# Analysis of Assessment in Utah’s Accountability Systems

**Acadience Reading Beginning, Middle, and End-of-Year Composite (Acadience Reading)**

Benchmark Assessment

* Grade(s) Assessed: 1–3
* Purpose: determine whether student is reading on grade level
* Essential Skills: reading
* Task Demands: performance of reading tasks; tasks vary by grade
* Response Type: oral and selected response

**Acadience Math Beginning, Middle, and End-of-Year Composite (Acadience Math)**

Benchmark Assessment

* Grade(s) Assessed: 1–3
* Purpose: determine whether student is performing math skills on grade level
* Essential Skills: math
* Task Demands: performance of math tasks; tasks vary by grade
* Response Type: oral, selected response, and demonstrated skills

**American College Test (ACT)**

* Grade(s) Assessed: 11
* Purpose: determine whether student is college and career ready
* Essential Skills: English, reading, math, and science
* Task Demands: performance of English, reading, math, and science tasks
* Response Type: multiple choice

**Armed Services Vocational Aptitude Battery (ASVAB)**

* Grade(s) Assessed: 10–12
* Purpose: career exploration program
* Essential Skills: verbal, math, science, and technical skills
* Task Demands: performance of verbal, math, science, and technical skills
* Response Type: multiple choice

**Dynamic Learning Maps (DLM)**

Utah’s alternate assessment

* Grade(s) Assessed: 3–11 ELA and mathematics; 4–11 science
* Purpose: compare student, school, and LEA performance with Essential Elements (EEs) for ELA, math, and science
* Essential Skills: grade-level performance on EEs for ELA, math, and science
* Task Demands: performance of ELA, math, and science tasks via computer
* Response Type: multiple choice, technology-enhanced, and off-computer tasks

**National Assessment of Educational Progress (NAEP)**

* Grade(s) Assessed: 4, 8, & periodically 12
* Purpose: compare state performance with other states
* Essential Skills: reading, math, and other subjects
* Task Demands: performance of various tasks depending on the subject
* Response Type: multiple choice and constructed response

**Readiness Improvement Success Empowerment—English Language Arts (RISE ELA)**

* Grade(s) Assessed: 3–8; 5 & 8 writing
* Purpose: compare student, school, and LEA growth and performance with Utah Core Standards
* Essential Skills: grade-level ELA performance in Utah Core Standards
* Task Demands: performance of ELA tasks via computer
* Response Type: multiple choice, constructed response, technology-enhanced, and essay

**Readiness Improvement Success Empowerment—Mathematics (RISE Math)**

* Grade(s) Assessed: 3–8
* Purpose: compare student, school, and LEA growth and performance with Utah Core Standards
* Essential Skills: grade-level math performance in Utah Core Standards
* Task Demands: performance of math tasks via computer
* Response Type: multiple choice, constructed response, technology-enhanced, and essay

**Readiness Improvement Success Empowerment—Science (RISE Science)**

* Grade(s) Assessed: 4–8
* Purpose: compare student, school, and LEA growth and performance with Utah Core Standards
* Essential Skills: grade-level science performance in Utah Core Standards
* Task Demands: performance of science tasks via computer
* Response Type: multiple choice, constructed response, technology-enhanced, and essay

**Utah Aspire Plus—English, Reading, Mathematics, Science**

* Grade(s) Assessed: 9 & 10
* Purpose: compare student, school, and LEA growth and performance and provide a predictive ACT score
* Essential Skills: English, reading, math, and science
* Task Demands: performance of English, reading, math, and science tasks via computer
* Response Type: multiple choice and technology-enhanced

**WIDA-ACCESS (WIDA)**

Utah’s English language proficiency assessment

* Grade(s) Assessed: K–12 students learning English
* Purpose: assess English language proficiency
* Essential Skills: grade-level English language proficiency
* Task Demands: tasks in reading, writing, listening, and speaking
* Response Type: multiple choice, constructed response, and essay