



Utah State  
Board of  
Education

Special  
Education  
Services

# UTAH PARTICIPATION AND ACCOMMODATIONS POLICY 2023–2024

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

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## DEFINITIONS OF TERMS

This section defines vocabulary used throughout the manual.

### **Accommodations**

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

### **Adaptive behavior**

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

### **Individualized Education Program (IEP)**

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

### **Individuals with Disabilities Education Act (IDEA) of 2004**

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

### **Resources**

Universal tools that do not alter the validity of score interpretation, reliability, or security of the test. These are available for all students, including general education students, students with disabilities, and English learner students.

### **English learner students (ELs)**

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

### **English learner students (ELs) with disabilities**

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

### **Students with disabilities**

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

### **Students with 504 Plans**

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

## **UTAH ACCOUNTABILITY SYSTEM**

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

## **UTAH STATE BOARD OF EDUCATION (USBE)**

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

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

# INTRODUCTION

This manual was developed to establish statewide policy for the participation of students with disabilities and ELs in Utah’s accountability system and to provide guidance on accommodations and resources for use during instruction and statewide assessments.

The purposes of the Utah Participation and Accommodations Policy are to:

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

## UTAH’S ACCOUNTABILITY SYSTEM

The USBE makes annual accountability determinations for schools and LEAs based on measures of student academic achievement, student growth, and equitable educational opportunity. All countable and valid assessments are included in the accountability indicators and calculations, regardless of a student’s status.

For more information on Utah’s accountability system, see the [Utah Accountability Technical Manual](#).

## CHANGES IN POLICY

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



# FULL PARTICIPATION IN UTAH'S ASSESSMENTS

Federal and State laws require that all students enrolled in public schools participate in assessments designed to provide accountability for the effectiveness of instruction in schools. Utah Code requires an accountability system that includes students with disabilities and ELs ([UCA 53E-5](#)). School team members, including teams for ELs, Individualized Education Program (IEP) teams, and Section 504 teams, must actively engage in a planning process that addresses:

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

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

## SPECIAL CONDITIONS THAT WARRANT EXEMPTION FROM STATEWIDE ASSESSMENTS

1. USBE Administrative Rule [R277-404-7](#) authorizes parents to exercise their right to exempt their students from a state required assessment by filling out the [Parental Exclusion from State Assessments Forms](#) and submitting the form to the principal or LEA by email, mail, or in-person. When a student is exempted from an assessment, it is only for the immediate administration of the assessment. The student will be included in the next year's administration of that assessment. Students not tested due to parent opt-out shall be counted as non-participants and receive a non-proficient score for federal accountability calculations.
  - a. Special planning teams (i.e., IEP, 504, or ELs) cannot exempt a student from the statewide testing requirements.
2. All ELs enrolled in English language arts, mathematics, and science, who first enroll in the U.S. on or after April 15th of the current school year, may be exempt from participating in statewide assessments. These students are given the opportunity to take the assessment but are not required to do so.

# PRE-KINDERGARTEN – EIGHTH GRADE ASSESSMENTS

## PRE-KINDERGARTEN ENTRY AND EXIT PROFILE (PEEP)

Utah’s Pre-Kindergarten Entry and Exit Profile (PEEP) is only required by LEAs who participate in certain preschool grant funding. This assessment is intended to provide information about program effectiveness as well as inform various stakeholders such as parents, teachers, and leadership, on the academic and lifelong learning practices essential for entering and exiting pre-kindergarten students. The information gained from the profile will be used to:

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

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

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

## KINDERGARTEN ENTRY AND EXIT PROFILE (KEEP)

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

- Provide insights into current levels of academic and social-emotional performance upon entry and exit of kindergarten.
- Identify students in need of early intervention instruction and promote differentiated instruction for all students.
- Analyze the effectiveness of programs such as extended-day kindergarten and preschool.

- Provide opportunities for data-informed decision-making and cost-benefit analysis of early learning initiatives.
- Identify effective instructional practices or strategies for improving student achievement outcomes in a targeted manner.
- Understand the influence and impact of full-day kindergarten on at-risk students in both the short- and long-term.

Subjects Assessed	Grades Assessed
Literacy, Numeracy, & Social Emotional	Kindergarten Entry (three weeks prior to and after the beginning of kindergarten) Kindergarten Exit (last four weeks of kindergarten)

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

#### ACADIENCE READING

The Early Literacy Program (UCA 53E-4-307) was created to supplement other school resources in order to achieve the state’s growth goal. The USBE has selected Acadience Reading (formerly known as DIBELS) as the benchmark assessment LEAs must administer to students in grades 1–3 at the beginning, middle, and end of the school year to show growth (R277-406). In addition, LEAs have the option to administer Acadience Reading to students in kindergarten.

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

Early Literacy Alternate Assessment for Grades 1–3 is available for students with significant cognitive disabilities that cannot access Acadience Reading even with appropriate accommodations. See [Alternate Assessments](#) below for more details.

#### ACADIENCE MATH

The Early Mathematics benchmark assessment (UCA 53E-4-307.5) was created to measure the acquisition of mathematics skills in kindergarten and grades 1–3 that includes predictive indicators of academic achievement based on measures of early mathematics, computation, and problem solving. The USBE has selected Acadience Math as the benchmark assessment LEAs must administer to students in grades 1–3 at the beginning, middle, and end of the school year to show growth (R277-406). In addition, LEAs have the option to administer Acadience Math to students in kindergarten.

Subjects Assessed	Grades Assessed
Mathematics	1-3 (Kindergarten is optional)

Early Mathematics Alternate Assessment for Grades 1–3 is available for students with significant cognitive disabilities that cannot access Acadience Math even with appropriate accommodations. See [Alternate Assessments](#) below for more details.

#### READINESS IMPROVEMENT SUCCESS EMPOWERMENT (RISE)

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

#### **Students will be assigned their RISE assessments based on their enrolled courses.**

Students are expected to be enrolled in courses that are standard for that grade level, not enrolled in below grade level courses to meet their needs. If a lower-grade assessment is administered, the student is considered a non-participant and therefore not proficient for state and federal accountability. See [RISE Assessment Core Codes](#) on the USBE Assessment and Accountability webpage under the Data Exchange tab (<https://www.schools.utah.gov/assessment/resources>).

RISE assessments are administered via computer. All student responses must be submitted via the online system. There is no accommodation that allows for a paper-based submission of a student’s response. Refer to the Test Administration Manuals (TAMs) for specific procedures. More information regarding RISE administration may be found on the [RISE assessment webpage](#) under the RISE tab.

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

All students enrolled in the grades/subjects described above are expected to participate in the RISE summative assessment for their grade/course, unless a student is a student with a significant cognitive disability that cannot access RISE even with appropriate accommodations and is receiving instructional support through alternate achievement standards and has been determined eligible for the alternate assessments (Dynamic

Learning Maps [DLM] for Mathematics, English, and Science). See [Alternate Assessments](#) below for more details.

## HIGH SCHOOL ASSESSMENTS

### UTAH ASPIRE PLUS

Utah Aspire Plus (UA+) is a hybrid of American College Test (ACT) Aspire and Utah Core Standards test items. It is designed to assess students' knowledge of the state's academic content standards as well as provide a predictive ACT score. This assessment is also used in the accountability system. Utah Aspire Plus is a computer-delivered, fixed-form, end-of-level high school assessment for students in grades 9 and 10. The assessment includes subtests for reading, English, mathematics, and science. The assessments will provide students a predictive score for the ACT. The ACT is taken by all Utah 11<sup>th</sup> grade students and is the most commonly submitted college readiness assessment for local universities. All student responses must be submitted via the online system. There is no accommodation that allows for a paper-based submission of a student's response. Refer to the Test Administration Manuals (TAMs) for specific procedures. Additional information regarding Utah Aspire Plus administration may be found on the [Utah Aspire Plus Portal](#).

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

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

### AMERICAN COLLEGE TEST (ACT)

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

ACT has established policies regarding documentation of disability and EL status and has guidance on the process for requesting accommodations for the ACT. There is a strict deadline for ACT accommodation requests; refer to the [ACT Schedule of Events](#) on the [Utah ACT NOW website](#).

For more information about specific accommodations and their appropriateness for this assessment, see [Appendix I](#) or visit the [Utah ACT website](#) and the [Accessibility Supports Guide for the ACT](#) or contact the LEA Assessment Director.

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

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

### CIVICS TEST

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

Students who pass the test in one LEA and transfer to another LEA are not required to retake the test in the new LEA (R277-700-8). Students may take either the standard test or an alternate test, as determined appropriate by the student’s IEP team (consistent with Board Rule) and documented within the IEP. Additional information regarding the Civics Test can be found on [American Civics Education Initiative webpage](#).

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

### ALTERNATE ASSESSMENTS

Alternate assessments are for students with significant cognitive disabilities whose disability significantly impacts their intellectual functioning and adaptive behavior as determined by the IEP team. Students must meet all criteria outlined in [Utah’s Alternate Assessment Participation Guidelines](#), found in Appendix C, in order to participate in any alternate assessment.

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

1. The State must develop and implement alternate assessments for those students who cannot participate in regular assessments, even with accommodations, as indicated in their respective IEPs (34 CFR § 300.160).

2. The alternate assessment must be aligned with the State’s challenging academic content standards (the Utah Core Standards) and measure the achievement of students with disabilities against Utah’s alternate academic achievement standards (Essential Elements) (34 CFR § 300.160(c)).
3. The alternate assessment must be valid and reliable for assessing the performance of students with disabilities (34 CFR § 300.704(b)(4)(x)).
4. Each State must report on the effectiveness of schools, LEAs, and the State in improving the academic achievement of students with disabilities participating in alternate assessments (34 CFR § 300.602).

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

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

#### EARLY LITERACY ALTERNATE ASSESSMENT

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

Subjects Assessed	Grades Assessed
Reading	1-3

### EARLY MATH ALTERNATE ASSESSMENT

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

Subjects Assessed	Grades Assessed
Mathematics	1–3

### PRE-KINDERGARTEN ENTRY AND EXIT (PEEP) ALTERNATE ASSESSMENT

The PEEP Alternate Assessment is available for students with significant cognitive disabilities that cannot access the PEEP even with appropriate accommodations, and if these students are accessing preschool programs funded by the grant. This assessment is aligned to preschool standards and has been reduced in complexity from the PEEP assessment. The PEEP alternate is designed as a rubric that is meant to be observational of student’s skill abilities. The entry and exit assessments use the same rubric and are intended to provide teachers with instructional guidance for students. More PEEP information can be found on the [Assessments webpage](#) under the Pre-Kindergarten tab.

Subjects Assessed	Grades Assessed
Literacy and Numeracy	Pre-Kindergarten

### KINDERGARTEN ENTRY AND EXIT PROFILE (KEEP) ALTERNATE ASSESSMENT

The KEEP Alternate Assessment is aligned to Utah’s Alternate Academic Achievement standards, the Essential Elements, for English language arts (ELA) and math. The KEEP Alternate Assessment is intended to provide teachers with instructional information and growth for their students from entry to exit of kindergarten. The KEEP is designed as a rubric that is meant to be observational of student’s skill abilities, and the rubric is used for entry and exit. More KEEP information can be found on the [Assessment webpage](#) under the Kindergarten tab.

Subjects Assessed	Grades Assessed
Literacy and Numeracy	Kindergarten

### DYNAMIC LEARNING MAPS (DLM)

Dynamic Learning Maps (DLM) is the alternate assessment for students with the most significant cognitive disabilities for whom general state assessments used in the accountability system are not appropriate, even with accommodations. DLM assessments allow students a way to show what they know and can do in ELA, mathematics, and



science. DLM assessments measure a student’s knowledge of the state’s academic content of the alternate achievement standards (Essential Elements) which are aligned to the state’s academic core standards.

The DLM alternate assessment system provides a way for students with significant cognitive disabilities to demonstrate their learning throughout the school year. Students will demonstrate their knowledge of the Essential Elements by participating in a flexible and adaptive year-end assessment. The DLM system is accessible by students with significant cognitive disabilities including those who also have hearing or visual disabilities and/or neuromuscular, orthopedic, or other motor disabilities. DLM assessments are flexible and allow for the use of common assistive technologies.

**The criteria for participation in the DLM alternate assessment reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining eligibility for this assessment. Thus, a student who participates in the DLM alternate assessment participates in this assessment for ELA, mathematics, AND science.**

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

**WIDA ALTERNATE ACCESS**

The Alternate ACCESS for English Language Learners (ELLs) is a one-on-one, large print, paper-based English language proficiency assessment for students in grades 1–12 who are identified as ELs with significant cognitive disabilities who will not have meaningful participation in the regular ACCESS for ELLs 2.0 assessment. Students who are instructed using Utah’s Alternate Achievement Standards (Essential Elements or Extended Core Science Standards) are eligible to participate in the Alternate ACCESS for ELLs. Alternate ACCESS tests students’ language in four domains: listening, reading, speaking, and writing. Test scores can be used to inform instruction and monitor progress of ELs in an LEA. More information on the [WIDA Alternate ACCESS](#) can be found on the WIDA website.

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

**COLLEGE AND CAREER READINESS ASSESSMENTS**

Secondary students are required to participate in a college readiness assessment (UCA 53E-4-305). A college readiness assessment includes a college admissions test that provides an assessment of ELA, mathematics, and science. The Utah College Readiness

Assessment must be commonly used by local universities to assess student preparation for college. A student with an IEP may take an appropriate college readiness assessment other than the tests adopted by the USBE, as determined by the student’s IEP team.

**AMERICAN COLLEGE TEST (ACT)**

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

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

ACT has established policies regarding documentation of disability and EL status. ACT has guidance on the process for requesting accommodations for the ACT. There is a strict deadline for ACT accommodation requests. For more information about specific accommodations and their appropriateness for this assessment you can visit the [Accessibility Supports Guide for the ACT](#). You must contact the LEA Assessment Director for accommodations request information. You can find ACTs allowable accommodations in Appendix I and by visiting the [Utah ACT website](#).

**ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB)**

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

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

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

## OTHER ASSESSMENTS

### ASSESSING COMPREHENSION AND COMMUNICATION IN ENGLISH STATE-TO-STATE FOR ENGLISH LANGUAGE LEARNERS (ACCESS FOR ELLS)

ACCESS for ELLs is an online assessment of English language proficiency administered annually to all students who have been identified as 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.

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

Many accommodations are available for students taking the ACCESS for ELLs assessment. For more information about specific accommodations and their appropriateness for this assessment, please see the [WIDA Accessibility and Accommodations Manual](#) or contact the LEA Assessment Director.

The Alternate ACCESS for ELLs is a one-on-one, large print, paper-based English language proficiency assessment for students in grades K-12 who are classified as ELs and have a significant cognitive disability that prevent their meaningful participation in the regular ACCESS for ELLs assessment. Students who are instructed using alternate achievement standards are eligible to participate in the Alternate ACCESS for ELLs.

### WIDA SCREENER

The WIDA Screener is an English language proficiency screener given to newly enrolled students who may be designated as ELs as indicated by the home language survey completed upon enrollment. It assists educators with programmatic placement decisions such as identification and placement of ELs. The WIDA Screener online is one component of WIDA's comprehensive assessment system and should be administered to students in grades K-12 who may be designated as ELs. WIDA Screener paper administration is recommended for students who have recently arrived in the U.S. or for students with significant cognitive disabilities. WIDA Screener assesses four domains of language in English.

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

More information about the WIDA Screener can be found on the [WIDA Screener website](#). Many accommodations are available for students taking the WIDA Screener assessment. For more information about specific accommodations and their appropriateness for this assessment, please see the [WIDA Accessibility and Accommodations Manual](#) or contact the LEA Assessment Director.

## NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

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

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

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

Many accommodations are available for NAEP assessments. For more information about specific accommodations and their appropriateness for this assessment, visit the [NAEP Accommodations webpage](#).

## ASSESSMENT OF PERFORMANCE TOWARD PROFICIENCY IN LANGUAGES (AAPPL)

The AAPPL is a proficiency and performance assessment of standards-based language learning appropriate for grades 5–12. It assesses tasks across four modes of communication and is available in six languages.

Modes of Communication	Languages
Interpersonal Listening/Speaking, Presentational Writing, and Interpretive Reading and Listening	Chinese (Mandarin), French, German, Portuguese, Russian, and Spanish

**NOTE:** For students receiving the Seal of Biliteracy who need accommodations, contact your LEA AAPPL Coordinator.

Many accommodations are available for students taking the AAPPL assessment. However, some individual accommodations must go through a request and review process before the accommodation can be used. Some of the accommodations may not be applicable to some of the assessments due to test configuration limitations and construct. Please visit

the [Utah AAPPL Accommodation webpage](#) for access to the AAPPL Accommodations Guidelines and the template to request accommodations. You can also reach out directly to the [AAPPL Accommodations Team](#) to discuss specifics.

#### CAREER AND TECHNICAL EDUCATION (CTE) CERTIFICATION EXAMS

Students complete a specific test as part of the CTE Skill Certificate requirements and receive skills certificates through participation in CTE exams. USBE is committed to assisting LEAs to provide access for all students to skills certification exams by providing reasonable accommodations appropriate to each student's conditions and needs as outlined in the student's educational plan (i.e., IEP, 504 Plan, EL Plan).

USBE CTE Test accommodations are individualized and handled on a case-by-case basis. Many accommodations are available for students taking a CTE assessment. However, some individual accommodations must go through a request and review process before the accommodation can be used.

For additional information and support, visit the [USBE CTE Test Administration webpage](#) or contact [Jessica Wilhelm](#) (jessica.wilhelm@schools.utah.gov; 801-538-7565), USBE Special Education Assessment Specialist.

#### ADVANCED PLACEMENT (AP) EXAMS

AP offers high school students worldwide the opportunity to take college-level courses while attending secondary school. AP courses are invariably more rigorous than other high school offerings. Accommodations are available and overseen by College Board. Students with an IEP, 504 Plan, or EL Plan are all eligible for accommodations/supports, but they must be requested by a specified date with supporting documentation. College Board provides guidance on [Making a Request for Accommodations](#). For more details on AP accommodations, visit [College Board Accommodations](#) and [College Board Accommodations deadline for AP Exams](#) or call (844) 255-7728.

For more information about AP, visit the [USBE Advanced Placement webpage](#) or contact [Christy Schreck](#) (christy.schreck@schools.utah.gov; 801-538-7935), USBE AP Specialist, or [Jessica Wilhelm](#) (jessica.wilhelm@schools.utah.gov; 801-538-7565), USBE Special Education Assessment Specialist.

# GUIDELINES FOR ASSESSMENT OF ENGLISH LEARNERS (ELS)

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

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

- d. ELA Summative (included in participation, growth, and achievement reports)
- e. Math Summative (included in participation, growth, and achievement reports)
- f. Science Summative (included in participation, growth, and achievement reports)

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

## PRIMARY LANGUAGE TRANSLATION GUIDANCE

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

### **Meets at least one of the following criteria:**

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

### **AND meets both of the following criteria:**

- The student has been receiving classroom instructional support in the target language for adaptive translation that allows the student to access the content that will be assessed;
- The student has proficient academic language, in the target language for adaptive translation, reading and/or listening capabilities for their age/grade as indicated by the student and parent/guardian if academic records are not available;

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

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

translation accommodation on a case-by-case basis. Additional adaptive translation cannot exceed an additional 2 consecutive years for EL students who have been enrolled in a US school for 3 or more consecutive years.

If the LEA language services team has designated this accommodation for a student for a language other than English or Spanish, please submit a completed “Oral Translation Request” form to [Kim Rathke](mailto:kim.rathke@schools.utah.gov) (kim.rathke@schools.utah.gov) for approval. The form is not needed for Spanish because the adaptive translation is embedded within the assessment platform. You can find the USBE Translator Guidelines and Adaptive Translation Request Form for Summative Assessment on the [USBE Assessment and Accountability webpage](#).



# BASIC PRINCIPLES FOR SELECTING, ADMINISTERING, AND EVALUATING ACCOMMODATIONS

School teams must carefully consider the selection, administration, and evaluation of accommodations for students with disabilities. To assist with that process, 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 disabilities.

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 administration.
5. Evaluate and improve accommodation use for instruction and assessment.

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

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

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

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

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

1. Instruction is provided by teachers who are qualified to teach in the content areas addressed by the Utah Core Standards and who know how to differentiate instruction for diverse learners.
2. 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 disabilities in grade-level instruction and to assess the academic achievement of these students. While these laws vary for students with different types of needs, the core principles remain—public education is available to all students, schools must provide quality instruction to all students, and schools are accountable to demonstrate achievement and improvement for all students.

#### EVERY STUDENT SUCCEEDS ACT (ESSA)

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

The ESSA requirements concerning students with disabilities are very similar or the same as those of the ESEA. The ESEA expressed a national expectation that schools are accountable to the public for the educational achievements of all students. ESSA explicitly calls for all students to participate in assessments in order to meet this expectation of accountability (PL 114-95 § 1111(b)(2)(A)). ESSA also requires that assessments provide reasonable adaptations and accommodations for students with disabilities in order to measure the academic achievement of students on grade-level standards (PL 114-95 § 1111(b)(3)(C)(ix)(II)).

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

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

The inclusion of English learners, who shall be assessed in a valid and reliable manner and provided appropriate accommodations on assessments administered to such students under this paragraph, including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what such students know and can do in academic content areas, until such students have achieved English language proficiency (PL 114-95 §1111(b)(3)(c)(ix)(III)).

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

The following are some other ESSA provisions for ELs:

- Students must be appropriately identified as ELs in accordance with Title III policies and procedures.
- All students who are ELs must be tested for English proficiency annually.
- All students who are ELs must take state academic achievement tests in ELA and mathematics, may be excluded from proficiency calculations in their second year of enrollment, and must be included in proficiency and growth calculations in their third year of enrollment.
- Students who are ELs should be assessed in a valid and reliable manner and provided reasonable accommodations.
- Students who are ELs as a group must make adequate progress toward English proficiency each year; schools, LEAs, and the State are held accountable for ensuring that these targets are met.
- Language instruction curricula must be evidence-based and effective for students who are ELs.
- Local entities have the flexibility to choose the method of instruction to teach students who are 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.

Utah, as part of the WIDA Consortium, has adopted WIDA standards and assessments for ELs.

#### INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) OF 2004

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

All children with disabilities are included in all general State and districtwide assessment programs . . . with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs (34 CFR § 300.160).

The term "individualized education program" or "IEP" means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes . . . a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments consistent with section 612(a)(16)(A) of this title; and if the IEP Team determines that the child shall take an alternate assessment on a particular State or districtwide assessment of student achievement, a statement of why—the child cannot participate in the regular assessment; and the particular alternate assessment selected is appropriate for the child (34 CFR § 300.160).

#### SECTION 504 OF THE REHABILITATION ACT

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

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

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

disabilities is a description of the specific accommodations the student can utilize on assessments.

## ACCOMMODATIONS, MODIFICATIONS, AND RESOURCES FOR INSTRUCTION AND ASSESSMENT

### ACCOMMODATIONS

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

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

It is very important for educators to become familiar with state policies regarding accommodations during assessments. Accommodations should be provided routinely for instruction and assessment during the school year 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 postsecondary education and at work. Accommodations for instruction and assessment are integrally intertwined.

Recent and ongoing advances in assistive technologies are changing the ways in which many accommodations may be provided, and some tools that once were available only as accommodations are now available to all students. As states move to providing

assessments on computer-based platforms, the IEP team must take care to ensure that students have opportunities to become familiar with the technological aspects of the assessment process. In addition to taking training assessments using the same platform, it is also important for educators to provide opportunities for all students to use technology for learning and in formative assessment activities as well.

## MODIFICATIONS

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

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

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

Providing a student with a modification during a state accountability assessment is not allowed and will constitute a test irregularity and/or an ethics violation and may result in an investigation into the school's or LEA's testing practices. If a student is administered a modified assessment, the student will be considered non-proficient and recorded as a non-participant at the school and LEA levels for accountability purposes.

## RESOURCES

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

### ASSESSMENT ACCOMMODATIONS AND RESOURCES OVERVIEW

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

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

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

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

**Exceptional Accommodations Request:** If an IEP team has designated an accommodation needed for a student to receive FAPE and that accommodation is not found in the tables below or is not an accommodation typically used/allowed, please submit an "Exceptional Accommodation Request" form to the USBE prior to using that accommodation on a statewide assessment.

Students participating in WIDA ACCESS for ELLs may have a disability which precludes them from taking one or more domains of the assessment, even with allowable accommodations. An "Exceptional Accommodations Request Form" must be submitted to exempt a student from a domain. The student must then be assessed in the remaining

domains in which it is possible for them to access, ensuring that the student is participating to their maximum extent possible.

A committee at USBE, made up of special education and assessment specialists, will review the request for approval. You can find the “Exceptional Accommodations Request” form on the [Special Education Assessment Accommodations webpage](#) under the Accommodations tab.

All statewide assessments have detailed information about specific resources and accommodations in their individual Test Administration Manuals (TAM). The following charts are intended to be a quick reference for users to inform teams in decision making for student plans.



TABLE 1: RESOURCES FOR ALL STUDENTS

Resource	RISE	Acadience Reading	Acadience Math	ACCESS for ELLs/ Screener	NAEP	AAPPL	PEEP & KEEP	CTE Exams	AP
Alternate location	Allowed	Allowed	Allowed	Allowed	Allowed	Accommodation	Allowed	Allowed	Accommodation
Adaptive equipment	Allowed	Allowed	Allowed	Allowed	Allowed	Accommodation	Allowed	Allowed	Accommodation
Audio amplification	Allowed	Allowed	Allowed	Allowed	Allowed	Allowed	Allowed	Allowed	Allowed
Breaks	Allowed	Allowed	Allowed	Allowed	Allowed	Accommodation	Allowed	Accommodation	Embedded breaks, additional breaks by request (See AP manual)
Calculation devices and computation tables	Not allowed for grades 3-5; Embedded for grade 6 (segment 2), grades 7 & 8	N/A	Not allowed	N/A	Provided if applicable	N/A	N/A	Embedded as needed	Allowed for specific sections, request for other AP exams

Resource	RISE	Acadience Reading	Acadience Math	ACCESS for ELLs/ Screener	NAEP	AAPPL	PEEP & KEEP	CTE Exams	AP
Change order of activities	Allowed	Allowed	Allowed	Listening or Reading must be given first	Not allowed	Allowed as an accommodation	Allowed	Allowed	Not allowed
Color overlay/ adjustments	Embedded (Must be set in TIDE)	Allowed	Allowed	Embedded	Allowed	Embedded	N/A	Allowed	Accommodation
Descriptive audio	Embedded (Must be set in TIDE)	N/A	N/A	N/A	Allowed - (Closed Captioning)	N/A	N/A	N/A	N/A
*Directions - oral translation	Allowed for ELs	Allowed (See * below)	Allowed (See * below)	Allowed for ELs	Allowed for ELs	Allowed as an accommodation	Allowed (See * below)	Allowed for ELs (Locally provided)	N/A
*Directions - reread	Embedded as a text-to-speech	Allowed (See * below)	Allowed (See * below)	Allowed	Allowed	Embedded	Allowed (See * below)	Allowed	Allowed
*Directions - signed (certified interpreter)	Allowed	Allowed	Allowed	Allowed	Allowed	Accommodation	Allowed	Allowed	Allowed

Resource	RISE	Acadience Reading	Acadience Math	ACCESS for ELLs/ Screener	NAEP	AAPPL	PEEP & KEEP	CTE Exams	AP
Extended time	Allowed	Not allowed	Not allowed	Allowed	Allowed	Accommodation for some components	N/A	Allowed-must be set	Accommodation (Must be set)
Graphic organizer	Not allowed	N/A	Not allowed	N/A	Allowed	N/A	N/A	N/A	N/A
Highlight	Embedded	Not allowed	Not allowed	Embedded	Embedded	Not allowed	Allowed	N/A	N/A
Magnification (text zoom)	Embedded	Allowed	Allowed	Embedded	Embedded	Embedded	Allowed	Allowed	Accommodation (Under AT)
Minimize distractions	Allowed	Allowed	Allowed	Allowed	Allowed	Allowed as an accommodation	Allowed	Allowed	Accommodation
Scratch paper and graph paper (blank)	Allowed	N/A	Allowed	Allowed	Embedded	Allowed as an accommodation	N/A	Allowed (Locally provided)	Allowed (Locally provided)
Spell check	Embedded (For writing only)	N/A	N/A	Not allowed	Available for online test; Unavailable on paper test	N/A	N/A	N/A	Not allowed

Resource	RISE	Acadience Reading	Acadience Math	ACCESS for ELLs/ Screener	NAEP	AAPPL	PEEP & KEEP	CTE Exams	AP
<b>Strikethrough</b>	Embedded	Not allowed	Not allowed	Not allowed	Embedded	N/A	N/A	N/A	N/A
<b>Text-to-speech</b>	Embedded	Not allowed	Not allowed	N/A	Embedded	Unavailable	N/A	Allowed-locally provided	Accommodation
<b>Line Reader</b>	Embedded	N/A	N/A	Embedded	N/A	N/A	N/A	N/A	N/A
<b>Masking</b>	Embedded	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Glossary</b>	Embedded (Grade 3-5 Reading)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Dictionary</b>	Embedded (English and Spanish)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Thesaurus</b>	Embedded (English only)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

\* = Directions are non-item content, introductions, and directions that appear at the beginning of the test or between testing sessions. The resource does not refer to the scripted directions for the item’s stimulus or directions for answering a specific question, etc.

TABLE 2: ACCOMMODATIONS FOR STUDENTS WITH IEPS, 504 PLANS, AND/OR PLANS FOR ENGLISH LEARNERS

Accommodation	RISE	Acadience Reading	Acadience Math	ACCESS for ELLs/Screeners	NAEP	AAPPL	PEEP & KEEP	CTE Exams	AP
<b>Adaptive Language Translation</b>	Allowed for Math and Science (Must be set in TIDE) See guidance in TAM	Not allowed	Not allowed	Not allowed	Not allowed	Allowed for test direction lines on all AAPPL components & prompts for PW & IL/IR	Not allowed	Not allowed	Not allowed
<b>Attention marker or ruler</b>	Allowed	Allowed	Allowed	Embedded line reader (In Table 1)	N/A	N/A	Allowed	Allowed	Allowed
<b>Assistive technology (Notify USBE if needed)</b>	Allowed	Allowed	Allowed	Allowed	Not allowed	Allowed	Allowed	Allowed	Allowed
<b>Braille (Tactile graphics for students who are blind)</b>	Allowed	Allowed	Allowed	Allowed (Must be ordered)	Allowed	N/A (Computer-based test; use human readers)	Allowed	Allowed (Submit request to USBE)	Allowed (Must be ordered)
<b>Calculation devices and computation tables</b>	6 <sup>th</sup> grade (Handheld allowed during calculator segment 2 only)	N/A	Not allowed	N/A	Allowed on calculator section	N/A	Not Allowed	Embedded	Allowed

Accommodation	RISE	Acadience Reading	Acadience Math	ACCESS for ELLs/Screeners	NAEP	AAPPL	PEEP & KEEP	CTE Exams	AP
Large print paper	Allowed	Allowed	Allowed	Allowed (Must be ordered)	Allowed	N/A (Computer-based test; increase screen resolution)	Allowed	Allowed (Submit request to USBE)	Allowed (Must be ordered)
Scribe	Allowed (Need USBE approval)	N/A	Allowed	Allowed	Allowed	Allowed for some components	Not allowed	Allowed (Submit request to USBE)	Allowed
Sign language (w/certified interpreter)	Allowed (Embedded for listening stimulus)	Use appropriate alternative assessment option	Allowed	Allowed for directions, listening, speaking, and writing. Not allowed for reading.	Allowed	Allowed for some components	Allowed	Allowed	Allowed
Speech-to-text/Dictation	Allowed (Need USBE approval as built-in feature in the system or 3 <sup>rd</sup> party AT)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Accommodation

Accommodation	RISE	Acadience Reading	Acadience Math	ACCESS for ELLs/Screeners	NAEP	AAPPL	PEEP & KEEP	CTE Exams	AP
Human reader	Not allowed	Not allowed	Allowed	Allowed for directions, listening, speaking, and writing. Not allowed for reading. (Must be ordered)	Allowed (except for reading test)	Allowed for directions & prompts for PW and IL. Not allowable on IR section	N/A	Allowed (Submit request to USBE)	Allowed
Standard size paper	Allowed	Allowed	Allowed	Allowed (Must be ordered)	Allowed	N/A	Allowed	Allowed	Allowed
Visual representation/ Manipulatives	Allowed	N/A	Not allowed	N/A	N/A	N/A	Embedded	N/A	N/A
Medical Aids/Devices (See specific assessment TAM)	Allowed	Allowed	Allowed	Allowed	Allowed	Allowed	Allowed	Allowed	Allowed

**NOTE:** Students participating in ACCESS for ELLs whose disability precludes them from taking one or more domains of the assessment, even with allowable accommodations, must have an "Exceptional Accommodations Request Form" submitted. (See page 24)

TABLE 3: ADDITIONAL ACCOMMODATIONS INFORMATION

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



## ACCOMMODATIONS AND RESOURCES DEFINITIONS

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

### ADAPTIVE LANGUAGE TRANSLATION

The Adaptive Language Translation of assessment accommodation is appropriate for students learning English if the LEA language services team, in consultation with the student and parents, has determined the student meets the criteria outlined in the Primary Language Translation Guidance section on pages 18-19.

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

If the LEA language services team has designated this accommodation for a student for a language other than English or Spanish, additional guidance is provided in the Primary Language Translation Guidance section on pages 18-19.

Assessment	Adaptive Language Translation
ACCESS for ELLs/Screeners	Not allowed
AAPPL	Allowed for test direction lines on all AAPPL components & prompts for PW & IL/IR
Acadience Reading	Not allowed
Acadience Math	Not allowed
ACT and ASVAB	Not allowed
AP	Not allowed
CTE	Allowed as an accommodation
DLM	Allowed for Math and Science
KEEP	Not allowed
PEEP	Not allowed
NAEP	Not allowed
RISE	Allowed for Math and Science
Utah Aspire Plus	Allowed for Reading, Math, and Science

## ALTERNATE LOCATION

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

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

Assessment	Alternate Location Allowance
ACCESS for ELLs/Screeners	Allowed for all students
AAPPL	Allowed as an accommodation
Acadience Reading	Allowed for all students
Acadience Math	Allowed for all students
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	Allowed as an accommodation
CTE	Allowed
DLM	Allowed
KEEP	Allowed for all students
PEEP	Allowed for all students
NAEP	Allowed
RISE	Allowed for all students
Utah Aspire Plus	Allowed

## ADAPTIVE EQUIPMENT

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

Assessment	Adaptive Equipment Allowance
ACCESS for ELLs/Screeners	Allowed
AAPPL	Allowed as an accommodation
Acadience Reading	Allowed for all students
Acadience Math	Allowed for all students
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	Allowed as an accommodation
CTE	Allowed
DLM	Allowed
KEEP	Allowed as an accommodation
PEEP	Allowed as an accommodation
NAEP	Allowed for all students
RISE	Allowed for all students
Utah Aspire Plus	Allowed as an accommodation

#### ASSISTIVE TECHNOLOGY

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

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

Assessment	Assistive Technology Allowance
ACCESS for ELLs/Screeners	Allowed
AAPPL	Allowed as an accommodation
Acadience Reading	Allowed as an accommodation
Acadience Math	Allowed as an accommodation
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	Allowed as an accommodation
CTE	Allowed as an accommodation
DLM	Allowed
KEEP	Allowed as an accommodation
PEEP	Allowed as an accommodation

Assessment	Assistive Technology Allowance
NAEP	Not applicable for any student – contact USBE
RISE	Allowed for all students (review technical specifications to verify which devices may be used)
Utah Aspire Plus	Allowed for all students (review technical specifications to verify which devices may be used)

#### ATTENTION MARKER OR RULER

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

Assessment	Attention Marker or Ruler Allowance
ACCESS for ELLs/Screeners	Allowed
AAPPL	Not applicable for any student
Acadience Reading	Allowed as an accommodation
Acadience Math	Allowed as an accommodation
ACT and ASVAB	Not applicable for any student
AP	Allowed
CTE	Allowed
DLM	Allowed
KEEP	Allowed as an accommodation
PEEP	Allowed as an accommodation
NAEP	Not applicable for any student
RISE	Not applicable for any student – use line reader
Utah Aspire Plus	Not applicable for any student – use line reader

#### AUDIO AMPLIFICATION

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

Assessment	Audio Amplification Allowance
ACCESS for ELLs/Screeners	Allowed
AAPPL	Allowed for any student
Acadience Reading	Allowed for all students
Acadience Math	Allowed for all students
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	Allowed as an accommodation
CTE	Allowed as an accommodation
DLM	Allowed

Assessment	Audio Amplification Allowance
KEEP	Allowed as an accommodation
PEEP	Allowed as an accommodation
NAEP	Not allowed for any student
RISE	Allowed for all students
Utah Aspire Plus	Allowed for all students

#### BRAILLE/SCREEN READER FOR STUDENTS WHO ARE BLIND OR VISUALLY IMPAIRED

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

Tactile graphic images provide graphic information through fingers instead of eyes. Graphic material (e.g., maps, charts, graphs, diagrams, illustrations) is presented in a raised format. Tactile sensitivity (recognizing graphic images through touch) is less discriminating than visual reading, making many diagrams too complicated to understand without significant additional information. Braille and/or tactile graphics may be used for instruction and assessment. Auditory descriptions of graphics may be available on assessments.

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

Assessment	Braille/Screen Reader Allowance
ACCESS for ELLs/Screeener	Allowed
AAPPL	Screen reader compatibility with alt-text descriptions; computer-based test - also can use human reader
Acadience Reading	Allowed - request braille from USBE
Acadience Math	Allowed - request braille from USBE
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	Allowed as an accommodation - must order per College Board AP Manual
CTE	Allowed as an accommodation - request from USBE

Assessment	Braille/Screen Reader Allowance
DLM	Allowed
KEEP	Allowed as an accommodation – request from USBE
PEEP	Allowed as an accommodation – request from USBE
NAEP	Allowed as an accommodation
RISE	Allowed. Contact USBE for approval and guidance.
Utah Aspire Plus	Allowed accommodation. Must order materials through Pearson Access Next. Contact USBE for approval and guidance.

## BREAKS

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

Assessment	Breaks Allowance
ACCESS for ELLs/Screeners	Allowed
AAPPL	Allowed as an accommodation
Acadience Reading	Allowed between subtests for all students
Acadience Math	Allowed between subtests for all students
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	Allowed as an accommodation
CTE	Allowed as an accommodation
DLM	Allowed
KEEP	Allowed for all students
PEEP	Allowed for all students
NAEP	Allowed for all students
RISE	Allowed for all students
Utah Aspire Plus	Allowed as an accommodation

## CALCULATION DEVICES AND COMPUTATION TABLES

All students are allowed to use the online calculation device when it is embedded during the allowed segments of a math assessment. Students in grades 7–12 who require a handheld calculation device or printable computation table can use that resource during the allowed segment of the math assessment. For students in grade 6, the use of a handheld calculation device or printable computation table is considered an accommodation and may be provided (based on need documented in the IEP) during the allowed segment of the assessment. For students in grades 3–5, the use of a handheld calculation device or printable computation table 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 for accountability.

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

Assessment	Calculation Devices and Computation Tables Allowance
ACCESS for ELLs/Screeners	Not applicable
AAPPL	Not applicable for any student
Acadience Reading	Not applicable for any student
Acadience Math	Not allowed
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	Allowed as an accommodation (Provided on same AP exams – check AP manual)
CTE	Embedded as needed for any student
DLM	Allowed for some testlets – see TIPS page for directions
KEEP	Not allowed for any student
PEEP	Not allowed for any student
NAEP	Provided if applicable for the assessment
RISE	<ul style="list-style-type: none"> <li>• <b>Math grades 3, 4, 5:</b> Not allowed for any student.</li> <li>• <b>Math grade 6:</b> Allowed when embedded within the assessment system. If a student is unable to access the online calculator due to the student’s disability, an accommodation can be made to use a handheld calculator during the calculator segment of the assessment, based on need documented on the IEP.</li> <li>• <b>Math grade 7 and above:</b> 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.</li> <li>• <b>Science:</b> Allowed for all students.</li> </ul>
Utah Aspire Plus	Allowed

## CHANGE IN THE ORDER OF ACTIVITIES

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

Assessment	Change in the Order of Activities Allowance
ACCESS for ELLs/Screenener	Listening must be administered first
AAPPL	Allowed as an accommodation
Acadience Reading	Allowed for all students
Acadience Math	Allowed for all students
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	Allowed as an accommodation
CTE	Allowed as an accommodation
DLM	Allowed
KEEP	Allowed as an accommodation
PEEP	Allowed as an accommodation
NAEP	Not allowed for any student
RISE	Allowed for all students
Utah Aspire Plus	Allowed

## COLOR ADJUSTMENT

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

Assessment	Color Adjustment Allowance
ACCESS for ELLs/Screenener	Allowed
AAPPL	Allowed for all students
Acadience Reading	Allowed as an accommodation
Acadience Math	Allowed as an accommodation
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	Allowed as an accommodation
CTE	Not available
DLM	Allowed
KEEP	Not applicable for any student
PEEP	Not applicable for any student



Assessment	Color Adjustment Allowance
NAEP	Allowed for all students
RISE	Embedded and allowed for all students
Utah Aspire Plus	Embedded and allowed for all students

#### DESCRIPTIVE AUDIO

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

Assessment	Descriptive Audio Allowance
ACCESS for ELLs/Screeners	Unavailable
AAPPL	Not applicable for any student
Acadience Reading	Not applicable for any student
Acadience Math	Not applicable for any student
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	N/A
CTE	N/A
DLM	Allowed
KEEP	Not applicable for any student
PEEP	Not applicable for any student
NAEP	Allowed – closed captioning
RISE	Embedded and allowed for all students. <b>Must be marked as an accommodation in TIDE.</b> Visit the <a href="#">RISE Portal</a> for more information.
Utah Aspire Plus	Embedded with text-to-speech

#### DIRECTIONS – ORAL TRANSLATION

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

Assessment	Directions – Oral Translation Allowance
ACCESS for ELLs/Screeners	Allowed for all students learning English
AAPPL	Allowed for test direction lines on all AAPPL components & prompts for PW & IL/IR
Acadience Reading	Allowed only for <b>directions</b> at the beginning of the assessment, not allowed for scripted directions before items or items

Assessment	Directions – Oral Translation Allowance
Acadience Math	Allowed only for <b>directions</b> at the beginning of the assessment, not allowed for scripted directions before items or items
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	N/A AP does not offer EL supports/accommodations
CTE	Allowed as an accommodation
DLM	Allowed
KEEP	Allowed only for <b>directions</b> at the beginning of the assessment, not allowed for scripted directions before items or items
PEEP	Allowed only for <b>directions</b> at the beginning of the assessment, not allowed for scripted directions before items or items
NAEP	Allowed for all students learning English
RISE	Allowed for <b>directions</b> for all students learning English. Assessment items, including reading and writing passages, graphs, questions, and answer options may not be translated in English language arts. See <a href="#">Primary Language Translation Guidance</a> section.
Utah Aspire Plus	Allowed for <b>directions</b> for all students learning English. Assessment items, including reading and writing passages, graphs, questions, and answer options may not be translated in English language arts. See <a href="#">Primary Language Translation Guidance</a> section.

#### 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. The resource does not refer to the item’s stem, directions for answering a specific question, etc.)

Assessment	Directions – Reread Allowance
ACCESS for ELLs/Screeners	Allowed
AAPPL	Embedded
Acadience Reading	Allowed only for <b>directions</b> at the beginning of the assessment, not allowed for scripted directions before items or items

Assessment	Directions – Reread Allowance
Acadience Math	Allowed only for <b>directions</b> at the beginning of the assessment, not allowed for scripted directions before items or items
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	Allowed as an accommodation
CTE	Allowed
DLM	Allowed
KEEP	Allowed only for <b>directions</b> at the beginning of the assessment, not allowed for scripted directions before items or items
PEEP	Allowed only for <b>directions</b> at the beginning of the assessment, not allowed for scripted directions before items or items
NAEP	Allowed for all students
RISE	Embedded and allow for all students as text-to-speech only
Utah Aspire Plus	Allowed for all students

#### DIRECTIONS – SIGNED

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

Assessment	Directions – Signed Allowance
ACCESS for ELLs/Screeners	Allowed if signed by a certified interpreter
AAPPL	Allowed w/certified interpreter
Acadience Reading	Allowed w/certified interpreter
Acadience Math	Allowed w/certified interpreter
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	Allowed w/certified interpreter
CTE	Allowed w/certified interpreter
DLM	Allowed
KEEP	Allowed w/certified interpreter
PEEP	Allowed w/certified interpreter
NAEP	Allowed w/certified interpreter
RISE	Allowed w/certified interpreter
Utah Aspire Plus	Allowed w/certified interpreter

#### EXTENDED TIME

Determining the appropriate amount of extended time for a student on a state-wide assessment should be based upon the amount of extended time a student uses during

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

Assessment	Extended Time Allowance
ACCESS for ELLs/Screeners	Allowed
AAPPL	<ul style="list-style-type: none"> <li>• Interpersonal Speaking component is <b>not allowed</b>. The time to answer each prompt is fixed.</li> <li>• Interpretive Reading, Interpretive Listening, and Presentational Writing are <b>allowed</b> (time and one-half or double time).</li> </ul>
Acadience Reading	Not allowed for timed measures
Acadience Math	Not allowed for timed measures
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	Allowed as an accommodation
CTE	Allowed
DLM	Not applicable for any student. This is not a timed assessment.
KEEP	Not applicable for any student. This is not a timed assessment.
PEEP	Not applicable for any student. This is not a timed assessment.
NAEP	Allowed as an accommodation
RISE	Not applicable for any student. This is not a timed assessment.
Utah Aspire Plus	Allowed as an accommodation

#### GRAPHIC ORGANIZER

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

Assessment	Graphic Organizer Allowance
ACCESS for ELLs/Screeners	Not applicable for any student

Assessment	Graphic Organizer Allowance
AAPPL	Not applicable for any student
Acadience Reading	Not applicable for any student
Acadience Math	Not allowed
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	N/A
CTE	N/A
DLM	Allowed
KEEP	Not applicable for any student
PEEP	Not applicable for any student
NAEP	Allowed
RISE	Not allowed for any student, students may create a graphic organizer on scratch paper
Utah Aspire Plus	Not allowed for any student, students may create a graphic organizer on scratch paper

#### HIGHLIGHT

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

Assessment	Highlight Allowance
ACCESS for ELLs/Screenener	Embedded
AAPPL	Not applicable for any student
Acadience Reading	Not allowed for any student
Acadience Math	Not allowed for any student
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	N/A
CTE	N/A
DLM	Allowed
KEEP	Allowed
PEEP	Allowed
NAEP	Allowed
RISE	Embedded
Utah Aspire Plus	Embedded

#### HUMAN READER

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

to students. Familiarity with terminology and symbols specific to the content, especially high school mathematics and science, is necessary for human readers.

Assessment	Human Reader Allowance
ACCESS for ELLs/Screeners	Allowed for directions and listening passages
AAPPL	Allowed accommodation for all directions & prompts for PW & IL
Acadience Reading	Not allowed for any student
Acadience Math	Allowed as an accommodation
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	Allowed as an accommodation
CTE	Allowed as an accommodation
DLM	Allowed
KEEP	Not applicable for any student
PEEP	Not applicable for any student
NAEP	Allowed as an accommodation
RISE	Not allowed for any student - use text-to-speech for all students instead
Utah Aspire Plus	Only allowed in conjunction with other specific accommodations

#### LARGE PRINT

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

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

Assessment	Large Print Allowance
ACCESS for ELLs/Screeners	Allowed - order from USBE staff
AAPPL	Use magnification allowance or contact LEA coordinator
Acadience Reading	Allowed as an accommodation - produced by LEA
Acadience Math	Allowed as an accommodation - produced by LEA
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	Allowed as an accommodation

Assessment	Large Print Allowance
CTE	Allowed as an accommodation
DLM	Allowed
KEEP	Allowed as an accommodation – produced by LEA
PEEP	Allowed as an accommodation – produced by LEA
NAEP	Allowed for all students
RISE	Available as an accommodation. Large print is printed onsite, through the print on request feature. It is recommended to print on 8½" x 11" paper.
Utah Aspire Plus	Allowed as an accommodation. Must be pre-ordered on 11" x 17" paper and 18-point font size.

### MAGNIFICATION

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

Assessment	Magnification Allowance
ACCESS for ELLs/Screeners	Allowed
AAPPL	Embedded
Acadience Reading	Allowed for all students
Acadience Math	Allowed for all students
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	Allowed as an accommodation
CTE	Allowed
DLM	Allowed
KEEP	Allowed for all students
PEEP	Allowed for all students
NAEP	Allowed for all students
RISE	Embedded and allowed for all students. Additional magnification would fall under assistive technology.
Utah Aspire Plus	Embedded and allowed for all students. Additional magnification would fall under assistive technology.

### MEDICAL AIDS/DEVICES

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

accommodations policy and placed where the testing proctor can monitor the medical aid/device.

Assessment	Medical Aids/Devices Allowance
ACCESS for ELLs/Screeners	Allowed – see ACCESS accessibility manual
AAPPL	Allowed
Acadience Reading	Allowed
Acadience Math	Allowed
ACT and ASVAB	Allowed – see specific assessment guidance
AP	Allowed as an accommodation – see AP manual
CTE	Allowed
DLM	Allowed
KEEP	Allowed
PEEP	Allowed
NAEP	Allowed
RISE	Allowed
Utah Aspire Plus	Allowed

**MINIMIZE DISTRACTIONS**

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

Assessment	Minimize Distractions Allowance
ACCESS for ELLs/Screeners	Allowed
AAPPL	Allowed as an accommodation
Acadience Reading	Allowed for all students
Acadience Math	Allowed for all students
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	Allowed as an accommodation
CTE	Allowed as an accommodation
DLM	Allowed
KEEP	Allowed for all students
PEEP	Allowed for all students
NAEP	Allowed for all students
RISE	Allowed for all students
Utah Aspire Plus	Allowed for all students

**SCRATCH PAPER AND GRAPH PAPER**

Students may use **blank** scratch or graph paper without any directions or numbers included. If paper is provided during an assessment, care must be taken not to violate the



security of the test. All paper should be collected and destroyed at the end of the assessment.

Assessment	Scratch Paper and Graph Paper Allowance
ACCESS for ELLs/Screeners	Allowed
AAPPL	Allowed as an accommodation
Acadience Reading	Not applicable for any student
Acadience Math	Allowed as an accommodation
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	Allowed
CTE	Allowed
DLM	Allowed
KEEP	Not applicable for any student
PEEP	Not applicable for any student
NAEP	Embedded and allowed for all students
RISE	Allowed for all students
Utah Aspire Plus	Allowed for all students

**SCRIBE**

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

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

Please refer to the [USB E Scribe Guidelines](#) for more information and guidance.

Assessment	Scribe Allowance
ACCESS for ELLs/Screeners	Allowed as an accommodation
AAPPL	Allowed for some components

Assessment	Scribe Allowance
Acadience Reading	Allowed as an accommodation
Acadience Math	Allowed as an accommodation
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	Allowed as an accommodation
CTE	Allowed as an accommodation
DLM	Allowed
KEEP	Not allowed
PEEP	Not allowed
NAEP	Allowed as an accommodation
RISE	Allowed as an accommodation or as an emergency accommodation. A scribe request must be submitted to USBE.
Utah Aspire Plus	Allowed as an accommodation or as an emergency accommodation. A scribe request must be submitted to USBE.

#### SIGN LANGUAGE

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

Please refer to the [USBE Interpreter Guidelines](#) for more information and guidance.

Assessment	Sign Language Allowance
ACCESS for ELLs/Screeners	Allowed as an accommodation for directions, listening, speaking, and writing w/certified interpreter. Not allowed for reading.
AAPPL	Allowed for some components w/certified interpreter
Acadience Reading	Students with disabilities who are deaf or have a hearing impairment should use an alternative assessment to determine whether the student is reading on grade level.
Acadience Math	Allowed as an accommodation
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	Allowed as an accommodation
CTE	Allowed as an accommodation
DLM	Allowed
KEEP	Allowed as an accommodation
PEEP	Allowed as an accommodation
NAEP	Allowed as an accommodation
RISE	Allowed as an accommodation with a certified interpreter.
Utah Aspire Plus	Allowed as an accommodation with a certified interpreter.

## SPELL CHECK

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

Assessment	Spell Check Allowance
ACCESS for ELLs/Screeners	Not allowed
AAPPL	Not applicable for any student
Acadience Reading	Not applicable for any student
Acadience Math	Not applicable for any student
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	Not allowed
CTE	Not applicable
DLM	Not applicable for any student
KEEP	Not applicable for any student
PEEP	Not applicable for any student
NAEP	Not allowed
RISE	Embedded for all students on writing
Utah Aspire Plus	Not allowed

## STANDARD SIZE PAPER

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

Assessment	Standard Size Paper Allowance
ACCESS for ELLs/Screeners	Allowed – order from vendor
AAPPL	Not applicable for any student
Acadience Reading	Allowed for students with disabilities – produced by LEA
Acadience Math	Allowed for students with disabilities – produced by LEA
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	Allowed – order with materials
CTE	Allowed as an accommodation
DLM	Allowed
KEEP	Not applicable for any student
NAEP	Allowed for all students
RISE	Standard size paper print-on-demand is available on request for students with disabilities with USBE staff notification.
Utah Aspire Plus	Allowed – must be pre-ordered

## STRIKETHROUGH

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

Assessment	Strikethrough Allowance
ACCESS for ELLs/Screenener	Not allowed
AAPPL	Not applicable for any student
Acadience Reading	Not allowed for any student
Acadience Math	Not allowed for any student
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	N/A for online
CTE	N/A for online
DLM	Allowed
KEEP	Not applicable for any student
PEEP	Not applicable for any student
NAEP	Allowed - answer eliminator
RISE	Embedded and allowed for all students
Utah Aspire Plus	Not applicable

## TEXT-TO-SPEECH

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

Assessment	Text-to-Speech Allowance
ACCESS for ELLs/Screenener	Unavailable
AAPPL	Not embedded but compatible with screen reader
Acadience Reading	Unavailable
Acadience Math	Unavailable
ACT and ASVAB	Contact LEA Accommodations Coordinator
AP	Allowed as an accommodation
CTE	Allowed-LEA must set-up, not embedded
DLM	Not Allowed
KEEP	Not applicable for any student
PEEP	Not applicable for any student
NAEP	Embedded
RISE	Embedded and allowed for any student. If the reading of any portion of an ELA, mathematics, or science item violates

Assessment	Text-to-Speech Allowance
	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.
Utah Aspire Plus	Embedded and allowed for all students. If the reading of any portion of an ELA, mathematics, or science item violates the construct of that item, text-to-speech will not be available. When text-to-speech is appropriate, it will be available to select onscreen.

### VISUAL REPRESENTATION/MANIPULATIVES

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

Assessment	Visual Representation/Manipulatives Allowance
ACCESS for ELLs/Screeners	Not applicable for any student
AAPPL	Not applicable for any student
Acadience Reading	Not applicable for any student
Acadience Math	Not allowed
ACT and ASVAB	Not applicable for any student
AP	Not applicable
CTE	Not applicable
DLM	Allowed
KEEP	Embedded where applicable
PEEP	Embedded where applicable
NAEP	Not allowed
RISE	Allowed for the mathematics assessment as an accommodation
Utah Aspire Plus	Allowed for the mathematics assessment as an accommodation

### SELECTING ACCOMMODATIONS AND RESOURCES FOR INSTRUCTION AND ASSESSMENT FOR INDIVIDUAL STUDENTS

Effective decision-making about appropriate accommodations and resources begins with making good instructional decisions. Then, by gathering and reviewing information about the student’s disability and present levels of performance in relation to the Utah Core and local standards, teachers can make appropriate assessment decisions. The process of making decisions about accommodations and resources is one in which members of the team attempt to “level the playing field” so students with disabilities can access and participate in their general education curriculum to the maximum extent possible.

## DOCUMENTING ACCOMMODATIONS ON A STUDENT'S IEP

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

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

1. **Consideration of special factors** (34 CFR § 300.324(2)). This is where communication and assistive technology supports are considered.
2. **Supplementary aids and services** (34 CFR § 300.324). This area of the IEP includes "aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate . . ."
3. **Participation in assessments** (34 CFR § 300.160). This section of the IEP, the Assessment Addendum, documents accommodations needed to facilitate the participation of students with disabilities in general state and LEA-wide assessments. IEP teams will designate how individual students will participate in state and LEA assessments by using specific codes:
  - SA – Standard Administration
  - PA – Participate with Accommodations
  - PAA – Participate in Alternate Assessment

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

## DOCUMENTING ACCOMMODATIONS ON A STUDENT'S SECTION 504 PLAN

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

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

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

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

CONSIDERING ACCOMMODATIONS FOR ELS WITH DISABILITIES OR ELS ON SECTION 504 PLANS  
Team members should consider the intensity of the student's language and disability-related needs. Decisions should be individualized based on these needs. Students with high English language needs and low disability-related needs will require more language-based accommodations than students with high disability-related needs and low English language needs. Students with high English language needs and high disability-related needs will benefit from intensive language and disability-related accommodations and/or resources.

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

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

The more students are involved in the selection process, the more likely the accommodations and resources will be used, especially as students reach adolescence and their desire to be more independent increases and may help avoid unilateral IEP decisions. Students need opportunities to learn which accommodations/resources are most helpful for them. Then they need to learn how to make certain those

accommodations/resources are provided in all their classes and wherever they need them outside of school.

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

#### DETERMINING THE CONSEQUENCES OF ASSESSMENT ACCOMMODATIONS/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). If a student uses a non-allowed accommodation that is modifying the assessment and the student's score is not included in accountability measures.

#### QUESTIONS TO GUIDE ACCOMMODATION/RESOURCES SELECTION

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

1. What are the student's learning strengths and areas for further improvement?
2. How do the student's learning needs affect the achievement of grade-level content standards?
3. What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?
4. What accommodations/resources will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's disability? These may be new accommodations/resources or ones the student is currently using.
5. Are there assistive technology products that could help meet the student's learning and assessment needs?
6. What accommodations/resources are regularly used by the student during instruction and assessment?
7. What are the differences in student performance for assignments and assessments when accommodations/resources are used versus when they are not used?
8. What is the student's perception of how well an accommodation/resource worked?
9. Are there effective combinations of accommodations/resources?



10. What difficulties did the student experience when using accommodations/resources?
11. What are the perceptions of parents, teachers, and specialists about how the accommodation/resource worked?
12. Should the student continue to use an accommodation/resource, are changes needed, or should the use of the accommodation be discontinued?

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

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

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

In the case a student will use an accommodation or resource differently in assessment than the way the student uses it during the day-to-day instructional accommodation (such as using a human scribe in place of speech-to-text because the student’s software/device does not infiltrate the testing platform), the student should have time to practice using that accommodation or resource prior to the test day.

#### SELECTING ACCOMMODATIONS AND RESOURCES: DOS AND DON’TS

Do	Don’t
1. Make accommodation/resource decisions based on individualized needs.	1. Make accommodation/resource decisions based on whatever is easiest to do (e.g., preferential seating).
2. Select accommodations/resources that reduce the effect of the disability or limited English proficiency.	2. Select accommodations/resources unrelated to documented student learning needs or accommodations/resources intended to give students an unfair advantage.
3. Be certain to document instructional and assessment accommodations on the student’s 504 Plan, IEP, or EL Plan.	3. Use an accommodation that has not been documented on the 504 Plan, IEP, or EL Plan.
4. Be familiar with the types of accommodations or resources that may be used as instructional and/or	4. Assume that all instructional accommodations/resources are appropriate for use on assessments.

Do	Don't
assessment accommodations/resources.	
5. Ensure that appropriate accommodations are identified within online testing systems prior to the student's testing.	5. Assume the accommodations listed on a student's IEP, 504 Plan, or EL plan are identified within the online testing systems prior to the student's testing.
6. Be specific about the "where, when, who, and how" of providing accommodations/resources.	6. Simply indicate that an accommodation or resource will be provided "as appropriate" or "as necessary."
7. Refer to state accommodations/resources policies and understand implications of selections.	7. Check every accommodation/resource possible on a checklist simply to be "safe."
8. Evaluate accommodations/resources used by the student.	8. Assume that the same accommodations/resources remain appropriate year after year.
9. Ask teachers, parents, and students for input on accommodations/resources and use it to make decisions at meetings with the planning team.	9. Make decisions about instructional and assessment accommodations/resources by yourself, without other team members.
10. Provide accommodations/resources for assessments routinely used for classroom instruction.	10. Provide an accommodation/resource for the first time on the day of an assessment.
11. Select accommodations/resources based on specific individual needs in each content area.	11. Assume that certain accommodations or resources, such as extended time, are appropriate for every student in every content area.

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

## IMPLEMENTATION OF ACCOMMODATIONS AND RESOURCES DURING INSTRUCTION AND ASSESSMENT

### ACCOMMODATIONS/RESOURCES DURING INSTRUCTION

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

may be accomplished by using training tests. See appendix A; Accommodations use and implementation tacker.

#### ACCOMMODATIONS/RESOURCES DURING ASSESSMENT PLANNING FOR TEST DAY

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

#### ADMINISTERING ASSESSMENTS, ACCOMMODATIONS, AND RESOURCES

State and local laws and policies specify practices to assure test security and the standardized and ethical administration of assessments. See the [USBE Standard Test Administration and Testing Ethics Policy](#) (under the Testing Ethics tab) for more information. Test administrators, proctors, and all staff members involved in test administration must adhere to these policies. It is required that test administrators and others involved in assessments:

- Take appropriate security precautions before, during, and after the administration of the assessment.
- Ensure that appropriate accommodations are identified within online testing systems prior to testing students.
- Understand the procedures needed to administer the assessment prior to administration. For example, what procedures are required to set up the administration of accommodations and resources within a computer-based testing system?

- Administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur.
- Avoid any conditions in the conduct of the assessment that might invalidate the results.
- Provide for and document all reasonable and allowable accommodations and resources for the administration of the assessment to students with disabilities and students learning English.
- Avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual knowledge, skills, or abilities.

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

#### ETHICAL TESTING PRACTICES

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

#### STANDARDIZATION

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

#### TEST SECURITY

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

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

## EVALUATING AND IMPROVING ACCOMMODATION AND RESOURCE USE

Accommodations and resources must be selected based on the individual student's needs and must be used consistently for instruction and assessment. Data on the use and impact of accommodations 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 planning teams and test administrators need additional training and support.

Observations conducted during test administration and talking with test administrators and students after testing sessions will likely yield data that can be used to analyze accommodation/resource information at the student, school, or LEA level.

Accommodation/resource information can be analyzed in different ways. Following are questions designed to guide data analysis at the school or LEA level and the student level.

### QUESTIONS TO GUIDE EVALUATION OF ACCOMMODATIONS USE AT THE SCHOOL OR LEA LEVEL

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

6. What types of accommodations or resources are provided, and are some used more than others?

#### QUESTIONS TO GUIDE EVALUATION OF ACCOMMODATIONS/RESOURCE USE AT THE STUDENT LEVEL

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

These questions can be used to evaluate the accommodations/resources used at the school or LEA level and the student level. School- and LEA-level questions can be addressed by a committee responsible for continuous improvement efforts, while the student-level questions need to be considered by the planning team. It is critical to stress that evaluation is not the responsibility of just one individual. The entire planning team should contribute to the information-gathering and decision-making processes.

#### POSTSECONDARY IMPLICATIONS

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

# APPENDICES

## APPENDIX A: ACCOMMODATIONS USE AND IMPLEMENTATION TRACKER

This accommodation tracker should be used every few weeks and turned into the student’s case manager (monthly or quarterly) for discussion on the student’s accommodation(s) used to support the student in meaningful access to their grade-level curriculum.

Student Name:

Grade:

Content Area/Subject

Teacher Name:

Case Manager:

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

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

Continue next page.

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

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

Teacher Signature:



## APPENDIX B: AFTER-ASSESSMENT ACCOMMODATION AND/OR RESOURCE QUESTIONS

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

Student \_\_\_\_\_ Date \_\_\_\_\_

Accommodation Used \_\_\_\_\_

Resource Used \_\_\_\_\_

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

Student Signature \_\_\_\_\_

## APPENDIX C: ALTERNATE ASSESSMENT PARTICIPATION GUIDELINES

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

### Participation Criteria:

The answer to all the following criteria must be a “yes” and the student’s eligibility and IEP must include documentation to support each criterion for the student.

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

**The student is eligible to participate in alternate assessments if *all criteria above are met*.** In addition, evidence for the decision for participating in alternate assessments is **not based** on:

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

USBE DEFINITION OF SIGNIFICANT COGNITIVE DISABILITY R277-705-2

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

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

*(b) has special education eligibility documentation indicating the disability significantly impacts intellectual functioning and adaptive behavior;*

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

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

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

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

## APPENDIX D: ASSESSMENT ACCOMMODATIONS AND/OR RESOURCES PLAN

### Student Information

Student Name \_\_\_\_\_ Assessment Date \_\_\_\_\_

Assessment Name \_\_\_\_\_

### Case Information

English Language Teacher \_\_\_\_\_

Special Education Teacher \_\_\_\_\_

General Education Teacher \_\_\_\_\_

School Year \_\_\_\_\_ Building/School \_\_\_\_\_

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

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

Comments \_\_\_\_\_

### Person Responsible for Arranging Accommodations and/or Resources and Due Date

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

Participants' Signatures:

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

## APPENDIX E: ACCOMMODATION AND RESOURCES CRITERIA FOR ELLS WITH DISABILITIES AND ELLS ON SECTION 504 PLANS

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

Student \_\_\_\_\_ Date \_\_\_\_\_

Person Completing the Form \_\_\_\_\_

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

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

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

The purpose of this document is to help the IEP or 504 team case managers ensure there is meaningful input and involvement of all voices during the meeting. The case manager should review other input forms gathered prior to meeting during the IEP or 504 meeting, especially for those who are unable to attend in person.

### DISCUSSION QUESTIONS TO GUIDE THE STUDENT IN ACCESSIBILITY AND ACCOMMODATIONS DECISION MAKING

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

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

### DISCUSSION QUESTIONS TO GUIDE THE PARENT IN ACCESSIBILITY AND ACCOMMODATIONS DECISION MAKING

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

### DISCUSSION QUESTIONS TO GUIDE THE GENERAL EDUCATION TEACHER(S) IN ACCESSIBILITY AND ACCOMMODATIONS DECISION MAKING

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

- What parts of learning do you think are the easiest for the student?
- What are the things you think the student struggles with the most?
- What does the student do well with in class?
- What is difficult for the student in class?

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

#### DISCUSSION QUESTIONS TO GUIDE THE RELATED SERVICE PROVIDERS IN ACCESSIBILITY AND ACCOMMODATIONS DECISION MAKING

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

#### IEP FRAMEWORK: ACCOMMODATION DISCUSSION QUESTIONS AND CONSIDERATIONS

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



## APPENDIX G: PARENT INPUT FORM

Case managers should send this form to all parents/guardians 2-3 weeks prior to the IEP or 504 meeting to allow for time to provide meaningful feedback.

Date teacher sent home:

Date parent filled out feedback:

### GENERAL

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

ACADEMIC

Area of Input	Explanation/Description
What instructional support does my student need to access and achieve the academic standards?	
Does your child indicate a preference for specific accommodations?	
How can my student and I advocate to receive accommodations/resources and/or linguistic support not yet provided in instruction?	
Are the accommodations/resources and/or linguistic support my student is receiving in instruction meant to be a temporary support? If yes, what is the plan to help determine when to phase them out?	
How are the various staff members who work with my student providing accommodations, resources, and/or linguistic support (across regular education, special education, or other staff)?	

Continued next page.

ACCOMMODATIONS

Area of Input	Explanation/Description
What are the tests my student needs to take, what do they measure (e.g., regular or alternate academic standards), and for what purpose is each given?	
Are the accommodations/resources allowed on state tests also provided for LEA tests?	
Can my student participate in part of an assessment with or without accommodations and/or resources?	

QUESTIONS PARENTS SHOULD ASK ABOUT INSTRUCTION AND ASSESSMENT DURING THE IEP MEETING

- Is the need for each accommodation documented in my student’s plan?
- Are there too many or too few accommodations or resources being provided?
- What are my student’s preferences for specific accommodations and/or resources?
- If my student needs accommodations and/or resources, how will they be provided?
- If an accommodation or resource used in instruction is not allowed on a test, is there another allowed option to support my student?
- If yes, has it been documented and tried in instruction first?
- If not, how is my student being prepared to work without the accommodation/resource?
- What can I do at home to support the IEP goals?
- Who will work with my child?
- How?
- When?
- Where?
- How often?
- How is my child’s performance compared to their grade level peers?

## APPENDIX H: UTAH ASPIRE PLUS ACCESSIBILITY SUPPORTS AND ACCOMMODATIONS

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

The following tables outline those accessibility supports (resources/features) and accommodations. Please also refer to the [Utah Aspire Plus Resources & Training Center](#) for more details.

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

Accommodation	Delivery
Assistive Technology Screen Reader (English audio + orienting description)	Allowed – must be set/turned on
Speech-to-text – assistive technology scribe	Allowed – must be set by state personnel
Other Assistive Technology	Allowed – must be set by state personnel
Standard Print	Allowed – must be ordered
Large Print (11" x 17" paper, 18-point font size)	Allowed – must be ordered
Braille + Tactile Graphics	Allowed – must be ordered
Abacus	Allowed – locally provided
Extra Time (1.5/Time and a Half, 2 times/Double Time, or 3 times/Triple Time)	Allowed – must be set/turned on
Online Test – Adaptive Spanish Translation	Available – must be set/turned on for Reading, Math, and Science
Online Test Translation – Languages other than Spanish or English	Allowed, but provided by an interpreter – locally provided
Text-to-Speech – Spanish	Available – must be set/turned on
Personalized auditory notification of remaining time	Allowed – locally provided
Breaks: stop the clock supervised	Online System embedded and Local Arrangements for Paper Testing and Assistive Technology Testing
Breaks: securely extend session over multiple days	Online System embedded and Local Arrangements for Paper Testing and Assistive Technology Testing
Human scribe	Allowed – must be approved by state personnel and locally provided
Word-to-word dictionary – for languages other than Spanish	Allowed – locally provided
Signed Exact English, directions only	Allowed – locally provided by qualified interpreter
Sign Language Interpretation	Allowed – locally provided by qualified interpreter
Cued speech	Allowed – locally provided by qualified interpreter
Alternate mouse pointer	Allowed – must be set/turned on
Zoom percentage – 100%, 110%, 120%, 150%, 175%, and 200%	Allowed – must be set/turned on

## APPENDIX I: ACT ACCOMMODATIONS, LOCAL ARRANGEMENTS, AND ACCESSIBILITY SUPPORTS ON THE ACT® TEST FOR STATE TESTING AND DISTRICT TESTING

Accommodations (A) used **with required ACT authorization**, Designated Supports (DS), English Learner Supports (EL), Embedded/Universal Support (U) and combinations of these accessibility supports listed on this table will result in a **Reportable Score**.

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

[Accessibility Supports Guide for the ACT](#)

### Key to Abbreviations:

- A = ACT-authorized accommodation
- DS = Designated Support
- U = Universal support
- EL = English learner support

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

Presentation Supports	Paper	Online	Reading	English	Writing	Math	Science
Audio recording, full test (Secure URL)	A	—	✓	✓	✓	✓	✓
Human reader	A	—	✓	✓	✓	✓	✓
Text-to-speech	—	A	✓	✓	✓	✓	✓
Translated test directions (EL) <sup>4</sup>	A/EL <sup>4</sup>	A/EL <sup>4</sup>	✓	✓	✓	✓	✓
Approved word-to-word bilingual dictionary/glossary (EL) <sup>4</sup>	A/EL <sup>4</sup>	A/EL <sup>4</sup>	✓	✓	✓	✓	✓
Sign language interpreter, for verbal instructions	A	A	✓	✓	✓	✓	✓
Sign language interpreter, for entire test	A	—	✓	✓	✓	✓	✓
Braille (UEB with Nemeth, Contracted) including tactile graphics	A <sup>1</sup>	A <sup>1</sup>	✓	✓	✓	✓	✓
Braille (UEB Math/Science, Contracted) including tactile graphics	A <sup>1</sup>	A <sup>1</sup>	✓	✓	✓	✓	✓

Presentation Supports	Paper	Online	Reading	English	Writing	Math	Science
Tactile graphics (stand-alone) with UEB <sup>1</sup> Math/Science	A <sup>1</sup>	A <sup>1</sup>	—	—	—	✓	✓
Tactile graphics (stand-alone) with UEB/Nemeth <sup>1</sup>	A <sup>1</sup>	A <sup>1</sup>	—	—	—	✓	✓
Large print	A	—	✓	✓	✓	✓	✓
Magnification	DS	U	✓	✓	✓	✓	✓
Color contrast (online) or Overlay (locally provided)	DS	U	✓	✓	✓	✓	✓
Screen reader software	—	A	✓	✓	✓	✓	✓

Interaction and Navigation Supports	Paper	Online	Reading	English	Writing	Math	Science
Abacus	A	A	—	—	—	✓	—
Answer masking tool	DS	U	✓	✓	✓	✓	✓
Answer eliminator tool	DS	U	✓	✓	✓	✓	✓
Highlighter tool	A	U	✓	✓	✓	✓	✓
Keyboard navigation	—	U	✓	✓	✓	✓	✓
Test booklet for scratch paper	U	—	✓	✓	✓	✓	✓
Sheet of paper as scratch paper-locally provided	U	U	✓	✓	✓	✓	✓
Calculator	U	U	—	—	—	✓	—
Accessible calculator, <b>locally provided</b> (headphones required for talking calculator) <sup>2</sup>	A	A	—	—	—	✓	—

Response Supports	Paper	Online	Reading	English	Writing	Math	Science
Respond in test booklet or on separate paper	DS/A	—	✓	✓	✓	✓	✓
Large block answer sheet	A	—	✓	✓	✓	✓	✓
Writer/Scribe to record responses	A	A	✓	✓	✓	✓	✓
Computer for constructed responses	A	U	✓	✓	✓	✓	✓
Speech-to-text	A	A	✓	✓	✓	✓	✓
Mark item for review tool	U	U	✓	✓	✓	✓	✓

Response Supports	Paper	Online	Reading	English	Writing	Math	Science
Word prediction external device <sup>3</sup>	—	—	NA	NA	NA <sup>3</sup>	NA	NA

General Test Conditions Supports	Paper	Online	Reading	English	Writing	Math	Science
Extra time	A	A	✓	✓	✓	✓	✓
One and one-half time (EL) <sup>4</sup>	A/EL	A/EL	✓	✓	✓	✓	✓
Timing: -One and one half time, multiple days -Double time, multiple days -Triple time, multiple days	A	A	✓	✓	✓	✓	✓
Breaks as needed	A	A	✓	✓	✓	✓	✓
Multiple days	A	A	✓	✓	✓	✓	✓
Food/drink/medication	DS	DS	✓	✓	✓	✓	✓
Medical monitoring device (diabetic monitoring on phone, etc.)	A	A	✓	✓	✓	✓	✓
Preferential seating	DS	DS	✓	✓	✓	✓	✓
Permission to stand during testing	DS	DS	✓	✓	✓	✓	✓
One-to-one testing	DS	DS	✓	✓	✓	✓	✓
Late start testing	DS	DS	✓	✓	✓	✓	✓
Home/hospital testing	DS	—	✓	✓	✓	✓	✓
Small group testing (EL) <sup>4</sup>	DS	DS	✓	✓	✓	✓	✓
Auditory amplification/FM system	DS	DS	✓	✓	✓	✓	✓
Visual environment (special lighting)	DS	DS	✓	✓	✓	✓	✓
Adaptive equipment or furniture	DS	DS	✓	✓	✓	✓	✓
Wheelchair accessibility	DS	DS	✓	✓	✓	✓	✓
Audio/Visual indicator (of time remaining)	DS	DS	✓	✓	✓	✓	✓
Other accommodations: request using TAA system	Yes	Yes	✓	✓	✓	✓	✓
Fidget Device	A	A	✓	✓	✓	✓	✓



General Test Conditions Supports	Paper	Online	Reading	English	Writing	Math	Science
Noise buffer/ear plugs	DS	DS	✓	✓	✓	✓	✓
Personal aide	A	A	✓	✓	✓	✓	✓
Service animal	DS	DS	✓	✓	✓	✓	✓
Verbal cues to stay on task	A	A	✓	✓	✓	✓	✓

### Explanation of Footnotes Used in the Preceding Tables:

1. All users with blindness will need to use a companion paper form with braille/tactile graphics on the math and science tests as critical interpretive information within math and science graphics will not be read aloud. This is required for both paper and online testing.
2. Calculator use is not permitted for the science test. Science test questions requiring calculations are designed so that answering the questions involves only minimal, rudimentary calculations. Some math-oriented science constructs that are assessed (e.g., recognizing relationships in scientific data, translation of data) are intended to be performed without use of graphing functionalities often present on calculators.
3. The writing test domain of Language Use and Conventions (including grammar, syntax, and word usage) can be compromised by Word Prediction device usage. English, reading, math, and science tests are currently in multiple-choice format, making Word Prediction not applicable (NA) at this time.
4. English learners (ELs): Four accommodation-level (A) supports are available to qualified ELs and indicated in the preceding tables. These supports still require a request be submitted to ACT via the Test Accessibility and Accommodations System (TAA).