

Text to Speech Options in TIDE

Text to Speech Options for Items and Stimuli

This document provides a brief overview of the options for Text to Speech (TTS) on the ELA and Mathematics tests for Items and Stimuli.

Please see the Oregon Accessibility Manual (OAM) for specific policies on using Text to Speech with students as a Designated Support and as an Accommodation (<http://www.ode.state.or.us/search/page/?id=487>)

Text to Speech Options

Text to Speech can be enabled in the Test Information Distribution Engine (TIDE) for Items and Stimuli across different grade levels, as shown in the table below. Please note that the policies for when Text to Speech is allowed on the ELA test differs whether a student is receiving the resource as a Designated Support or as an Accommodation. Students receiving TTS as a Designated Support typically do not have an IEP or 504 plan. Students who receive TTS as an Accommodation have an indicated need for this type of resource on their IEP or 504 plans.

Items and Stimuli

Students may see Stimuli accompanied by Items. Stimuli are the sections students are required to read before attempting to answer the Item. In the image shown below, the Stimuli is on the left and the Items are on the right.

The screenshot displays the TIDE interface with a reading passage on the left and two multiple-choice questions on the right. The interface includes navigation buttons (Back, Next, Save, Pause) and zoom controls (Zoom Out, Zoom In).

Read the text. Then, answer the questions.

Libby's Graduation
by M. G. Merfeld

It was final exam day—for my dog. And I was nervous.

It all started a few months ago when my mom and dad made a deal with me. After years of hearing me pester them about our need for a dog, they agreed to get one if I promised to care for it, train it, and love it.

"The dog will be your responsibility," Dad warned, "—and not just when it's convenient."

Libby, a four-month-old yellow Labrador retriever, arrived shortly thereafter. She was a 30-pound ball of fur, claws, and teeth with an uncanny ability to jump, dig, and chew.

"I think she is part-kangaroo," I said as she bounced up and down on her hind legs to greet me.

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Which detail from the text **best** supports the idea that the narrator is feeling discouraged?

- Ⓐ The narrator says that Libby is not understanding the training.
- Ⓑ The narrator says that Libby leaps on other dog owners during class.
- Ⓒ The narrator is disappointed about missing a trip to the water park with a friend.
- Ⓓ The narrator hears Libby howl and whine when she sees the other dogs in class.

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Which sentence from the text **best** summarizes the central idea of the text?

- Ⓐ "It all started a few months ago when my mom and dad made a deal with me."
- Ⓑ "The dog will be your responsibility,' Dad warned, '—and not just when it's convenient.'"
- Ⓒ "She was a 30-pound ball of fur, claws, and teeth with an uncanny ability to jump, dig, and chew."
- Ⓓ "But the teacher said it was the most important class of the series because she was going to talk about the commands to 'stay' and 'come.'"