



**Utah State Office of Education**

**2015–2016**

# **UTAH ACCOMMODATIONS AND PARTICIPATION POLICY**

**For Students Who Are:**

- **English Learners**
- **Students With Disabilities**
- **Students With Section 504 Plans**

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## 1 Definitions

The definition of terms is intended to highlight vocabulary used throughout the document.

### 1.1 Accommodations

Accommodations for assessments are changes in the test administration that do not alter the validity of score interpretation, reliability, or security of the test. These accommodations may be available to students with special needs (e.g., IEP, 504, or EL plans), but not to general education students.

### 1.2 English learners (ELs)

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

### 1.3 English learners with disabilities (ELs with disabilities)

Students whose native language is not English and who have been identified through the Individuals with Disabilities Education Act (IDEA) as having a disability.

### 1.4 IDEA

The Individuals with Disabilities Education Act (20 USC 1400).

### 1.5 Resources

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

### 1.6 Student special needs plans

Plans for students with special needs, such as Section 504 plans and Individualized Education Programs (IEPs).

### 1.7 Students with Section 504 plans

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

### 1.8 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 (USBE-SER).

### 1.9 Students with special needs

Students with disabilities, students on Section 504 plans, ELs, ELs with disabilities, and ELs on Section 504 plans.

### 1.10 Utah Comprehensive Accountability System (UCAS)

The UCAS accountability system is required by the federal government under the waiver granted to Utah under the Elementary and Secondary Education Act.

### 1.11 Utah School Board of Education (USBE)

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

- Appoint the State Superintendent of Public Instruction.
- Adopt administrative rules directed to the whole system.
- Establish minimum standards for public schools.

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- Make rules that establish basic ethical conduct standards for licensed public education employees.
- Define, establish, and implement a core curriculum.
- Maintain general control and supervision over adult education.
- Annually prepare and submit to the Governor and Legislature a budget for the operation of the institutions and agencies under the Board.
- With the State Auditor, set and approve auditing standards for auditors employed by local school boards and charter schools.
- Verify audits of financial and student accounting records of school districts and charter schools for purposes of determining the allocation of Uniform School Fund monies.
- Fulfill statutory responsibility for the management of the Utah State Office of Education, Utah Office of Rehabilitation, and the Utah Schools for the Deaf and the Blind.

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## 2 Introduction

The purpose of this document is to establish statewide policy for the participation of students with special needs in the Utah Comprehensive Accountability System (UCAS) and to provide guidance on the use of accommodations and resources for use on UCAS assessments. The purposes of the Utah Participation and Accommodations Policy are to:

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

### 2.1 Description

UCAS is an accountability system designed to support the evaluation of Utah's districts and charter schools, and also allows for the reporting of individual student performance and growth. All assessments included within Utah's statewide assessment system provide for the use of accommodations. Whether an accommodation is allowed on any assessment or subtest within an assessment is dependent on the knowledge that is being measured.

UCAS consists of the following assessments designed to measure student performance and growth in the areas of English language arts, mathematics, science, writing, college and career readiness, and English language proficiency.

- Student Assessment of Growth and Excellence (SAGE) Summative for English language arts, mathematics, and science
- Armed Services Vocational Aptitude Battery (ASVAB)
- DIBELS Next
- EXPLORE, PLAN, ACT
- World-Class Instructional Design and Assessment (WIDA)
- National Assessment of Educational Progress (NAEP)
- Dynamic Learning Maps (DLM) alternate assessment for English language arts and mathematics
- Utah's Alternate Assessment (UAA) for science
- Changes in Policy

This policy will be reviewed annually and revised as needed, based on research and stakeholder input.

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## 3 Full Participation in UCAS Assessments

Federal and State laws require that all students enrolled in public schools participate in assessments designed to provide accountability for the effectiveness of instruction in schools. The Utah Code requires an accountability system that includes students with special needs (53A-1-1101 through 1113). School team members, including English learner (EL) teams, 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 state assessments, and
- Use of alternate assessments when required to assess the achievement of students who receive instruction based on alternate standards. Alternate achievement standards are specific statements of the content and skills that are linked to the Utah Core Standards grade-level-specific expectations for students with significant cognitive disabilities.

**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 EL students, 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 aid based on individual need.

### 3.1 Special Conditions That Warrant Exemption from Statewide Assessment

A parent or legal guardian may opt his or her student out of taking an assessment if the parent contacts the local school to request/inform the school that the parent's student not be tested, consistent with LEA administrative timelines and procedures. When a student is exempted from an assessment, it is only for the immediate administration of the assessments. The student will be included in the next administration of the assessment, or in other assessments administered during the same school year. The reason for the exemption must be documented in the student's cumulative record. Students not tested due to parent request shall receive a non-proficient score, which shall be used in school accountability calculations.

The student with special needs planning team (IEP, 504, etc.) cannot exempt a student from the statewide testing requirements.

### 3.2 Statewide Assessments—Descriptions/Details

#### 3.2.1 Utah Core Standards Assessments

With the passage of state statute 53A-1-1101-1113 in March 2011, efforts began to develop a new comprehensive system. The USOE assembled a committee of policymakers, education leaders, and stakeholders from across the state. The committee, with technical assistance provided by the National Center for the Improvement of Educational Assessment, developed a comprehensive accountability system for Utah's schools that incorporated the following design principles:

1. Promoting progress toward and achievement of college and career readiness.
2. Valuing both meeting standards (proficiency) and improving academic achievement (growth).
3. Giving all schools, including those that serve traditionally low-performing students, an opportunity to demonstrate success.
4. Providing strong incentives for schools to improve achievement for the lowest-performing students.
5. Linking growth expectations for non-proficient students to attaining proficiency.
6. Making growth expectations for all students, including students above proficiency, appropriately challenging and meaningful.
7. Being clear and understandable to stakeholders.

The resulting accountability system provides a straightforward determination of school performance and supports the design principles by valuing performance on state tests, prioritizing individual student growth toward meaningful achievement targets, promoting equity for low-performing students, and incentivizing attainment of graduation and college/career readiness. The UCAS components and details have been reviewed



and approved by the following groups:

- Legislative Education Interim Committee, November 2011
- State Board of Education, October 2011
- Policy Advisory Committee, January 2012
- Technical Advisory Committee, January 2012
- LEA Assessment and Accountability Directors, July 2012

### 3.2.1.1 Student Assessment of Growth and Excellence (SAGE Summative and SAGE Interim)

The SAGE Assessments (Summative and Interim) are aligned with the Utah Core Standards in order to assess students’ knowledge of the state’s academic content standards. The SAGE assessments are computer-adaptive, which means that, based on the student’s responses, SAGE adjusts the difficulty of questions throughout the assessment in order to pinpoint the student’s current level of knowledge. All questions at all difficulty levels presented to a student are aligned to the grade level content standards. Additional information may be found at <http://sageportal.org>.

SAGE Summative 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.

SAGE Interim assessments are optional for LEAs, but accommodations must be provided if the assessment is administered to students.

Subject Assessed	Grades/Courses Assessed
English Language Arts (ELA)	3–11
Mathematics	3–8, Secondary Math I, II, III
Science	4–8, High School—Course Specific

All students enrolled in the grades/subjects described above are expected to participate in the SAGE Summative assessment for that grade/course, unless the student is receiving instruction based on alternate standards and have been determined eligible for the alternate assessment (DLM/UAA). **Students must take the appropriate assessments for their enrolled course.** For assessments that are course specific, students are expected to enroll in the course that is standard for that grade level (for example, a student in grade 9 must enroll in Secondary Math I or a higher math course). If a lower-grade assessment is administered, the student is considered non-proficient (i.e., a proficiency score of 1 will be assigned).

### 3.2.1.2 DIBELS

The *Utah K–3 Reading Improvement Act* (53A-17a-150) is created to supplement other school resources to achieve the state's goal of having third graders reading at or above grade level. The Utah State Board of Education (USBE) has designated the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next as the benchmark assessment to be administered at the beginning, in the middle, and at the end of grade one, grade two, and grade three to measure the reading competency of students. In addition, LEAs have the option to administer the DIBELS to students in kindergarten.

The USBE has also designated the English Language Arts SAGE assessment as the benchmark reading assessment to be administered at the end of grade three.

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

## 3.2.2 Alternate Assessments

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) (20 USC 1400) articulates several requirements related to the assessment of students with disabilities.

1. All children with disabilities must be included in general State and districtwide assessment programs, including alternate assessments (§612(a)(16)(a)).
2. The State must develop and implement alternate assessments for those children who cannot participate in regular assessments (§612(a)(16)(c)).
3. The alternate assessment must be aligned with the State’s challenging academic content standards (the Utah Core Standards), and measure the achievement of students with disabilities against Utah’s alternate academic achievement standards (the Utah Essential Elements) (§612(a)(16)(c)(ii)).
4. The alternate assessment must be valid and reliable for assessing the performance of children with disabilities (§663(b)(2)).
5. Each State must report on the effectiveness of schools, LEAs, States, and others in improving the academic achievement of students with disabilities participating in alternate assessments (§664(b)(2)(D)(i)).

LEAs must mark the “1% Alternate Assessment” flag in UTREx for the students with significant cognitive disabilities who will be participating in an Alternate Assessment.

### 3.2.2.1 Dynamic Learning Maps (DLM)

The DLM is aligned with the Utah Essential Elements (Utah’s alternate standards aligned with the Utah Core Standards) in order to assess students’ knowledge of the state’s academic content standards. The DLM provides a way for all students with significant cognitive disabilities to demonstrate their learning throughout the school year via the DLM Alternate Assessment System. Traditional multiple-choice testing does not always allow students with significant cognitive disabilities to fully demonstrate their knowledge. By integrating assessment with instruction during the year and providing a year-end assessment, the DLM system maps student learning aligned with college and career readiness standards in English language arts and mathematics.

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

Subject Assessed	Grades/Courses Assessed
ELA	3–11
Math	3–11

### 3.2.2.2 Utah Alternate Assessment (UAA)

The UAA is aligned with the Utah Extended Core Standards for Science (Utah’s alternate standards aligned with the Utah Core Standards for Science). The UAA provides a set of assessment tasks with standardized administration procedures and performance criteria, from which the teacher chooses assessment targets for individual students. This system is designed to provide valid annual assessment of important outcomes for students with significant cognitive disabilities.

Utah’s Alternate Assessment Administration Manual and Assessment Tasks are located at <http://www.schools.utah.gov/sars/DOCS/assessment/uaamanual.aspx>.

Subject Assessed	Grades/Courses Assessed
Science	4–12

### 3.2.3 College and Career Readiness Assessments

The Utah Code requires that students participate in a college readiness assessment (53A-17a-611). A college readiness assessment includes a college admissions test that provides an assessment of language arts, mathematics, and science. The Utah college readiness assessment must be commonly used by local universities to assess student preparation for college. A student with an IEP may take an appropriate college readiness assessment other than the tests adopted by the USBE, as determined by the student’s IEP team.

#### 3.2.3.1 ACT

The USBE has designated the ACT as one of two college readiness assessments 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.

#### 3.2.3.2 ACT Explore

The USBE has designated the ACT Explore as an assessment that LEAs may administer to students in grade eight or grade nine. The ACT Explore is a multiple-choice assessment in English, math, reading, and science. ACT Explore results provide information about students’ knowledge, skills, interests, and plans. This assessment can be used to help students plan for future coursework and level of readiness for the ACT.

#### 3.2.3.3 ACT Plan

The USBE has designated the ACT Plan as an assessment that LEAs may administer to students in grade ten. The ACT Plan is a multiple-choice assessment in English, math, reading, and science. ACT Plan results provide information about students’ skills, interests, plans, and goals. This assessment can be used to help students plan for future coursework and level of readiness for the ACT.

Subjects Assessed	Grades Assessed		
	EXPLORE	PLAN	ACT
ELA	8 or 9	10	11
Mathematics			
Reading			
Science			

ACT has established policies regarding documentation of disability and the process for requesting accommodations for the Explore, Plan, and ACT. For more information about specific accommodations and their appropriateness for this assessment, contact the LEA Assessment Director or visit the Utah ACT website at <http://www.act.org/aap/utah/act.html>.

#### 3.2.3.4 Armed Services Vocational Aptitude Battery (ASVAB)

The USBE has designated the ASVAB as one of two college readiness assessments that must be administered to Utah students in grade 11. ASVAB is a nationally normed, multi-aptitude test series that provides high school students with a gauge to measure their academic and occupational readiness. The career information program section encourages students to explore a wide variety of careers.

There are eight subject/content areas that are tested with the ASVAB:

- General Science
- Arithmetic Reasoning
- Word Knowledge
- Paragraph Comprehension
- Mathematics Knowledge

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- Electronics Information
- Auto and Shop Information
- Mechanical Comprehension

Subjects	Grades/Courses Assessed
General Science Arithmetic Reasoning Word Knowledge Paragraph Comprehension Mathematics Knowledge Electronics Information Auto and Shop Information Mechanical Comprehension	11 or 12

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

### 3.3 Other Assessments—Descriptions/Details

#### 3.3.1 National Assessment of Educational Progress (NAEP)

The NAEP is the largest nationally representative and continuing assessment of what students know and can do in various subject areas. Assessments are conducted periodically in the areas of mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history and, beginning in 2014, technology and engineering literacy. NAEP assessments are administered uniformly across the nation, and therefore serve as a common metric for all states. The NAEP assessment remains essentially the same from year to year, allowing an evaluation of student academic progress over time.

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

The participation of each school and student selected helps ensure that NAEP truly reflects the diversity of our nation's student population. For example, NAEP reports results for male and female students, students in different regions of the country, and students with different racial and ethnic backgrounds. The school (including the IEP team) may not exclude a student with disabilities from participation in NAEP assessments.

Year	Subject	National Grades Assessed	State Grades Assessed	TUDA Grades Assessed
2014	U.S. History* Civics* Geography* TECHNOLOGY AND ENGINEERING LITERACY	8 8 8 8		
2015	Reading* Mathematics* Science**	4, 8, 12 4, 8, 12 4, 8, 12	4, 8 4, 8 4, 8	4, 8 4, 8
2016	Arts*	8		
2017	Reading Mathematics Writing	4, 8 4, 8 4, 8, 12	4, 8 4, 8	4, 8 4, 8

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Year	Subject	National Grades Assessed	State Grades Assessed	TUDA Grades Assessed
2018	U.S. History Civics Geography Technology and Engineering Literacy	8, 12 8, 12 8, 12 8		
2019	Reading Mathematics Science High School Transcript Study	4, 8, 12 4, 8, 12 4, 8, 12	4, 8 4, 8	4, 8 4, 8
2020	Long-term Trend	-		
2021	Reading Mathematics Writing	4, 8 4, 8 4, 8, 12	4, 8 4, 8 8	4, 8 4, 8
2022	<b>U.S. HISTORY</b> <b>CIVICS</b> <b>GEOGRAPHY</b> Economics Technology and Engineering Literacy	8, 12 8, 12 8, 12 12 8, 12		
2023	Reading Mathematics Science High School Transcript Study	4, 8, 12 4, 8, 12 4, 8, 12	4, 8 4, 8 4, 8	4, 8 4, 8 4, 8
2024	<b>ARTS</b> <b>FOREIGN LANGUAGE</b>	8 12		

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

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

ACCESS for ELLs is administered to students who have been identified in the UTREx field titled “EL Proficiency Assessment” (on the S1 student record) as English learners (ELs), and who receive services in an English language acquisition program to assess English language proficiency. Students with disabilities who have also been identified as ELs are not exempt from participation in the ACCESS assessment.

The Alternate ACCESS for ELLs is an English language proficiency assessment for students in grades K–12 who are classified as ELs and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment. Students who are instructed using alternate standards (Essential Elements or Expanded Core Standards) are eligible to participate in the Alternate ACCESS for ELLs.

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

Many accommodations are available for students taking the ACCESS for ELLs assessment. For more information about specific accommodations and their appropriateness for this assessment, contact the LEA Assessment Director.

### 3.3.3 WIDA-ACCESS Placement Test (W-APT)

W-APT stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs. The W-APT is one component of WIDA's comprehensive assessment system.

<b>Assessment Domain</b>	<b>Grades Assessed</b>
Listening	K–12
Speaking	K–12
Reading	1–12
Writing	1–12

Many accommodations are available for students taking the W-APT assessment. For more information about specific accommodations and their appropriateness for this assessment, contact the LEA Assessment Director.

### 4 Guidelines for Assessment of English Learners

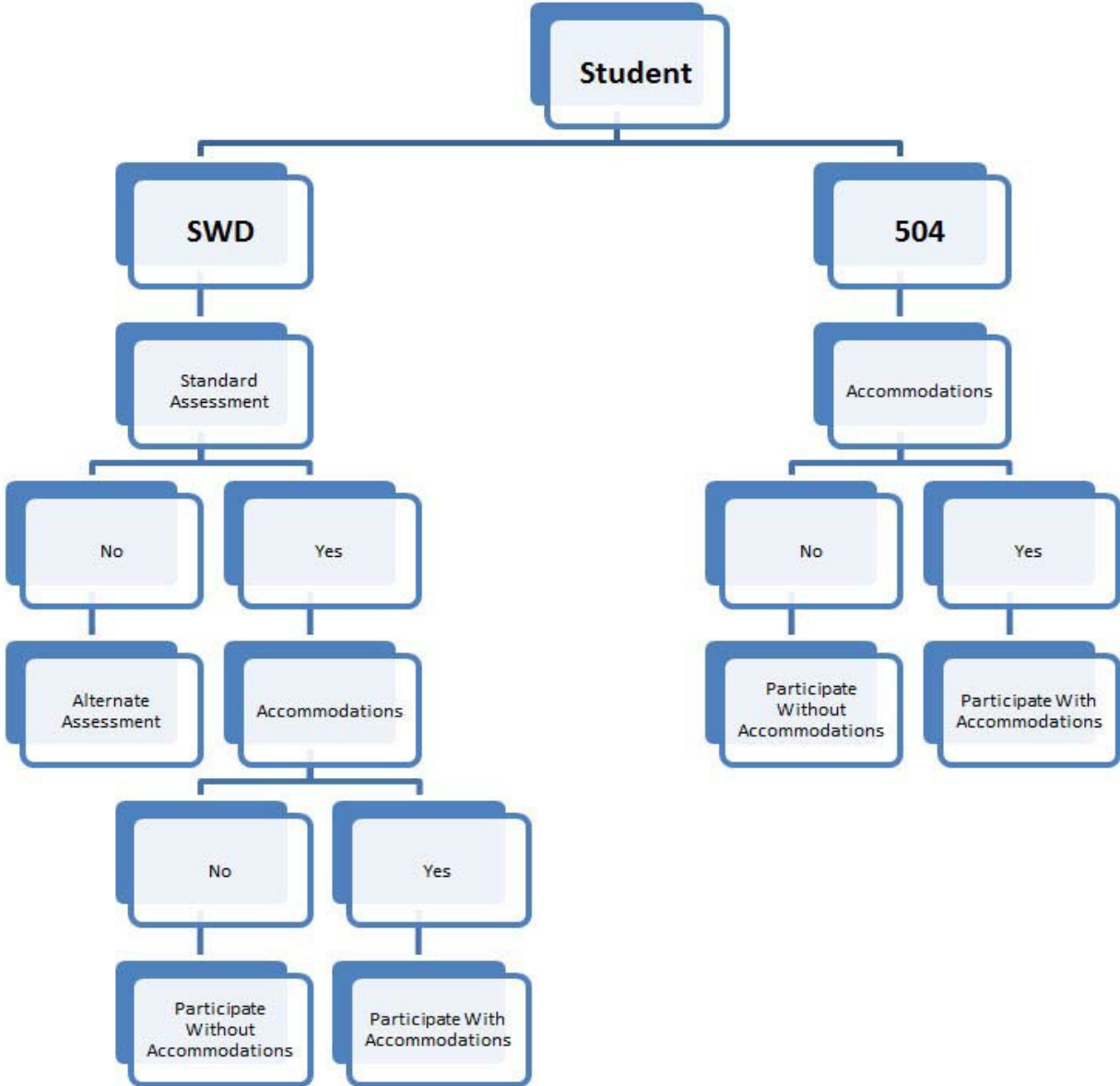
ELs who have been enrolled in a school in the United States less than three years may be exempt from some assessments:

1. ELs enrolled **on or after April 15 of the current school year** and who are new to the United States (first year of enrollment in any U.S. school) are exempt from all statewide assessment.
2. ELs enrolled **before April 15 during the current school year and who are new to the United States** (first year of enrollment in any U.S. school) must take:
  - ACCESS for ELLs.
  - Math SAGE Summative (counted for participation only; scores are not calculated for UCAS).
  - Science SAGE Summative (Participation and Proficiency scores are not calculated for UCAS).
3. EL students enrolled on or after April 15 of the previous school year must take:
  - ACCESS for ELLs.
  - Math SAGE Summative (counted for participation only; scores are not calculated for UCAS).
  - Science SAGE Summative (Participation and Proficiency scores are not calculated for UCAS).
4. ELs enrolled **before April 15 during the previous school year** are included in all statewide accountability calculations and must take:
  - ACCESS for ELLs.
  - ELA SAGE Summative.
  - Math SAGE Summative.
  - Science SAGE Summative.
  - SAGE Writing.
  - DIBELS (if enrolled in grades 1–3).
5. EL students enrolled **three or more years** are included in all statewide accountability calculations and must take:
  - ACCESS for ELLs.
  - ELA SAGE Summative.
  - Math SAGE Summative.
  - Science SAGE Summative.
  - SAGE Writing.
  - DIBELS (if enrolled in grades 1–3).

**Note:** Foreign exchange students take the SAGE assessment for the courses in which they are enrolled and are not included in any accountability calculations.

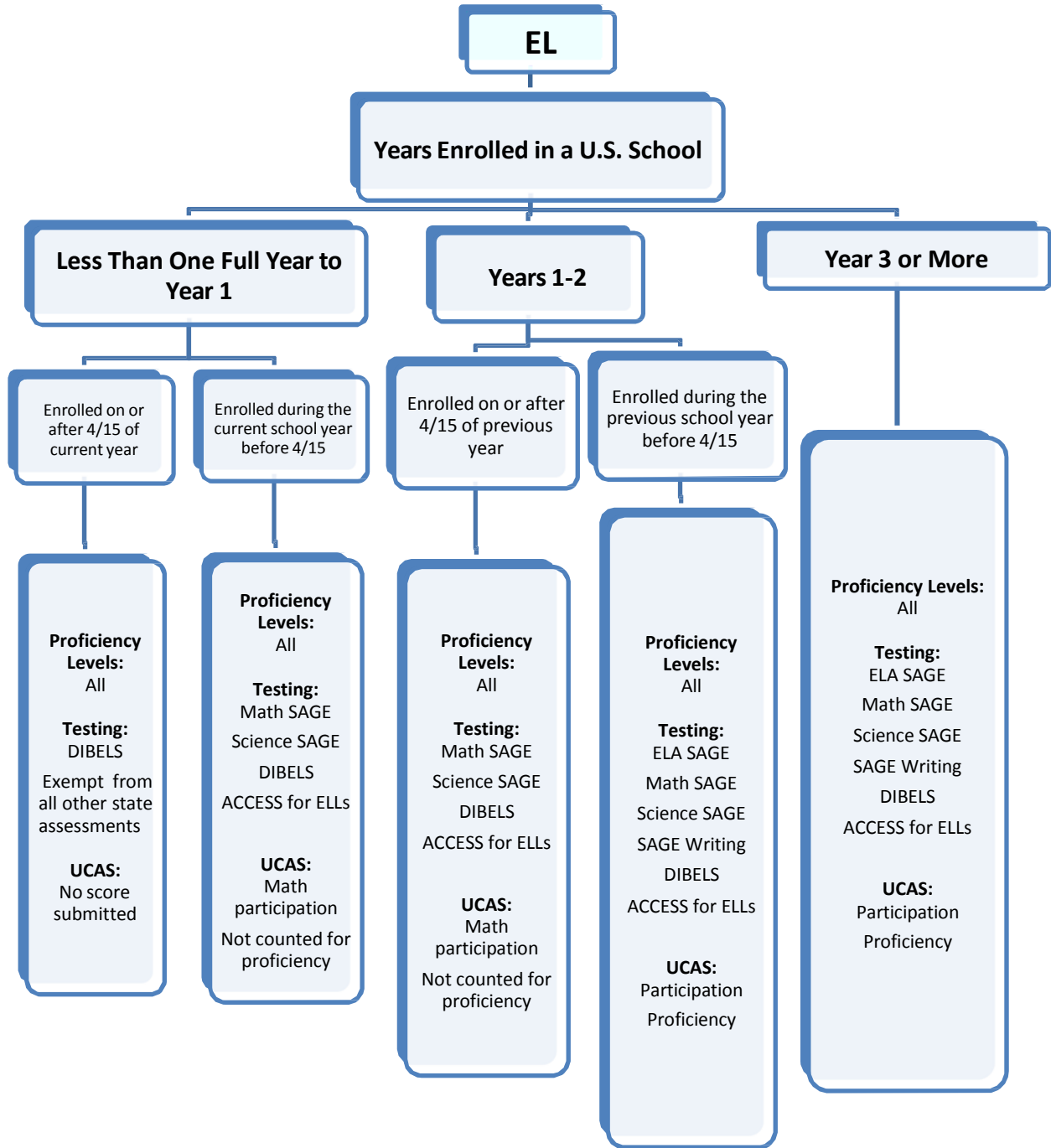
5 Accommodation and Participation Flowcharts

5.1 Statewide Assessments

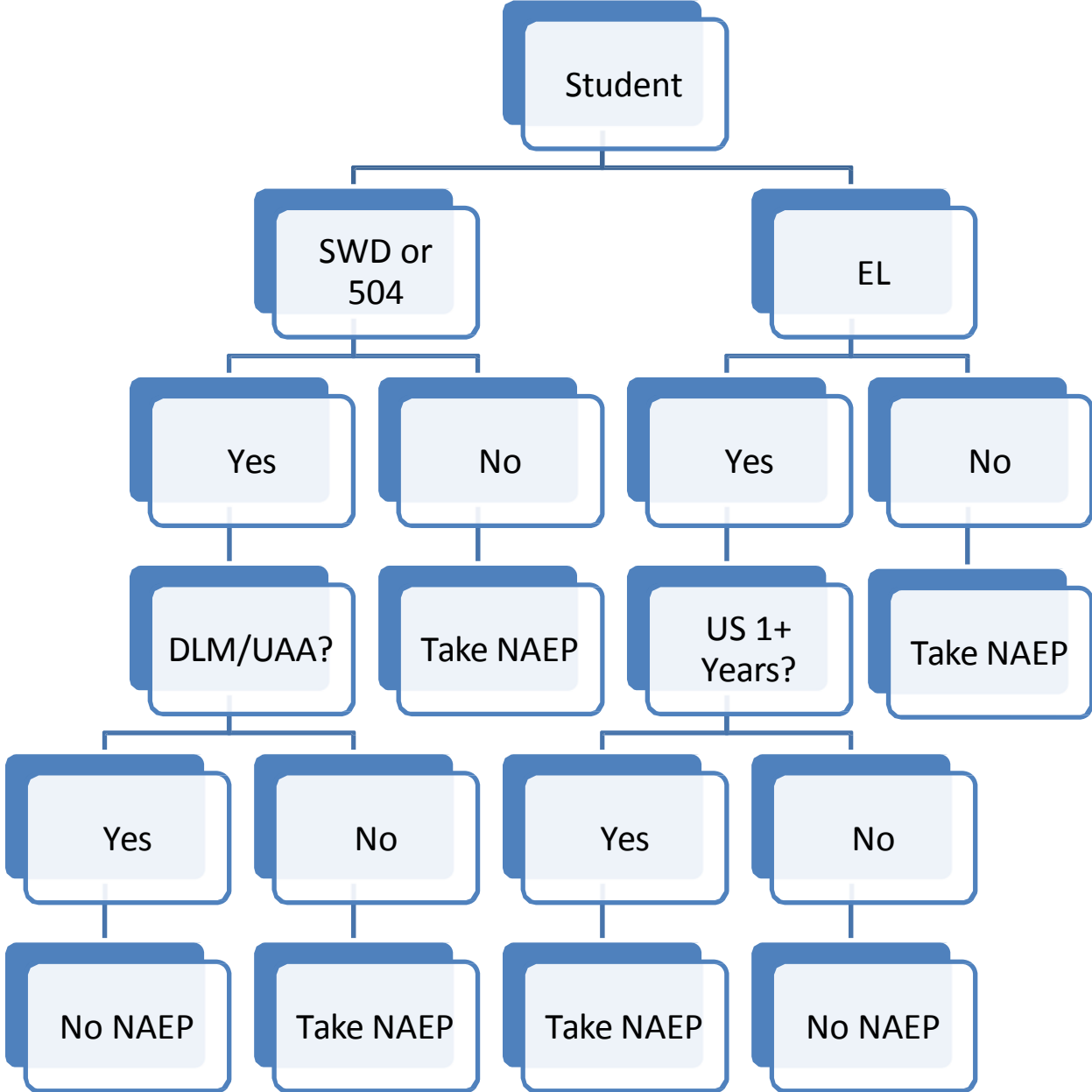




5.2 English Learners



5.3 NAEP Participation



### **6 Basic Principles for Selecting, Administering, and Evaluating Accommodations**

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

The five essential steps are:

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

#### **6.1 All Students Participate in Grade-Level Assessments and Achieve Grade-Level Academic Standards**

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

With the focus of legislation on accountability and the inclusion of all students comes the drive to ensure equal access to grade-level content standards. Academic content standards are educational targets for students to learn at each grade level. Teachers ensure that students progress toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. Providing accommodations during instruction and assessment promotes equal access to grade-level content. To accomplish this goal of equal access:

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

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

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

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

### 6.1.1 Reauthorization of the Elementary and Secondary Education Act (ESEA)

The ESEA expresses a national expectation that schools are accountable to the public for the educational achievements of all students. This law complements the expectation for public accountability at the school, local, and state levels for all students. The ESEA explicitly calls for all students to participate in assessments in order to meet this expectation of accountability (Sec. 1111 (3) (C) (i)). The ESEA 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 (Sec. 1111 (3) (C)(ii)).

One of the basic reform principles of ESEA is stronger accountability for educational achievement results for all students. Assessments aimed at increasing accountability provide important information with regard to:

- How successful schools are including all students in standards-based education,
- How well students are achieving standards, and
- What improvements are needed for specific groups of students.

There are several critical elements in ESEA that hold schools accountable for educational results. Academic content standards (what students should learn) and academic achievement standards (how well students should learn the content) form the basis of state accountability systems. State assessments are the mechanism to verify whether schools have successfully supported students in attaining the knowledge and skills defined by the content standards. States must provide annual assessments in reading/language arts and mathematics for all students, including students with disabilities, in grades three through eight, and once in high school. States must also provide science assessments in at least one grade in each of three grade spans (3–5, 6–9, 10–12) each year. School, LEA, and State accountability systems are based on measuring success in educating all students and determining what improvements are needed for specific groups of students.

### 6.1.2 Individuals with Disabilities Education Improvement Act (IDEA) of 2004

The IDEA specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed on the basis of 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 students with disabilities in state and district-wide assessments. Specific IDEA requirements include:

Children with disabilities are included in general state- and district-wide assessment programs, with appropriate accommodations, where necessary [Sec. 612 (a) (16) (A)]. The term "individualized education program" or "IEP" means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes . . . a statement of any individual modifications in the administration of state- or district- wide assessments of student achievement that are needed in order for the child to participate in such assessment; and if the IEP Team determines that the child will not participate in a particular state- or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed [Sec. 614 (d) (1) (A) (V) and VI].

### 6.1.3 Section 504 of the Rehabilitation Act

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

No otherwise qualified individual with a disability in the United States, as defined in section 705(20) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity

conducted by any Executive agency . . . (29 U.S. Code § 794—Nondiscrimination under Federal grants and programs)

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

### 6.1.4 Title III of the Elementary and Secondary Education Act

Title III of the ESEA mandates that all ELs receive quality instruction for learning both English and grade-level academic content. According to the ESEA, ELs are required to participate in statewide assessments that measure students' English language and academic progress. States are allowed to choose flexible programs of instruction and assessment tools in order to increase accountability for ELs' academic achievement.

The ESEA requires that states develop standards for English language proficiency in the context of each state's Academic Content Standards. Schools and LEAs must ensure ELs' participation in the state accountability system and provide for:

The inclusion of limited English proficient students, who shall be assessed in a valid and reliable manner and provided reasonable 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 (U.S. Department of Education, 2002, p. 27).

Rights of ELs with disabilities for equitable inclusion in instruction and assessment processes are also outlined in a number of EL-related federal laws and regulations, as well as certain legal decisions in conjunction with the Office of Civil Rights (OCR). These educational protections and supports for ELs include the ESEA, as well as the Supreme Court cases *Lau v. Nichols* (1974) and *Castañeda v. Pickard* (1981).

The following are some other ESEA provisions for ELs:

- All EL students' English language proficiency must be tested at least once a year.
- All ELs must take state academic achievement tests in language arts and math, except that EL students who have been in the U.S. for less than one year do not have to take the language arts test for that first year.
- EL students should be assessed in a valid and reliable manner and provided reasonable accommodations.
- EL students as a group must meet specific annual targets of Annual Measureable Objectives (AMOs); schools, LEAs, and states are held accountable for ensuring that these targets are met.
- Language instruction curricula must be research-based as effective with ELs.
- Local entities have the flexibility to choose the method of instruction to teach ELs.
- States must establish standards and objectives for raising the level of English proficiency within the four recognized domains of speaking, listening, reading and writing. Standards for English proficiency must be aligned with achievement of the challenging State academic content and student academic achievement standards.

### 6.1.5 The Utah ESEA Flexibility Waiver, Including the UCAS

The Utah ESEA Flexibility Waiver has four reform principles. The second principle is state-developed differentiated recognition, accountability, and support, which includes meeting Utah Core Standards (proficiency) and improving academic achievement (growth). Highlights of this principle are:

- One statewide accountability system, UCAS, includes growth and proficiency and a focus on students who achieve at below-proficient levels.
- Adequate Yearly Progress (AYP) and the requirement for 100% proficiency by 2014 is replaced with

AMOs.

- All ESEA requirements not addressed in the waiver are still in place.
- The state has more flexibility in use of Title I School Improvement Funds to focus on improving the performance of all students, including students who achieve at below-proficient levels.

### **6.2 Accommodations, Modifications, and Resources for Instruction and Assessment**

#### **6.2.1 Accommodations**

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

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

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

In the area of accommodations, research indicates that more is not necessarily better, and that providing students with accommodations that are not truly needed may have a negative impact on performance. The most appropriate approach to accommodations is to focus on students' identified needs within the general education curriculum. Typically, accommodation use does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and, as they get older, in post-secondary education and at work. Accommodations for instruction and assessment are integrally intertwined.

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

#### **6.2.2 Modifications**

Modifications are changes in the assessment conditions that fundamentally alter the test score interpretation and comparability. Accommodations do not reduce learning expectations; they provide access. However, modifications or alterations refer to practices that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of special needs students and expectations for proficiency at a particular grade level. Using modifications may have implications that could adversely affect students throughout their educational career. Examples of modifications include:

- Providing a student with a tool (e.g., spell-checker, calculator) for an instructional activity or assessment item when this tool changes the underlying skill or concept being taught or assessed.
- Requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, etc.).
- Reducing assignments and assessments so a student only needs to complete the easiest problems or items.
- Revising assignments or assessments to make them easier (e.g., crossing out half of the response choices

on a multiple-choice test so that a student only has to pick from two options instead of four).

- Giving a student hints or clues to correct responses on assignments and tests.

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

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

### 6.2.3 Resources

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

### 6.2.4 Assessment Accommodations and Resources Overview

**Resources for All Students (Table 1):** These are features within each assessment that are allowed for all students who are participating in the specific assessment (SAGE, SAGE Writing, etc.). It is recommended that the student have access to the desired resource throughout the year during classroom instruction so he/she may become familiar with the feature prior to the administration of the assessment.

**Accommodations (Table 2):** Features that are provided for students with disabilities who require the use of the accommodation to help them participate in the given assessment. In the graph on the next page you will see that USOE verification/notification is expected when choosing to provide an accommodation. This ensures that the student will be effectively provided with the necessary accommodation.

# Utah Participation and Accommodations Policy

**Table 1—Accommodations, Modification, Resources**

	SAGE Summative	DIBELS	ACCESS for ELLs/W-APT	NAEP	ACT, ASVAB, EXPLORE, PLAN
Alternate location	Allowed	Allowed	Allowed	Allowed	Contact LEA Accommodations Coordinator
Assistive communication devices	Allowed	Allowed	Allowed	Not Allowed	
Audio amplification	Allowed	Allowed	Allowed	Allowed	
Breaks	Allowed	Allowed	Allowed	Allowed	
Calculation devices and computation tables	Embedded	N/A	N/A	Provided if applicable	
Change order of activities	Allowed	Allowed	Listening must be administered first	Not allowed	
Color adjustments	Embedded	Allowed	Allowed	Allowed	
Descriptive audio	Embedded— must be marked in KITE	N/A	N/A	Allowed	
*Directions—oral translation	Allowed for EL	Allowed for EL	Allowed for EL	Allowed for EL	
*Directions—reread	Embedded as a text-to-speech	Allowed for some subtests—see DIBELS guidelines	Allowed	Allowed	
*Directions—signed	Allowed with certified interpreter	Allowed with certified interpreter	Allowed with certified interpreter	Allowed accommodation	
Environment change	Allowed	Allowed	Allowed	Allowed	
Extended time	Allowed	Some subtests timed	Allowed	Allowed accommodation	
Graphic organizer	Not allowed	N/A	N/A	Allowed	
Highlight	Embedded	Not allowed	Not allowed	Allowed	
Human reader	Not allowed	Not allowed	Allowed for directions and listening passages	Allowed accommodation	
Magnification	Embedded	Allowed	Allowed	Allowed	
Minimize distractions	Allowed	Allowed	Allowed	Allowed	
Blank scratch paper and graph paper	Allowed	N/A	Allowed	Embedded	
Spell check	Embedded	N/A	Not allowed	Available on CBA; not available on paper test	
Strikethrough	Embedded	Not allowed	Not allowed	Allowed	
Text-to-speech	Embedded	N/A	N/A	Embedded	

**\*Directions are only non-item content that appears at the beginning of the test or between testing sessions. It does not refer to “directions,” meaning the item’s stem, directions for answering a specific question, etc.**

**Table 2—Accommodations**

Accommodation	SAGE Summative	DIBELS	ACCESS for ELLs/W-APT	NAEP	DLM UAA	ACT, ASVAB, EXPLORE, PLAN
Braille/tactile graphics for students who are blind	Allowed	Allowed	Allowed	Allowed	Depends on the needs of the student	Contact LEA Accommodations Coordinator
Calculation device and computation table	6 <sup>th</sup> grade— handheld allowed during calculator section	N/A	N/A	Allowed on calculator section		
Large print paper	Allowed	Allowed	Order from USOE	Allowed		
Scribe	Allowed—notify USOE	N/A	N/A	Allowed		
Sign language	Allowed only on items or content when TTS is available	Use alternate assessment	Allowed for directions/listening passages. Interpreter must be ASL certified	Allowed		
Standard size paper	Allowed	Allowed	Allowed—order from vendor	Allowed		
Visual representation	Allowed	N/A	N/A	N/A		



### 6.2.5 Accommodations and Resources Definitions

In this section you can read the definitions of each accommodation and/or resource for all students in specific assessments. Special needs plan teams are responsible to identify the resources, accommodations, or modifications that are required for instruction and assessment. However, each assessment must identify which resources and accommodations are allowed within the assessment in order to accurately measure student knowledge and skill for the specific concepts being assessed. The special needs plan team may not “override” the requirements for any specific assessment. If a resource or accommodation is provided for an assessment that is not allowed, the assessment is invalid. The student is considered non-proficient on that assessment, and is reported as a non-participant.

#### 6.2.5.1 Alternate Location

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

The use of some accommodations, such as sign interpreter or scribe, can distract other students which could require an alternate location for the student receiving the accommodation. In addition, some students may perform better when they can read content aloud and think out loud or make noises that may be distracting to other students. To reduce distractions to other students when these strategies and/or accommodations are provided, an alternate location must be employed. A student assessed in an alternate location needs a proctor supervising the assessment at all times.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all students.
- **NAEP:** Allowed for all students.
- **SAGE:** Allowed for all students.
- **DLM:** Allowed.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Allowed for all students.

#### 6.2.5.2 Assistive Communication Devices

For students who have difficulty manipulating a mouse or standard keyboard, there are a variety of assistive communication devices that allow them to control a computer program and record responses. These assistive communication devices include items such as Intellikeys, sip-and-puff devices, single-switch devices, eye tracking devices, and touch screens.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all students.
- **NAEP:** Not allowed for any student.
- **SAGE:** Allowed for all students. (Review technical specifications to verify which devices may be used.)
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.

- **ACCESS for ELLs/W-APT:** Allowed.

### 6.2.5.3 Audio Amplification

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

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all students.
- **NAEP:** Allowed for all students.
- **SAGE:** Allowed for all students.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Allowed.

### 6.2.5.4 Braille/Screen Reader for Students Who Are Blind

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 with this accommodation.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Accommodation. Order braille from USOE for student with disabilities.
- **NAEP:** Accommodation. Available for students with disabilities.
- **SAGE:** Accommodation. Braille/tactile graphics and embossing are available on request for students with disabilities with USOE authorization. Text and graphics may be provided via a Tiger embosser in the student's school, which can print text and/or graphics depending on student need. Refreshable braille is generated by JAWS. This accommodation is provided at the time of test administration, which means that educators must allow extra time for each item to be embossed as the items are generated by the computer-adaptive assessment. Training tests should be used to ensure that local configurations for embossing can successfully produce the braille assessment.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Accommodation.

### 6.2.5.5 Breaks

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

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed between subtests for all students.
- **NAEP:** Allowed for all students.
- **SAGE:** Allowed for all students.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Allowed.

### 6.2.5.6 Calculation Devices and Computation Tables

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

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

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Not applicable for any student.
- **NAEP:** Provided if applicable for the assessment.
- **SAGE:** Calculators are embedded within the assessment system when allowed. When a calculator is not available within the assessment, a calculator may not be used. The calculators used by SAGE Summative are available as a free download for instructional use.
  - *Math grades 3, 4, 5: Not allowed for any student.*
  - *Math grade 6: Allowed when embedded within the assessment system. If a student is unable to access the online calculator due to their disability, an accommodation can be made to use a handheld calculator during the calculator segment of the assessment, based on need documented in the IEP.*
  - *Math grade 7 and above: Allowed when embedded within the assessment system. All students may choose to use the embedded calculator or the handheld calculator they are most comfortable using.*
  - *Science: Allowed for all students.*
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Not applicable.

### 6.2.5.7 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).

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all students.
- **NAEP:** Not allowed for any student.
- **SAGE:** Allowed for all students.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Listening must be administered first.

### 6.2.5.8 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.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all students.
- **NAEP:** Allowed for all students.
- **SAGE:** Embedded and allowed for all students.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Allowed.

### 6.2.5.9 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. **It must be activated in the student's preferences in the SAGE Portal prior to the assessment.**

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** N/A
- **NAEP:** Allowed for all English learners.
- **SAGE:** Embedded and allowed for any student. **Must be marked as an accommodation in TIDE. See [sageportal.org](http://sageportal.org) for more information.**
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Not available.

### 6.2.5.10 Directions—Oral Translation

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

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all English learners.
- **NAEP:** Allowed for all English learners.
- **SAGE:** Allowed for **directions** for all English learners. Assessment items, including reading and writing passages, graphs, questions and answer options, may not be translated in English language arts, mathematics or science.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Allowed for all English learners.

### 6.2.5.11 Directions—Reread

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

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all students for some subtests—refer to DIBELS guidelines.
- **NAEP:** Allowed for all students.
- **SAGE:** Embedded and allowed for all students as text-to-speech only.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Allowed.

### 6.2.5.12 Directions—Signed

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

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for students with disabilities if signed by an ASL-certified interpreter.
- **NAEP:** Allowed for students with disabilities if signed by an ASL-certified interpreter.
- **SAGE:** Allowed for students with disabilities if signed by an ASL-certified interpreter.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Allowed with a certified Interpreter.

### 6.2.5.13 Environment

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

lighting may also be beneficial to some students.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all students.
- **NAEP:** Allowed for all students.
- **SAGE:** Allowed for all students.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Allowed.

### 6.2.5.14 Extended Time

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

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all students depending on the subtest—refer to DIBELS guidelines. Some subtests are timed for all students.
- **NAEP:** Allowed for students with disabilities, if in IEP.
- **SAGE:** This is not a timed assessment.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Allowed.

### 6.2.5.15 Graphic Organizer

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

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Not applicable for any student.
- **NAEP:** Allowed.
- **SAGE:** Not allowed for any student.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Not applicable for any student.

### 6.2.5.16 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.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Not allowed for any student.
- **NAEP:** Allowed.
- **SAGE:** Highlight is embedded and allowed for all students.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Not allowed.

### 6.2.5.17 Human Reader

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

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Not allowed for any student.
- **NAEP:** Allowed for students with disabilities, if in IEP.
- **SAGE:** Not allowed for any student for any portion of ELA, math or science assessments. Use text-to-speech instead for all students.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Allowed for directions and listening passages.

### 6.2.5.18 Large Print

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

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

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for students with disabilities. Produced by LEA.
- **NAEP:** Available for all students.
- **SAGE:** Accommodation. Available on request for students with disabilities. Large print can be provided, on-demand, at student's school in a variety of font sizes on 8½-by-11-inch paper only.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Accommodation; order from the USOE.

### 6.2.5.19 Magnification

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

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all students.
- **NAEP:** Allowed for students with disabilities, if in IEP.
- **SAGE:** Embedded and allowed for all students. (Additional magnification may be needed to enlarge images.)
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Allowed.

### 6.2.5.20 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.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all students.
- **NAEP:** Allowed for all students.
- **SAGE:** Allowed for all students.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Allowed.

### 6.2.5.21 Scratch 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.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Not applicable for any student.
- **NAEP:** Embedded and allowed for all students.
- **SAGE:** Allowed for all students.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Allowed.

### 6.2.5.22 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 assure they know the vocabulary involved and understand the boundaries of the assistance to be provided. The role of the scribe is to write only



what is dictated, no more and no less. A student who experiences a debilitating injury just prior to testing that prevents him or her from being able to write may need a scribe. **Scribes must have experience and understanding of how to effectively scribe for a student.** Some students may need human assistance to enter scores, which is allowed for students with this accommodation. (Please refer to the Scribe Guidelines found on the USOE Assessment website: <http://schools.utah.gov/sars/DOCS/assessment/usoescribeglines.aspx>.)

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Not applicable for any student.
- **NAEP:** Allowed for students with disabilities, if in IEP.
- **SAGE:** Accommodation. Allowed for students with disabilities. Also allowed for students as necessary due to temporary injury just prior to assessment as non-accommodation. Please notify the USOE when a scribe is needed for a student.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Accommodation or necessary due to injury.

### 6.2.5.23 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). On the SAGE Summative Assessment, students who are receiving ASL as an accommodation (must be documented in their IEP) may have the assessment questions interpreted if the text-to-speech option is available on the assessment question.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Students with disabilities who are deaf or have a hearing impairment should use an alternate assessment to determine whether the student is reading on grade level.
- **NAEP:** Allowed for students with disabilities.
- **SAGE:** Accommodation.
  - *Only an ASL certified interpreter may interpret the SAGE assessment.*
  - *The student must engage the text-to-speech option on each item and the interpreter must only interpret the audio portion.*
  - *Interpreters MAY NOT interpret any item for which the text-to-speech option is not available.*
  - *If ASL is provided onscreen, the interpreter **may not** interpret the item. The student **must** use the online interpreter.*
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Allowed for directions and listening passages with a certified interpreter.

### 6.2.5.24 Spelling Check

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

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Not applicable for any student.
- **NAEP:** Not available for any student.

- **SAGE:** Embedded and allowed for all students. Embedded spell check will not be available on spelling items so that the construct of the item will not be violated.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Not allowed.

### 6.2.5.25 Standard-Size Paper

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

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for students with disabilities. Produced by LEA.
- **NAEP:** Available for all students.
- **SAGE:** Accommodation. Standard-size paper print on demand is available on request for students with disabilities with **USOE notification**. On request, standard-size paper can be provided at the student's school.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Allowed; order from vendor.

### 6.2.5.26 Strikethrough

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

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Not allowed for any student.
- **NAEP:** Allowed.
- **SAGE:** Embedded and allowed for all students.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Not allowed.

### 6.2.5.27 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.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Not available for any student.
- **NAEP:** Embedded.
- **SAGE:** Embedded and allowed for any student. If the reading of any portion of an ELA, math or science item violates the construct of that item, text-to-speech will not be available. When text-to-speech is appropriate, it will be available to select onscreen. Multiple voice packs are available for download if needed; information is available in the SAGE Technical Specifications documentation available at <http://sageportal.org>. Students can practice listening to the voice pack on the device they will use for assessment all year during instruction, so they will be familiar with the voice.

- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Not available.

### 6.2.5.28 Visual Representation

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

- **ACT, PLAN, EXPLORE, and ASVAB:** N/A
- **DIBELS:** N/A
- **NAEP:** N/A
- **SAGE:** Accommodation. Allowed for the mathematics assessment. This accommodation **MUST** be documented in the student’s IEP or 504.
- **DLM:** N/A
- **UAA:** N/A
- **ACCESS for ELLs/W-APT:** N/A

### 6.2.6 Selecting Accommodations and Resources for Instruction and Assessment for Individual Students

See pages 20-22 for decision flowcharts delineating how to select accommodations for instruction and assessment for individual students.

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

### 6.2.7 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 particular problems for IEP teams who follow good practices. With information obtained from the required summary of the student’s present level of academic achievement and functional performance (PLAAFP), the process of identifying and documenting accommodations and resources should be fairly 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—the same curriculum as non-disabled children” (Sec. 614 (d)(1)(A)(i)(I)).

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

1. “Consideration of special factors” (Sec 614 (d)(3)(B)). This is where communication and assistive technology supports are considered.
2. “Supplementary aids and services” (Sec. 602 (33) and Sec. 614 (d)(1)(A)(i)). 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” (Sec. 612 (a)(16)). This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in general state and district-wide assessments.

### **6.2.8 Documenting Accommodations on a Student's 504 Plan**

All IDEA students are also covered by Section 504, but not all Section 504 students are eligible for services under IDEA. Section 504 also states:

Section 504 prohibits discrimination on the basis of disability in programs or activities that receive Federal financial assistance from the U.S. Department of Education. Title II prohibits discrimination on the basis of disability by state and local governments. The Office of Special Education and Rehabilitative Services (OSERS), also a component of the U.S. Department of Education, administers the Individuals with Disabilities Education Act (IDEA), a statute which funds special education programs. Each state educational agency is responsible for administering IDEA within the state and distributing the funds for special education programs. IDEA is a grant statute and attaches many specific conditions to the receipt of Federal IDEA funds. Section 504 and the ADA are antidiscrimination laws and do not provide any type of funding.

### **6.2.9 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 on 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.

### **6.2.10 Involving Students in Selecting, Using, and Evaluating Accommodations/Resources**

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

### **6.2.11 Determining the Consequences of Assessment Accommodations/Resources Use**

When selecting accommodations or resources for state assessments with a student, it is important to look at state policies and procedures to determine whether use of an accommodation or resource results in adverse consequences on a state test (e.g., lowering or not counting a student's score). Assessment accommodations/resources that result in adverse consequences are commonly referred to as modifications, alterations, and nonstandard or unapproved accommodations (Thurlow & Wiener, 2000).

### **6.2.12 Questions to Guide Accommodation/Resources Selection**

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

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accommodations/resources:

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

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

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

Plan how and when the student will learn to use each new accommodation or resource. Be certain there is 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. Students should have time to practice without using an accommodation or resource prior to the test in case that accommodation or resource is not allowed, as it may alter what the test is designed to measure, such as reading aloud an item used to assess reading.

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

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

### 6.3 Implementation of Accommodations and Resources During Instruction and Assessment

#### 6.3.1 Accommodations/Resources During Instruction

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

### 6.3.2 Accommodations/Resources During Assessment

#### 6.3.2.1 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 USOE in advance. It is not uncommon for members of the team to be given the responsibility for arranging, coordinating, and providing assessment accommodations and resources for all students who may need them. Thus, it is essential for all team members to know and understand the requirements and consequences of LEA and state assessments, including the use of accommodations and resources. It is important to monitor the provision of accommodations and resources during testing to ensure that accommodations and resources are delivered appropriately and that technology is working as it should.

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

#### 6.3.2.2 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 Utah ethics documents on the Utah State Office of Education website: <http://www.schools.utah.gov/assessment/Testing-Director-Resources.aspx>). 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 must:

- 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 students testing.
- Understand the procedures needed to administer the assessment prior to administration. For example, what procedures are required to set up the administration of accommodations and resources within a computer-based testing system?
- Administer standardized assessments according to prescribed procedures and conditions, and notify appropriate persons if any nonstandard or delimiting conditions occur.
- Avoid any conditions in the conduct of the assessment that might invalidate the results.
- Provide for and document all reasonable and allowable accommodations and resources for the administration of the assessment to students with special needs.
- Avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual knowledge, skills or abilities.

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

#### 6.3.3 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 Utah ethics documents on the Utah State Office of Education website: <http://www.schools.utah.gov/assessment/Testing-Director-Resources.aspx>.)

### 6.3.4 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.

### 6.3.5 Test Security

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

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

### 6.4 Evaluating and Improving Accommodation and Resource Use

Accommodations and resources must be selected on the basis of the individual student's needs and must be used consistently for instruction and assessment. Data on the use and impact of accommodations and resources during assessments may reveal questionable patterns of accommodations/resources use, as well as support the continued use of some accommodations/resources or the rethinking of others. Examination of the data may also indicate areas in which the students with special needs' 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. Here are some questions to guide data analysis at the school and LEA level and the student level.

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

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

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

1. What accommodations/resources are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when accommodations/resources are used versus when accommodations/resources are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the accommodations/resources, or using inappropriate or ineffective accommodations/resources?



3. What is the student's perception of how well the accommodation/resource worked?
4. What combinations of accommodations/resources seem to be effective?
5. What are the difficulties encountered in the use of accommodations/resources?
6. What are the perceptions of teachers and others about how the accommodation/resource appears to be working?

These questions can be used to evaluate the accommodations/resources used at the student level, as well as the school or LEA levels. 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 students with special needs team. It is critical to stress that evaluation is not the responsibility of just one individual. The entire 504, IEP, or EL team should contribute to the information-gathering and decision-making processes.

### **6.4.3 Post-Secondary Implications**

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

## 7 Appendices

### 7.1 Appendix A: Accommodation/Resource Use in the Classroom

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

Student: \_\_\_\_\_

Date: \_\_\_\_\_

What accommodation(s) and/or resource(s) does the student use in the classroom? List them under "Accommodation(s) and/or Resource(s)" in the chart. Then answer the questions in the chart. Accommodations for instruction and assessment must be included in the Special Needs Student Plan. Resources may be included on the Special Needs Student Plan, but are optional.

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

## Utah Participation and Accommodations Policy

### 7.2 Participation Criteria for DLM

The DLM Alternate Assessment will be used to assess students with severe cognitive disabilities in ELA and math. The DLM will replace the UAA in ELA and math starting in 2014-2015. The UAA will continue to be administered in science. (See Appendix B for Participation Criteria for the DLM alternate assessment.)

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

**The student is eligible to participate in the DLM Alternate Assessment if all responses above are marked "yes."**

In addition, evidence for the decision for participating in the DLM Alternate Assessment is **not based** on:

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

## Utah Participation and Accommodations Policy

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### 7.3 Appendix B: After-Test Accommodation and/or Resource Questions

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

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Accommodation used: \_\_\_\_\_

Resource used: \_\_\_\_\_

Questions	Test Taken (List)			
Was the accommodation or resource used? <b>Comments:</b>	Yes / No	Yes / No	Yes / No	Yes / No
Was the accommodation or resource useful? <b>Comments:</b>	Yes / No	Yes / No	Yes / No	Yes / No
Were there any difficulties with the accommodation or resource? (Are adjustments needed?) <b>Comments:</b>	Yes / No	Yes / No	Yes / No	Yes / No
Should the accommodation or be used again? <b>Comments:</b>	Yes / No	Yes / No	Yes / No	Yes / No

Student signature: \_\_\_\_\_

# Utah Participation and Accommodations Policy

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## 7.4 Appendix C: Assessment Accommodations or Resource Plan

### Student Information

Name: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_  
Name of Assessment: \_\_\_\_\_

### Case Information

ESL/Bilingual Teacher: \_\_\_\_\_ Special Education Teacher: \_\_\_\_\_  
General Education Teacher(s): \_\_\_\_\_ School Year: \_\_\_\_\_  
Building/School: \_\_\_\_\_

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

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

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

Person Responsible Due Date	Date Arranged
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
Comments: _____	_____
_____	_____

Plan participants for this process (signatures): \_\_\_\_\_

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

# Utah Participation and Accommodations Policy

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## 7.5 Appendix D: Logistics Planning Checklist

*Directions: This Logistics Planning Checklist can be used in the planning and implementation of assessment accommodations and/or resources for an individual student. Use the checklist by indicating Y (Yes), N (No), or NA (Not Applicable).*

### Accommodations/Resources Used Throughout the Academic Year

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

### Preparation for Test Day

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

### Accommodations and/or Resources on the Day of the Test

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

### Consideration After the Day of the Test

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

## 7.6 Appendix E: Accommodations/Resources Journal for Teachers

One way to keep track of what accommodations work for students with special needs is to support the student in keeping an “accommodations and/or resources journal.” The journal lets the student be “in charge” and could be kept up to date through regular consultation with an ESL/bilingual teacher, special education teacher, or other staff members. Just think how much easier it would be for students with special needs team to decide which accommodations and/or resources to document if the student kept a journal documenting all of these things:

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

*In the spaces provided below, design and organize the use of an accommodations and/or resource journal for one of your students. Answer these questions:*

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

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

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

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## Utah Participation and Accommodations Policy

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### 7.8 Appendix G: Accommodation and Resources Criteria for ELs with Disabilities and ELs on Section 504 Plans

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

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Person filling out the form: \_\_\_\_\_

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

## 7.9 Appendix H: Parent Input on Accommodations and Resources

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

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

### Questions for Instruction and Assessment

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