Utah Participation and Accommodations Policy 2019–2020

For Students:

- Who have Individualized Education Programs (IEPs)
- Who have Section 504 Plans
- Who are Learning English

Utah State Board of Education

Sydnee Dickson
State Superintendent of Public Instruction

ADA Compliant: October 2019

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DEFINITIONS OF TERMS

This section defines vocabulary used throughout the manual.

Accommodations

Accommodations for assessments are changes in the test administration that do not alter the validity of score interpretation, reliability, or security of the test. These changes may be available to students with special needs (see definition below), but not to general education students.

Adaptive behavior

The day to day skills or tasks that are essential for someone to live independently and to function safely in daily life, similar to the term life skills.

Individualized Education Program (IEP)

A written statement for a student with a disability that is developed, reviewed, and revised in accordance with Part B of the IDEA.

Individuals with Disabilities Education Act (IDEA) of 2004

The Individuals with Disabilities Education Improvement Act, as amended, and its implementing regulations 34 CFR §§300 and 303 and PL 108-446 (20 USC §1401 et. seq.). Part B of the IDEA applies to students ages 3 through 21; Part C (early intervention) applies to children ages 0 through 2.

Resources

Tools that do not alter the validity of score interpretation, reliability, or security of the test. These are available for all students, including general education students and students with special needs.

Students learning English (SLEs)

Students whose native language is not English, and who do not yet possess sufficient English language proficiency to participate effectively in general education classes.

Students with disabilities (SWD)

Students who meet eligibility criteria for special education and related services, as defined in the IDEA and Utah State Board of Education Special Education Rules (USBE SER).

Students with disabilities (SWD) learning English

Students whose native language is not English and who have been identified as having a disability.

Students with Section 504 Plans

Students with disabilities who are eligible to receive accommodations through Section 504 of the Rehabilitation Act of 1973.

Students with special needs

Students with disabilities, students with Section 504 plans, ELs, SWD learning English, and ELs with Section 504 Plans.

Plans for students with special needs

Plans for students with special needs created by a team of professionals, such as Section 504 Plans and individual Education Plans (IEPs), and/or English Learners needs.

Special needs planning team

A team of professionals that meet to create plans for students with special needs such as Section 504 Plans, individual Education Plans (IEPs), and/or English Learners needs.

Utah Accountability Systems

The Utah State Board of Education (USBE) makes annual accountability determinations for schools and Local Education Agencies (LEAs) based on student academic outcomes, growth, progress of students learning English, equitable educational opportunity, postsecondary readiness, and test participation. All countable and valid assessments are included in the accountability calculations, regardless of a students' special needs status.

Utah also has an Alternative and Special Needs Accountability Report.

Utah State Board of Education (USBE)

Utah Constitution Article X, Section 3 and Utah Code Section 53E-3-301 describe in detail the specific legal duties of the Board. Among these duties are:

- Appoint the State Superintendent of Public Instruction
- Adopt administrative rules directed to the whole system
- Establish minimum standards for public schools and make rules that establish basic ethical conduct standards for licensed public education employees
- Define, establish, and implement a core curriculum
- Maintain general control and supervision over adult education
- Annually prepare and submit to the Governor and Legislature a budget for the operation of the institutions and agencies under the Board
- With the State Auditor, set and approve auditing standards for auditors employed by local school boards and charter schools
- Verify audits of financial and student accounting records of school districts and charter schools for purposes of determining the allocation of Uniform School Fund monies
- Fulfill statutory responsibility for the management of Utah State Board of Education staff and Utah Schools for the Deaf and the Blind (USDB)

INTRODUCTION

This manual was developed to establish statewide policy for the participation of students with special needs in Utah's accountability systems and to provide guidance on accommodations and resources for use during instruction and statewide assessments. The purposes of the Utah Participation and Accommodations Policy are to:

- Identify avenues for all students to participate in Utah's statewide assessments
- Describe procedures that must be used when, in extremely unusual circumstances, a student must be exempted or excused from participation in Utah's statewide assessments
- Provide detailed information regarding the valid and appropriate use of accommodations and resources for students participating in Utah's statewide assessments

Utah's Accountability Systems

The Utah State Board of Education (USBE) makes annual accountability determinations for schools and Local Education Agencies (LEAs) based on student academic outcomes, growth, progress of students learning English, equitable educational opportunity, postsecondary readiness, and test participation. All countable and valid assessments are included in the accountability calculations, regardless of a students' special needs status.

For more information on Utah's accountability systems, see the Utah Accountability Technical Manual (https://schools.utah.gov/file/70235d75-cf35-4e04-9d2b-34ff388968b5).

Utah also has an alternative accountability system for schools identified as primarily serving alternative and/or special needs students. For more information about Utah's Alternative and Special Needs School Accountability Report, see the Utah Accountability Technical Manual.

Changes in Policy

This policy will be reviewed annually and revised as needed based on research, changes to rules or regulations, and stakeholder input.

Full Participation in Utah's Assessments

Federal and State laws require that all students enrolled in public schools participate in assessments designed to provide accountability for the effectiveness of instruction in schools. The Utah Code requires an accountability system that includes students with special needs (Title 53E, Chapter 5, Accountability). School team members, including teams for students learning English, Individualized Education Program (IEP) teams, and Section 504 teams, must actively engage in a planning process that addresses:

- The need for accommodations to provide access to grade-level instruction and statewide assessments, and
- The use of alternate assessments for students with significant cognitive disabilities that require measurement of instructional achievement to be based on alternate achievement standards. Alternate achievement standards are specific statements of the content, skills, and grade-level-specific expectations for students with significant cognitive disabilities that are aligned to the Utah Core Standards but have been reduced in depth, breadth, and complexity.

All students are expected to participate in the state accountability system, with only a few exceptions as noted below. This principle of full participation includes students who are learning English, students with an IEP, and students with a Section 504 Plan. In addition, any student with a physical, emotional, or medical emergency just prior to an assessment may receive accommodations or supports based on individual need.

Special Conditions that Warrant Exemption from Statewide Assessments

1. Section R277-404-7 (https://rules.utah.gov/publicat/code/r277/r277-404.htm#E7) authorizes parents to exercise their right to exempt their students from a state required assessment by filling out the Parental Exclusion from State Assessment Form (https://schools.utah.gov/assessment?mid=1104&tid=1) and submitting the form to the principal or LEA by email, mail, or in person. When a student is exempted from an assessment, it is only for the immediate administration of the assessment. The student will be included in the next year's administration of that assessment. Students not tested due to parent opt-out shall be counted as non-participants and receive a non-proficient score for federal accountability calculations.
    a. Special needs planning teams (i.e., IEP, 504, or students learning English) cannot exempt a student from the statewide testing requirements.
2. All English learners enrolled in English language arts, mathematics, and science, who first enroll in the U.S. on or after April 15th of the current school year, may be exempt participating in state-wide assessments. However, these students are given the opportunity to take the assessment but are not required to do so.

Pre-Kindergarten – Eighth Grade Assessments

Preschool Entry and Exit Profile (PEEP)

Utah's Pre-Kindergarten Entry and Exit Profile (PEEP) is only required by LEA's who participate in the pre-school grant funding. This assessment is intended to provide information about program effectiveness as well as inform various stakeholders, such as parents, teachers, and leadership, on the

academic and lifelong learning practices essential for entering and exiting pre-kindergarten students. The information gained from the profile will be used to:

- Provide insights into current levels of performance upon entry and exit of pre-kindergarten.
- Analyze the effectiveness of programs.
- Provide opportunities for data-informed decision-making and cost-benefit analysis of early learning initiatives.
- Identify effective instructional practices or strategies for improving student achievement outcomes in a targeted manner.

Subjects Assessed	Grades Assessed
Literacy Numeracy Life-Long Learning Practice	Pre-Kindergarten Entry (four weeks prior to or after the beginning of Pre-Kindergarten) Pre-Kindergarten Exit (last four weeks of Pre-Kindergarten)

The PEEP Alternate Assessment is available for students with significant cognitive disabilities that cannot access the PEEP even with appropriate accommodations, and if these students are accessing preschool programs funded by the grant. See Alternate Assessments below for more details.

Kindergarten Entry and Exit Profile (KEEP)

Utah's Kindergarten Entry and Exit Profile (KEEP) is intended to inform stakeholders such as parents, teachers, and leadership, on the academic and social-emotional development of entering and exiting kindergarten students. The information gained from the profile will be used to:

- Provide insights into current levels of academic and social-emotional performance upon entry and exit of kindergarten,
- Identify students in need of early intervention instruction and promote differentiated instruction for all students,
- Analyze the effectiveness of programs, such as extended-day kindergarten and preschool,
- Provide opportunities for data-informed decision-making and cost-benefit analysis of early learning initiatives,
- Identify effective instructional practices or strategies for improving student achievement outcomes in a targeted manner, and
- Understand the influence and impact of full-day kindergarten on at-risk students in both the short- and long-term.

Subjects Assessed	Grades Assessed
Literacy Numeracy Social-Emotional	Kindergarten Entry (three weeks prior to or after the beginning of Kindergarten) Kindergarten Exit (last four weeks of Kindergarten)

The KEEP Alternate Assessment is available for students with significant cognitive disabilities that cannot access the KEEP even with appropriate accommodations. See Alternate Assessments below for more details.

Acadience Reading

The Early Literacy Program (53F-2-503) was created to supplement other school resources in order to achieve the state's growth goal. The USBE has selected Acadience Reading (formerly known as DIBELS) as the benchmark assessment LEAs must administer to students in grades 1–3 at the beginning, middle, and end of the school year to show growth (R277-406). In addition, LEAs have the option to administer Acadience Reading to students in Kindergarten.

Subjects Assessed	Grades Assessed
Reading	1–3 (Kindergarten is optional)

Early Literacy Alternate Assessment options for Grades 1–3 are available for students with significant cognitive disabilities whom Acadience Reading is not accessible. See Alternate Assessments below for more details.

Readiness Improvement Success Empowerment (RISE)

The RISE assessments are aligned with the Utah Core Standards for grades 3–8 and are designed to assess students' knowledge of the state's academic content standards and used in the accountability systems. The computer item-adaptive design adjusts the difficulty of questions throughout the assessment based on the student's response submitted for each question. The adaptive component of the assessment is to better pinpoint the student's current level of knowledge. All questions at all difficulty levels presented to a student are aligned to the grade level content standards.

RISE assessments are administered via computer. All student responses must be submitted via the online system. There is no accommodation that allows for a paper-based submission of a student's response. Refer to the Test Administration Manuals (TAMs) for specific procedures. More information regarding RISE administration may be found on the RISE assessment webpage (https://schools.utah.gov/assessment/assessments?mid=1173&tid=7).

Subjects Assessed	Grades/Courses Assessed
English Language Arts	3–8
Writing	5 & 8
Mathematics	3–8
Science	4–8

All students enrolled in the grades/subjects described above are expected to participate in the RISE summative assessment for that grade/course, unless a student is a student with a significant cognitive disability receiving instruction based on alternate achievement standards and has been determined eligible for the alternate assessments (Dynamic Learning Maps [DLM] for Mathematics and English language arts and Utah's Alternate Assessment [UAA] for science). **Students will be assigned their assessments based on their enrolled courses**. Students are expected to be enrolled in courses that are standard for that grade level, not enrolled in below grade level courses to meet their needs. If a lower-grade assessment is administered, the student is considered non-proficient and a proficiency score of 1 will be assigned for state accountability, for federal accountability the student will be counted as a non-participant.

High School Assessments

Utah Aspire Plus

Utah Aspire Plus is a hybrid of American College Test (ACT) and Utah Core Standards test items. It is designed to assess students' knowledge of the state's academic content standards as well as provide a predictive ACT score. This assessment is also used in the accountability systems. Utah Aspire Plus is a computer-delivered, fixed-form, end-of-level high school assessment for students in grades nine and ten. The assessment includes subtests for reading, English, mathematics, and science. The assessments will provide students a predictive score for the ACT. The ACT is taken by all Utah 11th grade students and is the most commonly submitted college readiness assessment for local universities. All student responses must be submitted via the online system. There is no accommodation that allows for a paper-based submission of a student's response. Refer to the Test Administration Manuals (TAMs) for specific procedures.

Subjects Assessed	Grades Assessed
English, Mathematics, Reading, Science	9 & 10

Additional information regarding Utah Aspire Plus administration may be found on the Utah Aspire Plus Portal (http://utah.pearsonaccessnext.com/).

American College Test (ACT)

The USBE has designated the ACT as the assessment that will be used for accountability measures that must be administered to Utah students in grade 11. The ACT is a national college admissions examination that consists of subject area tests in English, Mathematics, Reading, and Science. ACT results are accepted by all four-year colleges and universities in the U.S.

Subjects Assessed	Grade Assessed
English, Mathematics, Reading, Science	11

ACT has established policies regarding documentation of disability and the process for requesting accommodations for the ACT. For more information about specific accommodations and their appropriateness for this assessment, see Appendix J, contact the LEA Assessment Director, or visit the Utah ACT website (https://schools.utah.gov/assessment/assessments?mid=1173&tid=2).

Civics Test

The American Civics Education Initiative, introduced and passed in the Utah State Legislature during the 2015 general session, requires all Utah students graduating on or after January 1, 2016, to pass a basic civics test, or an alternate assessment, as a condition for receiving a high school diploma or adult education secondary diploma (UCA 53A-13-109.5).

R277-700-8 (https://rules.utah.gov/publicat/code/r277/r277-700.htm#T8) explains that students who pass the test in one LEA and transfer to another LEA are not required to retake the test in the new LEA. Students may take either the standard test or an alternate test, as determined appropriate by the student's IEP team (consistent with Board Rule) and documented within the IEP.

NOTE: *Board Rule permits the use of the alternate for any student within six months of intended graduation who has not yet passed the basic civics test.*

Alternate Assessments

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) articulates several requirements related to the assessment of students with disabilities. All children with disabilities must be included in general State and districtwide assessment programs, including alternate assessments (§612(a)(16)(A)).

1. The State must develop and implement alternate assessments for those children who cannot participate in regular assessments with accommodations as indicated in their IEP plans (§612(a)(16)(C)).
2. The alternate assessment must be aligned with the State's challenging academic content standards (the Utah Core Standards) and measure the achievement of students with disabilities against Utah's alternate academic achievement standards (the Utah Essential Elements and the Extended Core and Extended Core SEEd Standards for Science) (§612(a)(16)(C)(ii)).
3. The alternate assessment must be valid and reliable for assessing the performance of children with disabilities (§663(b)(2)).
4. Each State must report on the effectiveness of schools, LEAs, and the State in improving the academic achievement of students with disabilities participating in alternate assessments (§664(b)(2)(D)(i)).

The reauthorization of the Elementary and Secondary Education Act (ESEA), the Every Student Succeeds Act (ESSA; PL 114-95) reaffirms section 1111(b)(2)(D) of the ESEA that the alternate assessment (AA) is an appropriate assessment for students with the most significant cognitive disabilities to demonstrate their knowledge and skills based on alternate academic achievement standards (AAAS). ESSA has a new provision that limits the total number of students with the most significant cognitive disabilities who are assessed Statewide with an AA–AAAS to 1.0 percent of the total number of students in the State who are assessed in that subject (§1111(b)(2)(D)(i)(I)). LEAs must mark the "1% Alternate Assessment" flag in UTREx for the students with significant cognitive disabilities who will be participating in any of Utah's Alternate Assessments.

Early Literacy Alternate Assessment

The Early Literacy Alternate Assessment is a rubric style assessment that is aligned with the Utah Essential Elements for English Language Arts (Utah's Alternate Standards aligned with the Utah Core Standards). Students are expected to participate in this benchmark assessment and LEAs must administer this to students in grades 1–3 at the beginning, middle, and end of the school year. The Early Literacy Alternate Assessment is included in participation for LEA's but not included in growth.

Subjects Assessed	Grades Assessed
Reading	1–3

Dynamic Learning Maps (DLM)

DLM is aligned with the Utah Essential Elements (Utah's Alternate Standards aligned with the Utah Core Standards) in order to assess students' knowledge of the state's academic content standards. The DLM provides a way for all students with significant cognitive disabilities to demonstrate their learning throughout the school year via the DLM Alternate Assessment System. Traditional multiple-choice

testing does not always allow students with significant cognitive disabilities to fully demonstrate their knowledge. The DLM system maps student learning aligned with college and career readiness standards in English language arts and mathematics through alternate academic achievement standards, the Essential Elements. Students will demonstrate their knowledge of the Essential Elements by participating in a flexible and adaptive year-end assessment.

The DLM system is accessible by students with significant cognitive disabilities, including those who also have hearing or visual disabilities and/or neuromuscular, orthopedic, or other motor disabilities. DLM assessments are flexible and allow for the use of common assistive technologies.

The criteria for participation in the DLM Alternate Assessment reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining eligibility for this assessment. Thus, a student who participates in the DLM Alternate Assessment participates in this assessment for both ELA and math, as well as the UAA (described below) for Science.

Subjects Assessed	Grades Assessed
ELA, Mathematics	3–11

Utah Alternate Assessment (UAA)

The UAA is aligned with the Utah Extended Core Standards for Science (Utah's Alternate Standards aligned with the Utah Core Standards for Science). The UAA provides a set of assessment tasks with standardized administration procedures and performance criteria, from which the teacher chooses assessment targets for individual students. This system is designed to provide valid annual assessment of important outcomes for students with significant cognitive disabilities. Utah's Alternate Assessment Administration Manual and Assessment Tasks are located at https://schools.utah.gov/file/88826648-9678-41ce-a5fc-52b325a4af0b.

Subject Assessed	Grades/Courses Assessed
Science	4–11

Pre-Kindergarten Entry and Exit (PEEP) Alternate Assessment

The PEEP Alternate Assessment is available for students with significant cognitive disabilities that cannot access the PEEP even with appropriate accommodations, and if these students are accessing preschool programs funded by the grant. This assessment is aligned to pre-school standards and has been reduced in complexity from the PEEP assessment. The PEEP alternate is designed as a rubric that is meant to be observational of student's skill abilities. The entry and exit use the same rubric and is intended to provide teachers with instructional guidance for students. More PEEP information can be found on the Pre-Kindergarten assessment webpage (https://schools.utah.gov/assessment/assessments?mid=1173&tid=6)

Kindergarten Entry and Exit Profile (KEEP) Alternate Assessment

The KEEP Alternate Assessment is aligned to Utah's Alternate Academic Achievement standards the Essential Elements for ELA and math. The KEEP Alternate Assessment is intended to provide teachers with instructional information and growth for their students from entry to exit of Kindergarten. The KEEP is designed as a rubric that is meant to be observational of student's skill abilities, and the rubric

is used for entry and exit. More KEEP information can be found on the Kindergarten assessment webpage (https://schools.utah.gov/assessment/assessments?mid=1173&tid=4)

WIDA Alternate Access

The Alternate ACCESS for English Language Learners (ELLs) is a one-on-one, large print, paper-based English language proficiency assessment for students in grades 1–12 who are identified as students learning English with significant cognitive disabilities who will not have meaningful participation in the regular ACCESS for ELLs 2.0 assessment. Students who are instructed using Utah's Alternate Achievement Standards (Essential Elements or Extended Core Science Standards) are eligible to participate in the Alternate ACCESS for ELLs. Alternate ACCESS tests students' language in four domains: Listening, Reading, Speaking, Writing. Test scores can be used to inform instruction and monitor progress of ELLs in a school or district. More information on the WIDA Alternate ACCESS can be found on the WIDA website (https://wida.wisc.edu/assess/alt-access).

Assessment Domain	Grades Assessed
Listening, Speaking, Reading, Writing	1–12

College and Career Readiness Assessments

Utah Code requires that secondary students participate in a college readiness assessment (§53E-4-305). A college readiness assessment includes a college admissions test that provides an assessment of English language arts, mathematics, and science. The Utah College Readiness Assessment must be commonly used by local universities to assess student preparation for college. A student with an IEP may take an appropriate college readiness assessment other than the tests adopted by the USBE, as determined by the student's IEP team.

American College Test (ACT)

The USBE has designated the ACT as the college readiness assessment that must be administered to Utah students in grade 11 (ACT is also the assessment used for 11th grade statewide accountability). The ACT is a national college admissions examination that consists of subject area tests in English, Mathematics, Reading, and Science. ACT results are accepted by all four-year colleges and universities in the U.S.

Subjects Assessed	Grade Assessed
English, Mathematics, Reading, Science	11

ACT has established policies regarding documentation of disability and the process for requesting accommodations for the ACT. For more information about specific accommodations and their appropriateness for this assessment, see Appendix J, contact the LEA Assessment Director, or visit the Utah ACT website (https://www.act.org/content/act/en/public-affairs/state-organizations/utah.html).

Armed Services Vocational Aptitude Battery (ASVAB)

ASVAB is a nationally normed, multi-aptitude test series that provides high school students with a gauge to measure their academic and occupational readiness for the U.S. military. The career information program section encourages students to explore a wide variety of careers. There are nine subject/content areas that are tested with the ASVAB:

Subject/Content Areas	Grades Assessed
General Science, Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension, Mathematics Knowledge, Electronics Information, Auto and Shop Information, Mechanical Comprehension, Assembling Objects	11 or 12

Some accommodations are available for the ASVAB. For more information about specific accommodations and their appropriateness for this assessment, contact the LEA Assessment Director.

Other Assessments

Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)

ACCESS for ELLs 2.0 is an online assessment of English language proficiency administered annually to all students who have been identified as students learning English and who receive services in an English language acquisition program to assess English language proficiency. Students with disabilities who have also been identified as students learning English are not exempt from participation in the ACCESS assessment.

Assessment Domain	Grades Assessed
Listening, Speaking, Reading, Writing	K–12

Many accommodations are available for students taking the ACCESS for ELLs assessment. For more information about specific accommodations and their appropriateness for this assessment, please see the WIDA Accessibility and Accommodations Supplement (https://www.wida.us/assessment/access%202.0/documents/AccessibilityandAccommodationsSupplement.pdf) or contact the LEA Assessment Director.

The Alternate ACCESS for ELLs is a one-on-one administered English language proficiency assessment for students in grades K–12 who are classified as students learning English and have a significant cognitive disability that prevent their meaningful participation in the regular ACCESS for ELLs 2.0 assessment. Students who are instructed using alternate standards (Essential Elements or Extended Core Science Standards) are eligible to participate in the Alternate ACCESS for ELLs.

WIDA Screener

The WIDA Screener is an English language proficiency screener given to newly enrolled students who may be designated as students learning English as indicated by the home language survey completed on enrollment. It assists educators with programmatic placement decisions such as identification and placement of students learning English. The WIDA Screener is one component of WIDA's comprehensive assessment system. WIDA Screener Online should be administered to students in grades 1–12 who may be designated as students learning English. WIDA Screener Paper administration is recommended for students who have recently arrived in the U.S. or for students with significant disabilities. WIDA Screener assesses the following domains of language in English:

Assessment Domain	Grades Assessed
Listening, Speaking, Reading, Writing	1–12

National Assessment of Educational Progress (NAEP)

The NAEP is the largest nationally representative and continuing assessment of what students know and can do in various subjects. Assessments are conducted almost yearly in grades 4, 8, and 12 in mathematics, reading, science, writing, arts, civics, economics, geography, U.S. history, technology, and/or technology and engineering literacy. NAEP assessments are administered uniformly across the nation, and therefore serve as a common metric for all states. The NAEP assessment remains essentially the same from year to year, allowing an evaluation of a state's student academic progress over time.

Schools and students are selected to participate in NAEP assessments using a stratified random sampling process. This process means that not all students will experience the NAEP assessment. All students with disabilities enrolled in Utah schools selected for NAEP assessments are expected to participate, unless the student is receiving instruction based on alternate standards and is eligible for the alternate assessment (DLM/UAA).

The participation of each school and student selected, helps ensure that the NAEP truly reflects the diversity of our nation's student population. Results are reported for groups of students with similar characteristics such as gender, region, race and ethnicity. The school (including the IEP team) may not exclude a student with disabilities from participation in NAEP assessments.

Many accommodations are available for NAEP assessments. For more information about specific accommodations and their appropriateness for this assessment, contact the LEA Assessment Director.

Assessment of Performance toward Proficiency in Languages (AAPPL)

The Assessment of Performance toward Proficiency in Languages (AAPPL) is a proficiency and performance assessment of standards-based language learning appropriate for grades 5–12. It assesses tasks across three modes of communication and is available in thirteen languages.

Modes of Communication	Languages
Interpersonal Listening/Speaking Presentational Writing Interpretive Reading and Listening	Arabic, Chinese (Mandarin), English/ESOL, French, German, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Spanish, Thai

Many accommodations are available for students taking the AAPPL assessment. However, individual accommodations must go through the review process for verification before the accommodation can be granted. Some of the accommodations may not be applicable to some of the assessments due to test configuration limitations. Please reach out to the AAPPL Accommodations Team (accommodations@languagetesting.com) to discuss specifics. You can also visit the AAPPL testing accommodations webpage (https://aapplcentral.com/utah/) for more information.

GUIDELINES FOR ASSESSMENT OF STUDENTS LEARNING ENGLISH (SLES)

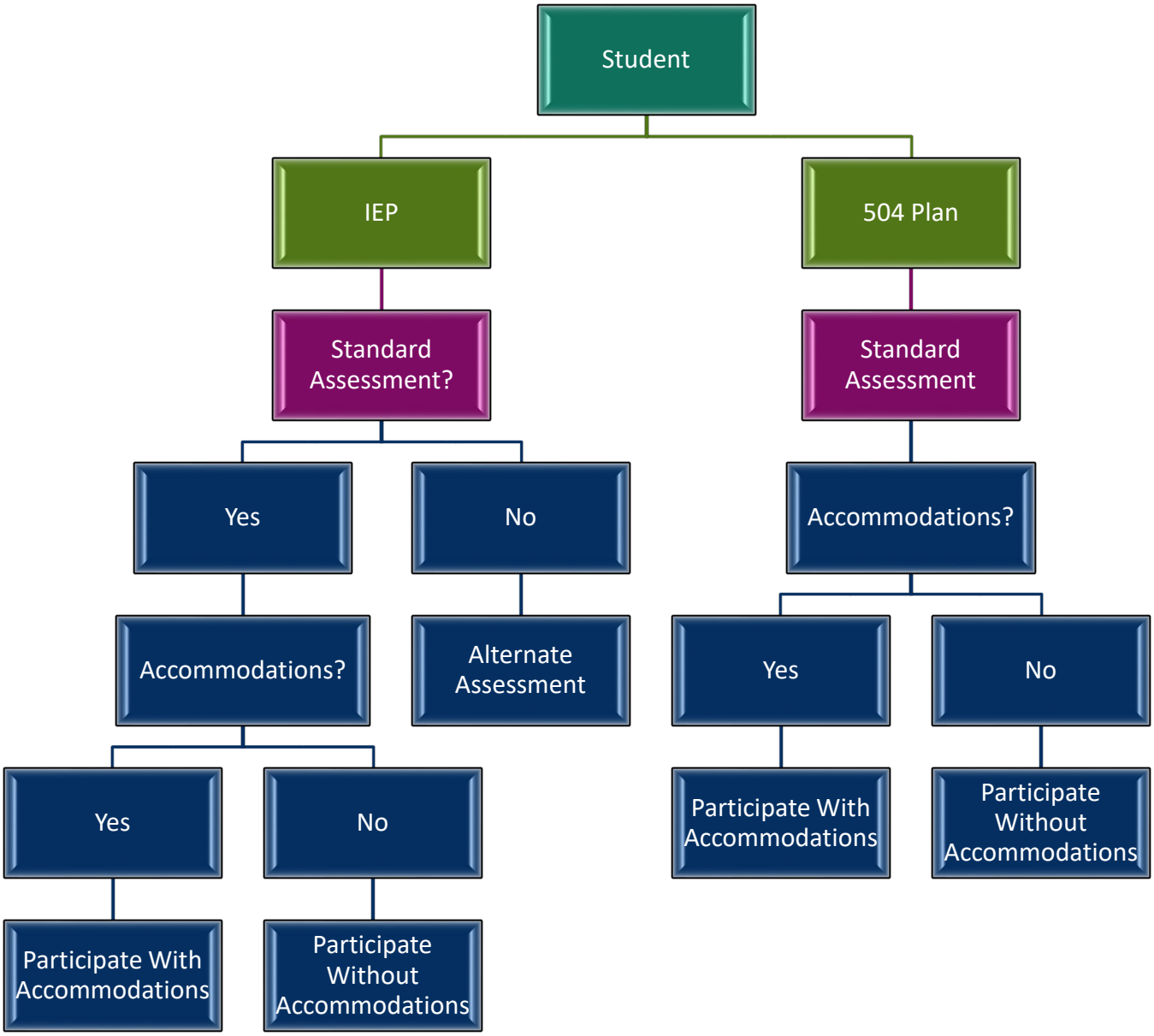
Students learning English (SLEs) who have been enrolled in a school in the United States less than one year may be exempt from some assessments. SLEs who have been enrolled in a school in the United States less than three years are not included in some growth and achievement calculations.

1. SLEs who are enrolled **on or after April 15 of the current school year** who are new to the United States (first year of enrollment in any U.S. school) are not required to take any ELA, math, or science statewide summative assessments. However, they are required to participate in Acadience Reading.
2. SLEs who are enrolled **before April 15 during the current school year** who are new to the United States (first year of enrollment in any U.S. school) are required to participate in:
   a. Acadience Reading
   b. ACCESS for ELLs
   c. English Language Arts Summative (included in participation only; scores are not included in growth and achievement reports)
   d. Math Summative (included in participation only; scores are not included in growth and achievement reports)
   e. Science Summative (included in participation only; scores are not included in growth and achievement reports)
3. SLEs in their **second year** of enrollment (in any U.S. school) are required to take:
   a. Acadience Reading (if enrolled in grades 1–3; included in growth)
   b. ACCESS for ELLs
   c. English Language Arts Summative (included in participation and growth only; scores are not included in achievement reports)
   d. Math Summative (included in participation and growth only; scores are not included in achievement reports)
   e. Science Summative (included in participation and growth only; scores are not included in achievement reports)
4. SLEs enrolled **three or more years** (in any U.S. school) are included in all statewide reports and are required to take:
   a. Acadience Reading (if enrolled in grades 1–3; included in growth)
   b. ACCESS for ELLs
   c. English Language Arts Summative (included in participation, growth, and achievement reports)
   d. Math Summative (included in participation, growth, and achievement reports)
   e. Science Summative (included in participation, growth, and achievement reports)

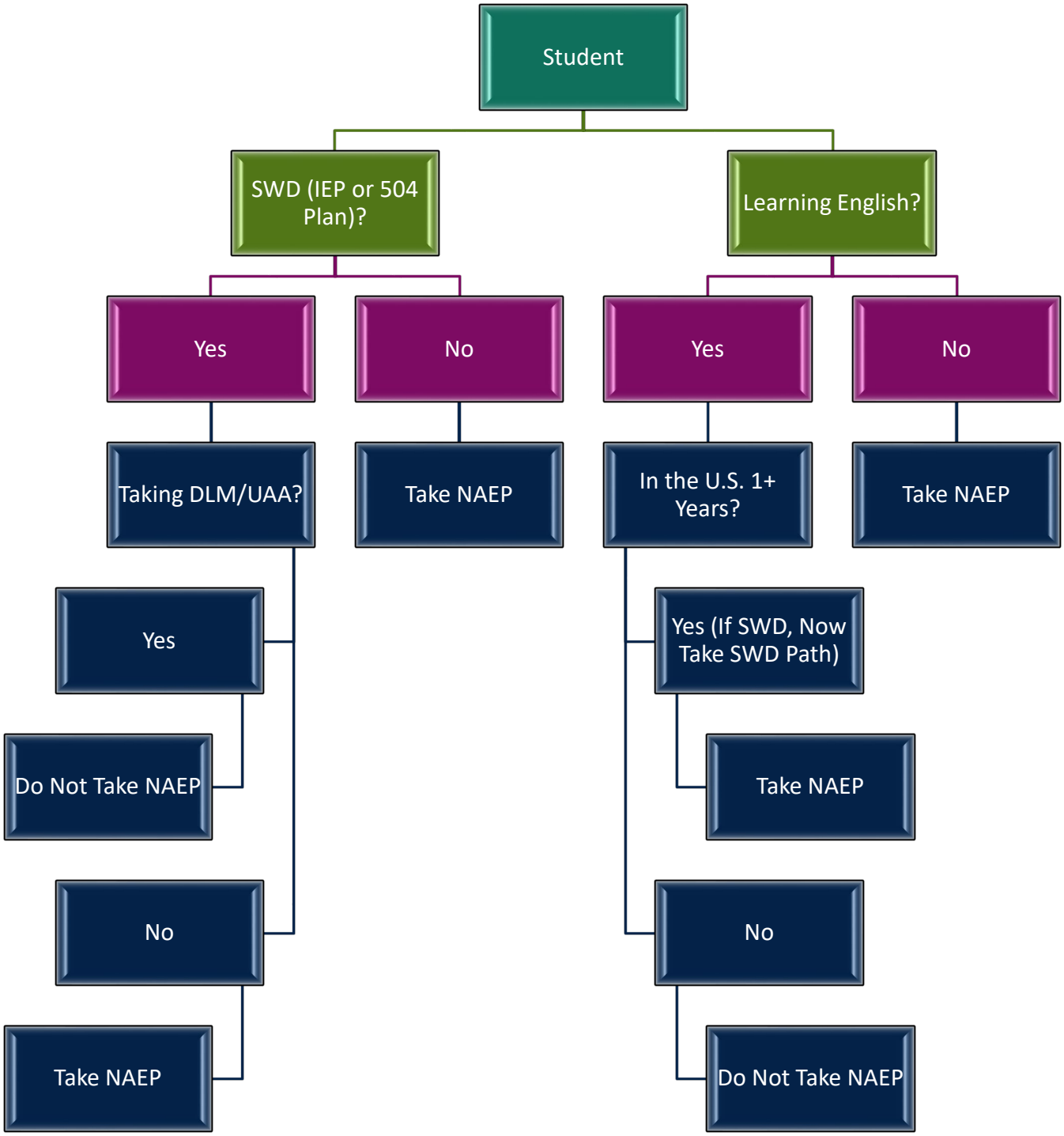
Note: *Foreign exchange students may take the statewide assessments for the courses in which they are enrolled and are not included in any growth or achievement reports.*

ACCOMMODATION AND PARTICIPATION FLOWCHARTS

Statewide Assessments



NAEP Participation



Basic Principles for Selecting, Administering, and Evaluating Accommodations

School teams must carefully consider the selection, administration, and evaluation of accommodations for students with special needs. To assist with that process, users should examine the philosophical foundation outlined below. This foundation is built upon a five-step process for planning teams selecting accommodations for students with special needs.

1. Expect students to participate in grade-level assessments and achieve grade-level academic content standards.
2. Learn about accommodations and resources for instruction and assessment.
3. Select accommodations and resources for instruction and assessment as needed for individual students.
4. Ensure that access is provided for accommodations and resources during instruction and assessment.
5. Evaluate and improve accommodation use for instruction and assessment.

All Students Participate in Grade-Level Assessments and Access Grade-Level Academic Standards

The achievement of students with special needs is heavily influenced by the expectations of educators and parents. To support students in their long-term goals for success in adult life, including educational and employment goals, the school team must hold the expectation that every student will be taught and assessed based on grade-level standards.

Legislation focuses on accountability and the inclusion of all students; therefore, it is imperative to ensure equal access to grade-level content standards for all students. Academic content standards are educational targets for students to learn at each grade level. Teachers must ensure students are given the opportunity to progress toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. Providing accommodations during instruction and assessment promotes equal access to grade-level content. To accomplish this goal of equal access:

- Every team member must know and understand the Utah Core Standards,
- Every team member must be familiar with accountability systems at the state and LEA level, and
- Educators must collaborate in order to maximize equal access to grade-level content standards for all students.

All students with special needs can access grade-level academic content standards, and most of them are able to demonstrate growth in achievement on grade-level standards when the following three conditions are met:

1. Instruction is provided by teachers who are qualified to teach in the content areas addressed by the Utah Core Standards and who know how to differentiate instruction for diverse learners.
2. Special needs student plans are carefully designed to ensure all students have access to grade-level standards, with services and supports as needed.

3. Appropriate accommodations, services, and supports are provided to help students' access grade-level content.

The impact that high expectations can have on student success is expressed in Federal and State laws requiring schools to include students with special needs in grade-level instruction and to assess the academic achievement of these students. While these laws vary for students with different types of needs, the core principles remain—public education is available to all students, schools must provide quality instruction to all students, and schools are accountable to demonstrate achievement and improvement for all students.

Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act (ESSA) reauthorizes the Elementary and Secondary Education Act (ESEA). It aligns with existing tenets of USBE's Strategic Plan and state law. It offers flexibility to use ESSA funding to achieve education equity, improve quality learning, and advance system values. ESSA funding will help Utah improve educational outcomes for students.

The ESSA requirements concerning students with disabilities are very similar or the same as those of the ESEA. The ESEA expressed a national expectation that schools are accountable to the public for the educational achievements of all students. ESSA explicitly calls for all students to participate in assessments in order to meet this expectation of accountability (§1111(b)(2)(A)). ESSA also requires that assessments provide reasonable adaptations and accommodations for students with disabilities in order to measure the academic achievement of students on grade-level standards (§1111(b)(2)(B)(vii)(II)).

The USBE submitted its proposed ESSA plan to the U.S. Department of Education on September 18, 2017. Final approval was received from U.S. Secretary of Education Betsy DeVos on July 12, 2018.

In addition, ESSA mandates that all students who are learning English receive quality instruction for learning both English and grade-level academic content. According to ESSA, students who are learning English are required to participate in annual statewide assessments that measure students' English language and academic progress. States can choose flexible programs of instruction and assessment tools in order to increase accountability for students who are learning English academic achievement.

The ESSA requires that states develop standards for English language proficiency in the context of each state's academic content standards. LEAs must ensure participation of students who are learning English in the state accountability system and provide for:

> The inclusion of English learners, who shall be assessed in a valid and reliable manner and provided appropriate accommodations on assessments administered to such students under this paragraph, including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what such students know and can do in academic content areas, until such students have achieved English language proficiency (§1111(b)(2)(B)(vii)(III)).

The rights of students with disabilities learning English for equitable inclusion in instruction and assessment processes are also outlined in several federal laws and regulations, as well as certain legal decisions in conjunction with the Office of Civil Rights (OCR). These educational protections and

supports for students learning English include the ESSA, as well as the Supreme Court cases *Lau v. Nichols* (1974) and *Castañeda v. Pickard* (1981).

The following are some other ESSA provisions for students who are learning English:

- Students must be appropriately identified as English Learners in accordance with Title III policies and procedures
- All students who are students learning English must be tested for English proficiency annually.
- All students who are learning English must take state academic achievement tests in language arts and mathematics, may be excluded from proficiency calculations in their second year of enrollment, and must be included in proficiency and growth calculations in their third year of enrollment.
- Students who are learning English should be assessed in a valid and reliable manner and provided reasonable accommodations.
- Students who are learning English as a group must make adequate progress toward English proficiency each year; schools, LEAs, and the State are held accountable for ensuring that these targets are met.
- Language instruction curricula must be evidence-based and effective for students who are learning English.
- Local entities have the flexibility to choose the method of instruction to teach students who are learning English.
- States must establish standards and objectives for raising the level of English proficiency within the four recognized domains of speaking, listening, reading, and writing. Standards for English proficiency must be aligned with achievement of the challenging State academic content and student academic achievement standards. Utah, as part of the WIDA Consortium, has adopted WIDA standards and assessments for English learners.

Individuals with Disabilities Education Improvement Act (IDEA) of 2004

The IDEA specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed based on each student's unique needs. Accountability at the school and state level is provided through participation in the statewide assessment system. The IDEA requires the participation of all students with disabilities in state and district-wide assessments. Specific IDEA requirements include:

> All children with disabilities are included in all general State and districtwide assessment programs . . . with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. (§612(a)(16)(A))
>
> The term "individualized education program" or "IEP" means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes . . . a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments consistent with section 612(a)(16)(A) of this title; and if the IEP Team determines that the child shall take an alternate assessment on a particular State or

districtwide assessment of student achievement, a statement of why—the child cannot participate in the regular assessment; and the particular alternate assessment selected is appropriate for the child. (§614(d)(1)(A)(i))

Section 504 of the Rehabilitation Act

Section 504 provides individuals with disabilities certain rights and protects them against discrimination from federally funded programs and activities. Section 504 states that:

> No otherwise qualified individual with a disability in the United States, as defined in section 705(20) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency . . . (Nondiscrimination under Federal grants and programs, 29 U.S.C. §794(a))

In school settings, Section 504 legislation guarantees and protects students with disabilities who do not have an IEP but are still considered individuals with disabilities. The definition of a student with disabilities is much broader under Section 504 than it is under IDEA. An important part of Section 504 plans developed by schools for students with disabilities is a description of the specific accommodations the student can utilize on assessments.

Accommodations, Modifications, and Resources for Instruction and Assessment

Accommodations

Accommodations are practices and procedures that provide equitable access during instruction and assessments for students with disabilities that do not alter the validity, score interpretation, reliability, or security of the assessment.

Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations. The accommodations provided to a student should be the same for classroom instruction, classroom assessments, and LEA and state assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. For example, providing a spell check on a spelling assessment item or providing a calculator on a math item designed to assess a student's computation skill would alter the validity, score interpretation, reliability, or security of the assessment.

It is very important for educators to become familiar with state policies regarding accommodations during assessments. Accommodations should be provided routinely for instruction and assessment during the school year in order to be used for state assessments. Students should take advantage of computer-based training tests to be familiar with how accommodations will be made available on computer-based assessments.

In the area of accommodations, research indicates that more is not necessarily better, and that providing students with accommodations that are not truly needed may have a negative impact on performance. The most appropriate approach to accommodations is to focus on students' identified needs within the general education curriculum. Typically, accommodation use does not begin and end

in school. Students who use accommodations will generally also need them at home, in the community, and, as they get older, in post-secondary education and at work. Accommodations for instruction and assessment are integrally intertwined.

Recent and ongoing advances in assistive technologies are changing the ways in which many accommodations may be provided, and some tools that once were available only as accommodations are now available to all students. As states move to providing assessments on computer-based platforms, the IEP team must take care to ensure that students have opportunities to become familiar with the technological aspects of the assessment process. In addition to taking training assessments using the same platform, it is also important for educators to provide opportunities for all students to use technology for learning and in formative assessment activities as well.

Modifications

Modifications are changes in the assessment conditions that fundamentally alter the test score interpretation and comparability. Modifications or alterations refer to practices that change, lower, or reduce learning expectations and can increase the gap between the achievement of students with special needs and expectations for proficiency at a particular grade level. Using modifications may have implications that could adversely affect students throughout their educational career. Examples of modifications include:

- Providing a student with a tool (e.g., spell-checker, calculator) for an instructional activity or assessment item when this tool changes the underlying skill or concept being taught or assessed.
- Requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons).
- Reducing assignments and assessments so a student only needs to complete the easiest problems or items.
- Revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four).
- Giving a student hints or clues to correct responses on assignments and tests.

Providing modifications to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements.

Providing a student with a modification during a state accountability assessment may constitute a test irregularity and/or an ethics violation and may result in an investigation into the school's or LEA's testing practices. If a student is administered a modified assessment, the student may be considered non-proficient and recorded as a non-participant at the school and LEA levels.

Resources

Resources are universally designed best practices that are provided for all students, including students in general education and students with special needs. Scratch paper, extended time, breaks, and use of an alternative location are examples of resources which may be used by all students.

Assessment Accommodations and Resources Overview

Resources for All Students (Table 1): These are accessibility features that are allowed for all students who are participating in the assessment (unless otherwise noted because in some cases they accommodations and/or modifications depending on the assessment). The student must have access to the desired resource throughout the year during classroom instruction so he or she may become familiar with the feature prior to the administration of the assessment.

Again, it is important to remember that some resources from Table 1 may be considered accommodations or modifications depending on the various assessment.

Accommodations for Students with Disabilities, 504 plans, and/or English Learner plans (Table 2): These are features are accommodations that are provided for students with disabilities, 504 plans, and/or English Learner plans who require the use of the accommodation(s) to access the assessment. Table 2 has the USBE verification/notification expectations when choosing to provide an accommodation. This ensures that the student will be effectively provided with the necessary accommodation. See each individual assessment test administration manuals (TAMs) for how to set accommodations for the various assessments.

Additional Accommodations Information (Table 3): The resources and accommodations listed in Tables 1 and 2 don't necessarily apply to the DLM, Utah Aspire Plus, ACT, and ASVAB. Table 3 gives specific directions for where to find more information regarding accommodations for these assessments.

Exceptional Accommodations Request: If an IEP team has designated an accommodation needed for a student to receive FAPE and that accommodation is not found in the tables below or is not an accommodation typically used/allowed, please submit an "Exceptional Accommodation Request" form the USBE prior to using that accommodation on a statewide assessment. A committee at USBE, made up of special education and assessment specialists, will review the request for approval. You can find the "Exceptional Accommodations Request" form on the Special Education Assessment webpage (https://schools.utah.gov/specialeducation/resources/assessment?mid=3780&tid=2).

Table 1: Resources for all Students

Resource	RISE	Acadience Reading	KEEP	ACCESS for ELLs/Screener	NAEP	AAPPL
Alternate location	Allowed	Allowed	Allowed	Allowed	Allowed	Allowed as an accommodation
Audio amplification	Allowed	Allowed	Allowed	Allowed	Allowed	Allowed
Breaks	Allowed	Allowed	Allowed	Allowed	Allowed	Allowed as an accommodation
Calculation devices and computation tables	Not allowed for grades 3-5; Embedded Grade 6 segment 2, grades 7 & 8	N/A	N/A	N/A	Provided if applicable	N/A
Change order of activities	Allowed	Allowed	Allowed	Listening must be given first	Not allowed	Allowed as an accommodation
Color adjustments	Embedded	Allowed	N/A	Allowed	Allowed	Allowed
Descriptive audio	Embedded – must be enabled in TIDE	N/A	N/A	N/A	Allowed	N/A
***Directions – oral translation**	Allowed for ELs	Allowed for ELs	Allowed for ELs	Allowed for ELs	Allowed for ELs	Allowed for ELs
***Directions – reread**	Embedded as a text-to-speech	Allowed for some subtests – see TAM	Allowed	Allowed	Allowed	Embedded
***Directions – signed**	Allowed w/certified interpreter	Allowed w/certified interpreter	Allowed w/certified interpreter	Allowed w/certified interpreter	Allowed	Allowed w/certified interpreter
Environment change	Allowed	Allowed	Allowed	Allowed	Allowed	Allowed as an accommodation
Extended time	Allowed	Not Allowed	N/A	Allowed	Allowed	Allowed as an accommodation
Graphic organizer	Not Allowed	N/A	N/A	N/A	Allowed	N/A
Highlight	Embedded	Not allowed	Allowed	Not allowed	Allowed	Not Allowed

Resource	RISE	Acadience Reading	KEEP	ACCESS for ELLs/Screener	NAEP	AAPPL
Human reader	Not Allowed	Not Allowed	N/A	Allowed for directions and listening passages	Allowed	Allowed for directions only (may be allowed as an accommodation
Magnification (text zoom)	Embedded	Allowed	Allowed	Allowed	Allowed	Allowed
Minimize distractions	Allowed	Allowed	Allowed	Allowed	Allowed	Allowed
Scratch paper and graph paper (blank)	Allowed	N/A	N/A	Allowed	Embedded	Allowed
Spell check	Embedded- for writing only	N/A	N/A	Not Allowed	Available for online test; Unavailable on paper test	Not Allowed
Strikethrough	Embedded	Not Allowed	N/A	Not Allowed	Allowed	Not Allowed
Text-to-speech	Embedded	N/A	N/A	N/A	Embedded	Unavailable
Line Reader	Embedded	N/A	N/A	N/A	N/A	N/A
Masking	Embedded	N/A	N/A	N/A	N/A	N/A
Glossary	Embedded- Grade 3-5 Reading	N/A	N/A	N/A	N/A	N/A
Dictionary	Embedded- English and Spanish	N/A	N/A	N/A	N/A	N/A
Thesaurus	Embedded- English only	N/A	N/A	N/A	N/A	N/A

** = Directions are non-item content that appear at the beginning of the test or between testing sessions. It does not refer to "directions" meaning the item's stem, directions for answering a specific question, etc.*

Table 2—Accommodations for Students with Disabilities, 504 Plans, and/or plans for Students Learning English

Accommodation	RISE	Acadience Reading	ACCESS for ELLs/W-APT	NAEP	AAPPL	KEEP
Attention marker or ruler	Embedded Line Reader (in Table 1)	Allowed	N/A	N/A	N/A	Allowed
Assistive Technology	Allowed	Allowed	Allowed	Not Allowed	Allowed (contact LEA Accommodations Coordinator)	Allowed
Braille (tactile graphics for students who are blind)	Allowed	Allowed	Allowed	Allowed	N/A (computer-based test; use human readers)	Allowed
Calculation devices and computation tables	6th grade – handheld allowed during calculator segment 2 only	N/A	N/A	Allowed on calculator section	N/A	Not Allowed
Large print paper	Allowed	Allowed	Order from USBE	Allowed	N/A (computer-based test; increase screen resolution)	Allowed
Scribe	Allowed (Need USBE approval)	N/A	N/A	Allowed	Allowed for some components	Not Allowed
Sign language	Allowed w/certified interpreter-embedded for listening stimulus	Use appropriate alternative assessment option	Allowed for directions/ listening passages w/certified interpreter	Allowed	Allowed for appropriate components	Allowed
Standard size paper	Allowed	Allowed	Allowed – order from vendor	Allowed	N/A	Allowed
Visual representation	Allowed	N/A	N/A	N/A	N/A	Embedded

Table 3—Additional Accommodations Information

Assessment	Accommodations
Utah Aspire Plus	Accessibility supports and accommodations table can be found in Appendix J.
ACT	Accessibility supports and accommodations table can be found in Appendix K.
ASVAB	Contact LEA Accommodations Coordinator.
DLM/UAA	Accommodations are based on IEP team decisions for individual student needs and are provided in the DLM and UAA assessments with great flexibility.

Accommodations and Resources Definitions

Special needs planning teams are responsible to identify the resources, accommodations, or modifications that are required for instruction and assessment. Each assessment identifies which resources and accommodations are allowed within the assessment in order to accurately measure student knowledge and skill for the specific concepts being assessed. The special needs planning team may not "override" the requirements for any specific assessment. If a resource or accommodation is provided for an assessment that is not allowed for that assessment, the assessment is invalid. The student is considered non-proficient and is reported as a non-participant.

Alternate Location

In some circumstances, distractions for an individual student or a group of students can be reduced by altering the location in which an individual student interacts with instructional materials or test content. For students who are easily distracted by the presence of other students, an alternate location allows students to work individually or in small groups. Changes may also be made to a student's location within a room, such as away from windows, doors, or pencil sharpeners. Sitting near the teacher's desk or in the front of a classroom may be helpful for some students. Physically enclosed classrooms (classrooms with four walls) may be more appropriate than open classrooms, and study carrels might also be helpful. Some students may benefit from being in an environment that allows for movement, such as being able to walk around.

An alternate location for a student receiving an interpreter or scribe accommodation can prevent other students from becoming distracted. In addition, some students may perform better when they can read content aloud and think out loud or make noises that may be distracting to other students. To reduce distractions to other students when these strategies and/or accommodations are provided, an alternate location must be employed. A student assessed in an alternate location always needs a proctor supervising the assessment.

Assessment	Alternate Location Allowance
ACCESS for ELLs/W-APT	Allowed for all students
AAPPL	Allowed for all students
Acadience Reading	Allowed for all students
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Allowed for all students
NAEP	Allowed
RISE	Allowed for all students

Assessment	Alternate Location Allowance
UAA	Allowed
Utah Aspire Plus	Allowed

Adaptive Equipment

Adaptive Equipment may be necessary for some students. Some students benefit from the use of adaptive or special furniture, such as devices for sitting upright during instruction or assessment. Use of a slant board or wedge to minimize eye strain and provide a better work surface may be needed by some students. Special lighting may also be beneficial to some students.

Assessment	Environment Allowance
ACCESS for ELLs/W-APT	Allowed
AAPPL	Allowed for all students
Acadience Reading	Allowed for all students
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Allowed if designated on the IEP
NAEP	Allowed for all students
RISE	Allowed for all students
UAA	Allowed
Utah Aspire Plus	Allowed as an accommodation

Assistive Technology

For students who require a device, software, or equipment to help navigate their educational environment independently. For example, some students may have difficulty manipulating a mouse or standard keyboard, there are a variety of assistive technology devices that allow them to control a computer program and record responses. These assistive technology devices include items such as Intellikeys®, sip-and-puff devices, single-switch devices, eye tracking devices, speech-to-text dictation, and touch screens.

Assessment	Assistive Communication Allowance
ACCESS for ELLs/W-APT	Allowed
AAPPL	Allowed as an accommodation
Acadience Reading	Allowed for all students
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Allowed if designated on the IEP
NAEP	Not allowed for any student
RISE	Allowed for all students (review technical specifications to verify which devices may be used)
UAA	Allowed
Utah Aspire Plus	Allowed for all students (review technical specifications to verify which devices may be used)

Attention Marker or Ruler

The use of a marker or ruler to focus student attention on the materials is sometimes allowed for students who are not able to demonstrate their skills adequately without one. It is good practice to attempt the task or assessment first without a marker or ruler and then reattempt or retest with an alternate form using a marker or ruler if needed.

Assessment	Attention Marker or Ruler Allowance
ACCESS for ELLs/W-APT	Allowed
AAPPL	Not applicable for any student
Acadience Reading	Allowed if designated on the IEP
ACT and ASVAB	Not applicable for any student
DLM	Allowed
KEEP	Allowed if designated on the IEP
NAEP	Not allowed for any student- use line reader
RISE	Not applicable for any student
UAA	Allowed
Utah Aspire Plus	Not applicable for any student- use line reader

Audio Amplification

Some students may require audio amplification devices in addition to hearing aids to increase clarity. A teacher may use an amplification system when working with students in classroom situations that contain a great deal of ambient noise.

Assessment	Audio Amplification Allowance
ACCESS for ELLs/W-APT	Allowed
AAPPL	Allowed for all students
Acadience Reading	Allowed for all students
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Allowed if designated on the IEP
NAEP	Not allowed for any student
RISE	Allowed for all students
UAA	Allowed
Utah Aspire Plus	Allowed for all students

Braille/Screen Reader for Students Who Are Blind or Visually Impaired

Braille is a method of reading a raised dot code with the fingertips. Not all students who are blind or visually impaired read braille fluently or choose braille as their primary mode of reading. Even if they use braille as their primary mode of reading, students should also build skills in using electronic formats, such as audio recordings and synthesized speech.

Tactile graphic images provide graphic information through fingers instead of eyes. Graphic material (e.g., maps, charts, graphs, diagrams, illustrations) is presented in a raised format. Tactile sensitivity (recognizing graphic images through touch) is less discriminating than visual reading, making many diagrams too complicated to understand without significant additional information. Braille and/or

tactile graphics may be used for instruction and assessment. Auditory descriptions of graphics may be available on assessments.

Screen reading software, which includes both text and graphics description for students who are blind or visually impaired, can be used for instruction or assessment. Some screen readers, such as JAWS, are developed for computer users whose vision loss prevents them from seeing screen content. A refreshable braille display or braille terminal is an electro-mechanical device for displaying braille characters, usually by means of raising dots through holes in a flat surface. Computer users who are blind or visually impaired may use refreshable braille to read text output. Some students may need human assistance to enter responses, which is allowed for students using this accommodation.

Assessment	Braille/Screen Reader Allowance
ACCESS for ELLs/W-APT	Allowed
AAPPL	Not applicable for any student; computer-based test – use human reader.
Acadience Reading	Allowed. Order braille from USBE staff for students with disabilities.
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Allowed if designated on the IEP
NAEP	Allowed for students with disabilities
RISE	Allowed. Braille/tactile graphics and embossing are available on request for students with disabilities with USBE staff authorization. Text and graphics may be provided via a Tiger embosser in the student's school, which can print text and/or graphics depending on student need. Refreshable braille is generated by JAWS. This accommodation is provided at the time of test administration, which means that educators must allow extra time for each item to be embossed as the items are generated by the computer-adaptive assessment. Training tests should be used to ensure that local configurations for embossing can successfully produce the braille assessment.
UAA	Allowed
Utah Aspire Plus	Allowed accommodation

Breaks

Breaks may be given if needed. The administrator of the assessment must monitor the length and timing of breaks so that students do not have opportunity to seek answers to items on the assessment.

Assessment	Breaks Allowance
ACCESS for ELLs/W-APT	Allowed
AAPPL	Allowed for all students
Acadience Reading	Allowed between subtests for all students
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Allowed for all students
NAEP	Allowed for all students

Assessment	Breaks Allowance
RISE	Allowed for all students
UAA	Allowed
Utah Aspire Plus	Allowed as an accommodation

Calculation Devices and Computation Tables

All students are allowed to use an online calculation device when it is embedded during the allowed segments of a math assessment. Students in grades 7–12 who require a handheld calculation device or printable computation table can be provided that resource during the allowed segment of the math assessment. For students in grade 6, the use of a handheld calculation device or printable computation table is considered an accommodation and may be provided (based on need documented in the IEP) during the allowed segment of the assessment. For students in grades 3–5, the use of a handheld calculation device is not allowed during any segment of the math assessment. If provided, the test must be reported as modified, and the student will receive a score of non-proficient and be considered a non-participant.

During instruction, it is important to determine whether the use of a calculation device or computation table is a matter of convenience or a necessary accommodation. It is also important to know the goal of instruction and assessment before making decisions about the use of calculation devices or computation tables. In some cases, calculators may be adapted with large keys or voice output (talking calculators). Examples of calculation devices are calculators, slide rules, and abacuses. Examples of computation tables are number lines and multiplication, division, addition, and subtraction charts.

Assessment	Calculation Devices and Computation Tables Allowance
ACCESS for ELLs/W-APT	Not applicable
AAPPL	Not applicable for any student
Acadience Reading	Not applicable for any student
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Not allowed for any student
NAEP	Provided if applicable for the assessment
RISE	Calculators are embedded within the assessment system when allowed. When a calculator is not available within the assessment, a calculator may not be used. The calculators used by RISE Summative are available as a free download for instructional use. • **Math grades 3, 4, 5**: Not allowed for any student. • **Math grade 6**: Allowed when embedded within the assessment system. If a student is unable to access the online calculator due to the student's disability, an accommodation can be made to use a handheld calculator during the calculator segment of the assessment, based on need documented on the IEP. • **Math grade 7 and above**: Allowed when embedded within the assessment system. All students may choose to use the embedded calculator or the handheld calculator they are most comfortable using.

Assessment	Calculation Devices and Computation Tables Allowance
	• **Science**: Allowed for all students.
UAA	Allowed
Utah Aspire Plus	Allowed

Change in the Order of Activities

Assessments and activities that require focused attention should be scheduled for the time of day when a student is most likely to demonstrate peak performance. To reduce fatigue and increase attention, activities or some tests can be administered over multiple days (e.g., completing a portion each day).

Assessment	Change in the Order of Activities Allowance
ACCESS for ELLs/W-APT	Listening must be administered first.
AAPPL	Allowed for all students
Acadience Reading	Allowed for all students
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Allowed if designated on the IEP
NAEP	Not allowed for any student
RISE	Allowed for all students
UAA	Allowed
Utah Aspire Plus	Allowed

Color Adjustment

Some students with visual needs are better able to view information through color contrast. Students may alter the contrast in which content is presented via computer. Students may choose the font and background color combinations that help them perceive text-based content, including reverse contrast, such as white font on a black background. A color overlay changes the color of the entire page or screen. Lines and graphics are not affected by the color changes.

Assessment	Color Adjustment Allowance
ACCESS for ELLs/W-APT	Allowed
AAPPL	Allowed for all students
Acadience Reading	Allowed for students with visual impairments if designated on the IEP
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Not applicable for any student
NAEP	Allowed for all students
RISE	Embedded and allowed for all students
UAA	Allowed
Utah Aspire Plus	Embedded and allowed for all students

Descriptive Audio

Students may listen to audio descriptions of interactive answer spaces in test questions. This audio is provided in addition to text-to-speech as a test setting.

Assessment	Descriptive Audio Allowance
ACCESS for ELLs/W-APT	Unavailable
AAPPL	Not applicable for any student
Acadience Reading	Not applicable for any student
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Not applicable for any student
NAEP	Allowed for all students learning English
RISE	Embedded and allowed for all students. ***Must be marked as an accommodation in TIDE.*** Visit the RISE Portal (https://utportal.questarai.com/) for more information.
UAA	Allowed
Utah Aspire Plus	Embedded with text-to-speech

Directions – Oral Translation

Oral translation of directions involves immediate rendering of directions into a student's native language. Clarification of directions is not allowed on any assessment. ("Directions" refers only to non-item content that appears at the beginning of the test or between testing sessions. It does not refer to the item's stem, directions for answering a specific question, etc.)

Assessment	Directions – Oral Translation Allowance
ACCESS for ELLs/W-APT	Allowed for all students learning English
AAPPL	Allowed for students who do not speak English
Acadience Reading	Not allowed for students learning English
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Allowed for all students learning English
NAEP	Allowed for all students learning English
RISE	Allowed for ***directions*** for all students learning English. Assessment items, including reading and writing passages, graphs, questions, and answer options may not be translated in English language arts, mathematics, or science.
UAA	Allowed
Utah Aspire Plus	Allowed for ***directions*** for all students learning English.

Directions – Reread

To accurately understand the task a student is being asked to engage in, some students need to have directions reread. Clarification of directions is not allowed on any assessment. ("Directions" refers only to non-item content that appears at the beginning of the test or between testing sessions. It does not refer to the item's stem, directions for answering a specific question, etc.)

Assessment	Directions – Reread Allowance
ACCESS for ELLs/W-APT	Allowed
AAPPL	Embedded for all students
Acadience Reading	Allowed for all students for some subtests – refer to DIBELS guidelines
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Allowed for all students
NAEP	Allowed for all students
RISE	Embedded and allow for all students as text-to-speech only
UAA	Allowed
Utah Aspire Plus	Allowed for all students

Directions – Signed

Directions may be signed by a certified interpreter. Clarification of directions is not allowed for any student. ("Directions" refers only to non-item content that appears at the beginning of the test or between testing sessions. It does not refer to the item's stem, directions for answering a specific question, etc.)

Assessment	Directions – Signed Allowance
ACCESS for ELLs/W-APT	Allowed if signed by a certified interpreter
AAPPL	Allowed for students with disabilities if signed by a certified interpreter
Acadience Reading	Allowed for students with disabilities if signed by a certified interpreter
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Allowed if designated on the IEP
NAEP	Allowed for students with disabilities if signed by a certified interpreter
RISE	Allowed for students with disabilities if signed by a certified interpreter
UAA	Allowed
Utah Aspire Plus	Allowed for students with disabilities if signed by a certified interpreter

Extended Time

A standard extension may be time and one-half. This means a student may be allowed 90 minutes to complete a task that normally has a 60-minute limit. Double time may also be allowed, especially for students who are blind. Decisions should be made on a case-by-case basis, keeping in mind the type of assignments, assessments, and activities. **Unlimited time is not appropriate or feasible for any student**. Tests should not take all day. For example, a test designed to take most students one hour should not take any student more than approximately double time, or about two hours. Students who have too much time may lose interest and motivation to do their best work. Sometimes students who request extended time end up not needing it because of the reduction in anxiety of simply knowing that plenty of time is available.

Assessment	Extended Time Allowance
ACCESS for ELLs/W-APT	Allowed
AAPPL	• Interpersonal Speaking component is ***not allowed***. The time to answer each prompt is fixed. • Interpretive Reading, Interpretive Listening, and Presentational Writing are ***allowed***.
Acadience Reading	Allowed for all students depending on the subtest—refer to DIBELS guidelines. Some subtests are timed for all students.
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Not applicable for any student. This is not a timed assessment.
KEEP	Allowed if designated on the IEP
NAEP	Allowed if designated on the IEP
RISE	Not applicable for any student. This is not a timed assessment.
UAA	Not applicable for any student. This is not a timed assessment.
Utah Aspire Plus	Allowed as an accommodation

Graphic Organizer

Graphic organizers are tools that use visual symbols to express concepts and ideas, or to convey a meaning. They often depict the relationships between facts, ideas, and/or terms within a specific learning task. Examples of graphic organizers are story maps, concept maps, knowledge maps, advanced organizers, concept diagrams, and Venn diagrams. All students may be provided a blank sheet of paper with which they can create their own graphic organizer, without the aid or prompt of the teacher or proctor during the assessment.

Assessment	Graphic Organizer Allowance
ACCESS for ELLs/W-APT	Not applicable for any student
AAPPL	Not applicable for any student
Acadience Reading	Not applicable for any student
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Not applicable for any student
NAEP	Allowed
RISE	Not allowed for any student. Students may create a graphic organizer on scratch paper.
UAA	Allowed
Utah Aspire Plus	Not allowed for any student

Highlight

Highlighting, providing visual cues, and using markers, arrows, and stickers, may draw attention to key words or content in instruction. These resources may or may not be applicable or available for assessments.

Assessment	Highlight Allowance
ACCESS for ELLs/W-APT	Not allowed
AAPPL	Not allowed for any student
Acadience Reading	Not allowed for any student
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Allowed if designated on the IEP
NAEP	Allowed
RISE	Embedded and allowed for all students
UAA	Allowed
Utah Aspire Plus	Embedded and allowed for all students

Human Reader

In a computer-based environment, text-to-speech technology that reads text and describes graphics may replace a human reader. Human read-aloud of text may or may not be allowed on assessments. If allowed, readers should use even inflection so that the student does not receive any cue from the way the information is read. Human readers may not describe graphics and other symbols, or clarify, elaborate, or provide assistance to students. Familiarity with terminology and symbols specific to the content, especially high school mathematics and science, is necessary for human readers.

Assessment	Human Reader Allowance
ACCESS for ELLs/W-APT	Allowed for directions and listening passages
AAPPL	Allowed for directions
Acadience Reading	Not allowed for any student
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Not applicable for any student
NAEP	Allowed if designated on the IEP
RISE	Not allowed for any student for any portion of ELA, mathematics, or science assessments. Use text-to-speech for all students instead.
UAA	Allowed
Utah Aspire Plus	Only allowed in conjunction with other specific accommodations

Large Print

Students with visual impairments or other print disabilities may need assistance viewing content. Access for students with visual needs is typically provided through enlarging content. Large print paper assessments may no longer be needed in computer-based testing if magnification of the entire screen and/or magnification of select areas is available. Larger monitors may also aid students in computer-based assessments. Large-print editions of instructional materials are required for some students with visual impairments or print disabilities. All text and graphic materials, including labels and captions on pictures, diagrams, maps, charts, exponential numbers, notes, and footnotes, must be presented in at least 18-point type for students who need large print.

Students, working with their teachers, need to find an optimal print size and determine the smallest print that can still be read (copyright issues may need to be addressed).

Assessment	Large Print Allowance
ACCESS for ELLs/W-APT	Allowed; order from USBE staff
AAPPL	Not allowed for any student; contact LEA Accommodations Coordinator
Acadience Reading	Allowed for students with disabilities. Produced by LEA.
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Allowed if designated on the IEP
NAEP	Allowed for all students
RISE	Available on request for students with disabilities. Large print can be provided, on demand, at a student's school in a variety of font sizes on 8½" x 11" paper.
UAA	Allowed
Utah Aspire Plus	Allowed as an accommodation. Must be pre-ordered, is on 11x17 paper, and 18-point font size.

Magnification

Access for students with visual impairments is typically provided through magnifying content. Magnification of the entire screen, including text and graphics, and/or a magnification tool that magnifies only a portion of the screen, may be available on assessments.

Assessment	Magnification Allowance
ACCESS for ELLs/W-APT	Allowed
AAPPL	Allowed for all students
Acadience Reading	Allowed for all students
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Allowed if designated on the IEP
NAEP	Allowed if designated on the IEP
RISE	Embedded and allowed for all students. Additional magnification may be needed to enlarge graphics.
UAA	Allowed
Utah Aspire Plus	Embedded and allowed for all students.

Minimize Distractions

Some students need help reducing distractions and/or maintaining focus while they are accessing and interacting with information presented during instruction or assessment. A student may wear noise buffers, such as earphones, earplugs, or headphones, to reduce distractions and improve concentration. Study carrels may also be used.

Assessment	Minimize Distractions Allowance
ACCESS for ELLs/W-APT	Allowed
AAPPL	Allowed for all students

Assessment	Minimize Distractions Allowance
Acadience Reading	Allowed for all students
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Allowed for all students
NAEP	Allowed for all students
RISE	Allowed for all students
UAA	Allowed
Utah Aspire Plus	Allowed for all students

Scratch Paper and Graph Paper

Students may use **blank** scratch or graph paper without any directions or numbers included. If paper is provided during an assessment, care must be taken not to violate the security of the test. All paper should be collected and destroyed at the end of the assessment.

Assessment	Scratch Paper and Graph Paper Allowance
ACCESS for ELLs/W-APT	Allowed
AAPPL	Allowed for all students
Acadience Reading	Not applicable for any student
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Not applicable for any student
NAEP	Embedded and allowed for all students
RISE	Allowed for all students
UAA	Allowed
Utah Aspire Plus	Allowed for all students

Scribe

A scribe is a skilled person who has been trained to write/input what a student dictates by an assistive communication device, speech, pointing, or sign language. A scribe may not edit or alter student work in any way and must record word for word exactly what the student has dictated. The student must be able to edit what the scribe has written. Individuals who serve as scribes need to carefully prepare to ensure they know the vocabulary involved and understand the boundaries of the assistance to be provided. The role of the scribe is to write only what is dictated, no more and no less. A student who experiences a debilitating injury just prior to testing that prevents him or her from being able to write may need a scribe. ***Scribes must have experience and understanding of how to effectively scribe for a student.*** Some students may need human assistance to enter scores, which is allowed for students with this accommodation.

For the RISE assessment, use of Speech-to-Text/Voice-Recognition Software used with assistive technology as a third-party application is allowed. This allows students to use their voice and input devices to the computer, to dictate responses, or give commands (i.e., opening application programs, pulling down menus, and saving work) in place of a human scribe.

Please refer to the USBE Scribe Guidelines (https://schools.utah.gov/file/d20bd730-8fdd-4012-a84b-4424e487a735) for more information and guidance.

Assessment	Scribe Allowance
ACCESS for ELLs/W-APT	Allowed if necessary due to injury
AAPPL	Allowed for some components; contact LEA Accommodations Coordinator.
Acadience Reading	Not applicable for any student.
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Allowed if designated on the IEP
NAEP	Allowed if designated on the IEP
RISE	Allowed for students with disabilities. Also allowed for students as necessary due to temporary injury just prior to assessment as an emergency accommodation. You must submit a scribe request to USBE staff when a scribe is needed for a student. The use of speech-to-text/voice recognition software device via assistive technology may be used. You must submit a scribe request to USBE staff when a student needs to use these devices/programs. All speech-to-text/voice recognition software requests will need to be approved and activated in TIDE by a USBE staff member. Some programs will not work within the testing platform.
UAA	Allowed
Utah Aspire Plus	Allowed for students with disabilities. Also allowed for students as necessary due to temporary injury just prior to assessment as an emergency accommodation. You must submit a scribe request to USBE staff when a scribe is needed for a student. The use of speech-to-text/voice recognition software device via assistive technology may be used. You must submit a scribe request to USBE staff when a student needs to use these devices/programs. All speech-to-text/voice recognition software requests will need to be approved and activated in TIDE by a USBE staff member. Some programs will not work within the testing platform.

Sign Language

Some students who are deaf or hard of hearing may need assistance accessing text-based instructional or assessment content. Access for these students is typically provided through American Sign Language (ASL).

Please refer to the USBE Interpreter Guidelines (https://schools.utah.gov/file/9f59c42e-7a71-406a-bbed-580e2b5e2b27) for more information and guidance.

Assessment	Sign Language Allowance
ACCESS for ELLs/W-APT	Allowed for directions and listening passages with a certified interpreter
AAPPL	Allowed for some components. Contact LEA Accommodations Coordinator.
Acadience Reading	Students with disabilities who are deaf or have a hearing impairment should use an alternate assessment to determine whether the student is reading on grade level.
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Allowed if designated on the IEP
NAEP	Allowed for students with disabilities
RISE	• Allowed for students receiving ASL as designated on the IEP. • Must use a certified interpreter. • The student must have the text-to-speech option on each item and the interpreter must only interpret the audio portion. • Interpreters ***may not*** interpret any item for which the text-to-speech option or descriptive audio is not available. • If ASL is provided onscreen, the interpreter ***may not*** interpret the item. The student ***must*** use the online interpreter. • Interpreters may interpret interactive answer spaces in test questions but must listen to audio descriptions while interpreting. Descriptive Audio must be enabled prior to the test session.
UAA	Allowed
Utah Aspire Plus	• Allowed for students receiving ASL as designated on the IEP. • Must use a certified interpreter. • The student must have the text-to-speech option on each item and the interpreter must only interpret the audio portion. • Interpreters ***may not*** interpret any item for which the text-to-speech option or descriptive audio is not available.

Spell Check

Students who have difficulty producing text due to the speed with which they are able to enter keystrokes, or who have difficulty with language recall, may benefit from spell check or word prediction software for instruction. On assessments, spell check or word prediction may or may not be available, or only available on items where it would not violate the construct of the item. For example, spell check would not be available on writing passages that are assessing spelling.

Assessment	Spell Check Allowance
ACCESS for ELLs/W-APT	Not allowed
AAPPL	Not allowed for any student
Acadience Reading	Not applicable for any student
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Not applicable for any student

Assessment	Spell Check Allowance
KEEP	Not applicable for any student
NAEP	Unavailable
RISE	Embedded and allowed for all students. Embedded spell check will not be available on spelling items so the construct of the item will not be violated.
UAA	Not applicable for any student
Utah Aspire Plus	Not allowed

Standard Size Paper

Some students may have a disability that warrants a paper assessment.

Assessment	Standard Size Paper Allowance
ACCESS for ELLs/W-APT	Allowed. Order from vendor.
AAPPL	Not applicable for any student
Acadience Reading	Allowed for students with disabilities. Produced by LEA.
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Not applicable for any student
NAEP	Allowed for all students
RISE	Standard size paper print-on-demand is available on request for students with disabilities with ***USBE staff notification***. On request, standard size paper can be provided at the student's school.
UAA	Allowed
Utah Aspire Plus	Allowed, must be pre-ordered

Strikethrough

Strikethrough functions as an answer eliminator, which allows students to cover and reveal individual answer options.

Assessment	Strikethrough Allowance
ACCESS for ELLs/W-APT	Not allowed
AAPPL	Not allowed for any student
Acadience Reading	Not allowed for any student
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Allowed
KEEP	Not applicable for any student
NAEP	Allowed
RISE	Embedded and allowed for all students
UAA	Allowed
Utah Aspire Plus	Not applicable

Text-to-Speech

Computer-based assessments may have embedded text-to-speech that standardizes the way text and graphics are presented. Descriptions of symbols, nomenclature, and other graphics can be provided with text-to-speech. Text-to-speech technology may be provided for an assessment for items where the construct of the item is not violated. For example, text-to-speech would not be available on a reading test for reading items because it would violate the construct of the test item.

Assessment	Text-to-Speech Allowance
ACCESS for ELLs/W-APT	Unavailable
AAPPL	Unavailable
Acadience Reading	Unavailable
ACT and ASVAB	Contact LEA Accommodations Coordinator
DLM	Not Allowed
KEEP	Not applicable for any student
NAEP	Embedded
RISE	Embedded and allowed for any student. If the reading of any portion of an ELA, mathematics, or science item violates the construct of that item, text-to-speech will not be available. When text-to-speech is appropriate, it will be available to select onscreen.
UAA	Allowed
Utah Aspire Plus	Embedded and allowed for all students. If the reading of any portion of an ELA, mathematics, or science item violates the construct of that item, text-to-speech will not be available. When text-to-speech is appropriate, it will be available to select onscreen.

Visual Representation

Visual Representations are manipulatives such as cubes, tiles, rods, blocks, models, etc. They may be used on all sections of the mathematics assessment ***if*** they are included in the student's IEP or 504.

Assessment	Text-to-Speech Allowance
ACCESS for ELLs/W-APT	Not applicable for any student
AAPPL	Not applicable for any student
Acadience Reading	Not applicable for any student
ACT and ASVAB	Not applicable for any student
DLM	Allowed
KEEP	Allowed if designated on the IEP
NAEP	Not applicable for any student
RISE	Allowed for the mathematics assessment. ***MUST*** be designated on the IEP or 504 Plan.
UAA	Allowed
Utah Aspire Plus	Allowed for the mathematics assessment. ***MUST*** be designated on the IEP or 504 Plan.

Selecting Accommodations and Resources for Instruction and Assessment for Individual Students

Effective decision-making about appropriate accommodations and resources begins with making good instructional decisions. Then, by gathering and reviewing information about the student's disability and present level of performance in relation to the Utah Core and local standards, teachers can make appropriate assessment decisions. The process of making decisions about accommodations and resources is one in which members of the team attempt to "level the playing field" so that students with special needs can participate in the general education curriculum.

Documenting Accommodations on a Student's IEP

For students with disabilities served under the IDEA, determining appropriate instructional and assessment accommodations and resources should not pose any problems for IEP teams who follow good practices. With information obtained from the required summary of the student's present level of academic achievement and functional performance (PLAAFP), the process of identifying and documenting accommodations and resources should be straightforward. The PLAAFP is a federal requirement in which IEP team members must state "how the child's disability affects the child's involvement and progress in the general education curriculum" (20 U.S.C. Sec. 1414(d)(1)(A)(i)(I)(aa)).

Depending on the design and overall format of a typical IEP, there are potentially three areas in which accommodations can be addressed. Resources may or may not be addressed depending on the needs of the student.

1. **Consideration of special factors** (§614(d)(3)(B)). This is where communication and assistive technology supports are considered.
2. **Supplementary aids and services** (§§602(33)). This area of the IEP includes "aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate . . ."
3. **Participation in assessments** (§612(a)(16)). This section of the IEP, the Assessment Addendum, documents accommodations needed to facilitate the participation of students with disabilities in general state and districtwide assessments. IEP teams will designate how individual students will participate in state and district assessments by using specific codes:

    - SA – Standard Administration
    - PA – Participate with Accommodations
    - PM – Participate with Modifications
    - PAA – Participate with Alternate Assessment

    On the Assessment Addendum, IEP teams will also mark the student's required accommodations for instruction, classroom, district, and statewide assessments.

Documenting Accommodations on a Student's Section 504 Plan

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide certain accessibility and/or accommodation supports to students with disabilities even if they are not eligible for special education services under IDEA. The definition of a disability under Section 504 is much broader than

the definition under IDEA. Generally, most students eligible for services under IDEA are also eligible under Section 504, but not all students eligible under Section 504 are eligible under IDEA.

General accommodations include environmental strategies, organizational strategies, behavioral strategies, presentation strategies, and evaluation methods.

Other students who may receive accommodations based on their 504 Plan include students with:

- Allergies or asthma;
- Attention difficulties;
- Communicable diseases (e.g., hepatitis);
- Drug or alcoholic addictions, if they are not currently using illegal drugs;
- Environmental illnesses; or
- Temporary disabilities from accidents who may need short term hospitalization or homebound recovery.

Considering Accommodations for ELs with Disabilities or ELs on Section 504 Plans

Team members should consider the intensity of the student's language and disability-related needs. Decisions should be individualized based on these needs. Students with high English language needs and low disability-related needs will require more language-based accommodations than students with high disability-related needs and low English language needs. Students with high English language needs and high disability-related needs will benefit from intensive language and disability-related accommodations and/or resources.

Unlike students with IEPs and 504 Plans, federal law does not mandate that individual language plans be written for each ELS. If individual ELSs require specific accommodations/resources in addition to the appropriate teaching strategies used for ELSs in class, these accommodations and resources should be carefully selected and documented in a manner determined by the LEA.

Involving Students in Selecting, Using, and Evaluating Accommodations/Resources

It is critical for students with special needs to understand their needs and to learn self-advocacy strategies for success in school and throughout life. Some students have limited experience expressing personal preferences and advocating for themselves. Speaking out about preferences, particularly in the presence of authority figures, may be a new role for students, one for which they need guidance and feedback. Teachers and other team members can play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accommodations.

The more that students are involved in the selection process, the more likely the accommodations and resources will be used, especially as students reach adolescence and their desire to be more independent increases. Students need opportunities to learn which accommodations/resources are most helpful for them. Then they need to learn how to make certain those accommodations/resources are provided in all their classes and wherever they need them outside of school.

Determining the Consequences of Assessment Accommodations/Resources Use

When selecting accommodations or resources for state assessments with a student, it is important to look at state policies and procedures to determine whether use of an accommodation or resource

results in adverse consequences on a state test (e.g., lowering or not counting a student's score). Assessment accommodations/resources that result in adverse consequences are commonly referred to as modifications, alterations, and nonstandard or unapproved accommodations (Thurlow & Wiener, 2000).

Questions to Guide Accommodation/Resources Selection

Selecting accommodations and resources for instruction and assessment is the role of a special needs team. Use the questions provided below to guide teams in the selection of appropriate accommodations/resources:

- What are the student's learning strengths and areas for further improvement?
- How do the student's learning needs affect the achievement of grade-level content standards?
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?
- What accommodations/resources will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's disability? These may be new accommodations/resources or ones the student is currently using.
- Are there assistive technology products that could help meet the student's learning and assessment needs?
- What accommodations/resources are regularly used by the student during instruction and assessment?
- What are the differences in student performance for assignments and assessments when accommodations/resources are used versus when they are not used?
- What is the student's perception of how well an accommodation/resource worked?
- Are there effective combinations of accommodations/resources?
- What difficulties did the student experience when using accommodations/resources?
- What are the perceptions of parents, teachers, and specialists about how the accommodation/resource worked?
- Should the student continue to use an accommodation/resource, are changes needed, or should the use of the accommodation be discontinued?

Of the accommodations or resources that match the student's needs, consider:

- The student's willingness to learn to use the accommodations/resources.
- Opportunities to learn how to use the accommodations/resources in classroom settings.
- When accommodations/resources can be used on state assessments.

Plan how and when the student will learn to use each new accommodation or resource. Be sure to give the student ample of time to learn to use instructional and assessment accommodations or resources before an assessment takes place. Ongoing evaluation and improvement of the student's use of accommodations and resources is critical.

In the case that a student will use an accommodation or resource differently in assessment than the way they use it during their day to day instructional accommodation (such as using a human scribe in

place of speech-to-text because the students software/device does not infiltrate the testing platform) the student should have time to practice using that accommodation or resource prior to the test day.

Selecting Accommodations and Resources: Do's and Don'ts

Do	Don't
1. Make accommodation/resource decisions based on individualized needs.	1. Make accommodation/resource decisions based on whatever is easiest to do (e.g., preferential seating).
2. Select accommodations/resources that reduce the effect of the disability or limited English proficiency.	2. Select accommodations/resources unrelated to documented student learning needs or accommodations/resources intended to give students an unfair advantage.
3. Be certain to document instructional and assessment accommodations on the student's 504 Plan, IEP, or plan for learning English.	3. Use an accommodation that has not been documented on the 504 Plan, IEP, or plan for learning English.
4. Be familiar with the types of accommodations or resources that may be used as instructional and/or assessment accommodations/resources.	4. Assume that all instructional accommodations/resources are appropriate for use on assessments.
5. Ensure that appropriate accommodations are identified within online testing systems prior to the student's testing.	5. Assume that the accommodations listed in a student's IEP, 504, or EL plan are identified within the online testing systems prior to the student's testing.
6. Be specific about the "where, when, who, and how" of providing accommodations/ resources.	6. Simply indicate that an accommodation or resource will be provided "as appropriate" or "as necessary."
7. Refer to state accommodations/resources policies and understand implications of selections.	7. Check every accommodation/resource possible on a checklist simply to be "safe."
8. Evaluate accommodations/resources used by the student.	8. Assume that the same accommodations/ resources remain appropriate year after year.
9. Ask teachers, parents, and students for input on accommodations/resources and use it to make decisions at meetings with the special needs planning team.	9. Make decisions about instructional and assessment accommodations/resources by yourself, without other team members.
10. Provide accommodations/resources for assessments routinely used for classroom instruction.	10. Provide an accommodation/resource for the first time on the day of an assessment.
11. Select accommodations/resources based on specific individual needs in each content area.	11. Assume that certain accommodations or resources, such as extended time, are appropriate for every student in every content area.

Implementation of Accommodations and Resources During Instruction and Assessment

Accommodations/Resources During Instruction

The student must be provided with the selected accommodations/resources during instructional periods that necessitate their use. An accommodation/resource should not be used for the first-time during assessments. Students should have an opportunity to use technology that is the same as or similar to the technology used on the assessment, which may be increased through the use of training tests.

Accommodations/Resources During Assessment Planning for Test Day

Once decisions have been made about providing accommodations/resources to meet individual student needs, the logistics of providing the actual accommodations or resources during state and LEA assessments must be mapped out. Some accommodations must be coordinated with the USBE staff in advance. It is not uncommon for members of the team to be given the responsibility for arranging, coordinating, and providing assessment accommodations and resources for all students who may need them. Thus, it is essential for all team members to know and understand the requirements and consequences of LEA and state assessments, including the use of accommodations and resources. It is important to monitor the provision of accommodations and resources during testing to ensure that accommodations and resources are delivered appropriately, and that technology is working as it should.

Prior to the day of a test, be certain the test administrator and proctors know what accommodations and resources each student will be using and how to administer them properly. Staff members administering accommodations and resources, such as reading to a student or writing student responses, must adhere to specific guidelines so that student scores are valid.

Administering Assessments, Accommodations, and Resources

State and local laws and policies specify practices to assure test security and the standardized and ethical administration of assessments. See the USBE Standard Test Administration and Testing Ethics Policy (https://schools.utah.gov/assessment?mid=1104&tid=5) for more information. Test administrators, proctors, and all staff members involved in test administration must adhere to these policies. It is required that test administrators and others involved in assessments:

- Take appropriate security precautions before, during, and after the administration of the assessment.
- Ensure that appropriate accommodations are identified within online testing systems prior to testing students.
- Understand the procedures needed to administer the assessment prior to administration. For example, what procedures are required to set up the administration of accommodations and resources within a computer-based testing system?
- Administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur.
- Avoid any conditions in the conduct of the assessment that might invalidate the results.

- Provide for and document all reasonable and allowable accommodations and resources for the administration of the assessment to students with special needs.
- Avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual knowledge, skills or abilities.

Failure to adhere to these practices may constitute an ethics violation, test irregularity, or a breach of test security, and must be reported and investigated according to state and LEA testing policies.

Ethical Testing Practices

Ethical testing practices must be maintained during the administration of a test. Unethical testing practices relate to inappropriate interactions between test administrators and students taking the test. Unethical practices include changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way. Educators and school employees who serve as standardized assessment administrators that administer and/or proctor tests shall participate in annual ethics training provided by the local LEA and are accountable for ethically administering tests. (For additional information, see the USBE Standard Test Administration and Testing Ethics Policy [https://schools.utah.gov/assessment?mid=1104&tid=5].)

Standardization

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accommodations is necessary to ensure test results reflect actual student learning.

Test Security

Test security involves maintaining the confidentiality of test questions and answers and is critical to ensure the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, or scribe). In order to ensure test security and confidentiality, test administrators need to:

1. Keep testing materials in a secure place and control computer access to prevent unauthorized access.
2. Keep all test content confidential and refrain from sharing information with or revealing test content to anyone for both paper-based and computer-based assessments.
3. All test materials are to be organized and returned to the School Testing Coordinator, as appropriate. Educators and test administrators may not preview test content prior to the assessment.
4. All by-products of student testing are collected and protected between and after testing sessions, and securely destroyed as appropriate. This includes notes, outlines, graphic organizers, student drafts, etc.

Evaluating and Improving Accommodation and Resource Use

Accommodations and resources must be selected based on the individual student's needs and must be used consistently for instruction and assessment. Data on the use and impact of accommodations and resources during assessments may reveal questionable patterns of accommodations/resources use, as well as support the continued use of some accommodations/resources or the rethinking of others. Examination of the data may also indicate areas in which special needs planning teams and test administrators need additional training and support.

Observations conducted during test administration and talking with test administrators and students after testing sessions will likely yield data that can be used to analyze accommodation/resource information at the student, school, or LEA level. Accommodation/resource information can be analyzed in different ways. Following are questions designed to guide data analysis at the school or LEA level and the student level.

Questions to Guide Evaluation of Accommodations Use at the School or LEA Level

1. Are policies to ensure ethical testing practices, the standardized administration of assessments, and test security practices followed before, during, and after the day of the test?
2. Are there procedures in place to ensure test administration procedures are not compromised with the provision of accommodations or resources?
3. Are students receiving accommodations/resources as documented in their IEP, 504, or EL plans?
4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations/resources?
5. How many students with special needs are receiving accommodations/resources?
6. What types of accommodations or resources are provided, and are some used more than others?

Questions to Guide Evaluation of Accommodations/Resource Use at the Student Level

1. What accommodations/resources are used by the student during instruction and assessment?
2. What are the results of classroom assignments and assessments when accommodations/resources are used versus when accommodations/resources are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the accommodations/resources, or using inappropriate or ineffective accommodations/resources?
3. What is the student's perception of how well the accommodation/resource worked?
4. What combinations of accommodations/resources seem to be effective?
5. What are the difficulties encountered in the use of accommodations/resources?
6. What are the perceptions of teachers and others about how the accommodation/resource appears to be working?

These questions can be used to evaluate the accommodations/resources used at the school or LEA level and the student level. School- and LEA-level questions can be addressed by a committee responsible for continuous improvement efforts, while the student-level questions need to be considered by the special needs planning team. It is critical to stress that evaluation is not the

responsibility of just one individual. The entire special needs planning team should contribute to the information-gathering and decision-making processes.

Post-Secondary Implications

College and career readiness are important educational outcomes for all students. As students with special needs plan for their transition to post-secondary settings, it is important for teams to have documented use of effective accommodations and resources so students can continue to advocate for their use, as needed, in their college and career settings. Colleges and universities may allow fewer accommodations/resources than are available in public K–12 education settings, so it is important for students to document their need to use accommodations and resources. This may also be true for students who transition into vocational and other workplace settings.

APPENDICES

Appendix A: Accommodation/Resource Use in the Classroom

Use this chart to track different aspects of how a student uses an accommodation or resource in your classroom. This will help inform decision-making on assessment accommodations and resources.

Student _____ Date _____

What accommodation(s) and/or resource(s) does the student use in the classroom? List them under "Accommodation(s) and/or Resource(s)" in the chart. Then answer the questions in the chart. Accommodations for instruction and assessment must be included in the plan for student with special needs; resources may be included but are optional.

Accommodation(s) and/or Resource(s)	Questions	Answers
	1. Is it noted in the plan for the student with special needs?	
	2. For what task(s) is it used?	
	3. Does the student use it for that task every time? How often?	
	4. Does the student use it alone or with assistance (e.g., peers, paraeducator)?	
	5. Does one accommodation or resource seem more effective when used with another on a task?	

Appendix B: Participation Criteria for DLM/UAA

The DLM Alternate Assessment will be used to assess students with severe cognitive disabilities in ELA and math. The UAA will continue to be administered in science. Mark agreement with the following criteria to determine whether a student is eligible to participate in alternate assessments. Include documentation for each in the plan for the student with special needs.

DLM/UAA Participation Criteria	Participation Criteria Descriptors	Agree?
1. The student has a significant cognitive disability.	Review of student records indicates a disability or multiple disabilities that significantly affect intellectual functioning and adaptive behavior. *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.*	Yes / No
2. The student's learning content is linked to the Utah Core Standards.	Goals and instruction listed on the IEP for this student are linked to the enrolled grade level Utah Core Standards through the Essential Elements and address knowledge and skills that are appropriate and challenging for this student.	Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.	The student (1) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature, and (2) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.	Yes / No

The student is eligible to participate in the DLM/UAA Alternate Assessments if *all responses* above are marked "yes." In addition, evidence for the decision for participating in the DLM/UAA Alternate Assessments is **not based** on:

1. A disability category or label.
2. Poor attendance or extended absences.
3. Native language/social/cultural or economic differences.
4. Expected poor performance on the general education assessment.
5. Academic and other services the student receives.
6. Educational environment or instructional setting.
7. Percent of time receiving special education.
8. English language acquisition level.
9. Low reading level/achievement level.
10. Anticipated student's disruptive behavior.
11. Impact of student scores on accountability system.
12. Administrator decision.
13. Anticipated emotional duress.
14. Need for accommodations (e.g., assistive technology/augmentative and alternative communication) to participate in assessment process.

Appendix C: After-Assessment Accommodation and/or Resource Questions

Use this form after an assessment to interview a student about the accommodation(s) and/or resource(s) provided and used—whether it was useful and whether it should be used again. Also note any adjustments or difficulties experienced by the student either in how the accommodation and/or resource was administered or in using the accommodation and/or resource during the assessment.

Student _____ Date_____

Accommodation Used _____

Resource Used _____

Questions	Assessment:	Assessment:	Assessment:	Assessment:
Was the accommodation or resource used? *Comments:*	Yes / No	Yes / No	Yes / No	Yes / No
Was the accommodation or resource useful? *Comments:*	Yes / No	Yes / No	Yes / No	Yes / No
Were there any difficulties with the accommodation or resource? (Are adjustments needed?) *Comments:*	Yes / No	Yes / No	Yes / No	Yes / No
Should the accommodation or resource be used again? *Comments:*	Yes / No	Yes / No	Yes / No	Yes / No

Student signature _____

Appendix D: Assessment Accommodations and/or Resources Plan

Student information

Student Name _____ Assessment Date _____

Assessment Name _____

Case information

English Language Teacher _____

Special Education Techer _____

General Education Teacher_____

School Year _____ Building/School _____

Assessment accommodations/resources that the student needs for this assessment and date arranged

Accommodations and/or Resources	Date Arranged
1.	
2.	
3.	
4.	

Comments _____

Person responsible for arranging accommodations and/or resources and due date

Person Responsible	Due Date	Date Arranged
1.		
2.		
3.		
4.		

Participants in this process (signatures) _____

Adapted from Scheiber, B., & Talpers, J. (1985). *Campus Access for Learning Disabled Students: A Comprehensive Guide*. Pittsburgh: Association for Children and Adults with Learning Disabilities.

Appendix E: Logistics Planning Checklist

Directions: This logistics planning checklist can be used in the planning and implementation of assessment accommodations and/or resources for an individual student. Use the checklist by indicating Y (Yes), N (No), or N/A (Not Applicable) for each statement.

Accommodations/Resources Used Throughout the Academic Year	**Y**	**N**	**N/A**
1. Accommodations and/or resources are documented by the teacher.			
2. Student uses accommodations and/or resources regularly and evaluates use.			
3. A master accommodation or resource plan/database listing assessment accommodation or resource needs for all students tested is updated regularly.			

Preparation for Test Day	**Y**	**N**	**N/A**
1. The provision of braille, large print, etc. is coordinated with the USBE.			
2. All educators are involved in the administration of state assessments receive ethics training.			
3. Special test requests are considered for individual students based on information contained in the accommodation or resource plan (e.g., large print, braille).			
4. Test administrators/proctors receive a list of accommodations or resource needs for students they will supervise (list comes from the accommodations or resource plan/database).			
5. Adult supervision is arranged, and test administrators receive training for each student receiving accommodations or resource in small group or individual settings, including extended time (with substitutes available).			
6. Certified interpreters are arranged for individual students (with substitutes available).			
7. Special equipment is arranged and checked for correct operation (e.g., audio amplification device).			
8. Training tests are used where available to ensure that accommodations can successfully be provided.			

Accommodations and/or Resources on the Day of the Test	**Y**	**N**	**N/A**
1. All eligible students receive accommodations or resources as determined by their plan.			
2. Provision of accommodations or resources is recorded by test administrator.			
3. Substitute providers of accommodations or resources are available as needed (e.g., certified interpreters).			
4. Plans are made to replace defective equipment.			

Consideration After Test Day	Y	N	N/A
1. All equipment is returned to appropriate locations.			
2. Students who take make-up tests receive needed accommodations or resources.			
3. Effectiveness of accommodation or resource use is evaluated by test administrators and students, and plans are made for improvement.			

Appendix F: Accommodations/Resources Journal for Students

One way to keep track of what accommodations/resources work for students with special needs is to support the student in keeping a journal. The journal lets the student be "in charge" and could be kept up to date through regular consultation with the student's teachers and/or other staff members. This journal can assist the students with special needs planning team to more comprehensively determine which accommodations and/or resources the student will benefit from. Information for the student to kept track of in a journal could consist of:

1. Accommodations and/or resources used by the student in the classroom and on tests
2. Test and assignment results when accommodations and/or resources are used and not used
3. The student's perception of how well the accommodation and/or resource "works"
4. Effective combinations of accommodations and/or resources
5. Difficulties of accommodation and/or resource use
6. Perceptions of teachers and others about how the accommodation and/or resource appears to be working

In the spaces provided below, design and organize the use of an accommodations and/or resource journal for one of your students by answering the following questions.

1. What would you include as headings for the journal?

2. When would the student make entries in the journal, and what types of support would the student need to make these entries?

3. With whom would the student share journal entries, and when would it be done?

Appendix G: Identifying Roles and Responsibilities

This activity can be completed in small groups. Complete the columns below and discuss roles and responsibilities in the provision of standards-based education to students with special needs.

1. Your role as you see it.

2. The role of other colleagues as you see them.

Adapted from *Delaware Accommodation Activity Sheets*, Delaware Department of Education.

Discussion Issues:

1. Is your role clear in the provision of standards-based education to students with special needs?
2. What appear to be similarities and differences between perceived roles and responsibilities of the students with special needs team?
3. To what extent does collaboration among the 504, IEP, or students learning English team occur in your building or LEA? What are some of the barriers or obstacles?
4. Are your boundaries clear? What are you doing now that you feel may be "out of your jurisdiction?"
5. What are some opportunities or barriers that can either facilitate or hinder future opportunities for collaboration between general, English language/bilingual, and special education teachers?

Appendix H: Accommodation and Resources Criteria for ELSs with Disabilities and ELSs on Section 504 Plans

Use this form to determine whether the student is eligible for instruction and assessment accommodations and/or resources.

Student _____Date _____

Person Filling out the Form _____

Questions	Yes (please describe)	No
Can you comment on the student's overall oral English language proficiency and level of English literacy?		
Can you comment on the student's disability needs?		
Has the student taken the English language proficiency test? If so, what was the student's score?		
Are you aware of the language(s) the student speaks in his/her family? If so, please specify the language(s) and the level of the student's oral proficiency and literacy in the language(s).		
Has the student received prior formal education before coming to the U.S.? Have there been gaps or interruptions?		
Has the student spent time in English-speaking schools prior to enrolling in this school? If so, how much time?		
Was the student enrolled in special education programs prior to transferring to this school? If so, please describe.		
Do you know how much time the student has spent in Utah and/or your school? Are there mobility issues?		
Are you aware of the student's performance in other content areas and on other tests?		
Are there educational resources available to the student in his/her native language?		
Are you aware of any aspects of the student's home culture that may impact the accommodations/resources selection process (taboos, gestures, kinesthetic, etc.)?		

Questions	Yes (please describe)	No
Are there any other aspects of the student's characteristics that should be considered when selecting accommodations/ resources for the student?		

Appendix I: Parent Input on Accommodations and Resources

Questions Parents Should Ask About Accommodations and Resources in Instruction and Assessments

- About instruction
  - What instructional support does my student need to access and reach the academic standards?
  - How can my student and I advocate to receive accommodations/resources and/or linguistic support not yet provided in instruction?
  - Are the accommodations/resources and/or linguistic support my student is receiving in instruction meant to be a temporary support? If yes, what is the plan to help determine when to phase them out?
  - How are the various staff members who work with my student providing accommodations, resources and/or linguistic support (across regular, special education, or other staff)?
- About accommodations
  - What are the tests my student needs to take, what do they measure (e.g., regular or alternate academic standards), and for what purpose is each given?
  - Are the accommodations/resources allowed on state tests also provided for LEA tests?
  - Can my student participate in part of an assessment with or without accommodations and/or resources?
  - Are there consequences for allowing certain changes to how my student participates in a test? How will my student's test scores count?
  - Do the consequences of accommodations and/or resources vary by type of test?

Questions Parents Should Ask About Instruction and Assessment

- Is the need for each accommodation documented in my student's special needs plan?
- Are there too many or too few accommodations or resources being provided?
- What are my student's preferences for specific accommodations and/or resources?
- If my student needs accommodations and/or resources, how will they be provided?
- If an accommodation or resource used in instruction is not allowed on a test, is there another allowed option to support my student? If yes, has it been documented and tried in instruction first? If no, how is my student being prepared to work without the accommodations/resources?

Appendix J: Utah Aspire Plus Accessibility Supports and Accommodations

Utah Aspire Plus assessments for grades 9 and 10 have many embedded accessibility supports and allow for many different accommodations to meet students' special needs to better demonstrate their knowledge.

The following tables outline those accessibility supports (resources/features) and accommodations. Please also refer to the Utah Aspire Plus Resources & Training Center (http://utah.pearsonaccessnext.com/training/) for more details.

Resource/Feature	Delivery
In Browser/App Zoom	Embedded
Answer Eliminator	Embedded
Calculator	Embedded
Bookmark item for review	Embedded
Color Contrast	Embedded
Answer Masking	Embedded
Highlighter	Embedded
Keyboard Navigation	Embedded
Text-to-Speech – English	Embedded
Directions re-read (text-to-speech)	Embedded
Personalized visual notification of remaining time	Embedded
Scratch Paper	Allowed – locally provided
Line Reader	Embedded
Supervised breaks within each day	Allowed – locally provided
Special seating/grouping	Allowed – locally provided
Location for movement	Allowed – locally provided
Separate/alternate location	Allowed – locally provided
Minimized distractions	Allowed – locally provided
Food or medication for individuals with medical need	Allowed – locally provided
Administration and optimum time of day	Allowed – locally provided
Special lighting	Allowed – locally provided
Adaptive equipment/furniture	Allowed – locally provided
Wheelchair accessible room	Allowed – locally provided
Accommodation	Delivery
Assistive Technology Screen Reader (English audio + orienting description)	Allowed – must be set
Speech-to-text – assistive technology scribe	Allowed – must be set by state personnel
Assistive Technology	Allowed – must be set by state personnel
Standard Print	Allowed – must be ordered
Large Print (11x17 paper, 18-point font size)	Allowed – must be ordered
Braille + Tactile Graphics	Allowed – must be ordered
Abacus	Allowed – locally provided
Extra Time (1 1/2, double, triple time)	Allowed – must be set

Resource/Feature	Delivery
Online Test-Spanish Transadaptation	Available, must be turned on
Online Test Translation – Languages other than Spanish and English	Allowed, but provided by an interpreter locally provided
Text-to-Speech — Spanish	Available – must be turned on
Personalized auditory notification of remaining time	Allowed – locally provided
Breaks: stop the clock supervised	Online System embedded and Local Arrangements for Paper Testing and Assistive Technology Testing
Breaks: securely extend session over multiple days	Online System embedded and Local Arrangements for Paper Testing and Assistive Technology Testing
Human scribe	Allowed – must be approved by state personnel and locally provided
Home administration	Allowed – must be approved by state personnel and locally provided
Word-to-word dictionary – for languages other than Spanish	Allowed – locally provided
Signed Exact English, directions only	Allowed – locally provided by qualified interpreter
Sign Language Interpretation	Allowed – locally provided by qualified interpreter
Cued speech	Allowed – locally provided by qualified interpreter

Appendix K: ACT High-Incidence Accommodations, Local Arrangements, and Accessibility Supports on the ACT® Test for State Testing and District Testing

Accommodations ("A") used **with required ACT approval**, and/or any Embedded/Universal ("E") tools and/or local arrangements ("LA") listed in this table, will result in a **Reportable** Score.

Accommodations ("A") used **without required ACT approval**, or other tools **not listed** here (not allowed/not approved), will result in a **Non-Reportable** Score.

Key to Abbreviations:

- A = Accommodations
- LA = Local Arrangements
- E = Embedded/Universal Tools
- EL = English Learners

Please see the explanatory notes following the tables for a guide to the superscript notations used.

Presentation Supports	Paper	Online	Reading	English	Writing	Math	Science
Audio Recording, Full Test (USB)	A	—	✓	✓	✓	✓	✓
Reader Script, Full Test	A	—	✓	✓	✓	✓	✓
Screen Reader	A	—	✓	✓	✓	✓	✓
Text-to-Speech	—	A	✓	✓	✓	✓	✓
Translated Written Directions—12 Languages Provided **(ELs)**[5]	A	A	✓	✓	✓	✓	✓
Translated Audio, Full Test[1]	A[1]	A[1]	No	No	[1]	[1]	[1]
Word-to-Word Dictionary **(ELs)**[5]	A	A	✓	✓	✓	✓	✓
American Sign Language (ASL), Directions Only	LA	LA	✓	✓	✓	✓	✓
Signed Exact English (SEE), Directions Only	LA	LA	✓	✓	✓	✓	✓
Signed Exact English (SEE), Full Test	A	—	✓	✓	✓	✓	✓
Cued Speech	A	—	✓	✓	✓	✓	✓
English Braille American Edition (EBAE/Nemeth), available with Tactile Graphics and Nemeth code for Math and Science (Contracted) Online support refers to required paper form companion to online test-see note[2]	A[2]	A[2]	✓	✓	✓	✓	✓
Unified English Braille (UEB), available with Tactile Graphics and Nemeth code for Math and Science (Contracted)[2]	A[2]	A[2]	✓	✓	✓	✓	✓

Presentation Supports	Paper	Online	Reading	English	Writing	Math	Science
Unified English Braille (UEB), available with Tactile Graphics and UEB code for Math and Science (Contracted)[2]	A[2]	A[2]	✓	✓	✓	✓	✓
Tactile Graphics (stand-alone) with EBAE/Nemeth[2]	A[2]	A[2]	—	—	—	✓	✓
Tactile Graphics (stand-alone) with UEB/Nemeth[2]	A[2]	A[2]	—	—	—	✓	✓
Tactile Graphics (stand-alone) with UEB[2]	A[2]	A[2]	—	—	—	✓	✓
Large Print	A	—	✓	✓	✓	✓	✓
Browser Zoom Magnification	—	E	✓	✓	✓	✓	✓
Magnification	LA	E	✓	✓	✓	✓	✓
Line Reader (Online tool or locally provided paper straight edge)	LA	E	✓	✓	✓	✓	✓
Color Contrast (online) or Overlay (locally provided)	LA	E	✓	✓	✓	✓	✓

Interaction and Navigation Supports	Paper	Online	Reading	English	Writing	Math	Science
Abacus	A	A	—	—	—	✓	—
Answer Masking Tool	E	E	✓	✓	✓	✓	✓
Answer Eliminator Tool	E	E	✓	✓	✓	✓	✓
Highlighter Tool	A	E	✓	✓	✓	✓	✓
Keyboard Navigation	—	E	✓	✓	✓	✓	✓
Use Test Booklet for Scratch Paper	E	—	✓	✓	✓	✓	✓
Sheet of Paper to Use as Scratch Paper	LA	E	✓	✓	✓	✓	✓
Calculator, Including Accessible Calculator, **all personally provided** (headphones required for talking calculator)[3]	E	E	—	—	—	✓	—

Response Supports	Paper	Online	Reading	English	Writing	Math	Science
Respond in Test Booklet or on Separate Paper	LA	—	✓	✓	✓	✓	✓
Large Block Answer Sheet	A	—	✓	✓	✓	✓	✓
Dictate Responses	A	A	✓	✓	✓	✓	✓
Computer for Writing Essays and Constructed Responses	A	E	✓	✓	✓	✓	✓
Speech-to-Text	A	A	✓	✓	✓	✓	✓
Mark Item for Review Tool	E	E	✓	✓	✓	✓	✓
Word Prediction External Device4	—	—	n/a	n/a	No[4]	n/a	n/a

General Test Conditions Supports	Paper	Online	Reading	English	Writing	Math	Science
Extra Time **(EL)**[5]	A	A	✓	✓	✓	✓	✓
Breaks	A	A	✓	✓	✓	✓	✓
Multiple Days	A	A	✓	✓	✓	✓	✓
Food or Medication for Individuals with Medical Need	LA	LA	✓	✓	✓	✓	✓
Special Seating/Grouping	LA	LA	✓	✓	✓	✓	✓
Location for Movement	LA	LA	✓	✓	✓	✓	✓
Individual Administration	LA	LA	✓	✓	✓	✓	✓
Administration at Optimum Time of Day	LA	LA	✓	✓	✓	✓	✓
Administration from Home or Care Facility	LA	—	✓	✓	✓	✓	✓
Separate Setting or Location (Familiar Setting and/or Small Group) **(EL)**[5]	LA	LA	✓	✓	✓	✓	✓
Audio Amplification	LA	LA	✓	✓	✓	✓	✓
Special Lighting	LA	LA	✓	✓	✓	✓	✓
Adaptive Equipment or Furniture	LA	LA	✓	✓	✓	✓	✓
Wheelchair Accessible Room	LA	LA	✓	✓	✓	✓	✓
Personalized Auditory/Visual Notification of Remaining Time	LA	LA	✓	✓	✓	✓	✓
Other Accommodations: Request Using TAA System	Yes	Yes	✓	✓	✓	✓	✓

Explanation of Footnotes Used in the Preceding Tables:

[1] This is provided ONLY as part of a State testing or district testing negotiated contract for non-reportable scores.

[2] All users with blindness will need to use a companion paper form with braille/tactile graphics on the math and science tests as critical interpretive information within math and science graphics will not be read aloud. This is required for both paper and online testing.

[3] Calculator use is not permitted for the science test. Science test questions requiring calculations are designed so that answering the questions involves only minimal, rudimentary calculations. Some math-oriented science constructs that are assessed (e.g., recognizing relationships in scientific data, translation of data) are intended to be performed without use of graphing functionalities often present on calculators.

[4] The writing test domain of Language Use and Conventions (including grammar, syntax, and word usage) can be compromised by Word Prediction device usage. English, reading, math, and science tests are currently in multiple-choice format, making Word Prediction not applicable (n/a) at this time.

[5] English Learners (EL): Four Accommodation-level ("A") supports available to qualified students learning English are indicated in the preceding tables.