommodation.
2. For students **without** an identified SLD in basic reading or reading fluency, the following criteria must be utilized to determine eligibility to use the reading accommodation on the Reading/English SOL:
  - a. Achieving a standard score of 89 or below on one or more of the following subtests:
    - i. Wechsler Individual Achievement Test (WIAT-III) Subtests: Word Reading, Oral Reading Fluency or Pseudoword Decoding or
    - ii. Woodcock Johnson R (WJ-III) Subtests: Letter-Word Identification, Word Attack or Reading Fluency or
    - iii. Kaufman Test of Educational Achievement (KTEA-III: Letter & Word Recognition, Nonsense Word Decoding, Word Recognition Fluency, Silent Reading Fluency, or Decoding Fluency

**And (in addition)**

- b. Has the ability to comprehend or understand the material if the test were read to them (this is **not** determined from a reading comprehension standard score or an IQ score- this decision is not based on a prediction of passing the SOL, but rather, in general, if a student has material read to him/her, the student will understand what is being read);

**And (in addition)**

- c. Has access to the general education curriculum;

**And (in addition)**

- d. Have goals/objectives in their IEP that would address the reading deficits.

\*Reading comprehension deficits can NOT qualify a student for the Read Aloud accommodation

\* Students with 504 Plans must meet the same criteria. If the student has not had an IDEA evaluation, then please contact the Special Services Office.

Explanation of Utilization of Selected Subtests for the Reading Subtests:

WJ-III:

**Letter-Word Identification** measures reading readiness skills, the ability to identify letter names of several uppercase/lowercase letters and the ability to identify words. The task requires an ability to decipher codes and identify words.

**Word Attack** measures a subject's ability to apply phonic and structural analysis skills in pronouncing phonetically regular pseudowords. This task requires an ability to recall the phoneme associated with each grapheme and then blend or synthesize the phonemes into a word. A demonstrated weakness on these subtests indicates the student has not developed or mastered phonetic decoding skills.

**Reading Fluency** measures the person's ability to quickly read simple sentences and decide if the statement is true.  
\*Fluent readers are able to concentrate on meaning of text/comprehension not decoding.

WIAT-II:

**Word Reading** assesses early reading (phonological awareness), word recognition and decoding skills. Tasks include the ability to name letters of the alphabet, identify/generate rhyming words, identify beginning/ending sounds of words, blend sounds into words and match sounds with letters/letter blends.

**Pseudoword Decoding** assesses the ability to apply phonetic decoding skills. The words are designed to be representative of the phonetic structure of words in the English language.

KTEA-3: Letter & Word Recognition, Nonsense Word Decoding, Word Recognition Fluency, Silent Reading Fluency, Decoding Fluency

**Letter & Word Recognition:** assesses the examinee's ability to identify letters and pronounce words.

**Nonsense Word Decoding:** measures the examinee's ability to read nonsense words and the ability to apply phonics and structural analysis skills to decode nonsense words of increasing difficulty.

**Word Recognition Fluency:** assesses the ability to read a list of words aloud as quickly as possible.

**Decoding Fluency:** assesses the ability to decode nonsense words aloud as quickly as possible

**Silent Reading Fluency:** measures the examinee's ability to silently read simple sentences and decide if the statement is true.

\*The standard score of 89 has been selected as the criteria cutoff point because the standard scores of 89 and below represent students within the bottom 25 percentile of individuals of the same age or grade.