Utah State Board
of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, UT
84114-4200

Sydnee Dickson, Ed.D.
State Superintendent of
Public Instruction

EARLY LEARNING PROGRAM

Technical Manual

ADA compliant 11.26.2024

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Utah State Board of Education

250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200
https://www.schools.utah.gov

Sydnee Dickson, Ed.D.
State Superintendent of Public Instruction

Julie Clark, M.Ed.
P-12 Literacy/Early Learning Coordinator

Molly Basham, M.Ed.
Early Learning Mathematics Specialist

Christine Elegante, M.S.
K–3 Literacy Specialist

Denice Maedgen, M.Ed.
K–3 Literacy Specialist

NOVEMBER 2024

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EARLY LEARNING PROGRAM

SUMMARY

The purpose of the Early Learning Program is to improve the Early Literacy and Early Mathematics classroom instruction and student outcomes in kindergarten through grade three. The Early Learning Program establishes an Early Learning Plan that includes early literacy, early mathematics, and goals. The Professional Learning Grant is a separate application but correlates with the Early Learning Plan.

An LEA (district or charter) shall annually submit an Early Learning Plan to the Utah State Board of Education (USBE). Anytime prior to August 1, an LEA may submit its plan to the USBE for approval to gather feedback in preparation for the LEA submitting their plan to its local board no later than September 1 by 5:00 pm.

EARLY LITERACY

SUMMARY

Per R277-406, LEAs will be required to list their evidence-informed tier 1 and evidence-based tier 2 and tier 3 curricula on their Early Learning Plans. They will assure that their curricula aligns to the science of reading.

EARLY MATHEMATICS

SUMMARY

As stated in Utah State Code 53E-3-521, an LEA that serves students in kindergarten through grade three must submit a plan annually to the USBE for mathematics proficiency improvement, including the following: components of early mathematics core instruction in conceptual understanding, procedural fluency, strategic and adaptive mathematical thinking, and productive disposition.

GOALS

SUMMARY

All goals included in the Early Learning Plan must be measurable, address current performance gaps in student literacy and/or mathematics proficiency based on data, and include specific strategies for improving outcomes. There are two types of goals included in this program: state growth goals and local goals.

Goals include the state growth goal for mathematics, one local mathematics goal, and one goal that can be either in literacy or mathematics depending on the LEA's data.

Per Utah State Code 53G-7-218 and Board Rule R277-406, the state growth goal for mathematics requires 60% of first through third grade students to make typical, above typical, or well above typical growth from beginning of year (BOY) to end of year (EOY) as measured by Pathways of Progress on the Acadience Math assessment.

LEAs must assess all of their students in kindergarten through grade three on Acadience Reading and Acadience Math. However, not all students are included in the state growth goal calculation. When determining the percentage, raw data is collected through UTREx and appropriate filters run. Students included in the percentage must:

- be in grades one, two or three.
- have full academic year (FAY) membership in their LEA (160 days or more of enrollment).
- not be a first year multilingual learner (ML) student (first enrolled in the U.S. date is on or later than April 15 of the previous school year and ML status is 'Y' or 'O'),.
- not be identified as one percent (the student has an Individual Education Plan (IEP) which states the student has a significant cognitive disability and participates in alternate assessments).
- not have been administered an alternative/alternate Acadience Reading assessment.
- not have been administered a modified or alternate Acadience Math assessment.
- not be parentally opted-out of Acadience Reading and Acadience Math testing.
- be assessed on Acadience Reading and Acadience Math at BOY and EOY.

SYSTEM OF SUPPORT

The Utah State Board of Education shall develop strategies to provide support for an LEA that fails to meet the state mathematics growth goal and at least one of the local goals. USBE will provide increasing levels of support (System of Support) to an LEA that fails to meet this combination of goals for two consecutive years. Those LEAs in the System of Support are required to participate in intervention to improve early math outcomes.

PROFESSIONAL LEARNING GRANT

SUMMARY

The purpose of the Professional Learning Grant (PLG) is to improve the quality of instruction in the early grade classrooms by providing preschool through third grade educators with ongoing, evidence-based professional learning opportunities and job-embedded coaching. The Professional Learning Grant application must be completed and uploaded into Utah Grants. In the Professional Learning Grant, an LEA must include the type of professional learning opportunities the LEA plans to utilize, including comprehensive professional learning opportunities per the Professional Learning Standards and job-embedded coaching. The plan must include how the LEA intends to increase benchmark assessment scores and related outcomes through professional learning opportunities. An LEA must only use sustained, comprehensive professional learning opportunities that are evidence-based and focused.

PROFESSIONAL LEARNING GRANT FUNDING

As stated in Utah State Code 53F-5-214 and Board Rule R277-326, subject to legislative appropriations, the USBE will award grants to LEAs to provide teachers in preschool through grade three with professional learning opportunities in early literacy and/or early mathematics. For the purposes of calculating a grant amount, the LEA's total number of preschool through grade three teachers is calculated by using the employee data from the previous school year of the application. An LEA can use the Professional Learning Grant funds for the following purposes:

- Teacher stipends to attend trainings.
- Presenter fees.
- Coaching supports.
- Substitute teachers.
- To hire a coach or specialist.
- Supplies and materials for teacher professional learning.

An LEA CANNOT use the funds for the purchase of property, the purchase of equipment, the purchase of other services, student materials or supplies, or travel related expenses.

ASSESSMENT

ACADIENCE READING SUMMARY

An LEA must administer the benchmark assessment (Acadience Reading) to students in kindergarten through grade three at the beginning, middle, and end of the school year. After administration of the assessment, parents and/or guardians must be notified by specific dates (see page 35) of the student's results. Per SB 127, 127 students will be given a diagnostic assessment and be progress monitored according to the guidelines outlined by Acadience Reading.

Acadience Reading is a state-mandated assessment for students in kindergarten through grade three as per Board Rule R277-406. Acadience Reading is a set of measures used for assessing the achievement of early literacy skills from kindergarten through sixth grade. They are designed to be one-minute measures used to regularly monitor the development of early literacy and early reading skills.

Acadience Reading consists of seven measures that function as indicators of phonemic awareness, the alphabetic principle, phonics, accuracy and fluency with connected text, and reading comprehension. Acadience Reading was designed for use in identifying students experiencing difficulty in the acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.

For more information, visit the Acadience Reading website at https://acadience-learning.org/acadience-reading/k-grade6/.

ACADIENCE READING BENCHMARK GOALS AND SCORES

The Acadience Reading benchmark goals and composite scores indicate the level of skill a student is achieving and how that goal aligns with the likeliness of achieving future reading goals. (See the table on Page 6.) These goals and scores change based on the particular grade and time of year. The following table provides a summary of benchmark goals and cut points for risk in grades K-6, for all three benchmark periods. For more information, please go to Acadience Reading Benchmark Goals and Composite Score. For common Acadience Reading questions, please go to Frequently Asked Questions .

Table 1

Acadience Reading Benchmark Goals and Scores

Acadience® Reading: Summary of Benchmarks and Cut Points for Risk

	Kindergarten			First Grade			Second Grade			Third Grade			Fourth Grade			Fifth Grade			Sixth Grade		
	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Reading Composite Score	38 **26** 13	156 **122** 85	152 **119** 89	129 **113** 97	177 **130** 100	208 **155** 111	202 **141** 109	256 **190** 145	287 **238** 180	289 **220** 180	349 **285** 235	405 **330** 280	341 **290** 245	383 **330** 290	446 **391** 330	386 **357** 258	411 **372** 310	466 **415** 340	435 **344** 280	461 **358** 285	478 **380** 324
First Sound Fluency (FSF)	16 **10** 5	43 **30** 20																			
Phoneme Segmentation Fluency (PSF)	44 **20** 10	56 **40** 25	47 **40** 25																		
Nonsense Word Fluency (NWF)	28 **17** 8	40 **28** 15	34 **27** 18	59 **43** 33	81 **58** 47	72 **54** 35															
Correct Letter Sounds																					
Whole Words Read			4 **1** 0	17 **8** 3	25 **13** 6	21 **13** 6															
Oral Reading Fluency (ORF)							91 **72** 55	104 **87** 65	118 **100** 80	105 **86** 68	121 **103** 79	133 **115** 95	121 **111** 96	133 **120** 101	143 **130** 105	139 **107** 90	141 **109** 92	151 **120** 96			
Words Correct	34 **23** 16	67 **47** 32	68 **52** 37				99%	99%	99%	99%	99%	100%	99%	99%	100%	99%	99%	100%			
Accuracy	86% **78%** 68%	97% **90%** 82%	96% **90%** 81%	96% **96%** 91%	99% **97%** 93%	99% **97%** 94%	96% **95%** 89%	96% **96%** 92%	99% **97%** 94%	98% **96%** 93%	99% **97%** 94%	100% **98%** 95%	99% **98%** 95%	99% **98%** 96%	100% **99%** 97%	99% **97%** 94%	99% **97%** 94%	100% **98%** 96%			
Retell	17 **15** 0	25 **16** 8	31 **21** 13	39 **27** 18	46 **30** 20	36 **27** 14	39 **30** 20	46 **33** 24	40 **33** 22	46 **36** 25	52 **36** 25	43 **27** 16	48 **29** 18	50 **32** 24							
Retell Quality of Response			**2** 1	**2** 1	**2** 1	**2** 1	**2** 1	**2** 1	**2** 1	**2** 1	**3** 2	**3** 2	**2** 1	**3** 2	**3** 2	**2** 1	**2** 1	**3** 2			
Maze Adjusted Score										11 **8** 5	16 **11** 7	23 **19** 14	18 **15** 10	20 **17** 12	28 **24** 20	21 **18** 12	21 **20** 13	28 **24** 18	27 **18** 14	30 **19** 14	30 **21** 15

Reading Composite Score: A combination of multiple Acadience Reading scores, which provides the best overall estimate of the student's reading proficiency. For information on how to calculate the composite score, see the *Acadience Reading Composite Score* worksheets on pages 21–27.

ABOVE BENCHMARK (small blue number in each box): Students scoring above the benchmark are highly likely to achieve important reading outcomes (approximately 90% to 99%). These scores are identified as *Above Benchmark*. While students scoring Above Benchmark are likely to need *Core Support*, some may benefit from instruction on more advanced skills.

BENCHMARK (large bold number in the middle of the box): Students scoring at or above the benchmark have the odds in their favor (approximately 80% to 90%) of achieving later important reading outcomes. These scores are identified as *At or Above Benchmark* and the students are likely to need *Core Support*.

CUT POINT FOR RISK (small red number in each box): Students scoring below the cut point for risk are unlikely (approximately 10%–20%) to achieve subsequent benchmarks without receiving additional, targeted instructional support. These scores are identified as *Well Below Benchmark* and the students are likely to need *Intensive Support*.

Scores below the benchmark and at or above the cut point for risk are identified as *Below Benchmark*. In this range, a student's future performance is harder to predict, and these students are likely to need *Strategic Support*.

Note: There is no benchmark for Letter Naming Fluency (LNF).

Acadience is a registered trademark of Acadience Learning Inc. This page is adapted from a chart developed by Cache County School District.

HIGHLY SKILLED LEARNER CRITERIA — ACADIENCE READING

Some students will benchmark with scores well-above average. These students are considered Highly Skilled Learners (HSL) who are solidly on track in learning basic early literacy and reading skills and are very likely to stay on track in the following year. The Highly Skilled Learner criteria in Table 2* is based upon end-of-year reading expectations for each grade level. Values in bold correspond to above benchmark performance at the 60th percentile or higher using national norms; values in italic correspond to performance at or above the benchmark goal for each grade level.

Table 2
Acadience Reading Scores for Highly Skilled Learner Criteria for 3/4/2021

Grade	RCS	PSF	NWF CLS	NWF WWR	ORF	Accura-cy	Retell	Maze
K	**152**	***40***	**40**	**4**				
1	**208**		***58***	***13***	**67**	**97**	***15***	
2	**287**				**104**	**99**	***27***	
3	**405**				**118**	***97***	***30***	**23**
4	**446**				**133**	***98***	***33***	**28**
5	**466**				**143**	***99***	***36***	**28**
6	**478**				**151**	***98***	***32***	**30**

Note:
The criteria are subject to change from year to year.
RCS = Reading Composite Score
PSF = Phoneme Segmentation Fluency
NWF CLS = Nonsense Word Fluency Correct Letter Sounds
NWF WWR = Nonsense Word Fluency Whole Words Read
ORF = Oral Reading Fluency Words Correct

Values in bold correspond to performance at or above the 60th percentile using national norms.
Values in italic correspond to performance at or above the benchmark goal for the grade level. For the Highly Skilled Learner criteria for prior years, e-mail info@acadiencelearning.org.

*Posted *with permission from Acadience Learning.*

According to Acadience Learning's analysis, students who met the Highly Skilled Learner criteria at the end of one school year had the following outcomes at the end of the next school year (averaged across grades; exact percentages varied somewhat by grade):

- Sixty nine percent earned scores at or above the 80th percentile the following year.

- Seventy percent met the Highly Skilled Learner criteria the following year.
- Ninety one percent earned scores in the Above Benchmark range (60th percentile or higher) the following year.
- Ninety nine percent earned scores in the At or Above Benchmark range the following year.

Pathways and Highly Skilled Learners

These percentages are consistent even if the student met the Highly Skilled Learner criteria at the end of the year and had made below typical or well below typical progress (Pathways One or Two) over the course of the year. Consequently, for the purpose of summarizing the number of students who have made adequate progress, students who meet the Highly Skilled Learner criteria will be assigned to Pathway Three (typical progress) or higher at the end of the year. For example, if a student who is a Highly Skilled Learner is on the below typical progress pathway (Pathway Two) at the end of the year, he or she will be assigned to Pathway Three for reporting purposes. If a student who is a Highly Skilled Learner achieves above typical progress (Pathway Four) or well above typical progress (Pathway Five), then no changes will be made to their pathway for reporting purposes.

Shifting Instructional Emphasis

For some students who meet the Highly Skilled Learner criteria, it may be appropriate to shift instructional emphasis to more advanced/complex skills in the scope and sequence of basic early literacy and reading skills.

For example:

- Kindergarten students who meet the Highly Skilled Learner criteria and have very high skills in phonemic awareness and basic phonics may benefit more from an instructional emphasis on advanced decoding and overall reading proficiency instead of continued emphasis on phonemic awareness and basic phonics.
- Likewise, for students in first grade and above who meet the Highly Skilled Learner criteria and have high levels of text-reading proficiency (i.e., reading for meaning, at an adequate rate, with a high degree of accuracy), it may be more valuable to invest instructional time in applying their reading skills to more advanced or challenging reading materials and complex text.
- For students in grades three through six who meet the Highly Skilled Learner criteria, it may be especially important to shift the instructional emphasis from further building their reading proficiency to investing instructional time in using their high levels of reading proficiency to build their knowledge of other content areas.

We recommend that these decisions involve teacher judgment and consideration of the pattern of student scores and performance in other domains.

Criteria for Highly Skilled Learners

In grades K–6, Highly Skilled Learners are those students whose Acadience Reading benchmark scores are all equal to or higher than the scores reported in Table 2. A student must meet the Highly Skilled Learner criteria for each measure listed in Table 3 for the grade in question. These Highly Skilled Learner criteria apply to the 2022–2023 school year. In subsequent years, Highly Skilled Learner criteria may change based on updated research.

- **For grades K–1**, students may meet the Highly Skilled Learner criteria only at the end of the year, because the measures and the composite score change during the course of the year.
- **For grade 2**, students may meet the Highly Skilled Learner criteria at the middle or end of the year (but not at the beginning of the year), because the measures and composite score remain consistent between the middle and end of the year.
- **For grades 3–6**, students may meet the Highly Skilled Learner criteria at the beginning, middle, or end of the year; because the measures and composite score remain consistent over the year.

ACADIENCE READING PROGRESS MONITORING

Monitoring student progress toward instructional objectives is an effective and efficient way to determine if the instructional plan is working. Ongoing progress monitoring allows teachers to make data-based decisions about the effectiveness of their instruction. Instruction can be modified or changed in a timely manner instead of waiting months to find out whether the student reached the goal. When teachers use student progress monitoring data to inform instruction, students' learning improves (Fuchs, Deno, & Mirkin, 1984). Progress monitoring is an important component of a Response-to-Intervention (RTI) data-based decision making model. RTI models, such as the Outcomes-Driven Model described in the Acadience Reading Assessment Manual, are used to improve student outcomes by matching the amount and type of instructional support with the needs of the individual students. With the passing of SB 127, all students scoring well-below or below benchmark are required to be progress monitored at the recommended rate according to the guidelines outlined by Acadience Reading. To learn more about Acadience Reading Progress Monitoring, review the Progress Monitoring Guidelines and the A*cadience Reading Assessment Manual*. If looking for information regarding off-grade level progress monitoring, review Acadience Reading Survey. Diagnostic assessments and progress monitoring guidelines to align with SB 127, can be found on the Early Literacy Diagnostic Assessments and Progress Monitoring.

(Continued)

GOAL SETTING WITH PATHWAYS OF PROGRESS

Within Acadience Reading, there is a research-based tool for establishing progress monitoring goals, evaluating progress and growth, and evaluating classroom, school, and district level effectiveness called Pathways of Progress. Pathways of Progress provides an evaluation of individual student growth or improvement over time, compared to other students with the same level of initial skills. Educators can set goals that are meaningful, ambitious, and attainable using Pathways of Progress. This process increases the precision with which progress is evaluated at the student and classroom levels. Pathways of Progress, when combined with the Acadience Reading benchmark goals and the Acadience Reading composite scores, provides teachers with a frame of reference for examining where their students are, specifying where they need to get to, and evaluating whether they are making adequate progress. Pathways of Progress is available through Acadience Learning Online.

ACADIENCE READING ACCOMMODATED, ALTERNATIVE ASSESSMENT AND ALTERNATE ASSESSMENT OPTIONS GRADES KINDERGARTEN THROUGH THIRD

Table Set 3.0
Accommodated Alternative Options

Kindergarten

Impairment	Option
Deaf	• CORE Phonological Awareness • CORE Phonics Survey
Mute	• CORE Phonological Awareness • CORE Phonics Survey
Significant speech impairment (i.e. stutter) Based on the recommendation from the students' speech-pathologist	• CORE Phonological Awareness • CORE Phonics Survey

Adjustments to the measures may need to be made to fit the students need. Use the benchmark scores on one of these assessments to determine AY/AN

First and Second Grades

Impairment	Option
Deaf	Test of Silent Reading Efficiency and Comprehension (TOSREC)
Mute	Test of Silent Reading Efficiency and Comprehension (TOSREC)
Significant speech impairment (i.e. stutter) Based on the recommendation from the students' speech-pathologist	Test of Silent Reading Efficiency and Comprehension (TOSREC) or administer the following alternative assessments: • CORE Phonological Awareness • CORE Phonics Survey • Silent Passage Reading with Oral Retell (score similar to Acadience Reading retell) Use the benchmark scores on these assessments to determine AY/AN— students would need to be benchmark in 2 of these at BOY/MOY and benchmark on all 3 at EOY.

Third Grade

Impairment	Option
Deaf	Use the MAZE as their measure for accountability. Mark with an AY/AN, if they achieved benchmark on MAZE.
Mute	Use the MAZE as their measure for accountability. Mark with an AY/AN, if they achieved benchmark on MAZE.
Significant speech impairment (i.e. stutter) Based on the recommendation from the students' speech-pathologist	Use the MAZE as their measure for accountability. Mark with an AY/AN, if they achieved benchmark on MAZE.

Students Who Are Blind or Visually Impaired
An accommodated assessment as determined appropriate by the IEP team decision process, may include (for Grades 1st, 2nd, and 3rd):

Option 1: Use enlarged print/magnifier/enhanced lighting, if appropriate.

Option 2: Use Braille version, if student has learned braille. This assessment can be requested through the Utah State Office of Education—Special Education.

✱The use of assistive technology that violates the construct of the assessment are not permitted (e.g., screen reader).

Contact Tracy Gooley at tracy.gooley@schools.utah.gov for braille copies.

Students With A Significant Cognitive Disability
An alternate assessment rubric has been developed for this population for grades one through three. It can be found at Special Education Alternate Assessment Page.

For more information regarding:

- **TOSREC**, contact Tracy Gooley (tracy.gooley@schools.utah.gov)
- **Acadience Reading Alternate**, contact Tracy Gooley (tracy.gooley@schools.utah.gov)

APPROVED RESOURCES/ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES PARTICIPATING IN ACADIENCE READING

Assessment resources are universally designed tools, features and/or supports available for all students, not just for students with an IEP, 504 or EL plan. Assessment accommodations are used for those students for whom the standard administration conditions would not produce accurate results and are only for students who have those accommodations outlined in an IEP, 504, or EL plan.

Approved accommodations are those accommodations that are unlikely to change how the assessment functions. When approved accommodations are used, the scores can be reported and interpreted as official Acadience Reading scores (see Tables 6.1 and 6.2). Approved accommodations should be used only for students for whom the accommodations are necessary to provide an accurate assessment of student skills.

Table 3.1
Accommodations/Resources
Approved for Use by Acadience Reading

Approved Accommodations	Resource or Accomodation	Appropriate Measures
The use of student materials that have been enlarged or with larger print for students with visual impairments.	Resource	LNF, NWF, ORF, Maze
The use of colored overlays, filters, or lighting adjustments for students with visual impairments.	Accommodation	LNF, NWF, ORF, Maze
The use of assistive technology, such as hearing aids and assistive listening devices (ALDs), for students with hearing impairments.	Accommodation	All
The use of a marker or ruler to focus student attention on the materials for students who are not able to demonstrate their skills adequately without one. It is good practice to attempt the assessment first without a marker or ruler and then retest with an alternate form of the assessment using a marker or ruler if needed.	Resource	LNF, NWF, ORF, Maze

**Accommodation is not applicable to NNF as it is orally administered.*

Table 3.2
Utah Approved Resources/Accommodations for Acadience Reading

Name	Resource or Accommodation	Acadience Reading
Adaptive Equipment	Resource	Allowed
Alternate Location	Resource	Allowed
Assistive Communication Device	Accommodation	Allowed
Audio Amplification	Resource	Allowed

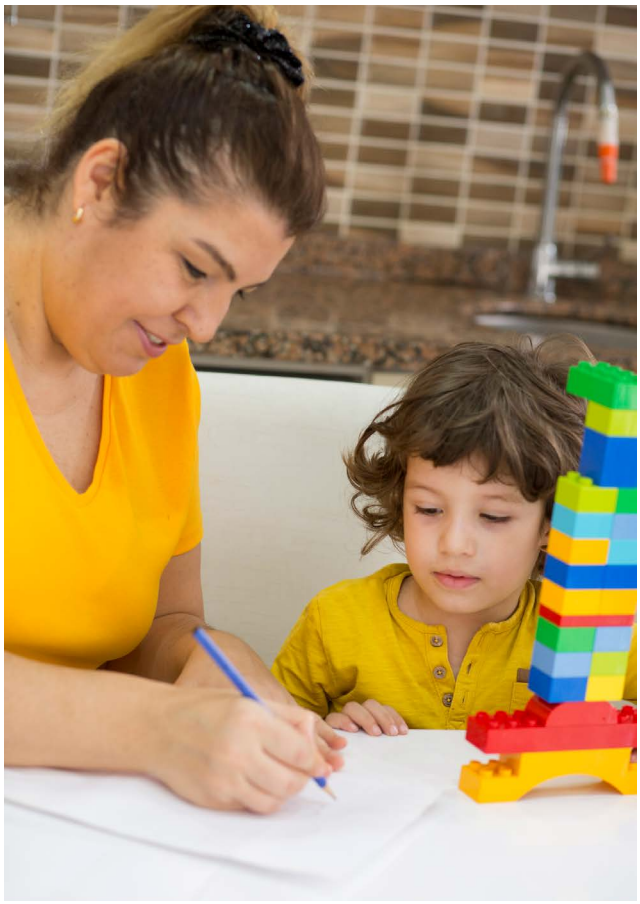
Name	Resource or Accommodation	Acadience Reading
Braille (tactile graphics for students who are blind)	Accommodation	Allowed, but no longer standardized. See Acadience Reading Guidelines manual. Must notify USBE. (Scores can only be compared to that individual student's scores.)
Breaks	Resource	Allowed
Change Order of Activity	Accommodation	Allowed
Directions—oral translation	Resource	Allowed—"Directions" refers only to non-item content that appears at the beginning of the test or between testing sessions. It does not refer to the item's stem or scripted directions for items.
Directions—reread	Resource	Allowed—"Directions" refers only to non-item content that appears at the beginning of the test or between testing sessions. It does not refer to the item's stem or scripted directions for items.
Magnification (text zoom)	Resource	Allowed
Minimized Distractions	Resource	Allowed
Scribe	Accommodation	Allowed – Applies to Maze
Sign Language		Use accommodated alternative assessment options.

Table 3.3
Accommodations Not Allowed for Acadience Reading

Accommodations Not Approved	Acadience Reading
Read Aloud	Not Allowed
Extended Time	Not Allowed

ACADIENCE MATH SUMMARY

An LEA must administer the benchmark assessment (Acadience Math) to students in kindergarten through grade three at the beginning, middle, and end of the school year. After administration of the assessment, parents and/or guardians must be notified by specific dates (see page 35, Notice to Parents) of the student's results. LEAs must demonstrate growth based upon student learning gains as measured by the benchmark assessment.



Acadience Math is a state-mandated assessment for students in kindergarten through grade three as per Board Rule R277-406. Acadience Math is a universal screening and progress monitoring assessment that measures the acquisition of math skills from kindergarten through sixth grade. Acadience Math includes measures for early numeracy, computation, and problem solving. The measures function as indicators of the essential skills that every child must master in order to become proficient in mathematics. These measures are used to regularly monitor the development of math skills in order to provide timely instructional support and prevent the occurrence of later math difficulties.

For more information, visit the Acadience Math website at https://acadiencelearning.org/acadience-math/k-grade6/.

ACADIENCE MATH BENCHMARK GOALS AND SCORES

The Acadience Math benchmark goals and composite scores indicate the level of skill a student is achieving and how that goal aligns with the likeliness of achieving future mathematics goals. (See Table 4, page 16.) These goals and scores change based on the particular grade and time of year. The following table provides a summary of benchmark goals and cut points for risk in kindergarten through sixth grade, for all three benchmark periods. For more information, please see Acadience Math Benchmark Goals and Composites Scores.

Table 4

Acadience Math Benchmark Goals*

*Permission for use granted to Utah State Board of Education by Acadience Learning Inc.

HIGHLY SKILLED LEARNER CRITERIA — ACADIENCE MATH

Some students will receive benchmark scores that are well-above average. These students are referred to as Highly Skilled Learners (HSL) and are likely to remain solidly on track in learning basic early math skills with high quality tier 1 instruction. The Highly Skilled Learner criteria in Table #5 is based upon beginning-of-year math expectations for each grade level. Values correspond to the 60th percentile using Acadience Math K–6 National Norms.

Table 5
Acadience Math Scores
for Highly Skilled Learner Criteria by Grade

Grade	MCS	NNF	NIF	BQD	AQD	MNF	Comp	C&A
K	**110**	**16**	**34**	**16**				
1	**68**				**25**	**12**	**20**	
2	**86**						**19**	**47**
3	**126**						**39**	**45**
4	**150**						**58**	**93**
5	**149**						**70**	**81**
6	**159**						**77**	**82**

Note: Student must meet all criteria to be classified as a Highly Skilled Leaarner. Scores referring to beginning of year. MCS = Math Composite Score; NNF = Next Number Fluency; NIF = Number Identification Fluency; BQD = Beginning Quantity Descrimination; AQD = Advanced Quantity Discrimination; MNF = Missing Number Fluency; Comp = Computation; C&A = Concepts and Applications.

*Posted with permission from Acadience Learning.

According to Acadience Learning's analysis, students who met the Highly Skilled Learner criteria at the beginning of one school year had the following outcomes at the beginning of the next school year (averaged across grades; exact percentages varied somewhat by grade):

- Fifty seven percent earned scores at or above the 80th percentile the following year,
- Eighty four percent met the Highly Skilled Learner criteria (60th percentile or higher) the following year,
- Ninety three percent earned scores in the At or Above Benchmark range at the beginning of the following year, and

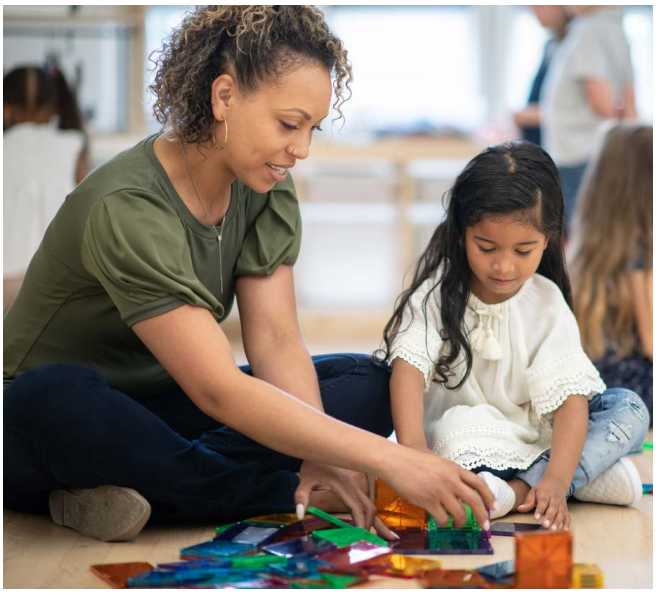
- Ninety four percent earned scores in the At or Above Benchmark range at the end of the following year.

Pathways and Highly Skilled Learners

These percentages are very consistent for students who met the Highly Skilled Learner criteria at the beginning of the year but made Below Typical or Well Below Typical Progress (Pathways 1 or 2) over the course of the year. Consequently, for the purpose of summarizing the number of students who have made adequate progress, students who meet the Highly Skilled Learner criteria will be assigned to Pathway 3 (Typical Progress) or higher at the end of the year. For example, if a student who is a Highly Skilled Learner is on the Below Typical Progress pathway (Pathway 2) at the end of the year, they will be assigned to Pathway 3 for reporting purposes. If a student who is a Highly Skilled Learner achieves Above Typical Progress (Pathway 4) or Well Above Typical Progress (Pathway 5), then no changes will be made to their pathway for reporting purposes.

Shifting Instructional Emphasis

For some students who meet the Highly Skilled Learner criteria, it may be appropriate to shift instructional emphasis to cover a greater depth and complexity as part of the scope and sequence of grade level math skills.



For example:

Kindergarten students who meet the Highly Skilled Learner criteria and have very high skills in early math skills such as magnitude comparison, strategic counting, and number identification may benefit more from an instructional emphasis on beginning computation as well as understanding and applying math concepts instead of continued emphasis on the prerequisite early math skills.

We recommend that acceleration and extension decisions involve teacher judgment and consideration of the pattern of student scores and performance in other domains.

Criteria for Highly Skilled Learners

Highly Skilled Learners are those students in grades K–6 whose Acadience Math benchmark scores are all equal to or higher than the scores reported in Table #5. A student must meet the Highly Skilled Learner criteria for each measure listed in the table, for the grade in question, in order to meet the Highly Skilled Learners criteria.

ACADIENCE MATH PROGRESS MONITORING

Progress monitoring is an important component of a Response-to-Intervention (RTI) data-based decision making model. RTI models, such as the Outcomes-Driven Model described in the Acadience Math Assessment Manual, are used to improve student outcomes by matching the amount and type of instructional support with the needs of the individual students. To learn more about Acadience Math Progress Monitoring, review the *Acadience Math Assessment Manual*.

GOAL SETTING WITH PATHWAYS OF PROGRESS

Within Acadience Math, there is a research-based tool for establishing progress monitoring goals, evaluating progress and growth, and evaluating classroom, school, and district level effectiveness called Pathways of Progress. Pathways of Progress provides an evaluation of individual student growth or improvement over time, compared to other students with the same level of initial skills. Educators can set goals that are meaningful, ambitious, and attainable using Pathways of Progress. It increases the precision with which progress is evaluated at the student and classroom levels. Pathways of Progress, when combined with the Acadience Math benchmark goals and the Acadience Math composite scores, provides teachers with a frame of reference for examining where their students are, specifying where they need to get to, and evaluating whether they are making adequate progress. For more information on Pathways of Progress see the Introduction to Pathways of Progress for Acadience Math (Permission for use granted to Utah State Board of Education by Acadience Learning Inc.). Pathways of Progress is available through Acadience Data Management and Acadience Learning Online.

ACADIENCE MATH ACCOMMODATIONS, ASSESSMENT, AND ALTERNATE ASSESSMENT OPTIONS GRADES FIRST THROUGH THIRD

Assessment accommodations are used for those students for whom the standard administration conditions would not produce accurate results.

Approved Accommodations for Students With Disabilities Participating in Acadience Math

Assessment resources are universally designed tools, features and/or supports available for all students, not just for students with an IEP, 504 or EL plan. Assessment accommodations are used for those students for whom the standard administration conditions would not produce accurate results and are only for students who have those accommodations outlined in an IEP, 504, or EL plan.

Approved accommodations are those accommodations that are unlikely to change how the assessment functions. When approved accommodations are used, the scores can be reported and interpreted as official Acadience Math scores (see Tables 6.1 and 6.2). Approved accommodations should be used only

for students for whom the accommodations are necessary to provide an accurate assessment of student skills and are only for students who have those accommodations outlined in an IEP, 504, or EL plan.

Acadience Table 6.1
Accommodations Approved for Use by Acadience Math

Approved Accommodations	Resource or Accommodation	Appropriate Measures
The use of student materials that have been enlarged or with larger print for students with visual impairments.	Resource	All except for NNF*
The use of colored overlays, filters, or lighting adjustments for students with visual impairments.	Accommodation	All except for NNF*
The use of assistive technology, such as hearing aids and assistive listening devices (ALDs), for students with hearing impairments.	Accommodation	All
The use of a marker or ruler to focus student attention on the materials for students who are not able to demonstrate their skills adequately without one. It is good practice to attempt the assessment first without a marker or ruler and then retest with an alternate form of the assessment using a marker or ruler if needed.	Resource	All except for NNF*

**Accommodation is not applicable to NNF as it is orally administered*

Acadience Table 6.2
Utah Approved Accommodations for Acadience Math

Name	Resource or Accommodation	Acadience Math
Alternate Location	Resource	Allowed
Audio Amplification	Resource	Allowed
Assistive Technology	Accommodation	Allowed

(Continued)

Name	Resource or Accommodation	Acadience Math
Braille (tactile graphics for students who are blind)	Accommodation	Allowed, but no longer standardized. See Acadience Reading Guidelines manual. Must notify USBE. (Scores can only be compared to that individual student's scores.)
Breaks	Resource	Allowed (between measures only)
Change Order of Activity	Accommodation	Allowed
Directions—oral translation	Resource	Allowed- "Directions" refers only to non- item content that appears at the beginning of the test or between testing sessions. It does not refer to the item's stem or scripted directions for items
Directions—reread	Resource	Allowed- "Directions" refers only to non- item content that appears at the beginning of the test or between testing sessions. It does not refer to the item's stem or scripted directions for items
Environment Change —Adaptive Equipment	Resource	Allowed
Large Print	Resource	Allowed, must notify USBE
Magnification (text zoom)	Resource	Allowed
Minimized Distractions	Resource	Allowed

Name	Resource or Accommodation	Acadience Math
Read Aloud/Human Reader	Accommodation	Allowed, but no longer standardized. The Acadience Math benchmark cut scores and risk scores were developed **without** this accommodation in place, so there should be **caution** with using this data as a single source when making any program decisions for students.
Scratch paper and graph paper (blank)	Resource	Allowed
Scribe	Accommodation	Allowed
Sign Language	Accommodation	Allowed with certified interpreter

Acadience Table 6.3
Accommodations Not Allowed for Acadience Math

Not Approved Accommodations	Acadience Math
Visual Representation (manipulatives)	Not Allowed
Calculation devices and computation tables	Not Allowed
Extended Time	Not Allowed

Students Who Are Blind or Visually Impaired
An accommodated assessment as determined appropriate by the IEP team decision process, may include (for Grades 1st, 2nd, and 3rd):

Option 1: Use enlarged print/magnifier/enhanced lighting, if appropriate.

Option 2: Use Braille version, if student has learned braille. This assessment can be requested through the Utah State Office of Education—Special Education.

✱The use of assistive technology that violates the construct of the assessment are not permitted (e.g., screen reader).

Contact Tracy Gooley at tracy.gooley@schools.utah.gov for braille copies.

ACADIENCE MATH VERBAL MEASURES—ACCOMMODATION GUIDANCE

Guidance for Administration of Verbal Areas for Non-Verbal Students: Teams can determine which measures will require adaptation/modification for the student to be able to access the content. They can determine what adaptations/modifications will need to be made to the measures to gather useful information.

When adapting/modifying the Acadience Math assessment to meet a student's accessibility needs, do not enter the student's scores into the Acadience Data Management system. The student's scores will only be able to be to be used to for that individual student's progress. The student will need to have the participation code "M" modified submitted, this indicates to USBE that the student participated. Contact your Assessment Director for questions regarding entering participation codes.

Acadience Tables 7.1
Kindergarten Measures

Measure	Verbal Response Required
Beginning Quantity Discrimination (BQD)	Yes — teams could modify the materials to fit the students' needs to gain informative information. The modified measures cannot be entered into the data management system, they can just be used for individual student decisions.
Number Identification Fluency (NIF)	Yes — teams could modify the materials to fit the students' needs to gain informative information. The modified measures cannot be entered into the data management system, they can just be used for individual student decisions.
Next Number Fluency (NNF)	Yes — teams could modify the materials to fit the students' needs to gain informative information. The modified measures cannot be entered into the data management system, they can just be used for individual student decisions.

(Continued)

Acadience Table 7.2
First Grade Measures

Measure	Verbal Response Required
Number Identification Fluency (NIF)	Yes - teams could modify the materials to fit the students' needs to gain informative information. The modified measures cannot be entered into the data management system, they can just be used for individual student decisions.
Next Number Fluency (NNF)	Yes - teams could modify the materials to fit the students' needs to gain informative information. The modified measures cannot be entered into the data management system, they can just be used for individual student decisions.
Advanced Quantity Discrimination (AQD)	Yes - teams could modify the materials to fit the students' needs to gain informative information. The modified measures cannot be entered into the data management system, they can just be used for individual student decisions.
Missing Number Fluency (MNF)	Yes - teams could modify the materials to fit the students' needs to gain informative information. The modified measures cannot be entered into the data management system, they can just be used for individual student decisions.
Computation (Comp)	No

Acadience Table 7.3
2nd Grade Measures

Measure	Verbal Response Required
Computation (Comp)	No
Concepts and Applications (C&A)	No

Acadience Table 7.4
3rd Grade Measures

Measure	Verbal Response Required
Computation (Comp)	No
Concepts and Applications (C&A)	No

When modifying the Acadience Math assessment to meet a student's accessibility needs, the student will need to have the participation code "M" modified submitted, this indicates to USBE that the student participated. Contact your Assessment Director for questions regarding entering participation codes.

Students with a Significant Cognitive Disability
An alternate assessment rubric has been developed for this population for grades one through three. It can be found at Special Education Alternate Assessment Page

USBE accommodations and alternate assessment contact:
Tracy Gooley, Special Education Assessment Specialist
Tracy.gooley@schools.utah.gov

TESTING ETHICS POLICY

When administered properly, statewide assessments allow students to demonstrate what they know and can do. Valid and reliable results from statewide assessments provide the public, the Legislature, the board, local education agencies (LEA), and teachers under Utah Code 53E-4-301.5 with:

- A standardized source of measurement information about student proficiency
- Information, in combination with locally collected data, for evaluation of the effectiveness ofschool programs and helps guide instructional planning.
- Information to recognize excellence, guide and improve instruction, identify the need for additional resources or to provide the reallocation of educational resources in a manner to ensure educational opportunities for all students.

Educators are obligated to provide students with opportunities to demonstrate their knowledge and skills fairly and accurately. Educators involved with statewide assessments must conduct testing in a fair and ethical manner (Board Rule R277-217-3.14).

STATEWIDE ASSESSMENTS

Statewide assessments require that educators adhere to all ethical practices and procedures as outlined in this policy (Utah State Board R277-404-8). Information about these assessments can be found at the Assessment and Accountability website (https://www.schools.utah.gov/assessment).

Statewide assessments are defined as assessments that are federally-mandated, state-mandated, and/or require the use of a state assessment system or software that is provided or paid for by the state (Utah Code 53G-6- 803.9a).

FORMATIVE ASSESSMENT TOOLS

Formative Assessment Tools (e.g., RISE Benchmark modules, RISE Interims, High School Core Benchmarks, Acadience Reading Progress Monitoring, Utah Acadience Math Progress Monitoring, Utah Compose, and UTIPS Compose, and UTIPS) provided by the Utah State Board of Education (USBE) are productivity tools for Utah teachers and students. They are designed to give teachers and students an opportunity to identify strengths and weaknesses with specific knowledge, skills, and abilities outlined in the Utah Core Standards.

While standards for administration of these formative assessments are important, to maintain the integrity of the assessment items, they differ from the requirements contained in this policy. Please refer to each formative assessment tool's guidance documentation (e.g., test administration manual, user guide, online instructions) as the formative assessment tools may have differing policies and procedures from the summative assessments for specific test administration requirements.

BEFORE TESTING: TEACHING PRACTICES

All assessment administrators must be trained in Acadience Reading and/or Math prior to administering the assessment.

Licensed Utah educators are expected to:

- Provide instruction aligned to Utah Core State Standards using appropriate, locally adopted curriculum.
- Provide accommodations throughout instruction to eligible students as identified by an ML, IEP, or 504 team.
- Use a variety of assessment methods, including the formative assessment process, throughout the year to assess student competency and inform instructional practices.
- Provide students with a variety of assessment experiences, including feedback on their performance and progress, throughout the year.

- Use the reference sheets provided for specific assessments as instructional tools throughout the year.
- Use the resources provided for each assessment, as applicable, to familiarize students with the testing tools and item types.

Utah LEAs shall ensure that:

- Students are enrolled in appropriate courses.
- Curriculum and instruction in all courses is aligned with the Utah Core State Standards.

DURING TESTING

Utah LEAs shall ensure that:

- Parents are provided with information and procedures regarding student participation in state testing.

  An LEA shall honor parent requests to excuse a student from taking an assessment in accordance with the requirements of Utah Code 53G-6-803 and Utah State Board R277-404.

- All statewide assessments are proctored under the supervision of a licensed educator.
- Educators, paraprofessionals, and third-party proctors who administer and/or proctor tests, complete annual testing ethics training provided by the LEA (Utah State Board R277-404).
- Test Administrator and proctors review and follow guidelines, instructions, and scripts included in test administration manuals (TAM) for the assessment prior to and during test administration
- All students who are eligible to test are tested or recorded as to why they didn't participate.
- LEA and/or school hardware, software, and network specifications can successfully support test administration.
- All school testing coordinators, administrators, teachers, and proctors administering tests are aware of their role in the assessment administration.

Licensed Utah educators shall ensure that:

- An appropriate environment is set for testing to limit distractions.
- A student is not discouraged from participating in testing.
- Students aren't penalized who have been exempted by a parent from a statewide assessment (Utah State Board R277-404-7-3b).
- Students aren't provided a nonacademic reward for participating in or performing well on a statewide assessment (Board Rule R277-404-7-8; Utah Code 53G-6-803-9c(iii)).

- Students are provided an alternative learning activity if they are exempted by a parent from a statewide assessment (Utah State Board R277-404-7-9).
- Students who have been exempted by a parent from a statewide assessment may be allowed to be physically present in the room during test administration (Board Rule 277-404-7) though testing policy, procedures, and security should still be followed.
- A proctor is present, and active proctoring takes place throughout the test session.
- Test administrators and proctors review and follow the test preparation guidelines and the instructions and scripts included in the test administration manuals (TAM) for each assessment.
- Accommodations are provided to eligible students, as identified by the ML, IEP, and/or 504 teams, and are consistent with those provided during instruction.
- Any electronic devices (e.g., smart watches, cell phones) shall be inaccessible by students, if they can be used to:
  - Access non-test content.
  - Distribute test content and materials.
- Any electronic devices that are necessary for a student's health and safety (e.g. monitoring insulin levels) should be made available to the student when the need arises.
- Make-up and test completion sessions are provided for students according to the policies and procedures as outlined in the test administration manual (TAM).

AFTER TESTING

Utah LEAs shall ensure that the test results are:

- Provided to students and parents, along with information on how to appropriately interpret scores and reports, within three weeks of receipt of test scores by the LEA.
- Provided to parents of students in first, second, and third grades; the Acadience Reading and Acadience Math results by (a) October 30; (b) February 28; and (c) June 30.
- Made available to educators for use in improving their instruction.
- Maintained according to LEA policies and procedures.

Licensed Utah educators shall ensure that:

- All by-products (e.g. scratch paper, notes, student test tickets) of student testing are collected and handled according to instructions in the test administration manual.
- All test materials are returned to the test coordinator, as outlined in the test administration manual.

Utah LEAs and Licensed Utah educators may:

- Use a student's score from a statewide assessment to improve the student's academic grade for or demonstrate the student's competency within a relevant course (Utah Code 53E-4-3 (302-305); Utah State Board R277-404-7)

Utah LEAs and Licensed Utah educators may NOT:

- Prohibit a student from enrolling in an honors, advanced placement, or International Baccalaureate course based on a student's score on a statewide assessment or because the student was exempted by a parent from taking the statewide assessment. (Utah State Board R277-404-6)
- Provide a nonacademic reward to a student for a student's participation in or performance on a statewide assessment. (Utah State Board R277-404-7)

UNETHICAL TESTING PRACTICES

Unethical practices include, but are not limited to:

- Providing students directly or indirectly with or changing instruction to include a specific test question, answer, or the content of any specific item in a statewide assessment prior to or during test administration.
- Changing, altering, or amending any student's online or paper response answer or any other statewide material at any time in a way that alters the student's intended response.
- Rewording or clarifying questions, or using inflections or gestures to help students answer test questions.

- Allowing students to use unauthorized resources during testing (e.g. dictionaries, thesauruses, mathematics tables, online references, graphic organizers).
- Using any prior form of any statewide assessment, including pilot assessment materials, that USBE has not released in assessment preparation without express permission of USBE.
- Displaying materials on walls or other high visibility surfaces that provide answers to specific test items (e.g., posters, word walls, formula charts).
- Reclassifying students to alter subgroup reports.
- Allowing parents to assist with the proctoring of a test their child is taking.
- Using students to supervise other students taking a test.
- Allowing the public to view secure test items or to observe testing sessions.
- Reviewing a student's response and instructing the student to, or suggesting that the student should, rethink their answers.
- Downloading, copying, printing, photographing, recording, or making any facsimile of protected assessment material prior to, during, or after test administration without express permission of USBE.
- Explicitly or implicitly encouraging students to engage in dishonest testing behavior.
- Administering assessment(s) outside of the prescribed testing window for each assessment.
- Explicitly or implicitly encouraging parents to exclude their students from participating in a statewide assessment (Utah Code 53E-4-312).

If your actions will cause students to not receive a valid and reliable score that accurately reflects what they know and can do, don't do it!

TESTING ETHICS VIOLATIONS

Testing ethics violations are to be reported to the supervisor of the person who may be investigated, the school administrator, the LEA assessment director, or the USBE Assessment department.

Protocol:

- Each LEA must determine local policies and procedures regarding testing ethics violations.
- In most cases, an initial investigation should be conducted at the school level.
- The LEA assessment director will review the initial investigation and determine findings.
- If the violation is of sufficient concern, the incident may also be forwarded to the Utah Professional Practices Advisory Commission (UPPAC) for review.

- If inappropriate practices are substantiated, educators or other staff may receive further training or a reprimand, be subject to disciplinary action, be terminated, and/or lose their Utah teaching license.

For more information about the processes in place concerning the investigation of testing ethics violations contact your LEA assessment director.

RESOURCES

Utah State Board of Education (http://www.schools.utah.gov)

Assessment, Utah State Board of Education (http://www.schools.utah.gov/assessment)

Utah State Law—Chapter 53E (https://le.utah.gov/xcode/Title53E/53E.html)

Utah State Law—Chapter 53G (https://le.utah.gov/xcode/Title53G/53G.html)

Utah Board of Education—RULES (https://rules.utah.gov/publicat/code/r277/r277-404.htm)

Utah Professional Practices Advisory Commission (https://www.schools.utah.gov/policy/uppac)

Standard Test Administration and Testing Ethics Policy for Utah Educators https://www.schools.utah.gov/assessment/_assessment_/_testing_ethics_/24_TestingEthicsPolicyApprovedApril24.pdf

INVALIDATIONS FOR ACADIENCE READING AND ACADIENCE MATH ASSESSMENTS

If an error or emergency occurs while testing and cannot be corrected, then an invalidation may be necessary. The Utah State Board of Education has begun monitoring invalidations, the number of LEA invalidations and reasons need to be reported to USBE at the end of each benchmark period. If an LEA has a significant percentage of invalidations, contact and further action will be deployed by the USBE. If you believe an invalidation is required, please contact your LEA's literacy and/or mathematics director. The literacy and mathematics directors will field invalidation requests, unless the reason for invalidation does not appear in the allowable reasons below. **If this is the case, the LEA's literacy and/or mathematics director will contact the USBE Elementary ELA or Mathematics Assessment Specialist to request an invalidation.**

Question: When is invalidation acceptable?

Answer: The following reasons are acceptable for invalidating an Acadience Reading or Acadience Math assessment:

- Incorrect student was tested.

- Incorrect student materials were provided to an individual student.
- Administration or scoring errors occurred that cannot be corrected without retesting the student.
- The assessment was interrupted due to extenuating circumstances (e.g., fire drill, internet issue).

Question: If I invalidate the assessment, what are my next steps?

Answer: Reassess the student as soon as possible using progress monitoring materials.

Question: What if the student refuses to participate?

Answer: Stop the assessment without scoring. Try to assess on another day, time, or with a different assessor.

Question: Should I test a student without their glasses/hearing aids?

Answer: It is not best practice to test a student without his/her required glasses or hearing aids or a student who seems ill. Test that student on another day/time.

Question: If my class or a student was accidentally tested on the benchmark assessment during the benchmark window, rather than the progress monitoring, can I invalidate the benchmark assessment?

Answer: No. As stated in the USBE's Testing Ethics Policy, the assessor must ensure students are provided with the correct testing materials and/or logged into the correct test (e.g., Maze).

BENCHMARK TESTING WINDOWS

According to Board Rule R277-406, Acadience Reading and Acadience Math are required to be administered three times each school year. The specific testing windows for the benchmark assessments are:

- Beginning of the year (BOY) between the first day of school and September 30.
- Middle of the year (MOY) between December 1 and January 31.
- End of the year (EOY) between April 15 and June 15.

DATA AND REPORTING

DATA ENTRY

The Utah State Board of Education (USBE) will provide Acadience Reading licenses for students in kindergarten through sixth grade. The following Acadience Reading vendors are available: Amplify (mClass), Acadience Data Management (ADM), or Acadience Learning Online (ALO). USBE will roster kindergarten through sixth grade into the Amplify (mClass) or Acadience Data Management (ADM) platforms. LEAs will be responsible for rostering their kindergarten through sixth grade students into the Acadience Learning Online (ALO) platform. LEAs will apply for the state-approved vendors for the reading assessment annually through the USBE Assessment Department.

USBE will provide Acadience Math licenses for kindergarten through third grade. If an LEA chooses Amplify or ADM for Acadience Reading, they must use ADM as the Acadience Math vendor and USBE will roster students. If an LEA chooses ALO for Acadience Reading, they may choose ALO or ADM as the Acadience Math vendor. If using ALO as the Acadience Math vendor, LEAs will be responsible for the rostering of students.

LEA Acadience Reading and Acadience Math data must be entered into the vendor database chosen by your LEA for kindergarten through third grades. The only data LEAs need to enter into their SIS system is the "Y/N" if a student received a reading and/or math intervention at any time during the school year and any special codes (U, E, M (for Acadience Math only), AY, AN, S or O—see UTREx Special Codes table 8).

Data upload into the LEAs chosen vendor database and/or Student Information System (SIS) is due by the following dates:

BOY: October 30th
MOY: February 28th
EOY: June 30th

**Aspire users only, you must enter a yes/no (Y/N) "Reading on Grade Level" code in order to see any special codes.*

Table 8
UTREx Special Codes

Code	Meaning
Y	Yes—Student was enrolled in grade K, 1, 2, or 3 and was designated as "At or Above Grade Level" during the testing session
N	No—Student was enrolled in grade K, 1, 2, or 3 and was designated as "Below or Well Below" during the testing session
U	Untested—Student was enrolled in grade K, 1,2 or 3 but was not given a designation because he/she was untested during the testing session, this should be a very limited number of students, if any
E	First Year EL Student—Multilingual Learner (ML) enrolled in U.S for first year (first enroll in the U.S. date is on or later than April 15 of the previous school year and EL (ML) status is "Y" or "O")
M	Modified-(**Acadience Math only**)—Student took the Acadience Math assessment with a modification (used an accommodation that is not allowed or participated only in some sub measures of the assessment)
AY	Alternate/Yes—Student was designated as "making adequate progress toward goal" or "achieved goal" using the alternate reading assessment
AN	Alternate/No—Student was designated as "NOT making adequate progress toward goal" using the alternate reading or math assessments
S	Somewhere Else—Student was not enrolled in LEA during the testing session, was not in grades K–3 during the testing session, or was medically excused during the entire testing window
O	Parent Opt Out—The student was opted out of Acadience Math and/or Reading testing as allowed by Utah Code 53G-6-803
Blank	Not enrolled in grade K, 1, 2, or 3 (can be blank for grade K, 1, 2, or 3 if update is NOT year end)

NOTICE TO PARENTS

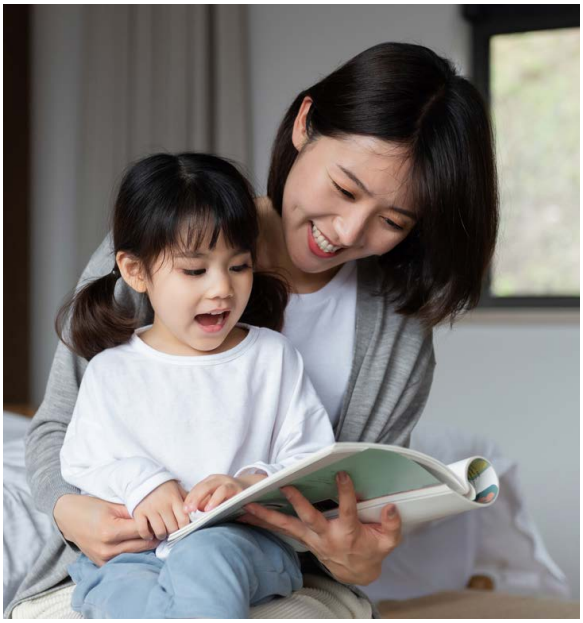
According to State Code 53E-4-307 and Board Rule R277-406, test results should be provided to students, parents, and educators with information on how to appropriately interpret scores and reports. LEAs are required to report Acadience Reading and Acadience Math assessment results to a parent and/or guardian of students in grades one through three by means of phone, email, mail, or in person.

Acadience results must be reported to a parent and/or guardian by:

- BOY—October 30th
- MOY—February 28th
- EOY—June 30th

If Acadience Reading and/or Acadience Math indicates a student lacks competency in reading and/or math or is lagging behind other students in the student's grade in acquiring a reading and/or math skill, the LEA must:

- Provide focused individualized intervention to develop the reading and/or math skills.
- Administer formative assessments at the required rates to measure the success of the focused intervention.
- Inform the student's parent or guardian of activities that the parent or guardian may engage in with the student to assist the student in improving reading and/or math.
- Provide information to the parent or guardian regarding appropriate interventions available to the student outside of the regular school day that may include tutoring, before and after school programs, or summer school.



APPENDICES

APPENDIX A

DOCUMENTS RELATED TO THE EARLY LEARNING PROGRAM

- **Pathways to Early Learning Plan Submission and Approval**
  https://docs.google.com/document/d/1ihn9M3ZlQlPTdcXPnlfTxhTBGysj9bLs/edit?usp=sharing&ouid=116776488579262299208&rtpof=true&sd=true
- **Early Literacy FAQ Document**
  https://docs.google.com/document/d/1yS70flVf0vOsJUmrpG-utj2p6VNq-2f88iE0aQ1_DVr0/edit?usp=sharing
- **Early Mathematics FAQ Document**
  https://docs.google.com/document/d/1ZK8JX43ZS0LvmJmSTMd-GA0aZTWKc-YJ7U-2WiJ4VXA4/edit?usp=sharing
- **Sample Early Learning Plan Application**
  https://docs.google.com/document/d/10pEUWxn_Tx-jYtsQgc0cmp4ftoiiqqEw/edit?usp=sharing&ouid=116776488579262299208&rtpof=true&sd=true
- **Sample Early Learning Plan Look-Fors Document**
  https://docs.google.com/document/d/1zPLO9UxJO7qTmU_q0dRNUN1tGv1rt4Za/edit?usp=sharing&ouid=116776488579262299208&rtpof=true&sd=true
- **Sample Professional Learning Grant Application**
  https://docs.google.com/document/d/1cz_Ozx4n3UTdaO4o98zYlo6wunOvu0jO/edit?usp=sharing&ouid=116776488579262299208&rtpof=true&sd=true
- **Sample Professional Learning Grant Look-Fors Document**
  https://docs.google.com/document/d/1yorSV52tzudmFL0pASW2Rsxw8sfQLwSD/edit?usp=sharing&ouid=116776488579262299208&rtpof=true&sd=true
- **Sample Parent Notification Letter for Reading (includes Spanish letters)**
  https://drive.google.com/drive/folders/1aotZfg2V6-UWNFyXu-Qy4C9NPlWLxD-cu?usp=sharing
- **Sample Parent Notification Letter for Acadience Math**
  https://schools.utah.gov/assessment/_assessment_/_assessments_/_acadience_/SampleParentNotificationLetterBOY.pdf

  https://schools.utah.gov/assessment/_assessment_/_assessments_/_acadience_/SampleParentNotificationLetterMOY-EOY.pdf

  https://schools.utah.gov/assessment/_assessment_/_assessments_/_acadience_/SampleParentNotificationLetterOptOut.pdf

APPENDIX B

DOCUMENTS RELATED TO SB127

- **Curriculum Guidance Document**
  https://drive.google.com/file/d/1UaQp0rn3JjlYilsy2h0e7wSZFSaTmZhE/view?usp=sharing
- **Science of Reading Literacy Checklist**
  https://drive.google.com/file/d/15zO1FtYIapS3yk7KxQTY1Ato7f7rpuYz/view?usp=sharing
- **Critical Features of Tiered Literacy Interventions**
  https://docs.google.com/document/d/1kwq5y2gY7naoI1CWSZfxG6XWENXTZ3L7/edit?usp=sharing&ouid=116776488579262299208&rtpof=true&sd=true
- **Early Literacy Diagnostic Assessments and Progress Monitoring**
  https://docs.google.com/document/d/1jGOFxk-IIzQHeSEwTrDG2xJOfG2IopWsaRj-dhezHX0s/edit?usp=sharing

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Utah State Board of Education

250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

Sydnee Dickson, Ed.D.
State Superintendent of Public Instruction