## Acadience Reading

**Accommodated Alternative and Alternate Assessment Options Grades 1st-3rd**

<table>
<thead>
<tr>
<th>Impairment</th>
<th>1st – 2nd Grade Accommodated Alternative Option</th>
<th>3rd Grade Accommodated Alternative Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deaf</td>
<td>Test of Silent Reading Efficiency and Comprehension (TOSREC)</td>
<td>Use the MAZE as their measure for accountability. Mark with an AY/AN, if they achieved benchmark on MAZE.</td>
</tr>
<tr>
<td>Mute</td>
<td>Test of Silent Reading Efficiency and Comprehension (TOSREC)</td>
<td>Use the MAZE as their measure for accountability. Mark with an AY/AN, if they achieved benchmark on MAZE.</td>
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<tr>
<td><strong>Significant speech impairment (i.e. stutter)</strong></td>
<td>Test of Silent Reading Efficiency and Comprehension (TOSREC) or Administer the following alternate assessments:</td>
<td>Use the MAZE as their measure for accountability. Mark with an AY/AN, if they achieved benchmark on MAZE.</td>
</tr>
</tbody>
</table>
| Based on recommendation for the students’ speech-pathologist, a student with a **significant** stutter or apraxia, may take the TOSREC or MAZE, depending on their grade level. | • 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. |                                                                                                           |

### 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).*

### Significant Cognitive Disability

An alternate assessment rubric has been developed for this population for grades 1-3. It can be found at [Special Education Alternate Assessment Page](#).

For more information regarding:

- TOSREC or MAZE contact Tracy Gooley [tracy.gooley@schools.utah.gov](mailto:tracy.gooley@schools.utah.gov)
- Acadience Reading Alternate contact Tracy Gooley [tracy.gooley@schools.utah.gov](mailto:tracy.gooley@schools.utah.gov)