EARLY LEARNING PROGRAM

Technical Manual

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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 3. The Early Learning Program establishes an Early Learning Plan that includes early literacy, early mathematics, goals, and the Professional Learning Grant.

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 preapproval to gather feedback in preparation for the LEA submitting their plan to its local board. For final approval, an LEA must submit their final Early Learning Plan, proof that their local board has approved it in an open, public meeting, and their budget in Utah Grants. In addition, the LEA's goals must be submitted into the Data Gateway for final approval. This final submission in Utah Grants and the Data Gateway is annually due no later than September 1 by 5:00 pm.

EARLY LITERACY

SUMMARY

Per Utah State Code 53F-2-503, the Early Literacy Program consists of program money and was created to supplement other school resources for early literacy. An LEA that serves students in kindergarten through grade three shall submit a plan to the USBE for literacy proficiency improvement that incorporates the following components: core instruction in phonological awareness, phonics, fluency, vocabulary, comprehension, oral language, and writing. This literacy plan section must also include intervention strategies that are aligned to student needs, professional development for classroom teachers, literacy coaches, and interventionists in kindergarten through grade 3, and assessments that support adjustments to core and intervention instruction.

EARLY LITERACY PROGRAM FUNDING

As stated in Utah State Code 53F-2-503, an LEA shall use program money for early literacy interventions and supports in kindergarten through grade 3 that have proven to significantly increase the percentage of students who are proficient in literacy, including:

1. Evidence-based intervention curriculum;
2. Literacy assessments that identify student learning needs and monitor learning progress; or
3. Focused literacy interventions that may include:
   - ▶ The use of reading specialists or paraprofessionals

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- ▶ Tutoring
- ▶ Before or after school programs
- ▶ Summer school programs or
- ▶ The use of interactive computer software programs for literacy instruction and assessments for students

An LEA may also use program money for portable technology devices used to administer reading assessments. Program money may not be used to supplant funds for existing programs but may be used to augment existing programs.

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; assessments that support adjustments to core and intervention instruction; and intervention strategies aligned to student needs in Tier 2 and Tier 3.

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.

Beginning in 2022–2023, goals will include a state growth goal for literacy, a state growth goal for mathematics, and three local goals. One local goal must be literacy based and one mathematics based. The third local goal can be either in literacy or mathematics depending on the LEA's data. If an LEA has schools who use interactive literacy software, including early interactive reading software, that must also be detailed in the local literacy goal.

Per Utah State Code 53F-2-503 and Board Rule R277-406, the state growth goal for literacy 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 Reading assessment.

Per Utah State Code 53G-7-218 and Board Rule R277-406, beginning in the 2022-2023 school year, 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 grades one through 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 alternative/alternate Acadience Math assessment,
- ▶ not be parentally opted-out of Acadience Reading and Acadience Math testing, and
- ▶ 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 growth goal related to the state literacy target or the growth goal related to the state mathematics target, and 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 either early literacy outcomes, early math outcomes, or both. Please see the table below for specifics during this transition year.

Table 1
System of Support

For the 2022–2023 School Year	For the 2023–2024 School Year and Subsequent Years
An LEA can fall into the Early Learning System of Support if not meeting the State Growth Goal for literacy and at least one local literacy goal based on the filtered data from the 2021–2022 school year.	An LEA can fall into the Early Learning System of Support if not meeting the State Growth Goal for literacy and/or the State Growth Goal for mathematics and at least one local goal (literacy/mathematics) based on the filtered data from the previous school year.
System of Support will be provided by the Early Literacy Team.	System of Support will be provided by the Early Literacy Team and/or the Early Mathematics Team based on which goals were not met.

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. Due to being part of the Early Learning Plan, the Professional Learning Grant must be included and uploaded into Utah Grants with the plan. In the Early Learning Plan, 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 connect professional learning to the LEA's Early Learning Plan goals and 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 must use the grant funds by the end of the fiscal year in which the funds are received. 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 grades one through three at the beginning, middle, and end of the school year. After administration of the assessment, parents and/or guardians are to be notified of the student's results. LEAs must demonstrate growth based upon student learning gains as measured by the benchmark assessment.

Acadience Reading is a state-mandated assessment for students in grades one through 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 grade 6. 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://acadiencelearning.org/acadience-reading/k-grade6/.

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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 7.) 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 2
Acadience Reading Benchmark Goals and Scores

Each cell shows three values: Above Benchmark (small blue number) / Benchmark Goal (large bold number) / Cut Point for Risk (small red number).

Reading Composite Score

Grade / Period	Above	Goal	Cut
Kindergarten – Beg	38	26	13
Kindergarten – Mid	156	122	85
Kindergarten – End	152	119	89
First Grade – Beg	129	113	97
First Grade – Mid	177	130	100
First Grade – End	208	155	111
Second Grade – Beg	202	141	109
Second Grade – Mid	256	190	145
Second Grade – End	287	238	180
Third Grade – Beg	289	220	180
Third Grade – Mid	349	285	235
Third Grade – End	405	330	280
Fourth Grade – Beg	341	290	245
Fourth Grade – Mid	383	330	290
Fourth Grade – End	446	391	330
Fifth Grade – Beg	386	357	258
Fifth Grade – Mid	411	372	310
Fifth Grade – End	466	415	340
Sixth Grade – Beg	435	344	280
Sixth Grade – Mid	461	358	285
Sixth Grade – End	478	380	324

First Sound Fluency (FSF)

Grade / Period	Above	Goal	Cut
Kindergarten – Beg	16	10	5
Kindergarten – Mid	43	30	20

Phoneme Segmentation Fluency (PSF)

Grade / Period	Above	Goal	Cut
Kindergarten – Mid	44	20	10
Kindergarten – End	56	40	25
First Grade – Beg	47	40	25

Nonsense Word Fluency (NWF)

Correct Letter Sounds

Grade / Period	Above	Goal	Cut
Kindergarten – End	40	28	15
First Grade – Beg	34	27	18
First Grade – Mid	59	43	33
First Grade – End	81	58	47
Second Grade – Beg	72	54	35

Whole Words Read

Grade / Period	Above	Goal	Cut
First Grade – Beg	4	1	0
First Grade – Mid	17	8	3
First Grade – End	25	13	6
Second Grade – Beg	21	13	6

Oral Reading Fluency (ORF)

Words Correct

Grade / Period	Above	Goal	Cut
First Grade – Mid	34	23	16
First Grade – End	67	47	32
Second Grade – Beg	68	52	37
Second Grade – Mid	91	72	55
Second Grade – End	104	87	65
Third Grade – Beg	90	70	55
Third Grade – Mid	105	86	68
Third Grade – End	118	100	80
Fourth Grade – Beg	104	90	70
Fourth Grade – Mid	121	103	79
Fourth Grade – End	133	115	95
Fifth Grade – Beg	121	111	96
Fifth Grade – Mid	133	120	101
Fifth Grade – End	143	130	105
Sixth Grade – Beg	139	107	90
Sixth Grade – Mid	141	109	92
Sixth Grade – End	151	120	95

Accuracy

Grade / Period	Above	Goal	Cut
First Grade – Mid	86%	78%	68%
First Grade – End	97%	90%	82%
Second Grade – Beg	96%	90%	81%
Second Grade – Mid	99%	96%	91%
Second Grade – End	99%	97%	93%
Third Grade – Beg	98%	95%	89%
Third Grade – Mid	99%	96%	92%
Third Grade – End	99%	97%	94%
Fourth Grade – Beg	98%	96%	93%
Fourth Grade – Mid	99%	97%	94%
Fourth Grade – End	100%	98%	95%
Fifth Grade – Beg	99%	98%	95%
Fifth Grade – Mid	99%	98%	96%
Fifth Grade – End	100%	99%	97%
Sixth Grade – Beg	99%	97%	94%
Sixth Grade – Mid	99%	97%	94%
Sixth Grade – End	100%	98%	96%

Retell

Grade / Period	Above	Goal	Cut
First Grade – End	17	15	0
Second Grade – Beg	25	16	8
Second Grade – Mid	31	21	13
Second Grade – End	39	27	18
Third Grade – Beg	33	20	10
Third Grade – Mid	40	26	18
Third Grade – End	46	30	20
Fourth Grade – Beg	36	27	14
Fourth Grade – Mid	39	30	20
Fourth Grade – End	46	33	24
Fifth Grade – Beg	40	33	22
Fifth Grade – Mid	46	36	25
Fifth Grade – End	52	36	25
Sixth Grade – Beg	43	27	16
Sixth Grade – Mid	48	29	18
Sixth Grade – End	50	32	24

Retell Quality of Response

Grade / Period	Goal	Cut
Second Grade – Beg	2	1
Second Grade – Mid	2	1
Second Grade – End	2	1
Third Grade – Beg	2	1
Third Grade – Mid	2	1
Third Grade – End	3	2
Fourth Grade – Beg	2	1
Fourth Grade – Mid	2	1
Fourth Grade – End	3	2
Fifth Grade – Beg	2	1
Fifth Grade – Mid	3	2
Fifth Grade – End	3	2
Sixth Grade – Beg	2	1
Sixth Grade – Mid	2	1
Sixth Grade – End	3	2

Maze Adjusted Score

Grade / Period	Above	Goal	Cut
Third Grade – Beg	11	8	5
Third Grade – Mid	16	11	7
Third Grade – End	23	19	14
Fourth Grade – Beg	18	15	10
Fourth Grade – Mid	20	17	12
Fourth Grade – End	28	24	20
Fifth Grade – Beg	21	18	12
Fifth Grade – Mid	21	20	13
Fifth Grade – End	28	24	18
Sixth Grade – Beg	27	18	14
Sixth Grade – Mid	30	19	14
Sixth Grade – End	30	21	15

Legend

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% overall). 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 GOAL (large bold number in the middle of the box): Students scoring at or above the benchmark goal have the odds in their favor (approximately 80% to 90% overall) 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% overall) to achieve subsequent goals 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 goal 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 goal for Letter Naming Fluency (LNF).

Acadience is a trademark of Dynamic Measurement Group, Inc. This page is adapted from a chart developed by Cache County School District.

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HIGHLY SKILLED LEARNER CRITERIA

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

Grade	RCS	PSF	NWF CLS	NWF WWR	ORF	Accuracy	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.

In our 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):

► 69 percent earned scores at or above the 80th percentile the following year,

► 70 percent met the Highly Skilled Learner criteria the following year,

► 91 percent earned scores in the Above Benchmark range (60th percentile or higher) the following year, and

► 99 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 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, he or she 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 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 2021-2022 school year. In subsequent years, Highly Skilled Learner criteria may change based on updated research.

▶ **For grades kindergarten through one (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 two (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 three through six (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. To learn more about Acadience Reading Progress Monitoring, review the Progress Monitoring Guidelines and the *Acadience Reading Assessment Manual*. If looking for information regarding off-grade level progress monitoring, review Acadience Reading Survey (Source: Acadience Learning, 2020).

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 Amplify (mClass) and Acadience Learning (Acadience Data Management or Acadience Learning Online).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES FOR ACADIENCE READING

Approved Accommodations for Acadience Reading

Approved accommodations 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 Table 2). Approved accommodations should be used only for students for whom the accommodations are necessary to provide an accurate assessment of student skill. Approved accommodations are only for students who have those accommodations outlined in an IEP, 504, or EL plan.

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Table 4
Accommodations Approved for use by Acadience Reading

Approved Accommodations	Appropriate Measures
The use of student materials that have been enlarged or with larger print for students with visual impairments.	LNF, NWF, ORF, Maze
The use of colored overlays, filters, or lighting adjustments for students with visual impairments.	LNF, NWF, ORF, Maze
The use of assistive technology, such as hearing aids and assistive listening devices (ALDs), for students with hearing impairments.	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.	LNF, NWF, ORF, Maze

Unapproved Accommodations for Acadience Reading

Unapproved accommodations are likely to change how the assessment functions. Scores from measures administered with unapproved accommodations should not be treated or reported as official Acadience Reading scores and cannot be compared to other Acadience Reading scores or benchmark goals. An unapproved accommodation may be used when: (a) a student cannot be tested accurately using the standardized rules or approved accommodations, but the school would still like to measure progress for that student; or (b) a student's Individualized Education Plan (IEP) requires testing with an unapproved accommodation. Scores for a student using an unapproved accommodation can be used to measure individual growth for that student.

Examples of Unapproved Accommodations:

▶ A student with limited English proficiency to be given the scripted measure directions in his/her primary language.

▶ A student whose IEP requires assessments to be given untimed may be administered the Acadience Reading measures without the timing component. This would measure only accuracy, not fluency.

(Source: Acadience Reading Assessment Manual)

Allowed Features/Resources/Accommodations for Students with Disabilities Participating in Acadience Reading

The following information outlines the accommodations, as per the USBE Participation and Accommodations Policy, for students with disabilities. The allowable accommodations are provided to help students participate in the Acadience Reading assessment, as outlined in the IEP or 504 plan. The student must have access to the accommodation throughout the year during classroom instruction so they may become familiar with the accommodation prior to the administration of the assessment.

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Table 5
**Allowed Features/Resources for Students With Disabilities
Participating in Acadience Reading**

Accommodation	Acadience Reading
Adaptive Equipment	Allowed
Alternate Location	Allowed
Assistive Communication Devices	Allowed
Attention Marker or Ruler	Allowed
Audio Amplification	Allowed
Braille (tactile graphics for students who are blind)	Allowed, but no longer standardized. See Acadience Reading Guidelines
Breaks	Allowed
Change Order of Activities	Allowed
Color Adjustments	Allowed accommodation
Directions—Reread	Allowed for some Subtests—See Acadience Reading Guidelines
Large print paper	Allowed
Magnification	Allowed
Minimize Distractions	Allowed
Sign Language	Use alternative or alternate assessment—See Acadience Reading Guidelines

Alternative and Alternate Assessments Options for Grades One Through Three

Table 6 includes options for students in grades one through three who have visual impairments, hearing impairments, dual-sensory impairments, significant cognitive disabilities, significant speech impairments (i.e., stutter or apraxia), or are mute.

Table 6
Alternative Assessment and Alternate Assessment Options Grades 1st–3rd Grade

Impairment	1st–2nd Grade Accommodated Alternative Option	3rd Grade Accommodated Alternative Option
Deaf	Test of Silent Reading Efficiency and Comprehension (TOSREC)	Use the Maze as their measure for accountability. Mark with an AY/AN, if they achieved benchmark on Maze.
Mute	Test of Silent Reading Efficiency and Comprehension (TOSREC)	Use the Maze as their measure for accountability. Mark with an AY/AN, if they achieved benchmark on Maze.

Impairment	1st–2nd Grade Accommodated Alternative Option	3rd Grade Accommodated Alternative Option
Significant Speech Impairment (i.e., stutter) Based on recommendation from the student's speech pathologist, a student with a significant stutter or apraxia, may take the TOSREC or Maze, depending on their grade level.	Test of Silent Reading Efficiency and Comprehension (TOSREC) or Administer the following alternate 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 on benchmark in 2 of these at BOY/MOY and on benchmark for all 3 at EOY.	Use the Maze as their measure for accountability. Mark with an AY/AN, if they achieved benchmark on Maze.

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 the Braille version, if the student has learned braille. This assessment can be requested through the Utah State Board of Education—Special Education.

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

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 on the Special Education Alternate Assessment Page.

For more information regarding TOSREC or Maze contact the USBE Special Education Assessment Specialist. For more information regarding the Acadience Reading Alternate Assessment contact the USBE Special Education Assessment Specialist.

Acadience Reading in Braille

A special type of accommodation for students with visual impairments is to administer Acadience Reading in braille. When using an Acadience Reading measure with braille materials, the measurement of the skill being assessed would be affected by the student's fluency with braille, as well as the differences between printed text and braille text. Scores for a student being tested with Acadience Reading in braille can be used to measure individual growth for that student, and can be compared to other students who are also being

tested with braille Acadience Reading materials, but should not be reported as scores that are directly comparable to the print version of Acadience Reading nor the Acadience Reading benchmark scores. For Acadience Reading braille materials, contact the USBE Special Education Assessment Specialist. For more information about Acadience Reading in braille, visit https://acadiencelearning.org.

ACADIENCE MATH SUMMARY

An LEA must administer the benchmark assessment (Acadience Math) to students in grades one through three at the beginning, middle, and end of the school year. After administration of the assessment, parents and/or guardians are to be notified 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 grades one through 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 7) 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 Appendix 4: Acadience Math Benchmark Goals and Composite Scores in the Acadience Math Assessment Manual.

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*.

Table 7
Acadience Math Benchmark Goals*

Acadience® Math: Summary of Benchmark Goals and Cut Points for Risk

Each cell shows three values: *above benchmark* (blue) / **benchmark goal** (bold) / cut point for risk (red).

Measure	K Beg	K Mid	K End	1 Beg	1 Mid	1 End	2 Beg	2 Mid	2 End	3 Beg	3 Mid	3 End	4 Beg	4 Mid	4 End	5 Beg	5 Mid	5 End	6 Beg	6 Mid	6 End
Math Composite Score	33/**24**/13	89/**72**/49	110/**92**/67	148/**124**/81	53/**46**/33	68/**59**/44	32/**24**/16	57/**46**/30	86/**66**/48	56/**49**/33	99/**83**/57	126/**101**/74	84/**70**/47	101/**83**/55	150/**117**/81	65/**53**/35	118/**93**/63	149/**116**/79	85/**73**/46	125/**104**/72	159/**132**/94
Beginning Quantity Discrimination (BQD)		10/**7**/4	16/**13**/9																		
Number Identification Fluency (NIF)		21/**14**/8	34/**25**/14	33/**27**/16																	
Next Number Fluency (NNF)		13/**11**/7	16/**14**/10	14/**12**/9																	
Advanced Quantity Discrimination (AQD)				13/**10**/6	22/**19**/14	25/**22**/17															
Missing Number Fluency (MNF)				6/**4**/2	9/**8**/6	12/**10**/8															
Computation (Comp)				6/**5**/3	14/**11**/7	20/**17**/11	8/**6**/3	14/**11**/8	19/**15**/10	15/**13**/9	25/**22**/16	35/**29**/21	21/**17**/12	39/**31**/21	58/**46**/33	32/**27**/18	66/**52**/31	70/**56**/38	46/**39**/28	66/**54**/37	77/**66**/47
Concepts and Applications (C&A)							18/**14**/8	31/**24**/15	47/**35**/23	28/**23**/13	50/**40**/24	59/**47**/32	44/**34**/21	63/**49**/30	93/**71**/46	33/**25**/15	53/**42**/26	81/**62**/40	38/**30**/18	60/**46**/30	82/**67**/49

Grade groupings: Kindergarten | First Grade | Second Grade | Third Grade | Fourth Grade | Fifth Grade | Sixth Grade (each with Beg / Mid / End).

Math Composite Score: A combination of multiple Acadience Math scores, which provides the best overall estimate of the student's math proficiency. For information on how to calculate the composite score, see the *Acadience Math Benchmark Goals Document*.

ABOVE BENCHMARK (small blue number in each box): Students scoring above the benchmark are highly likely to achieve important math outcomes (approximately 90% to 99% overall). 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 GOAL (large bold number in the middle of the box): Students scoring at or above the benchmark goal have the odds in their favor (approximately 80% to 90% overall) of achieving later important math 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% overall) to achieve subsequent goals 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 goal 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*.

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

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. Access to Acadience Learning Online is expected to be available in the 2022–2023 school year.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES FOR ACADIENCE MATH

Assessment accommodations are used for those students for whom the standard administration conditions would not produce accurate results. 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 8 and 9). Approved accommodations should be used only for students for whom the accommodations are necessary to provide an accurate assessment of student skills. Approved accommodations are only for students who have those accommodations outlined in an IEP, 504, or EL plan.

Table 10 shows "not allowed" accommodations. If the IEP team determines the student will move forward with using a "not allowed" accommodation, the assessment becomes modified, and the score will not be able to be entered and reported into the data management system. The score will only be able to be used for internal data purposes. The student will need a UTREx Special Code of "M" modified (see page 26 for more information on UTREx special codes).

Approved Accommodations

Table 8
Accomodations Approved for Use by Acadience Math

Approved Accommodations	Appropriate Measures
The use of student materials that have been enlarged or with larger print for students with visual impairments.	All except for NNF*
The use of colored overlays, filters, or lighting adjustments for students with visual impairments.	All except for NNF*
The use of assistive technology, such as hearing aids and assistive listening devices (ALDs), for students with hearing impairments.	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.	All except for NNF*

Accommodation is not applicable to NNF as it is orally administered

Table 9
Utah Approved Accommodations for Acadience Math

Approved Accommodations	Acadience Math
Alternate Location	Allowed
Audio Amplification	Allowed
Assistive Technology	Allowed
Braille (tactile graphics for students who are blind)	Allowed, must notify USBE (Cannot be compared to other Acadience Math scores, can only be compared to individual student scores.)
Breaks	Allowed
Change Order of Activity	Allowed
Directions—oral translation	Allowed (Only for direction at the beginning of the assessment, not allowed for items)
Directions—reread	Allowed (Only for direction at the beginning of the assessment, not allowed for items)
Environment Change —Adaptive Equipment	Allowed
Large Print	Allowed, must notify USBE
Magnification (text zoom)	Allowed
Minimized Distractions	Allowed

Approved Accommodations	Acadience Math
Scratch paper and graph paper (blank)	Allowed
Scribe	Allowed
Sign Language	Allowed with certified interpreter
Standard Size Paper	Allowed

Unapproved Accommodations

Table 10

Accommodations Not Approved for Acadience Math

Not Approved Accommodations	Acadience Math
Visual Representation (manipulatives)	Not Allowed
Calculation devices and computation tables	Not Allowed
Extended Time	Not Allowed
Read Aloud/Human Reader	Not Allowed

Alternate Assessment Options for Grades One Through Three

Students with significant cognitive disabilities that cannot access the regular Acadience Math assessment with accommodations may qualify to participate in the alternate assessment, as outlined by the student's IEP team. The Acadience Math Alternate Assessment is still being developed. For school year 2021–2022, these students are not expected to participate, unless the IEP team determines the student might be able to access some of the measures of the regular Acadience Math with modifications. However, the score will not be able to be entered into the data management system; the scores will only be used for internal student purposes.

Students who would participate in the alternate assessment will need to have the "one percent" (1% flag) set in the SIS System. The Acadience Math Alternate Assessment will be available for operational use in school year 2022–2023. For alternate assessment questions, contact the USBE Special Education Assessment Specialist.

Acadience Math in Braille

This accommodation is for students with visual impairments who need Acadience Math in braille. When using an Acadience Math measure with braille materials, the measurement of the skill being assessed would be affected by the student's fluency with braille. Scores for a student being tested with Acadience Math in braille can be used to measure individual growth for that student, and can be compared to other students who are also being tested with braille Acadience Math materials. However, they should not be reported as scores that are directly comparable to the print version of Acadience Math nor the Acadience Math benchmark scores. For Acadience Math braille materials, contact the USBE Special Education Assessment Specialist.

TESTING ETHICS POLICY

The Utah State Board of Education has policies regarding standardized test administration and testing ethics that LEAs are expected to follow for any state assessment, including Acadience Reading and Acadience Math. 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 of school 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 (Utah State Board 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 (http://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 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

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 EL, 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

▶ At least two assigned proctors are actively involved in each testing session

▶ Test administrators and proctors review and follow 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 EL, 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

▶ 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/up-pac)

Standard Test Administration and Testing Ethics Policy for Utah Educators https://schools.utah.gov/file/2a1a1ecf-710e-439c-bd7d-318b0a9eb1c1#:~:text=Educa-tors%20involved%20with%20statewide%20assessments,R277%2D217%2D3.14)

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. 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 Assessment Specialist and/or Mathematics Assessment Specialist to request an invalidation.**

Question: When is invalidation acceptable?

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 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 (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

Beginning summer of 2021, the Utah State Board of Education (USBE) will be rostering grades K–6 into the two Acadience Reading vendors: Amplify (mClass) or Acadience Learning (Acadience Data Management/Acadience Learning Online). USBE will be rostering K–3 into one Acadience Math vendor, Acadience Learning (Acadience Data Management). LEAs will apply for the state-approved vendors for the reading assessment annually through the USBE Assessment Department. There is only one vendor for math.

Your Acadience Reading data and Acadience Math data must be entered into the vendor database chosen by your LEA for grades 1–3. 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, AY, AN, S, or O—see UTREx Special Codes table).

Data upload into the LEAs chosen vendor database and/or UTREx 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.

UTREX SPECIAL CODES

Code	Meaning
Y	Yes—Student was enrolled in Grade 1, 2, or 3 and was designated as "At or Above Grade Level" during the testing session
N	No—Student was enrolled in Grade 1, 2, or 3 and was designated as "Below or Well Below" during the testing session
U	Untested—Student was enrolled in grade 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-Students 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-Students was not enrolled in LEA during the testing session, was not in grades 1-3 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 1, 2, or 3 (can be blank for grade 1, 2, or 3 if update is NOT year-end)

NOTICE TO PARENTS

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 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.

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- **Early Learning Plan System of Support Menu (currently literacy only)-**
https://drive.google.com/file/d/1Fw6ko4I2QdLz7XjAbRv2ZqrUSm6YKaRU/view?usp=sharing

- **Pathways to Early Learning Plan Submission and Approval**
https://docs.google.com/document/d/1UqeTZmm4eYFXyZPXL6Z3vSh5v2XRdz7P-P2r1mgy9Uf0/edit?usp=sharing

- **Early Literacy FAQ Document**
https://docs.google.com/document/d/1yS70flVf0vOsJUmrpG-utj2p6VNq2f88iE0aQ1_DVr0/edit?usp=sharing

- **Early Mathematics FAQ Document**
https://docs.google.com/document/d/1ZK8JX43ZS0LvmJmSTMd-GA0aZTWKc-YJ7U2Wi-J4VXA4/edit?usp=sharing

- **Acadience Reading and Math Parent Notification Letters**
https://www.schools.utah.gov/assessment/assessments?mid=1173&tid=1

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