# Assessment Addendum: Participation in Statewide and LEA-wide Assessments

District/School: Date of Meeting:

Student Name: DOB: Grade:

Mark only accommodations for instruction and assessment that are needed by the student as documented in the IEP on the services/accommodations/program modifications and supports page. In the table below, mark all required accommodations for every statewide assessment the student will participate in. Accommodations vary for each statewide assessment; details about the available and allowable accommodations for each specific assessment are found in the [Utah Participation and Accommodations Policy](https://schools.utah.gov/specialeducation/programs/accessibilityaccomodationsassessment?mid=4946&tid=3) (https://schools.utah.gov/specialeducation/programs/  
accessibilityaccomodationsassessment?mid=4946&tid=3).

## Table 1: Accommodations for Instruction and Assessments

| **Accommodations/Resources** | **Instruction** | **LEA/School Assessments** | **Statewide Assessment** | **Accommodations/Resources** | **Instruction** | **LEA/School Assessments** | **Statewide Assessment** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Adaptive equipment/furniture |  |  |  | Large print paper |  |  |  |
| Alternate location |  |  |  | Magnification |  |  |  |
| Assistive communication devices |  |  |  | Minimize distractions |  |  |  |
| Attention marker (ruler, masking, answer eliminator, line reader, etc.) |  |  |  | Scratch paper |  |  |  |
| Audio amplification |  |  |  | Screen reader\* |  |  |  |
| Braille\* |  |  |  | Human Scribe\* |  |  |  |
| Breaks |  |  |  | Speech-to-text (STT)\* |  |  |  |
| Calculation Device/Computation Table~ |  |  |  | Sign language\* |  |  |  |
| Change order of activities |  |  |  | Special seating/grouping |  |  |  |
| Color adjustments |  |  |  | Spell check |  |  |  |
| Directions—oral translation  (non-test items) |  |  |  | Standard paper size |  |  |  |
| Directions—reread  (non-test items) |  |  |  | Text-to-speech (TTS) |  |  |  |
| Directions—signed  (non-test items) |  |  |  | Visual representation/ manipulatives |  |  |  |
| Extended time |  |  |  | Other assistive technology\*: |  |  |  |
| Highlight |  |  |  | Other: |  |  |  |
| Human reader  (Not allowed for some statewide assessments) |  |  |  | Other: |  |  |  |
| Other: |  |  |  | Other: |  |  |  |

\* = LEAs must notify USBE when a student requires this accommodation for statewide assessment.

~ = For statewide assessment, calculation device is a modification for 3rd–5th grade students, an accommodation for 6th grade students, and a resource for all students’ 7th grade–high school.

Additional accommodation information/notes:

## Table 2: Assessment Participation Codes

*IEP teams must review the* [*Utah Participation and Accommodations Policy*](https://schools.utah.gov/specialeducation/programs/accessibilityaccomodationsassessment?mid=4946&tid=3) *prior to selecting specific assessment accommodations to determine which accommodations are allowable. In accordance with* [*IDEA Sec. 300.160 Participation in assessments*](https://sites.ed.gov/idea/regs/b/b/300.160), *IEP Teams must select, for each assessment, only those accommodations that do not invalidate the score.*

|  |  |
| --- | --- |
| **Code** | **Explanation** |
| SA | Standard Administration (includes embedded accessibility resources) |
| PA | Participate with Accommodations (accommodations vary for each assessment) |
| PAA | Participate in the Alternate Assessment (AA) based on Alternate Achievement Standards (Essential Elements) |

## Participation Designation

Enter appropriate participation code to indicate how the student will participate in EACH grade-level assessment.

| **Assessment** | **PreK** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NAEP |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| WIDA-ACCESS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PEEP |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| KEEP |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Acadience Reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Acadience Math |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| RISE ELA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| RISE Math |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| RISE Science |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| RISE Writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| DLM ELA (AA) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| DLM Math (AA) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| DLM Science (AA) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Utah Aspire Plus English |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Utah Aspire Plus Math |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Utah Aspire Plus Reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Utah Aspire Plus Science |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ACT |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ASVAB |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| High School Civics Exam |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LEA Selected Assessments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Name: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Name: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Name: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Participation notes:

## Alternate Assessment Considerations

***NOTE TO PARENT(S)/STUDENT WHO IS AN ADULT:*** *Alternate assessments measure a student’s academic achievement based on alternate achievement standards and participation in such assessments may delay or otherwise affect a student from completing the requirements for a regular high school diploma (34 CFR § 300.160(d)(1–2)).*

If the answer to each of the following questions is *Yes*, the student may participate in the alternate assessment as determined by the IEP team.

* Does the student have a significant cognitive disability that significantly impacts their intellectual functioning and adaptive behavior?

Yes No

* Does the student require extensive individualized, modified instruction and supports to achieve measurable gains?

Yes No

* Is the student receiving the student’s grade level instruction in the Utah Core Standards through the support of Utah’s alternate achievement standards (i.e., The Essential Elements)?

Yes No

After considering the questions above, if the IEP team determines the student will participate in the alternate assessment, the IEP team **MUST** provide a statement explaining why the student cannot participate in the regular assessment **AND** why the alternate assessment is appropriate for the student (statement **must** contain both parts):