Utah State Board of Education | Special Education Services

UTAH ACCESSIBILITY, ACCOMMODATIONS, AND PARTICIPATION POLICY 2025–2026

FOR STUDENTS WHO HAVE INDIVIDUALIZED EDUCATION PROGRAMS (IEPS), SECTION 504 PLANS, OR ARE MULTI-LINGUAL LEARNERS/LEARNING ENGLISH

Updated March 2026

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Definitions of Terms

This section defines vocabulary used throughout the manual.

Accommodations

Accommodations are practices and procedures that provide equitable access during instruction and assessments for students with disabilities or English language needs. Accommodations are intended to reduce or even eliminate the effects of a student's disability, but do not reduce learning expectations and do not alter the validity of score interpretation, reliability, or security of the assessment.

Adaptive behavior

The effectiveness or degree to which the individual meets the standards of personal independence and social responsibility expected of students of comparable age and cultural group. The collection of conceptual, social, and practical skills (the day-to-day skills or tasks) that are essential for someone to live independently and to function safely in daily life.

Individualized Education Program (IEP)

A written program 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

Universal 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, students with disabilities, and English learner students.

English Learner students (ELs)

Students whose native language is not English and who do not yet possess sufficient English language proficiency to participate effectively in general education classes. For accountability purposes, students who are multi-lingual learners are referred to as English Learner students.

English Learner students (ELs) with disabilities

Students whose native language is not English and who have been identified as having a disability. For accountability purposes, students who are multi-lingual learners with disabilities are referred to as English Learner students with disabilities.

Students with disabilities

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 (Rules).

Students with the most significant cognitive disabilities

Students with the most significant cognitive disabilities have eligibility documentation that indicates the disability significantly impacts intellectual functioning and adaptive behavior (typically functioning at least two and a half to three standard deviations below the mean). Meaning that the student's cognitive functioning and adaptive behavior demonstrated in the home, school, and community environments are significantly below age expectations, even with program modifications, adaptations, and accommodations.

Students with 504 Plans

Students with disabilities who are eligible to receive accommodations through Section 504 of the Rehabilitation Act of 1973 (20 USC § 701 et. seq.).

Utah State Board of Education (USBE) Duties

Utah Code Annotated (UCA) 53E-3-301describes in detail the specific legal duties of the Board. Among these duties are:

- Appoint a state superintendent of public instruction, the executive officer of the state board, and serve at the state board's pleasure.
- With the state superintendent, develop a statewide education strategy focusing on core academics, including the development of:
    - Core standards for Utah public schools and graduation requirements.
    - A process to select model instructional materials that best correlate with the core standards for Utah public schools and graduation requirements that are supported by generally accepted scientific standards of evidence.
    - Professional development programs for teachers, superintendents, and principals.
    - A model method for creating individual student learning targets, and a method of measuring an individual student's performance toward those targets.
    - Progress-based assessments for ongoing performance evaluations of school districts and schools.
    - Incentives to achieve the desired outcome of individual student progress in core academics that do not create disincentives for setting high goals for the students.
    - An annual report card for school and school district performance, measuring learning and reporting progress-based assessments.
    - A systematic method to encourage innovation in schools and school districts as each strives to achieve improvement in performance.
    - A method for identifying and sharing best demonstrated practices across school districts and schools.
- The state superintendent shall perform duties assigned by the state board, including:

- Collecting and organizing education data into an automated decision support system to facilitate school district and school improvement planning, accountability reporting, performance recognition, and the evaluation of educational policy and program effectiveness to include:
  - Data that are: comparable across schools and school districts, appropriate for use in longitudinal studies.
- Administering and implementing federal educational programs in accordance with Part 8, Implementing Federal or National Education Programs.

Utah's Accountability System

The Utah State Board of Education (USBE) makes annual accountability determinations for schools and local education agencies (LEAs) based on measures of student academic achievement, student growth, and equitable educational opportunity. All countable and valid assessments are included in the accountability indicators and calculations, regardless of a student's status.

For more information on Utah's accountability system, see the Utah Accountability Technical Manual.

Introduction

This manual was developed to establish a statewide policy for the participation of students with disabilities and ELs in Utah's accountability system 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:

- Support student teams to determine, implement and evaluate accommodations for instructional needs.
- 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 participating 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.

Changes in Policy

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

THIS YEAR'S (2025–2026) UPDATES TO THE POLICY INCLUDE

- Updated name of the document to add "Accessibility."
- Updated any broken links — throughout the policy.
- Update label and definition of "a significant cognitive disability" to "the most significant cognitive disability" — throughout the policy.

- ACT changes — see Appendix L.
  - Some accommodations are now designated supports.
  - ACT has increased accommodation deadlines in alignment with testing dates, found on the Utah ACT website and the Utah ACT Schedule of Events.
- Removed the Civis Exam, no longer required — throughout the policy.
- AAPPL is no longer the second language proficiency assessment provider. Avant is the new vendor for the assessment called STAMP — page 23, Appendix P.
- Updated the label and definition of Calculation Devices and Computation Tables for increased clarity to the field — pages 32–33.
- Updated language for WIDA ACCESS and WIDA Screener section — pages 21–22.
- Updated WIDA Alternate ACCESS to represent grade K — page 20.
- Added WIDA Alternate Screener section — page 21.
- Added new WIDA resources and accommodations — Appendix N.
- Updated documenting Alternate Assessment guidance to match updated IEP Assessment Addendum model form — pages 37–39.
- Added link and language to Americans with Disabilities Act (ADA) in Postsecondary Implication section — pages 46–47.
- Added language to the Utah's Alternate Assessment Participation Guidelines — page 52 Appendix C.
- **March 2026 Update; updated the definition of students with the most significant cognitive disability - page 52 Appendix C.**

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. Utah Code requires an accountability system that includes students with disabilities and English Learners (UCA 53E-5-203). School team members, including teams for English Learners (ELs), 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 the most 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 the most 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 ELs, 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. USBE Administrative Rule R277-404-7 authorizes parents to exercise their right to exempt their students from a state required assessment by filling out the Parental Exclusion from State Assessments Forms 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. Planning teams (i.e., IEP, 504, or ELs) cannot exempt a student from the statewide testing requirements.
2. All ELs 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 from participating in statewide assessments. These students are given the opportunity to take the assessment but are not required to do so.

ALL STUDENTS PARTICIPATE IN GRADE-LEVEL ASSESSMENTS AND ACCESS GRADE-LEVEL ACADEMIC STANDARDS

The achievement of students with disabilities 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 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 meaningfully access and 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 access to grade-level content. To accomplish this goal of 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 to maximize access to grade-level content standards for all students.

All students with disabilities can access grade-level 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 qualified to teach in the content areas addressed by the Utah Core Standards and who know how to differentiate instruction for diverse learners.
2. Student plans are carefully designed to ensure all students have access to grade-level standards, with services and support 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 disabilities 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 ESSA reauthorizes the Elementary and Secondary Education Act (ESEA). It aligns with existing tenets of USBE's ESSA 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 national expectation that schools are accountable to the public for all students' educational achievements. ESSA explicitly calls for all students to participate in assessments in order to meet this expectation of accountability (PL 114-95 § 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 (PL 114-95 § 1111(b)(3)(C)(ix)(II)).

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

The ESSA requires that states develop standards for English language proficiency in the context of each state's academic content standards, Utah has adopted WIDA's English Language Development Standards. LEAs must ensure participation of ELs 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 (Section 1111(b)(2)(B)(vii)(III)).

With the approval of Utah's ESSA Consolidated State Plan, (2023) Utah will assess all English learners in English Language Arts, mathematics, and science, beginning in their first year of enrollment, with the exception of recently arrived students who first enroll in the U.S. on or after April 15th of the current school year. EL students who enroll after April 15th are given the opportunity to take the assessment but are not required to do so. The exception Utah has selected under ESEA section 1111(b)(3)(A)(ii) allows a state, for the purposes of accountability, to:

1. In first year of enrollment, test all English learners in all tested subjects, but exempt these students' scores from proficiency and growth calculations in the accountability system. Assessment in this year establishes the student's performance baseline and is included in participation only;

2. In second year of enrollment, test all English learners in all subjects and include scores in growth and participation calculations, and,
3. In the third year of enrollment and thereafter, test all English learners in all subjects and include in growth and proficiency calculations.

The following are some other ESSA provisions for ELs:

- Students must be appropriately identified as ELs in accordance with Title III policies and procedures.
- All students who are ELs must be tested for English proficiency annually.
- Students who are ELs should be assessed in a valid and reliable manner and provided with reasonable accommodations in both English Language Proficiency and content assessments.
- Students who are ELs must make adequate progress toward English proficiency each year; schools, LEAs, and the State are held accountable for ensuring that these targets are met.

INDIVIDUALS WITH DISABILITIES EDUCATION 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 LEA-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 (34 CFR § 300.160).
>
> 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 (34 CFR § 300.160).

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:

> 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 USC §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 a disability 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. USBE Section 504 webpage.

UTAH'S STATEWIDE ASSESSMENTS

PRE-KINDERGARTEN – EIGHTH GRADE ASSESSMENTS

PRE-KINDERGARTEN ENTRY AND EXIT PROFILE (PEEP)

Utah's Pre-Kindergarten Entry and Exit Profile (PEEP) is an assessment required for LEAs that participate in the High-Quality Readiness Grant Program. 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.

More information regarding PEEP administration may be found on the USBE Assessment webpage under the Pre-Kindergarten tab.

Subjects Assessed	Grades Assessed
Literacy, Numeracy, & Lifelong Learning Practice	Pre-Kindergarten **Entry** (four weeks prior to and four weeks after the beginning of Pre-Kindergarten)
Literacy, Numeracy, & Lifelong Learning Practice	Pre-Kindergarten **Exit** (last four weeks of Pre-Kindergarten)

The PEEP Alternate Assessment is available for students with the most significant cognitive disabilities who 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) - Optional

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

- Provide insights into current levels of academic and social-emotional performance upon entry and exit of kindergarten.
- Identify effective instructional practices or strategies for improving student achievement outcomes.

More information regarding KEEP administration and accommodations may be found on the USBE Assessment webpage under the Kindergarten tab.

Subjects Assessed	Grades Assessed
Literacy, Numeracy, & Social Emotional	Kindergarten – Optional Not Required

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

Acadience Reading and Math

The Early Literacy Program (UCA 53E-4-307) was created to supplement other school resources to achieve the state's growth goal. The USBE has selected Acadience Reading as the benchmark assessment LEAs must administer to students in grades K–3 (kindergarten required starting in school year 2024-2025) 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 grades 4–6.

The Early Mathematics benchmark assessment (UCA 53E-4-307.5) was created to measure the acquisition of mathematics skills in grades K–3 that includes predictive indicators of academic achievement based on measures of early mathematics, computation, and problem solving. The USBE has selected Acadience Math as the benchmark assessment LEAs must administer to students in grades K–3 (kindergarten required starting in school year 2024–2025) at the beginning, middle, and end of the school year to show growth (R277-406).

More information regarding Acadience administration may be found on the USBE Assessment webpage under the Acadience tab and on the Acadience Reading K–6 and Acadience Math K–6 websites.

Subjects Assessed	Grades Assessed
Reading	K–3

Subjects Assessed	Grades Assessed
Mathematics	K–3

Early Literacy Alternate Assessment and Early Mathematics Alternate Assessment for Grades K–3 is available for students with the most significant cognitive disabilities that cannot access Acadience Reading even with appropriate accommodations. 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, are designed to assess students' knowledge of the state's academic content standards and are used in the accountability system. 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 student's grade-level content standards.

Students will be assigned their RISE assessments based on their enrolled courses. Students are expected to be enrolled in courses standard for that grade level, not below grade level courses to meet their needs. If a lower-grade assessment is administered, the student is considered a non-participant and therefore not proficient in state and federal accountability. See RISE Assessment Core Codes on the USBE Assessment webpage under the Data Exchange tab.

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 USBE Assessment webpage on the RISE tab and the Utah RISE Portal.

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 their grade/course, unless a student is a student with the most significant cognitive disability that cannot access RISE even with appropriate accommodations and is receiving instructional support through alternate achievement standards and has been determined eligible for the alternate assessments (Dynamic Learning Maps [DLM] for Mathematics, English, and Science). See Alternate Assessments below for more details.

HIGH SCHOOL ASSESSMENTS

Utah Aspire Plus

Utah Aspire Plus (UA+) is a hybrid of American College Test (ACT) and Utah Core Standards test items. It is designed to assess a student's knowledge of the state's academic content

standards and provide a predictive ACT score. This assessment is also used in the accountability system. Utah Aspire Plus is a computer-derived, fixed form, end-of-level high school assessment for students in grades 9 and 10. 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. More information regarding Utah Aspire Plus administration may be found on the Utah Aspire Plus Portal and the USBE Assessment webpage on the Utah Aspire Plus tab.

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

All students enrolled in the grades described above are expected to participate in the UA+ summative assessment for their grade, unless a student is a student with the most significant cognitive disability that cannot access UA+ even with appropriate accommodations and is receiving instructional support through alternate achievement standards and has been determined eligible for the alternate assessments (Dynamic Learning Maps [DLM] for Mathematics, English, and Science). See Alternate Assessments below for more details.

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	Grades Assessed
English, Mathematics, Reading, Science	11

All students enrolled in grade 11 are expected to participate in the ACT assessment, unless a student is a student with the most significant cognitive disability that cannot access ACT even with appropriate accommodations and is receiving instructional support through alternate achievement standards and has been determined eligible for the alternate assessments (Dynamic Learning Maps [DLM] for Mathematics, English, and Science). See Alternate Assessments below for more details.

ALTERNATE ASSESSMENTS

Alternate assessments are for students with **the most significant cognitive disabilities** whose disability significantly impacts their intellectual functioning and adaptive behavior (typically functioning at least two and a half to three standard deviations below the mean) as determined by the IEP team and therefore cannot access the core curriculum regular assessments even with appropriate accommodations. Students must meet all criteria

outlined in Utah's Alternate Assessment Participation Guidelines (under the Alternate Assessment tab) and in Appendix C in order to participate in any alternate assessment.

The Individuals with Disabilities Education Act (IDEA) articulates several requirements related to the assessment of students with disabilities. All students with disabilities must be included in general State and districtwide assessment programs including alternate assessments (34 CFR § 300.160).

1. If a State has adopted alternate academic achievement standards, then the State must develop and implement alternate assessments for those students who cannot participate in regular assessments, even with accommodations, as indicated in their respective IEPs (34 CFR § 300.160).
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 Essential Elements) (34 CFR § 300.160(c)).
3. The alternate assessment must be valid and reliable for assessing the performance of students with disabilities (34 CFR § 300.704(b)(4)(x)).
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 (34 CFR § 300.602).

Utah's alternate assessments measure students enrolled grade-level academic achievement against Utah's alternate achievement standards, the Essential Elements. The Essential Elements and alternate assessments are aligned to Utah's Core Standards, but are reduced in depth, breadth, and complexity. Participation in such assessments may delay or otherwise affect a student from completing the requirements for a regular high school diploma; and not preclude a student from attempting to complete the requirements for a regular high school diploma (34 CFR §300.160(d)(1-2)).

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 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 (PL 114-95 § 1111(b)(2)(D)(i)(I)). LEAs must mark the "1%/one percent" Alternate Assessment flag in their student information (SIS) system and UTREx for the students with the most significant cognitive disabilities who will be participating in any of Utah's alternate assessments.

Early Literacy (Acadience) Alternate Assessment (ELAA)

The Early Literacy Alternate Assessment (ELAA) 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 K–3 at the beginning, middle, and end of the school year. The Early Literacy Alternate Assessment is included in participation for LEAs but not included in growth for accountability.

The Early Literacy (Acadience) Alternate Assessment can be found on the USBE Special Education Assessment webpage under the Alternate Assessment tab.

Subjects Assessed	
Reading	K–3

Early Math (Acadience) Alternate Assessment (EMAA)

The Early Mathematics Alternate Assessment (EMAA) is a rubric style assessment aligned to the Utah Essential Elements for Mathematics (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 K–3 at the beginning, middle, and end of the school year. The Early Math Alternate Assessment is included in participation for LEAs but not included in growth for accountability.

The Early Math (Acadience) Alternate Assessment can be found on the USBE Special Education Assessment webpage under the Alternate Assessment tab.

Subjects Assessed	Grades Assessed
Mathematics	K–3

Pre-Kindergarten Entry and Exit (PEEP) Alternate Assessment

The PEEP Alternate Assessment is available for students with the most 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 preschool standards and has been reduced in complexity from the PEEP assessment. The PEEP alternate assessment is designed as a rubric meant to be observational of student's skill abilities. The entry and exit assessments use the same rubric and are intended to provide teachers with instructional guidance for students. More PEEP information and the PEEP alternate assessment can be found on the USBE Assessment webpage under the Pre-Kindergarten tab.

Subjects Assessed	Grades Assessed
Literacy and Numeracy	Pre-Kindergarten

Kindergarten Entry and Exit Profile (KEEP) Alternate Assessment - Optional

The KEEP Alternate Assessment is aligned to Utah's Alternate Academic Achievement standards, the Essential Elements, for English language arts (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 alternate assessments is designed as a rubric meant to be observational of student's skill abilities, and it is used for entry and exit. More KEEP information and the KEEP alternate assessment can be found on the USBE Assessment webpage under the Kindergarten tab.

Subjects Assessed	Grades Assessed
Literacy and Numeracy	Kindergarten

Dynamic Learning Maps (DLM)

Dynamic Learning Maps (DLM) is the alternate assessment for students with the most significant cognitive disabilities for whom general state assessments used in the accountability system (RISE, Utah Aspire Plus and ACT) are not appropriate, even with accommodations. DLM assessments allow students a way to show what they know and can do in ELA, mathematics, and science. DLM assessments measure a student's knowledge of the state's academic content of the alternate achievement standards (Essential Elements) which are aligned to the state's academic core standards; reduced in depth, breadth and complexity.

The DLM alternate assessment system provides a way for students with the most significant cognitive disabilities to demonstrate their learning throughout the school year. 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 the most 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 common assistive technologies.

The criteria for participation in the DLM alternate assessment reflect the pervasive nature of the most 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 ELA, mathematics, AND science.

More information about DLM can be found on the Utah DLM website.

Subjects Assessed	Grades/Courses Assessed
English Language Arts	3–11
Mathematics	3–11
Science	4–11

WIDA Alternate Access

The WIDA Alternate ACCESS for English Language Learners (ELLs) is a one-on-one, large print, paper-based English language proficiency assessment for students in grades K–12 who are identified as ELs with the most significant cognitive disabilities who will not have meaningful participation in the regular ACCESS for ELLs assessment. Students who meet Utah Alternate Assessment Participation guidelines and receive instruction using Utah's Alternate Achievement Standards (Essential Elements) are eligible to participate in the WIDA Alternate ACCESS for ELLs. Alternate ACCESS tests students' language in four domains: listening, reading, speaking, and writing. Test scores can be used to inform instruction and monitor progress of ELs in an LEA. More information on the WIDA Alternate ACCESS can be found on the WIDA website.

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

WIDA Alternate Screener

The WIDA Alternate Screener is an English language proficiency screener given to newly enrolled students with the most significant cognitive disability, that meet the criteria outlined in the Utah's Alternate Assessment Participation Guidelines (under the Alternate Assessment tab), who may be designated as ELs as indicated by the home language survey completed upon enrollment. It assists educators with programmatic placement decisions such as identification and placement of Els with the most significant cognitive disabilities. The WIDA Alternate Screener is a one-on-one, large print, paper-based English language proficiency assessment that is a component of WIDA's comprehensive assessment system and should be administered to students with the most significant cognitive disabilities in grades K–12 who may be designated as ELs. WIDA Alternate Screener assesses four domains of language in English. More information about the WIDA Alternate Screener can be found on the WIDA Alternate Screener website.

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

COLLEGE AND CAREER READINESS ASSESSMENTS

Secondary students are required to participate in a college readiness assessment (UCA 53E-4-305). The college readiness assessment must include a battery of assessments that are predictive of success in higher education. 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.

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).

OTHER ASSESSMENTS

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

WIDA ACCESS is a suite of English language proficiency assessments administered annually to all students who have been identified as ELs and who receive services in an English language acquisition program, grades kindergarten through 12. The WIDA ACCESS assessment monitors students' progress in learning academic English. WIDA ACCESS tests include: WIDA ACCESS for Kindergarten (paper-based test), WIDA ACCESS Online (grades 1–12) and WIDA ACCESS Paper (grades 1–12). Most students in grades 1–12 will participate using the WIDA ACCESS online assessment. Students with disabilities who have also been identified as ELs are not exempt from participating in the ACCESS assessment. WIDA ACCESS paper administration is available and recommended for students little to no

technology experience or for students whose disability impedes access to the online option. WIDA ACCESS assesses four domains of language in English. More information about the WIDA ACCESS can be found on the WIDA ACCESS website.

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

The WIDA Alternate ACCESS is available for students in grades K–12 who are classified as ELs and have the most significant cognitive disability that prevent their meaningful participation in the regular ACCESS for ELLs assessment. More information is found under the Alternate Assessments section.

WIDA Screener

The WIDA Screener is an English language proficiency screener given to newly enrolled students who may be designated as ELs as indicated by the home language survey completed upon enrollment. It assists educators with programmatic placement decisions such as identification and placement of ELs. The WIDA Screener online is one component of WIDA's comprehensive assessment system and should be administered to students in grades K–12 who may be designated as ELs. WIDA Screener paper administration is available and recommended for students little to no technology experience or for students whose disability impedes access to the online option. WIDA Screener assesses four domains of language in English. More information about the WIDA Screener can be found on the WIDA Screener website.

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

The WIDA Alternate Screener is available for students with the most significant cognitive disability that prevents their meaningful participation in the regular WIDA Screener. More information is found under the Alternate Assessments section.

National Assessment of Educational Progress (NAEP)

The Nation's Report Card, 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 (typically every four years); Grades 4 and 8 Mathematics and Reading and Grade 8 Civics and U.S. History. NAEP assessments are administered uniformly across the nation and serve as the largest nationally representative and continuing assessment of what America's students know and can do. 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 to be a representative sample of students, rather than testing every student, to assess the overall performance of the state and participating districts. 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 a student with the most significant cognitive disability and is receiving instructional support through the alternate achievement standards and is eligible for the alternate assessment (DLM).

The participation of each school and student selected helps ensure the NAEP truly reflects the diversity of our state's student population. Results are provided at the state level for student groups by characteristics like gender, region, race, and ethnicity; individual LEA, school, or student results are not included. The school (including the IEP team) may not exclude a student with disabilities from participation in NAEP assessments.

Standards Based Measurement Proficiency (STAMP)

The STAMP is a proficiency and performance assessment of standards-based language learning appropriate for students participating in the Dual Language Immersion (DLI) programs. STAMP assesses tasks across four modes of communication and is available in multiple languages. Visit AVANT Assessment Utah for more information about this assessment including accommodation information.

Career and Technical Education (CTE) Certification Exams

Students complete a specific test as part of the CTE Skill Certificate requirements and receive skills certificates through participation in CTE exams. For more information, visit USBE CTE Skills Certificate.

Advanced Placement (AP) Exams

Some high school students can take Advanced Placement courses while attending secondary school. AP courses are invariably more rigorous than other high school offerings. Students who take AP courses can participate in AP Exams. For more information, visit the USBE Early College.

Guidelines for Assessment of English Learners (ELs)

English learners (ELs) who have been enrolled in a school in the U.S. less than one year may be exempt from some assessments. ELs who have been enrolled in a school in the U.S. less than three years are not included in some growth and achievement calculations.

1. ELs who are enrolled **on or after April 15 of the current school year** who are new to the U.S. (first year of enrollment in any U.S. school) are not required to take any ELA, math, or science statewide summative assessment. However, they are required to participate in Acadience Reading and Math.
2. ELs who are enrolled **before April 15 during the current school year** who are new to the U.S. (first year of enrollment in any U.S. school) are required to participate in:
    a. Acadience Reading and Math (grades K–3)
    b. ACCESS for ELLs
    c. ELA 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. ELs in their **second ye**ar of enrollment (in any U.S. school) are required to take:
   a. Acadience Reading and Math (if enrolled in grades K–3; included in growth)
   b. ACCESS for ELLs
   c. ELA 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. ELs enrolled **three or more years** (in any U.S. school) are included in all statewide reports and are required to take:
   a. Acadience Reading and Math (if enrolled in grades K–3; included in growth)
   b. ACCESS for ELLs
   c. ELA 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 are not expected to participate in the statewide assessments for the courses in which they are enrolled (they do not need any participation codes) and are not included in any accountability reports.*

Primary Language Translation Guidance

The Adaptive Language Translation assessment accommodation is appropriate for students learning English if the LEA language services team, in consultation with the student and parents, has determined the student meets the following criteria. The adaptive translation qualifying criteria applies to all students learning English:

Meets at least one of the following criteria:

- WIDA ACCESS Listening domain score of 2.5 or lower
- WIDA ACCESS Reading domain score of 2.5 or lower
- WIDA Screener Listening domain score of 2.5 or lower
- WIDA Screener Reading domain score of 2.5 or lower

AND meets both of the following criteria:

- The student has been receiving classroom instructional support in the target language for adaptive translation that allows the student to access the content that will be assessed.

- The student has proficient academic language, in the target language for adaptive translation, reading and/or listening capabilities for their age/grade as indicated by the student and parent/guardian if academic records are not available.

AND meets at least one of the following ESSA, Title I, Part A, Sec.1111(b)(2), criteria:

- The EL student has been in a US school(s) for 0–3 school years.
- Adaptive translation is allowable during school years 0–3 in the United States. Adaptive language translation is translation that may not be a word-for-word substitution. The translator can make substitutions in the target language to ensure textual meaning and components are not lost, but do not alter the construct of the assessment.
- For EL students that have been enrolled in a US school(s) for three or more consecutive school years, an LEA is required to determine the appropriateness of the adaptive translation accommodation on a case-by-case basis. Additional adaptive translation cannot exceed an additional two consecutive years for EL students who have been enrolled in a US school for three or more consecutive years.

If the LEA language services team has designated this accommodation for a student for a language other than English or Spanish, please submit a completed "Oral Translation Request" form to Scott Roskelley (scott.roskelley@schools.utah.gov) and Aliese Fry (aliese.fry@schools.utah.gov) for approval. The form is not needed for Spanish because the adaptive translation is embedded within the assessment platform. You can find the USBE Translator Guidelines and Adaptive Translation Request Form for Summative Assessment on the USBE Assessment webpage.

For more information or questions regarding language translation contact Scott Roskelley (scott.roskelley@schools.utah.gov).

Basic Principles for Selecting, Administering, and Evaluating Accommodations

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

1. Expect students to participate in grade-level assessments and achieve grade-level academic content standards.
2. Learn about accommodations for instruction and the allowable accommodations and resources for assessment.
3. Determine the accommodations for instruction required for individual students to meet their Free Appropriate Public Education (FAPE) and then select the allowable accommodations and resources for assessment.

4. Ensure that access is provided for accommodations and resources during instruction and assessment administration.
5. Evaluate and improve accommodation use for instruction and assessment.

ACCOMMODATIONS, MODIFICATIONS, AND RESOURCES

IDEA requirements for accommodations and modifications for students with disabilities are outlined in the Utah State Board of Education Special Education Rules.

According to section III.J.2., the IEP must include:

f. A statement of the special education and related services and supplementary aids and services (including assistive technology), based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student:

(1) To advance appropriately toward attaining the annual goals;

(2) To be involved in and make progress in the grade-level general education curriculum, and to participate in extracurricular and other nonacademic activities; and

(3) To be educated and participate with other similar-aged students with disabilities and nondisabled students in the activities described in this section;

According to section III.J.2., the IEP must include:

h. a statement of:

(1) Any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on all grade-level State- and LEA-wide assessments; and

(2) If the IEP Team determines that the student must take an alternate assessment instead of a particular regular State- or LEA-wide assessment of student achievement, a statement of why:

(a) The student cannot participate in the regular assessment; and

(b) The particular alternate assessment selected is appropriate for the student

ACCOMMODATIONS

Accommodations are practices and procedures that provide equitable access during instruction and assessments for students with disabilities, that are intended to reduce or even eliminate the effects of a student's disability that do not reduce learning expectations, and they do not alter the validity, score interpretation, reliability, or security of the assessment. Accommodations must be determined by a student's IEP, 504, or EL team.

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 determining

students' accommodations is to focus on their 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.

Accommodations should be provided routinely for instruction and assessment during the school year to be used for state assessments. However, there may be instances where a student will need an accommodation for a statewide assessment that was newly determined by the IEP, 504 or EL team. In such cases, it is strongly recommended to have students engage in practice/training tests when available, so they are familiar with the newly added accommodation.

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. The IDEA states that the IEP team must only select, for each assessment, only those accommodations that do not invalidate the score (34 CFR § 300.160).

It is very important for educators to become familiar with state policies regarding allowable accommodations during assessments. Students should take advantage of computer-based training/practice tests to become familiar with how accommodations and resources (accessibility supports) will be made available on computer-based assessments.

Modifications

Modifications are changes in the assessment conditions that fundamentally alter the test score interpretation and comparability and are not allowed for statewide assessments. Modifications, or alterations, refer to practices that change, lower, or reduce learning expectations and can increase the gap between the achievement of students with disabilities 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/accommodation (e.g., spellchecker, calculator) for an instructional activity or assessment item when this tool changes the underlying skill or concept being taught or assessed.
- Allowing the use of unapproved accommodations on an assessment.
- 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 of not meeting graduation requirements. Teams should be cautious when providing modifications, but there may be times modifications are appropriate for instructional purposes.

Providing a student with a modification during a state accountability assessment is not allowed and will 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 will be considered non-proficient and recorded as a non-participant at the school and LEA levels for accountability purposes.

Resources for Assessments

Resources are universally designed tools, features and/or embedded supports available for all students, not just for students with an IEP, 504 or EL plan. Each statewide assessment will have different available resources for students and will be referred to in different ways; resources, online resources/tools, embedded supports/features, universal tools. Examples of resources that may be used by all students may include scratch paper, breaks, and use of an alternative location.

ASSESSMENT ACCOMMODATIONS AND RESOURCES OVERVIEW

Each statewide assessment outlining the resources/universal tools and allowable accommodations are listed in the appendices section of this manual. Each assessment's resources and allowable accommodations are also outlined in their respective Test Administration Manual (TAM).

Resources are accessibility tools and features allowed for all students participating in the assessment. Some of these may be embedded within the assessment platform or are provided locally outside of the assessment platform.

Accommodations are the allowable tools or procedures provided for students with disabilities, 504 Plans, and/or EL Plans to access the assessment. Some allowable accommodations will require LEAs to submit a request form to USBE, see the assessment appendices or TAM for more information.

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 to 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 USBE Special Education Assessment webpage under the Accommodations tab.

Utah's Statewide Assessments Resources and Accommodations

For detailed information on each statewide assessment's allowable resources and accommodations please go to the appropriate appendices listed below:

- Pre-school Entry and Exit Profile (PEEP) – Appendix H
- Acadience Reading and Math – Appendix I
- Readiness Improvement Success Empowerment (RISE) – Appendix J
- Utah Aspire Plus (UA+) - Appendix K
- American College Test (ACT) - Appendix L
- Dynamic Learning Maps (DLM) - Appendix M
- WIDA ACCESS for ELLs (WIDA Screener and WIDA Alternate Access)- Appendix N
- National Assessment of Educational Progress (NAEP) - Appendix O
- AVANT Standards Based Measurement Proficiency (STAMP) - Appendix P
- Career and Technical Education (CTE) Certification Exams – Appendix Q
- Advanced Placement (AP) Exams – Appendix R

USBE Assessment Accommodations Contacts

Tracy Gooley (tracy.gooley@schools.utah.gov); PEEP, KEEP, Acadience Reading and Math, WIDA, NAEP, DLM and all other alternate assessments

Jessica Wilhlem (jessica.wilhelm@schools.utah.gov); RISE, Utah Aspire Plus, ACT, AAPPL, AP Exams, CTE Exams, Civics Test

ACCOMMODATIONS AND RESOURCES DEFINITIONS

Student planning teams are responsible for identifying the resources, accommodations, or modifications required for instruction and assessment. Each assessment identifies which resources and accommodations are allowed within the assessment to accurately measure student knowledge and skill for the specific concepts being measured. The planning team may not "override" the requirements for any specific assessment. If a student is provided with non-allowed accommodation(s) on an assessment, the assessment becomes invalid. The student is considered non-proficient and is reported as a non-participant.

Adaptive Language Translation

The Adaptive Language Translation of assessment accommodation is appropriate for students learning English if the LEA language services team, in consultation with the student and parents, has determined the student meets the criteria outlined in the Primary Language Translation Guidance section.

RISE and Utah Aspire Plus have a Spanish Language setting available to select for qualifying students. This setting provides the full translation of certain test items and the item directions. For students who are literate in Spanish and who use dual language features in the classroom, the use of Spanish in the Language setting may be appropriate.

If the LEA language services team has designated this accommodation for a student for a language other than English or Spanish, additional guidance is provided in the Primary Language Translation Guidance section.

Alternate Location

LEAs have autonomy to make testing group sizes as needed for any student, including testing individually or in alternate locations, in accordance with TAMs. There is no set minimum testing group size for any student. However, some accommodations require testing individually or in an alternate location to prevent distractions, such as Human Reader.

Alternate locations allow 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 movement, such as walking around.

When using a strategy and/or accommodation that could disrupt another student, an alternate location must be employed. A student assessed in an alternate location always needs a proctor to supervise the assessment.

Adaptive Equipment

Adaptive equipment may be necessary for some students. Some students benefit from adaptive or special furniture such as devices for sitting upright during instruction or assessment. The 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.

Assistive Technology

For instruction, Assistive Technology (AT) device ***means*** any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such a device (USBE SER I.E.4.).

For assessment, Assistive Technology ***means*** a device, software, or equipment to help students navigate their educational environment independently. For example, for students who 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 Intellikey, sip-and-puff devices, single-switch devices, eye tracking devices, speech-to-text dictation, and touch screens.

USBE outlines many AT devices that are compatible with secure testing, but if another piece of AT is needed, it is required to submit a request to ensure compatibility. USBE tries to ensure students can engage in secure testing with the AT most familiar to students.

Augmentative and Alternative Communication (AAC)/Assistive Communication Devices

AAC devices are augmentative and alternative communication (AAC) devices that help people with speech or language impairments communicate. AAC devices can be tablets, laptops, handheld devices, or speech generating devices (SGD). They can help users communicate by combining words, sentences, and images that the device then "says out loud". Users can also communicate by typing, drawing, sharing pictures and videos, or repeating words they hear.

Attention Marker or Ruler

Using a marker or ruler to focus student attention on the materials is sometimes allowed for students who cannot 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.

Audio Amplification

Speakers or a frequency modulation system to amplify the test audio or teacher's voice. The use of this accommodation is not solely for students with hearing difficulties but may also be used to maintain focus or other needs. Audio amplification may be used with embedded or non-embedded tools. It is always important to check with each TAM to ensure non-embedded audio does not interfere with secure testing and is compatible withing the testing environment, (Ex. Bluetooth hearing aids). The use of this accommodation should not interfere with other students' testing otherwise individual testing may be required.

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.

Breaks

Breaks may be given if needed. The administrator of the assessment must monitor the length and timing of breaks, so students do not have the opportunity to seek answers to items on the assessment. Each assessment will have varying rules on how breaks are delivered and allowed. See each individual assessments accommodations chart in the appendices or the TAM.

Calculators, Calculation Devices and Computation Tables

It is important to know the goal of instruction and assessment before making decisions about the use of calculators, calculation devices or computation tables. A calculator is a device, typically electronic, used to perform mathematical calculations. Calculating devices encompass a broader range, including mechanical devices like the abacus. In some cases, calculators may be adapted with large keys or voice output (talking calculators). Examples of computation tables are number lines and multiplication, division, addition, and subtraction charts. While this accommodation is not allowed for certain statewide assessments, it does not mean that students cannot use this accommodation during instruction.

RISE Calculator and Computation Tables Policy

For more information, please refer to the RISE Calculator Manual.

- Students in **grades 3–5**, the use of a handheld calculator, calculation device or printable computation table is not allowed during any segment of the math assessment because it violates the construct of the test and the standards being assessed. 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 for accountability. Students with an IEP or Section 504 Plan with documented Visual Impairment/Blindness may use an Abacus if it is routinely used during instruction in lieu of scratch paper as a Visual Assistance Tool.
- Students in **grade 6**, During the first segment, NO online calculator is available, nor can any student use any handheld calculator, calculation device or computation table. During the second segment, an embedded online calculator is available as a

resource for all students. Students with an IEP, 504 or EL plan who have a documented need for a handheld calculator or computation table may use a handheld calculator, calculation device or computation table for the second segment ONLY. Any violation of this policy will make the assessment modified and the student will not receive a valid score. Students with an IEP or Section 504 Plan with documented Visual Impairment/Blindness may use an Abacus if it is routinely used during instruction in lieu of scratch paper as a Visual Assistance Tool.

- Students in **grades 7–12** who require a handheld calculation device or printable computation table can use that resource during the math assessment.

Acadience Math Calculator and Computation Tables Policy

- Not an allowed Accommodation.
- The use of a calculation device or printable computation table is **NOT allowed** on the Acadience math assessment, even as an accommodation, because it violates the construct of what is being measured. If provided, the test must be reported as modified, and the student's score can NOT be entered into the Acadience Math Data Management system.
- Students with an IEP or Section 504 Plan with documented Visual Impairment/ Blindness **may use** an Abacus if it is routinely used during instruction in lieu of scratch paper as a Visual Assistance Tool.

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).

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.

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.

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, introductions, and directions that appears at the beginning of the test or between testing sessions. The resource/accommodation does not

refer to the item's stem, the scripted directions for the item's stimulus or directions for answering a specific question, etc.).

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, introductions, and directions that appear at the beginning of the test or between testing sessions. The resource/ accommodation does not refer to the item's stem, the scripted directions for the item's stimulus or directions for answering a specific question, etc.).

Directions – Signed

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

Extended Time

Determining the appropriate amount of extended time for a student on a state-wide assessment should be based upon the amount of extended time a student uses during instruction, classroom, and LEA assessments. For example, if a student typically takes twice the amount of time to complete an assignment or classroom test, then that should be the amount of extended time considered to take for a state-wide assessment. Decisions should also be made on a case-by-case basis, keeping in mind the type of assignments, assessments, and activities. **Unlimited time is usually not appropriate or feasible for any student.**

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 prompting of the teacher or proctor during the assessment.

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.

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 the student does not receive any cue from the way the information is read. Human readers may not describe graphics and other symbols, clarify, elaborate, or assist students beyond what is written on the assessment. Familiarity with terminology and symbols specific to the content, especially high school mathematics and science, is necessary for human readers.

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 size font 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).

Magnification/Zoom Text

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. It is important to determine how magnification capabilities function with each test prior to a student starting a test to ensure no disruption to their testing session. Utilizing training tests, when available, can be beneficial to ensure the zoom settings and options are appropriate for the student needs.

Medical Aids/Devices

A medical aid/device can be any instrument, apparatus, machine, appliance, or implant used for a medical purpose. These may consist of Epinephrine auto-injectors (e.g., EpiPen), glucose monitors, etc. Medical aids/devices are allowed in the testing room, but in some cases where the medical aid/device is through a smart phone, smartwatch, or other wearable technology must be pre-approved through the specific assessment's accommodations policy and placed where the testing proctor can monitor the medical aid/device.

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.

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.

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 prior to testing that prevents them 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 and Utah Aspire Plus 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 (under the Accommodations tab) for more information and guidance.

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 (under the Accommodations tab)for more information and guidance.

Spell Check

Students who have difficulty producing text due to the speed with which they can 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 items or assessments measuring the student's ability to spell.

Standard Size Paper

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

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

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.

Visual Representation/Manipulatives
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 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 and data about the student's disability and present levels 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 students with disabilities can access and participate in their general education curriculum to the maximum extent possible in order to meet their Free Appropriate Public Education (FAPE).

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 levels 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 USC § 1414(d)(1)(A)(i)(I)(aa)).

There are three areas within the IEP where accommodations should be addressed. Resources may or may not be addressed depending on the needs of the student.

1. **Consideration of special factors** (34 CFR § 300.324(2)). This is where communication and assistive technology supports are considered.
2. **Supplementary aids and services** (34 CFR § 300.324). 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** (34 CFR § 300.160). This section of the IEP, the Assessment Addendum, documents accommodations needed to facilitate the participation of students with disabilities in statewide and LEA-wide assessments. IEP teams will designate how individual students will participate in state and LEA assessments by using specific codes:
    - SA – Standard Administration
    - PA – Participate with Accommodations
    - PAA – Participate in Alternate Assessment

Documenting Resources and Accommodations for Assessment in the IEP

IEP teams must first determine the accommodations required to meet a student's FAPE for instruction and then determine how those fit into each statewide assessment the student will participate in. Some instructional accommodations may be considered a resource for a particular statewide assessment. However, some instructional accommodations (though they may be appropriate for instructional use) may not be allowed on a statewide assessment.

IEP teams are responsible for being familiar with the allowable and nonallowable accommodations for each LEA and statewide assessment. When a student's instructional accommodation is not an allowable accommodation in a statewide assessment, it becomes a modification to the assessment and will alter the construct and validity of the student's score. IEP teams must only select allowable accommodations on statewide assessments for the student's score to be comparable to their grade level peers' performance (34 CFR § 300.160).

IEP teams will use the assessment addendum to document the resources and accommodations a student will use during statewide assessments. The team will then determine if a student will participate in statewide assessments through the following options:

- Standard Administration (SA)
  When the only supports needed are considered a resource/universal tool available to all students as outlined for a particular assessment.
- Participate with Accommodations (PA)
  Using allowable accommodation(s) as outlined for a particular assessment, accommodations vary for each assessment.
- Participate in the Alternate Assessment (AA)
  Based on alternate achievement standards the Essential Elements.

This is documented for each assessment the student must participate in based on their enrolled grade level.

The student may participate in the alternate assessment as determined by the IEP team if the following criteria is met (*SWSCD definition R277-705-2(8)*)

- The student is a student with the most significant cognitive disability that significantly impacts their intellectual functioning and adaptive behavior (typically functioning at least two and a half to three standard deviations below the mean).
- The student requires extensive individualized, modified instruction and substantial supports to achieve measurable gains.
- The student is receiving the student's enrolled grade level instruction in the Utah Core Standards through the support of Utah's alternate achievement standards (i.e., The Essential Elements).

If the IEP team determines that the student meets the above criteria **AND** will participate in the alternate assessment, the IEP team **MUST** provide a statement explaining why the student cannot participate in the regular assessment **AND** why the alternate assessment is appropriate for the student. The statement **MUST** contain both parts and include components of the criteria listed above.

Additional guidance, including student examples, can be found in the USBE Individualized Education Program (IEP) Reflective Framework Accommodations and Modifications Section.

LEAs should ensure that their IEP forms are in alignment with the USBE Model Form 6F1 Assessment Addendum: Participation in Statewide and Local Education Agency (LEA)-wide 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 EL. If individual ELs require specific accommodations/resources in addition to the appropriate teaching strategies used for ELs 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 and Resources

It is critical for students 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 students are involved in the selection process, the more likely the accommodations/resources will be used, especially as students reach adolescence and their desire to be more independent increases and may help avoid unilateral IEP decisions. 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.

See Appendix F: Meaningful Involvement of Students, Parents, General Education Teachers and Related Service Providers in Selecting, Using, and Evaluating Accommodations/Resources during the IEP meeting.

Determining the Consequences of Assessment Accommodations and Resources Use

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

accommodation/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). If a student uses a non-allowed accommodation that is modifying the assessment, and the students score is not included in accountability measures.

Questions to Guide Accommodations and Resources Selection

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

1. What are the student's learning strengths and areas for further improvement?
2. How do the student's learning needs affect the achievement of grade-level content standards?
3. What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?
4. 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.
5. Are there assistive technology products that could help meet the student's learning and assessment needs?
6. What accommodations/resources are regularly used by the student during instruction and assessment?
7. What are the differences in student performance for assignments and assessments when accommodations/resources are used versus when they are not used?
8. What is the student's perception of how well an accommodation/resource worked?
9. Are there effective combinations of accommodations/resources?
10. What difficulties did the student experience when using accommodations/resources?
11. What are the perceptions of parents, teachers, and specialists about how the accommodation/resource worked?
12. 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:

1. The student's willingness to learn to use the accommodations/resources.
2. Opportunities to learn how to use the accommodations/resources in classroom settings.
3. 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 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 a student will use an accommodation or resource differently in assessment than the way the student uses it during the day-to-day instructional accommodation (such as using the assessments built-in speech-to-text in place of the student's software/device because 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: Dos and Don'ts

Do	Don't
Make accommodation/resource decisions based on individualized needs.	Make accommodation/resource decisions based on whatever is easiest to do (e.g., preferential seating).
Select accommodations/resources that reduce the effect of the disability or limited English proficiency.	Select accommodations/resources unrelated to documented student learning needs or accommodations/resources intended to give students an unfair advantage.
Be certain to document instructional and assessment accommodations on the student's 504 Plan, IEP, or EL Plan.	Use an accommodation that has not been documented on the 504 Plan, IEP, or EL Plan.
Be familiar with the types of accommodations or resources that may be used as instructional and/or assessment accommodations/resources.	Assume that all instructional accommodations/resources are appropriate for use on assessments.
Ensure that appropriate accommodations are identified within online testing systems prior to the student's testing.	Assume the accommodations listed on a student's IEP, 504 Plan, or EL plan are identified within the online testing systems prior to the student's testing.
Be specific about the "where, when, who, and how" of providing accommodations/ resources.	Simply indicate that an accommodation or resource will be provided "as appropriate" or "as necessary."
Refer to state accommodations/ resources policies and understand implications of selections.	Check every accommodation/resource possible on a checklist simply to be "safe."
Evaluate accommodations/resources used by the student.	Assume that the same accommodations/ resources remain appropriate year after year.

Do	Don't
Ask teachers, parents, and students for input on accommodations/resources and use it to make decisions at meetings with the planning team.	Make decisions about instructional and assessment accommodations/resources by yourself, without other team members.
Provide accommodations/resources for assessments routinely used for classroom instruction.	Provide an accommodation/resource for the first time on the day of an assessment.
Select accommodations/resources based on specific individual needs in each content area.	Assume that certain accommodations or resources, such as extended time, are appropriate for every student in every content area.

See Appendix F: Meaningful Involvement of Students, Parents, General Education Teachers and Related Service Providers in Selecting, Using, and Evaluating Accommodations/Resources during the IEP meeting.

IMPLEMENTATION OF ACCOMMODATIONS AND RESOURCES DURING INSTRUCTION AND ASSESSMENT

Accommodations and 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 or similar to the technology used on the assessment, which may be accomplished by using training tests. See appendix A; Accommodations use and implementation tracker.

Accommodations and 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 accommodations and resources are delivered appropriately, and technology is working as it should.

Before the testing day, be sure the administrators 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 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 (under the Testing Ethics tab) 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 disabilities and students learning English.
- 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, which is located on the USBE Assessment page on the Testing Ethics tab).

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 can see the test (e.g., interpreter, reader, or scribe). 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/resources during assessments may reveal questionable patterns of their use, which can support the continued use of some or the rethinking of others. Examination of the data may also indicate areas in which 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. The following questions are designed to guide data analysis at the school or LEA level and the student level.

Questions to Guide Evaluation of Accommodations and Resources 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 Plans, 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 disabilities 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 and Resources 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/
3. resources, or using inappropriate or ineffective accommodations/resources?
4. What is the student's perception of how well the accommodation/resource worked?
5. What combinations of accommodations/resources seem to be effective?
6. What are the difficulties encountered in the use of accommodations/resources?
7. 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 planning team. It is critical to stress that evaluation is not the responsibility of just one individual. The entire planning team should contribute to the information-gathering and decision-making processes.

Postsecondary Implications

College and career readiness are important educational outcomes for all students. As students with disabilities plan for their transition to postsecondary 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 comply with Americans with Disabilities Act (ADA) which may allow fewer accommodations/resources than are available in public K–12 education settings (comply with the Individuals with Education Disabilities Act IDEA), 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: ACCOMMODATIONS USE AND IMPLEMENTATION TRACKER

This accommodation tracker is a tool LEAs can use to track the student's use of instructional accommodations. It is recommended that the student's case manager routinely review (monthly or quarterly) the accommodation(s) used to support the student in meaningful access to their grade-level curriculum. LEAs may opt to adapt to fit the needs of their LEA.

Student Name: Grade:

Content Area/Subject: Teacher Name:

Case Manager:

Make sure to have updated information just before the annual IEP meeting

Assignment, Task, or Assessment	Accommodation or Modification	Date Used	Comments on how the accommodation(s) are working for the student
Example: Book Report	*Example: Extra time – 2 days*	*4/10/2023*	*The student was able to complete their report within the 2 days of extra time.*
Example: Math quiz	*Example: manipulatives and number line*	*3/23/2023*	*The student was able to complete the quiz using math tiles and their number line independently.*

Any additional accommodations, resources, or strategies you have implemented for the student?

Accommodation, Resource or Strategy used	For what task(s) is it used?	Does the student use it for that task every time? How often?	Does the student use it alone or with assistance (e.g., peers, paraeducator)?	Does one accommodation or resource seem more effective when used with another on a task?	Additional Notes

Teacher Signature:

APPENDIX B: AFTER-ASSESSMENT ACCOMMODATION AND RESOURCE QUESTIONS

This form may be used 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:

Assessment:

Accommodation Used	Resource Used	Questions	Comments
		Was the accommodation or resource used? Yes or No	
		Was the accommodation or resource useful? Yes or No	
		Were there any difficulties with the accommodation or resource? (Are adjustments needed?) Yes or No	
		Should the accommodation or resource be used again? Yes or No	

APPENDIX C: ALTERNATE ASSESSMENT PARTICIPATION GUIDELINES

The criteria for participating in alternate assessments are students who reflect the pervasive nature of a student with complex support needs with **the most significant cognitive disability** and who cannot participate in regular assessments, even with accommodations, as determined by the IEP team. Utah's alternate assessments are for students with **the most significant cognitive disabilities** that measure the students' academic achievement based on alternate achievement standards, the Essential Elements. All content areas must be considered when determining eligibility for these assessments. Thus, a student who participates in alternate assessments participates in these assessments for all content areas (ELA, Math, and Science).

Participation Criteria:

The answer to all the following criteria must be met and the student's current special education eligibility and Individualized Education Program (IEP) must include documentation to support each criterion for the student.

- Student has special education eligibility documentation indicating the disability significantly impacts **intellectual functioning and adaptive behavior (typically functioning at least two and a half or more standard deviations below the mean)**; **and**
- Student requires **intensive, repeated, significantly modified**, and direct individualized instruction that requires **substantial supports to learn, maintain, and generalize skills** in the student's grade and age-appropriate curriculum; **and**
- Student is learning content linked to the Utah Core Standards through the support of Utah's Alternate Achievement Standards, the Essential Elements; **and**
- Is determined by the IEP team.

The student is eligible to participate in alternate assessments if *all criteria above* are met.

Not Participation Criteria:

In addition, evidence for the decision to participate in alternate assessments is **not based** on:

- A disability category or label
- Poor attendance or extended absences
- Native language, social, cultural, or economic differences
- Expected poor performance on the general education assessment
- Anticipated student's disruptive behavior
- Educational environment or instructional setting
- Percent of time receiving special education services
- English language acquisition level
- Low reading level/achievement level
- Anticipated student's disruptive behavior

- Impact of student scores on accountability system
- Administrator's decision
- Anticipated emotional duress
- Need for accommodations (e.g., assistive technology, augmentative and alternative communication (AAC), extended time, scribe) to participate in assessments

USBE Definition of Students with the Most Significant Cognitive Disability R277-705-2

(15) "Student with the most significant cognitive disability" or "SWMSCD" is determined by a comprehensive understanding of a whole student, including review of educational considerations and data obtained through the IEP process, including whether a student:

(a) requires intensive, repeated, modified, and direct individualized instruction and requires substantial supports to learn, maintain, and generalize skills in the student's grade and age-appropriate curriculum;

(b) has special education eligibility documentation indicating the disability significantly impacts intellectual functioning and adaptive behavior which means typically functioning at least two and a half or more standard deviations below the mean;

(c) demonstrates cognitive functioning and adaptive behavior in home, school, and community environments, which are significantly below age expectations, even with program modifications, adaptations, and accommodations;

(d) has a severe and complex cognitive disability, which limits the student from meaningful participation in the standard academic core curriculum or achievement of the academic content standards established at grade level, without substantial support, modifications, adaptations, and accommodations;

(e) has a course of study that addresses the significant impact in adaptive behavior skills;

(f) may be eligible to participate in alternate assessments; and

(g) has a disability, which increases the need for dependence on others for many, if not all, daily living needs, and is expected to require extensive ongoing support through adulthood.

Utah Administrative Code R277-705-2(15) (amended February 2026)

APPENDIX D: ASSESSMENT ACCOMMODATIONS AND RESOURCES PLAN

Student Information

Student Name: Assessment Date:

Assessment Name:

School Information

Special Education Techer:

General Education Teacher:

School Year: Building/School:

Assessment Accommodations/Resources the Student Needs for This Assessment and Date Arranged

Accommodations and/or Resources	Date Arranged

Comments:

Person Responsible for Arranging Accommodations/Resources and Due Date

Person Responsible	Due Date	Date Arranged

Participants' 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: ACCOMMODATION AND RESOURCES CRITERIA FOR ENGLISH LANGUAGE LEARNERS

This form may be used to determine whether the student is eligible for instruction and assessment accommodations and/or resources.

Student: Date:

Person Completing 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 at home? 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?		
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 the student's native language?		

Questions	Yes (please describe)	No
Are you aware of any aspects of the student's home culture that may impact the accommodations/resources selection process (taboos, gestures, kinesthetic, etc.)?		
Are there any other aspects of the student's characteristics that should be considered when selecting accommodations/resources for the student?		

APPENDIX F: MEANINGFUL INVOLVEMENT OF THE STUDENTS, PARENTS, GENERAL EDUCATION TEACHERS AND RELATED SERVICE PROVIDERS IN SELECTING, USING, AND EVALUATING ACCOMMODATIONS/ RESOURCES DURING THE IEP OR 504 MEETING

The purpose of this document is to help the IEP or 504 team case managers ensure there is meaningful input and involvement of all voices during the meeting, even if every person is not able to attend in person (Ex. Not all general education teachers in high school may be able to attend, but they can provide input prior.). The case manager should review input forms gathered prior to the IEP or 504 meeting.

Discussion Questions to Guide the Student in Accessibility and Accommodations Decision Making

You can ask these questions for instruction and assessment separately or combined.

- What parts of learning are easiest for you?
- What is something in class that you do well?
- What parts of learning are most difficult for you?
- What is something you did in class that is hard?
- Do you use <name of accommodation(s)> during instruction?
- Is it helpful?
- Are there other resources or accommodations you think would be helpful?
- Were there any difficulties with the accommodations?
- Are adjustments needed?
- Should this accommodation be used again?

Discussion Questions to Guide the Parent in Accessibility and Accommodations Decision Making

- What parts/subjects of school do you think are easiest for your student?
- What are the things you think your student struggles with the most?
- How do you think the current accommodations have been working for your student?
- What accommodation or supports do you think your student could benefit from?

Discussion questions to guide the general education teacher(s) in accessibility and accommodations decision making

Information from all general education teachers at the IEP meeting and information gathered from general education teachers not at the meeting.

- What parts of learning do you think are the easiest for the student?
- What are the things you think the student struggles with the most?
- What does the student do well with in class?
- What is difficult for the student in class?
- Do you use <name of accommodation(s)> during instruction?

    - Is it helpful?
- Were there any difficulties with the accommodation(s)?
    - Are adjustments needed?
- Should current accommodation(s) be used again for the student to have access to instruction and assessment?
- Suggestions for new accommodations that should be considered?

Discussion Questions to Guide the Related Service Providers in Accessibility and Accommodations Decision Making

- What strengths of the student make learning easier?
- What success is the student demonstrating at school?
- What parts of learning are most difficult for the student?
- What are difficulties and barriers for the student?
- What accommodations is the student currently using in class and assessments?
- Are the accommodations useful?
- Are there difficulties with current accommodations?
    - Are adjustments needed?
- Should the accommodation continue to be used?

IEP Framework: Accommodation Discussion Questions and Considerations

Additional discussion and consideration questions that can be used during the IEP meeting and student examples for how accommodations are outlined for instructional purposes and assessments, are available in the Individualized Education Program (IEP) Reflective Framework Accommodations and Modifications, the technical assistance document can be found on the USBE Special Education webpage under the Technical Assistance tab.

APPENDIX G: PARENT INPUT FORM

Case managers should send this form to all parents/guardians two to three weeks prior to the IEP or 504 meeting to allow for time to provide meaningful feedback.

Date teacher sent home:

Date parent filled out feedback:

GENERAL

Area of Input	Explanation/Description
Celebrations of student progress/growth.	
Describe strengths of your child:	
Describe areas of need for your child. Where your child needs more assistance.	
Describe behavior outside of school or past experiences that may benefit the team.	
Describe medical concerns (Some medical concerns will need to be known as part of accommodations, i.e. Diabetes monitoring on cell phone).	
Describe concerns your child has about school.	

Area of Input	Explanation/Description
Additional information:	

ACADEMIC

Area of Input	Explanation/Description
What instructional support does my student need to access and achieve the academic standards?	
Does your child indicate a preference for specific accommodations?	
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?	

Area of Input	Explanation/Description
How are the various staff members who work with my student providing accommodations, resources, and/or linguistic support (across regular education, special education, or other staff)?	

Accommodations

Area of Input	Explanation/Description
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?	

Questions Parents Should Ask About Instruction and Assessment During the IEP Meeting

- Is the need for each accommodation documented in my student's 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 not, how is my student being prepared to work without the accommodation/ resource?
- What can I do at home to support the IEP goals?
- Who will work with my child?
- How?
- When?
- Where?
- How often?
- How is my child's performance compared to their grade level peers?

APPENDIX H: PEEP RESOURCES AND ACCOMMODATIONS

Pre-Kindergarten Entry and Exit Profile outlines various accommodated directions built into the assessment and additional accommodations to meet students' needs to better demonstrate their knowledge.

USBE Assessments Webpage – Pre-Kindergarten tab
USBE Accommodations Contact: Tracy Gooley (tracy.gooley@schools.utah.gov)

RESOURCES AVAILABLE ON THE PEEP

Resource/Universal Tools	Delivery
Alternate location	Allowed - locally arranged
AAC/Assistive Communication Devices	Allowed – locally provided
Adaptive equipment	Allowed - locally provided
Audio amplification	Allowed - locally provided
Breaks	Allowed - locally provided
Change order of activities	Allowed
*Directions – oral translation	Allowed - "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.
*Directions – reread	Allowed - "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.
Minimize distractions	Allowed

ACCOMMODATIONS ALLOWED ON THE PEEP

Accommodation	Delivery
Attention marker or ruler	Allowed – locally provided
Assistive technology	Allowed – locally provided
Braille (Tactile graphics for students who are blind)	Allowed – Must be ordered through USBE. Contact Tracy Gooley (tracy.gooley@schools.utah.gov)
Directions – signed (certified interpreter)	Allowed – "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.
Large print paper	Allowed – locally provided
Sign language (w/certified interpreter)	Allowed – locally provided

Accommodation	Delivery
Speech-to-text/Dictation	Allowed – must be approved by USBE. Contact Tracy Gooley (tracy.gooley@schools.utah.gov)

APPENDIX I: ACADIENCE READING AND MATH RESOURCES AND ACCOMMODATIONS

Acadience Reading and Math assessments allow for the use of accommodations only for students who have those accommodations outlined in an IEP, 504, or EL plan. Very few resources or tools are available to all students.

USBE Assessments Webpage – Acadience Tab
USBE Accommodations Contact: Tracy Gooley (tracy.gooley@schools.utah.gov)
Acadience Reading K–6
Acadience Math K–6

Resources Available on Acadience Reading

Resource	Delivery
Adaptive equipment	Allowed – locally provided
Alternate location	Allowed – locally provided
Attention marker or ruler	Allowed – locally provided
Audio amplification	Allowed – locally provided
Breaks	Allowed (between measures only)– locally provided
*Directions – oral translation	Allowed – "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 or scripted directions for items.
*Directions – reread	Allowed – "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 or scripted directions for items.
Large Print	Allowed – locally provided (can be found on the Acadience Reading Materials webpage)
Magnification (text zoom)	Allowed – locally provided
Minimize distractions	Allowed – locally provided

Accommodations Allowed on Acadience Reading

Accommodation	Delivery
Assistive technology	Allowed – Contact USBE, Tracy Gooley (tracy.gooley@schools.utah.gov)
Braille (Tactile graphics for students who are blind)	Allowed, but no longer standardized, scores can only be compared to that individual student's scores. Must be ordered through USBE. Contact Tracy Gooley (tracy.gooley@schools.utah.gov)
Change order of activities	Allowed – locally provided
Color overlay/adjustments	Allowed – locally provided
Scribe	Allowed – locally provided

For students who have a hearing impairment, are mute/non-verbal, or have a significant speech impairment where the Acadience assessment is not a valid measure, there are alternative and accommodated assessment options available. Contact USBE, Tracy Gooley (tracy.gooley@schools.utah.gov).

Resources Available on Acadience Math

Resource	Delivery
Adaptive equipment	Allowed – locally provided
Alternate location	Allowed – locally provided
Attention marker or ruler	Allowed – locally provided
Audio amplification	Allowed – locally provided
Breaks	Allowed (between measures only)– locally provided
*Directions – oral translation	Allowed – "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 or scripted directions for items.
*Directions – reread	Allowed – "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 or scripted directions for items.
Large Print	Allowed – locally provided
Magnification (text zoom)	Allowed – locally provided
Minimize distractions	Allowed – locally provided
Scratch paper and graph paper (blank)	Allowed – locally provided

Accommodations Allowed on Acadience Math

Accommodation	Delivery
Assistive technology	Allowed – Contact USBE, Tracy Gooley (tracy.gooley@schools.utah.gov)
Braille (Tactile graphics for students who are blind)	Allowed, but no longer standardized, scores can only be compared to that individual student's scores. Must be ordered through USBE. Contact Tracy Gooley (tracy.gooley@schools.utah.gov)
Change order of activities	Allowed – locally provided
Color overlay/adjustments	Allowed – locally provided
Read Aloud/Human Reader	Allowed, applies to the concepts and applications measure only – locally provided
Scribe	Allowed – locally provided

For students who have a hearing impairment, are mute/non-verbal, or have a significant speech impairment where the Acadience assessment is not a valid measure, there are alternative and accommodated assessment options available. Contact USBE, Tracy Gooley (tracy.gooley@schools.utah.gov).

APPENDIX J: RISE RESOURCES AND ACCOMMODATIONS

RISE assessments for grades 3–8 have many embedded accessibility supports (online tools) and allow for many different accommodations to meet students' needs to better demonstrate their knowledge. RISE resources and tools are available to all students. However, some must be set. Most information is outlined in the RISE TAM in the link below.

It is imperative to refer to the Utah RISE Assessment Portal to access the RISE Test Administration Manual, TIDE User Guide, RISE Assistive Technology manual, and RISE Calculator Manual located on the resources tab for more details on each resource/tool or accommodation and how it functions for RISE. Students can use RISE Training Tests to familiarize themselves with test resources and functionality, more information can be found in the RISE Test Administration Manual. Certain accommodations require USBE approval, once approved and turned on, students can use Secure Training Tests with their accommodations.

USBE Assessments Webpage – RISE Tab
USBE Accommodations Contact: Jessica Wilhelm (jessica.wilhelm@schools.utah.gov)
RISE Portal
RISE User Guides

RESOURCES- ONLINE TOOLS AVAILABLE ON RISE

Resource/Online Tool	Delivery
Adaptive equipment/furniture	Allowed – locally provided
Administration and optimum time of day	Allowed – locally provided
Bookmark item for review	Embedded
Calculator, Calculation Device or Computation Tables (See also RISE Calculator Manual for more details)	NOT allowed on any portion of math in grades 3–5. Students with a visual impairment may use an abacus as a visual assistance tool. Embedded onscreen for the *second segment* of 6th grade math (handheld is an ***accommodation*** for the second segment in 6th grade) and for all math items of 7th and 8th grade. Handheld is allowed for all students in 7th and 8th grade for math. Science-Onscreen for ALL students in 4th-8th. Handheld allowed for science for all grades – see TAM for more information.
Color Contrast/Choices	Embedded, must be set
Dictionary	Embedded
Directions reread (text-to-speech)	Embedded

Resource/Online Tool	Delivery
Food or medication for individuals with medical need	Allowed – locally provided
Glossary	Embedded
Highlighter	Embedded
Keyboard Navigation	Embedded
Line Reader – online	Embedded
Line Reader – paper forms	Allowed – locally provided
Location for movement	Allowed – locally provided
Masking	Embedded
Minimized distractions	Allowed – locally provided
Mouse Pointer – change the size and the color	Embedded (changes must be set)
Notes	Embedded
Pause	Embedded
Scratch Paper	Allowed – locally provided
Separate/alternate location	Allowed – locally provided
Special lighting	Allowed – locally provided
Special seating/grouping	Allowed – locally provided
Strikethrough	Embedded
Supervised breaks within each day	Allowed – locally provided
Text-to-Speech – English Default	Embedded
Wheelchair accessible room	Allowed – locally provided
Zoom Tool	Embedded

ACCOMMODATIONS ALLOWED ON RISE

Accommodation	Delivery
American Sign Language/ASL Embedded	Allowed, must be turned on-Designed for students with hearing impairments, this accommodation offers ASL video for audio items for ELA listening stimuli.
Assistive Technology	Allowed -must be set by state personnel.
Braille + Tactile Graphics	Allowed – see TAM
Cued speech	Allowed – locally provided by qualified interpreter
Hearing Impairment Filter	Allowed – must be turned on – provides item filtering for hearing-impaired students for science tests
Human scribe	Allowed – must be approved by state personnel and locally provided
Online Test – Adaptive Spanish Translation	Available – must be set/turned on

Accommodation	Delivery
Online Test Translation – Languages other than Spanish or English	Allowed, but provided by an interpreter – locally provided
Other Assistive Technology	Allowed – must be set by state personnel
Print	Allowed – see TAM for Print on Request
Signed Exact English, directions only	Allowed – locally provided by qualified interpreter
Sign Language Interpretation	Allowed – locally provided by qualified interpreter
Speech-to-text – assistive technology scribe	Allowed – must be set by state personnel
Text-to-Speech – Spanish	Available – must be set/turned on
Visual Assistance	Students with visual impairments may require items, tools or devices provided by the LEA, such as an abacus
Visual Representation/ Manipulatives	Allowed – locally provided
Word-to-word dictionary – for languages other than English	Allowed – locally provided
Word Prediction	Allowed with USBE approval – see TAM

APPENDIX K: UTAH ASPIRE PLUS RESOURCES AND ACCOMMODATIONS

Utah Aspire Plus assessments for grades 9 and 10 have many resources available (Embedded Supports) and allow for many different accommodations to meet students' needs to better demonstrate their knowledge.

USBE Assessments Webpage – Utah Aspire Plus Tab
USBE Accommodations Contact: Jessica Wilhelm (jessica.wilhelm@schools.utah.gov)
Utah Aspire Plus Resource Center

RESOURCES - EMBEDDED SUPPORTS AVAILABLE ON UTAH ASPIRE PLUS

Embedded Supports	Delivery
Adaptive equipment/furniture	Allowed – locally provided
Administration and optimum time of day	Allowed – locally provided
Answer Eliminator	Embedded
Answer Masking	Embedded
Bookmark item for review	Embedded
Calculator (Desmos or TI)	Embedded
Color Contrast	Embedded
Dictionary (for languages other than English)	Allowed-locally provided
Directions reread (text-to-speech)	Embedded
Food or medication for individuals with medical need	Allowed – locally provided
Highlighter	Embedded
In Browser/App Zoom	Embedded
Keyboard Navigation	Embedded
Line Reader – paper forms	Allowed – locally provided
Line Reader Mask	Embedded
Location for movement	Allowed – locally provided
Minimized distractions	Allowed – locally provided
Personalized visual notification of remaining time	Embedded
Scratch Paper	Allowed – locally provided
Separate/alternate location	Allowed – locally provided
Special lighting	Allowed – locally provided
Special seating/grouping	Allowed – locally provided
Supervised breaks within each day	Allowed – locally provided
Text-to-Speech – English Default	Embedded
Wheelchair accessible room	Allowed – locally provided
Zoom Tool	Embedded

ACCOMMODATIONS ALLOWED ON UTAH ASPIRE PLUS

Accommodation	Delivery
Abacus	Allowed – locally provided
Alternate mouse pointer	Allowed – must be set/turned on

Accommodation	Delivery
Assistive Technology Screen Reader (English audio + orienting description)	Allowed – must be set/turned on
Braille + Tactile Graphics	Allowed – must be ordered
Breaks: securely extend session over multiple days	Online System embedded and Local Arrangements for Paper Testing and Assistive Technology Testing
Breaks: stop the clock supervised	Online System embedded and Local Arrangements for Paper Testing and Assistive Technology Testing
Cued speech	Allowed – locally provided by qualified interpreter
Extra Time (1.5/Time and a Half, 2 times/ Double Time, or 3 times/Triple Time)	Allowed – must be set/turned on
Human scribe	Allowed – must be approved by state personnel and locally provided
Large Print (11" x 17" paper, 18-point font size)	Allowed – must be ordered
Online Test – Adaptive Spanish Translation Contact Aliese Fry (aliese.fry@schools.utah.gov) and Scott Roskelley (scott.roskelley@schools.utah.gov)	Available – must be set/turned on for Reading, Math, and Science
Online Test Translation – Languages other than Spanish or English Contact Aliese Fry (aliese.fry@schools.utah.gov) and Scott Roskelley (scott.roskelley@schools.utah.gov)	Allowed, but provided by an interpreter – locally provided
Other Assistive Technology	Allowed – must be set by state personnel
Personalized auditory notification of remaining time	Local Arrangements
Signed Exact English, directions only	Allowed – locally provided by qualified interpreter
Sign Language Interpretation	Allowed – locally provided by qualified interpreter
Speech-to-text – assistive technology scribe	Allowed – must be set by state personnel
Standard Print Paper	Allowed – must be ordered
Text-to-Speech – Spanish	Available – must be set/turned on
Word-to-word dictionary – for languages other than English	Allowed – locally provided

Accommodation	Delivery
Zoom percentage – 100%, 110%, 120%, 150%, 175%, and 200%	Allowed – must be set/turned on. Please note, the mouse must be set as well – see TAM.

APPENDIX L: ACT ACCOMMODATIONS

ACT has clear policies and guidance for documenting disabilities and EL status, as well as requesting test accommodations. Strict accommodation deadlines apply; see the Utah Schedule of Events on the Utah ACT NOW website. The schedule includes a link to fall ACT accommodations training. For 2025-2026, there will be multiple accommodation deadlines matching the LEA's chosen test date.

For more information about specific ACT accommodations and their appropriateness for this assessment, see the ACT Accessibility Supports Guide.

USBE ACT Accommodations Contact: Jessica Wilhelm (jessica.wilhelm@schools.utah.gov)

APPENDIX M: DLM ACCESSIBILITY SUPPORTS

The Dynamic Learning Maps (DLM) Alternate Assessment provides accessibility by design and can provide accessibility supports customized to students based on their individual needs. DLM does not call their supports accommodations but rather accessibility supports. There is a large amount of flexibility in test administration procedures and how students access the assessment content. When customizing the assessment process with accessibility supports and allowable practices, keep in mind two general principles:

- The student is expected to respond independently.
- Supports are to be familiar to the student because they have been used during routine instruction.

DLM organizes accessibility supports into three categories:

Category 1: Settings in the PNP Profile that activate supports within Student Portal.
Category 2: Settings in the PNP Profile that activate supports within Student Portal in addition to supports (tools) provided by the test administrator outside of Student Portal.
Category 3: Settings in the PNP Profile that require supports provided by the test administrator outside of Student Portal.

DLM's Accessibility Manual outlines in greater detail the accessibility supports offered within the system, how to customize individual supports for students, solutions to accessibility issues and more.

Utah's DLM website
USBE Accommodations Contact: Tracy Gooley (tracy.gooley@schools.utah.gov)

ACCESSIBILITY SUPPORTS BY CATEGORY

Category 1: Settings in the PNP Profile that activate supports within Student Portal	Category 2: Settings in the PNP Profile that activate supports within Student Portal in addition to supports (tools) provided by the test administrator outside of Student Portal	Category 3: Settings in the PNP Profile that require supports provided by the test administrator outside of Student Portal
Color Contrast – set in Educator Portal	Alternate form-visual impairment	Human read aloud
Invert Color Choice – set in Educator Portal	Calculator – allowed on certain testlets which will be specified on the Testlet Information Page (TIP)	Language translation of text – Math and Science Content only
Magnification – set in Educator Portal	Individualized manipulatives	Partner-assisted scanning
Overlay Color – set in Educator Portal	Single- or Two-switch system (PNP Profile enabled)	Sign Language

Category 1: Settings in the PNP Profile that activate supports within Student Portal	Category 2: Settings in the PNP Profile that activate supports within Student Portal in addition to supports (tools) provided by the test administrator outside of Student Portal	Category 3: Settings in the PNP Profile that require supports provided by the test administrator outside of Student Portal
Spoken Audio (text to speech) – set in Educator Portal	Braille - Uncontracted Unified English Braille (UEB) for ELA, mathematics, and science or Uncontracted Unified English Braille (UEB) for ELA with Nemeth Code for mathematics and science	Test administrator entering of student responses

APPENDIX N: WIDA ACCESS AND WIDA SCREENER RESOURCES AND ACCOMMODATIONS

The resources (Universal Tools) and accommodations for WIDA ACCESS, WIDA Screener, WIDA Alternate ACCESS and WIDA Alternate Screener are outlined below. The WIDA Accessibility and Accommodations Manual will offer additional guidance and details on the selection and provision of accessibility supports and accommodations. The WIDA manual will also provide information on how each accessibility support and accommodation is delivered for online or paper testing, how it is applicable to each assessment domain and if materials need to be pre-ordered before the assessment administration. Student teams and test administrators should utilize the WIDA Accessibility and Accommodations Manual when determining and use resources and accommodations for any WIDA assessment.

Updates to WIDA's accessibility and accommodations for the 2025–2026 school year:

- An **updated description of the Braille (BR) accommodation** for WIDA ACCESS Paper, which includes a braille Speaking domain beginning in 2025–2026
- The **new Low Vision Script (LV)** accommodation for WIDA ACCESS for Kindergarten
- The **WIDA Alternate Screener Participation Decision Tree** and an **accommodations checklist for WIDA Alternate Screener**

Students participating in WIDA ACCESS may have a disability which precludes them from taking one or more domains of the assessment, even with allowable accommodations. An "Exceptional Accommodations Request Form" (under the Accommodations tab) must be submitted and approved by USBE to exempt a student from a domain. The student must then be assessed in the remaining domains in which it is possible for them to access, ensuring that the student is participating to the maximum extent possible.

Utah's WIDA website
WIDA Alternate Assessment website
USBE Accommodations Contact: Tracy Gooley (tracy.gooley@schools.utah.gov)

RESOURCES – UNIVERSAL TOOLS AVAILABLE ON WIDA

Resource/Universal Tool	Delivery
Alternate Location	Allowed-locally provided
Adaptive Equipment	Allowed-locally provided
Audio Amplification – Audio Aides	Allowed-locally provided
Breaks	Allowed – between domains
Color Preferences	Embedded
Directions – Oral Translation	Allowed – "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 or scripted directions for items.

Resource/Universal Tool	Delivery
Directions – Reread	Allowed – "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 or scripted directions for items.
Highlighters, Colored Pencils, or Crayons	Allowed: Online – embedded, Paper – locally provided
Keyboard Navigation	Allowed: Online – embedded
Low-Vision Aids or Magnification Devices	Allowed: Online – embedded, Paper – locally provided
Minimize distractions	Allowed – locally provided
Scratch Paper and Notepad (blank)	Allowed: Online–embedded, Paper- locally provided
Line Guide or Tracking Tool	Allowed: Online–embedded, Paper- locally provided

Accommodations Allowed on WIDA

Accommodation	Delivery
AAC/Assistive Communication Devices (See WIDA Accessibility and Accommodations Manual for instructions)	Allowed – locally provided
Braille (UEB with Nemeth and UEB Math/Science)	Allowed – must be ordered
Extended Speaking Test Response Time	Allowed – must be set
Extended Testing of a Test Domain Over Multiple Days	Allowed – Contact USBE
In-Person Human Reader	Allowed – must be ordered
Interpreter signs test directions in ASL	Allowed for directions – Translation of actual test items is not allowed.
Large Print	Allowed – must be ordered
Low Vision Script - Kindergarten ACCESS Only	Allowed- Must be Ordered
Manual Control of Item Audio	Allowed – must be set
Repeat In-Person Human Reader	Allowed – must be ordered
Repeat Item Audio	Allowed – must be set
Recording Device and Transcription	Allowed – locally provided
Scribe (See WIDA Accessibility and Accommodations Manual for instructions)	Allowed – locally provided
Word Processor or Similar Keyboarding Device	Allowed – locally provided

APPENDIX O: NAEP RESOURCES AND ACCOMMODATIONS

NAEP offers resources (Universal Design Elements) for all students and accommodations for students with disabilities and English learners (EL).

You can find more accessibility and accommodation information for NAEP on the About NAEP webpage. The NAEP universal design elements and accommodations definitions and appropriate use of resources and accommodations are found on their website.

USBE Accommodations Contact: Tracy Gooley (tracy.gooley@schools.utah.gov)

RESOURCES – UNIVERSAL DESIGN ELEMENTS AVAILABLE ON NAEP

Universal Design Elements	Delivery
Closed Captioning	Embedded
Color Theming/Color Contrast	Embedded
Directions Clarified/Explained	Allowed – locally provided
Directions Read Aloud/Text-to-Speech (English)	Allowed – locally provided and embedded
Elimination Capability	Embedded
Scratchwork/Highlighter Capability	Embedded
Individual Testing Experience	Allowed – locally provided
Read Aloud/Text-to-Speech (English) – Occasional or Most or All – Not allowed for the NAEP reading assessments	Allowed – locally provided and embedded
Scratch Paper	Allowed – locally provided
Use a Computer/Tablet to Respond	Allowed – locally provided
Volume Adjustment	Embedded
Zooming Tool	Embedded

ACCOMMODATIONS ALLOWED ON NAEP

Accommodation	Delivery
Braille Version of the Test - Contracted Unified English Braille (UEB) for all subjects. For the mathematics and science assessments, NAEP offers two versions: UEB with Nemeth or UEB only.	Allowed – locally provided
Breaks During Testing	Allowed – locally provided
Bilingual Dictionary (in any language) – Not allowed for the NAEP reading assessments	Allowed – locally provided
Calculator Version of the Test – not needed for civics, reading, science, or U.S. history	Allowed – must be set
Cueing to Stay on Task	Allowed – locally provided
Directions Only Presented in Sign Language	Allowed – locally provided
Directions Only Translated to Spanish	Allowed – must be set
Directions Read Aloud/Text-to-Speech (Spanish)	Allowed – must be set
Extended Time	Allowed – must be set

Accommodation	Delivery
Familiar Person Present in Testing Room	Allowed – locally provided
Hearing Impaired Version of the Test – only needed if the item content cannot be closed captioned	Allowed – must be set
High Contrast for Visually Impaired Students	Allowed – must be set
Low Mobility Version of the Test	Allowed – must be set
Magnification	Allowed – must be set
Preferential Seating	Allowed – locally provided
Presentation in Sign Language - Not allowed for the NAEP reading assessments	Allowed – locally provided
Read Aloud/Text-to-Speech (Spanish) – Occasional or Most or All – Not allowed for the NAEP reading assessments	Allowed – must be set
Response in Sign Language	Allowed – locally provided
Scribe	Allowed – locally provided
Separate Location	Allowed – locally provided
Spanish/English Version of the Test – Not allowed for the NAEP reading assessments	Allowed – must be set
Special Equipment	Allowed – locally provided
Uses Template	Allowed – locally provided

APPENDIX P: AVANT STANDARDS BASED MEASUREMENT PROFICIENCY (STAMP) RESOURCES AND ACCOMMODATIONS

Many accommodations are available for students taking the STAMP assessment. Some of the instructional accommodations' students use routinely may not be applicable to some of the assessments due to test construct configuration limitations. Please visit the AVANT Testing Accommodations for access to the STAMP Accommodations Guidelines. You can also reach out directly to the AVANT support at support@avantassessment.com to discuss specifics.

USBE Accommodations Contact: Jessica Wilhelm (jessica.wilhelm@schools.utah.gov)

APPENDIX Q: CTE EXAMS RESOURCES AND ACCOMMODATIONS

CTE exams are delivered by YouScience. Resources and accommodations options are below and described in more detail on the YouScience Accessibility Options for Students.

USBE is committed to assisting LEAs to provide access for all students to skills certification exams by providing reasonable accommodations appropriate to each student's conditions and needs as outlined in the student's educational plan (i.e., IEP, 504 Plan, EL Plan).

USBE contacts:

Audrey George (audrey.george@schools.utah.gov; 801-520-3674), USBE Skill Certificate Program Specialist

Jessica Wilhelm (jessica.wilhelm@schools.utah.gov; 801-538-7565), USBE Special Education Assessment Specialist

RESOURCES – ACCESSIBILITY FEATURES ON CTE EXAMS

Resource/Feature	Delivery
Adaptive equipment/furniture	Allowed – locally provided
Administration and optimum time of day	Allowed – locally provided
Bookmark item for review	Embedded
Calculator	Embedded as needed
Color Contrast	Embedded
Directions reread (text-to-speech)	Allowed-locally provided
Food or medication for individuals with medical need	Allowed – locally provided
Location for movement	Allowed – locally provided
Minimized distractions	Allowed – locally provided
Personalized visual notification of remaining time	Allowed-locally provided
Scratch Paper	Allowed – locally provided
Separate/alternate location	Allowed – locally provided
Special lighting	Allowed – locally provided
Special seating/grouping	Allowed – locally provided
Wheelchair accessible room	Allowed – locally provided
Zoom	Allowed using keyboard commands

ACCOMMODATIONS AVAILABLE ON CTE EXAMS

Accommodation	Delivery
Assistive Technology	Allowed – contact USBE for compatibility
Braille + Tactile Graphics	Allowed – contact USBE
Cued speech	Allowed – locally provided by qualified interpreter
Extra Time (1.5/Time and a Half, 2 times/Double Time)	Allowed – must be set/turned on
Human scribe	Allowed – locally provided

Accommodation	Delivery
Personalized auditory notification of remaining time	Allowed – locally provided
Sign Language Interpretation	Allowed – locally provided by qualified interpreter
Signed Exact English, directions only	Allowed – locally provided by qualified interpreter
Spanish Translation	Currently available for Business Office Specialist, Child Development, Food and Nutrition, Introduction to Automotive Services, Digital Media 1, Exploring Computer Science.
Test Translation – Languages other than Spanish or English	Allowed, but provided by an interpreter –locally provided
Zoom settings (75%, 125%, 150%, 175%)	Allowed – must be set

APPENDIX R: AP EXAMS RESOURCES AND ACCOMMODATIONS

Some students may participate in Advanced Placement programs and participate in corresponding AP exams.

Please refer to the student resources outlined on the USBE Early College Advanced Placement webpage. It is important to note that there are specific deadlines for submitting requests each year, missing deadlines could result in a denial of an accommodation request. AP Exam Accommodations are available on the AP College Board website.

USBE Accommodations Contact: Jessica Wilhelm (jessica.wilhelm@schools.utah.gov)