

EARLY LITERACY PROGRAM

TECHNICAL MANUAL

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

REVISED DECEMBER 2018



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UTAH STATE BOARD OF EDUCATION

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SECTION 1

EARLY LITERACY PROGRAM

■ SUMMARY

As per [Utah State Code 53F-2-503](#), the **Early Literacy Program** was created to supplement other school resources in order to achieve the state’s growth goal. An LEA (school district or charter school) 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. Each LEA must create an Early Literacy Plan to address their K–3 students’ reading competency.

■ 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.
 - 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.

■ STATE GROWTH GOAL

Per [Utah State Code 53F-2-503](#) and [Board Rule R277-406](#), the state growth goal requires 60% of first through third grade students to make typical, above typical, or well above typical growth from BOY–EOY (beginning of year to end of year) as measured by Pathways of Progress on the Acadience Reading assessment. LEAs must assess at least 95% of their students in grades one through three on Acadience Reading to meet state participation requirements. Not all students are included in the state growth goal calculation. When determining LEA participation and percentages, 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 his/her LEA (160 days or more),
- ▶ not be a first year EL student (first enroll in the U.S. date is on or later than April 15 of the previous school year and EL status is 'Y' or 'O'),
- ▶ not be identified as one percent (the student has an IEP which calls for the use of UAA/DLM as an alternate assessment),
- ▶ not be parentally opted-out of Acadience Reading testing, and
- ▶ be assessed on Acadience Reading at BOY and EOY.

FAILURE TO MEET THE STATE GROWTH GOAL

As stated in Utah State Code 53F-2-503 and Board Rule R277-406, an LEA must meet the state growth goal of 60 percent of first through third grade students making typical or better progress and at least one of their two local LEA goals. If an LEA does not meet these requirements, they shall be in the Board System of Support and required to participate in interventions to improve early literacy.

■ UTAH GRANTS

The [Utah Grants Management System](#) is where the Early Literacy Program Application is housed. As stated in [Utah State Code 53F-2-503](#) and [Board Rule R277-406](#), to receive program money, an LEA that serves students in any of grades kindergarten through grade three must submit a plan annually to the USBE for literacy proficiency improvement that incorporates the following components:

1. Core Instruction in phonological awareness, phonics, fluency, comprehension, vocabulary, oral language, and writing
2. Intervention strategies aligned to student needs
3. Professional development for classroom teachers, literacy coaches, and interventionists in kindergarten through grade three
4. Assessments that support adjustments to core and intervention instruction
5. At least two goals that are specific to the school district or charter school that are measurable, address current performance gaps in student literacy based on data, and include specific strategies for improving outcomes
6. The use of interactive literacy software, including early interactive reading software described in [Section 53F-4-203](#), if used.

Any time prior to July 1, an LEA may submit its plan to the USBE for pre-approval to gather feedback in preparation for the LEA submitting the Early Literacy Plan to its local board. An LEA must submit its final plan to the USBE no later than August 15 annually. By September 1, an LEA must provide proof that the local board has reviewed and approved the LEA's final plan in an open meeting.

If necessary, feedback will be provided within three weeks of submission if the plan is not approved. The LEA must incorporate needed changes or provisions and resubmit to the USBE prior to going back to its local board. These final amended plans must be local board approved and are due no later than October 15 to the USBE. If an LEA fails to resubmit an acceptable plan by November 1, the LEA is not eligible for funding in the current school year.

Early Literacy Plans are reviewed for ambitious yet attainable goals and if the plan uses evidence-based curriculum, materials, and practices which will support the LEA in meeting the state growth and local goals. These plans must be reported to the USBE using a digital reporting platform.

SECTION 2

ACADIENCE READING

■ SUMMARY

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 fluency measures used to regularly monitor the development of early literacy and early reading skills.

Acadience Reading is comprised of seven measures that function as indicators of phonemic awareness, the alphabetic principle, 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://acadiencelarning.org/>.

■ ACADIENCE READING BENCHMARK GOALS AND COMPOSITE SCORES

The Acadience Reading benchmark goals and composite scores indicate the level of skill a student is achieving at and how that goal aligns with the likeliness of achieving future reading goals. 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](#).

Acadience™ Reading: Summary of Benchmark Goals 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	156	152	129	177	208	202	256	287	289	349	405	341	383	446	386	411	466	435	461	478
		26	122	119	113	130	155	141	190	238	220	285	330	290	330	391	357	372	415	344	358	380
		13	85	89	97	100	111	109	145	180	180	235	280	245	290	330	258	310	340	280	285	324
First Sound Fluency (FSF)		16	43																			
		10	30																			
		5	20																			
Phoneme Segmentation Fluency (PSF)		44	56	47	40	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47
		20	40	40	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
		10	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Nonsense Word Fluency (NWF)		28	40	34	59	81	72	68	91	104	90	105	118	104	121	133	121	133	143	139	141	151
		17	28	27	43	58	54	52	72	87	70	86	100	90	103	115	111	120	130	107	109	120
		8	15	18	33	47	35	37	55	65	55	68	80	70	79	95	96	101	105	90	92	95
				4	17	25	21	25	37	47	1	1	1	1	1	1	1	1	1	1	1	1
				1	8	13	13	13	13	13	1	1	1	1	1	1	1	1	1	1	1	1
				0	3	6	6	6	6	6	1	1	1	1	1	1	1	1	1	1	1	1
Oral Reading Fluency (ORF)		34	67	68	91	104	104	104	104	104	104	104	104	104	104	104	104	104	104	104	104	104
		23	47	52	72	87	87	87	87	87	70	86	100	90	103	115	111	120	130	107	109	120
		16	32	37	55	65	65	65	65	65	55	68	80	70	79	95	96	101	105	90	92	95
				86%	97%	99%	99%	99%	99%	99%	98%	99%	99%	98%	99%	100%	99%	99%	100%	99%	99%	100%
				78%	90%	97%	97%	97%	97%	97%	95%	96%	97%	96%	97%	98%	98%	98%	99%	97%	97%	98%
				82%	91%	93%	93%	93%	93%	93%	89%	92%	94%	93%	94%	95%	95%	96%	97%	94%	94%	96%
				17	31	39	31	31	31	39	33	40	46	36	39	46	40	46	52	43	48	50
				15	21	27	21	21	21	27	20	26	30	27	30	33	33	36	36	27	29	32
				8	13	18	13	13	13	18	10	18	20	14	20	24	22	25	25	16	18	24
				0	1	2	1	1	1	2	2	3	3	2	2	3	2	3	3	2	2	3
				1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Maze Adjusted Score		11	16	23	23	23	23	23	23	23	11	16	23	18	20	28	21	21	28	27	30	30
		8	11	19	19	19	19	19	19	19	8	11	19	15	17	24	18	20	24	18	19	21
		5	7	14	14	14	14	14	14	14	5	7	14	10	12	20	12	13	18	14	14	15

Table 1.

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*.

■ HIGHLY SKILLED LEARNER (HSL) CRITERIA*

Some students will benchmark with scores well-above average. These students are considered Highly Skilled Learners 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 are 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 2017–2018

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

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

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- ▶ 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 HSL 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 skills in the scope and sequence of basic early literacy and reading skills—and potentially to skills above their grade placement. 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 (e.g., above-grade level texts) rather than focusing on further improvements in reading grade-level 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 1. A student must meet the Highly Skilled Learner criteria for each measure listed in Table 2 for the grade in question. These Highly Skilled Learner criteria apply to the 2017–2018 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: DMG, 2012).

■ 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. It 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 \(mClass\)](#) or [DMG \(Acadience Data Management\)](#).



SECTION 3

TEST ADMINISTRATION

■ ACADIENCE READING BENCHMARK WINDOWS ([BOARD RULE R277-406](#))

Acadience Reading is required to be administered three times each school year. The specific testing windows for the benchmark assessment are:

- ▶ Beginning of the year (BOY)
Before September 30
- ▶ Middle of the year (MOY)
December 1 through January 31
- ▶ End of the year (EOY)
Middle of April through June 15

■ 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. When administered properly, state assessments allow students to demonstrate what they know and can do. Valid and reliable results from state assessments provide the public, the Legislature, the board, LEAs, and teachers under [Utah Code 53E-4-301.5](#) with:

- ▶ information about students' proficiency, so that they may have an additional tool to plan, measure, and evaluate the effectiveness of school programs
- ▶ information to:
 - recognize excellence,
 - identify need for additional resources or reallocation of educational resources in a manner to ensure educational opportunities for all students, and
 - improve existing programs.

Educators are obligated to provide students with opportunities to demonstrate their knowledge and skills fairly and accurately. Educators involved with state assessments must conduct testing in a fair and ethical manner ([Utah State Board R277-515-4\(A-D\)](#)).

ASSESSMENTS

State 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 assess-

ments can be found at the Assessment and Accountability website (<https://www.schools.utah.gov/assessment>).

State 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](#)).

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; and
- use the resources provided for each assessment, as applicable, to familiarize students with the testing tools and question types.

DURING TESTING

Utah LEAs shall ensure that:

- Students are enrolled in appropriate courses.
- Curriculum and instruction in all courses are aligned with the Utah Core State Standards.
- Parents are provided with clarifications 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](#).
 - An LEA shall reasonably accommodate a parent or guardian's request to allow a student's demonstration of proficiency on a state assessment to fulfill a requirement in a course (Utah State Board [R277-404-6](#); [Utah Code 53G-6-803](#)).
- All tests are proctored under the supervision of a licensed educator.
- Educators and school employees who administer and/or proctor tests, complete annual testing ethics training provided by the LEA.
- Educators review preparation guidelines and test administration manuals (TAM) for the assessment prior to test administration.
- Hardware, software, and network specifications can successfully support test administration.
- All school testing coordinators, administrators, and teachers 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.

- All students who are eligible to test are tested or recorded as to why they didn't participate.
- A student is not discouraged from participating in testing.
- Students aren't penalized who have been opted-out of a state assessment ([Utah State Board R277-404-7-3b](#)).
- Students aren't rewarded for participating in or performing well on a state assessment (Board [Rule R277-404-7-8](#); [Utah Code 53G-6-803-9c\(iii\)](#)).
- Students are provided an alternative learning activity if they are opted-out of a state assessment ([Utah State Board R277-404-7-9](#)).
- 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 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 shall be inaccessible by students, if they can be used to:
 - access non-test content.
 - distribute test content and materials.
- Make up and test completion sessions are provided for students according to the policies and procedures of the assessment.

AFTER TESTING

Utah LEAs shall ensure that the test results are:

- Provided to students and parents within three weeks of the LEA receiving them with information on how to appropriately interpret scores and reports.
- 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 secured after each test session, and destroyed when testing is completed, as appropriate.
- All test materials are returned to the test coordinator, as appropriate.

Utah LEAs and Licensed Utah educators may NOT:

- ▶ Use a student's score on a state required assessment to determine the student's academic grade, or a portion of the student's academic grade, for the appropriate course; or whether the student may advance to the next grade level ([Utah State Board R277-404-6](#)).
- ▶ Prohibit a student from enrolling in an honors, advanced placement, or International Baccalaureate course based on a student's score on a state required assessment or because the student was exempted from taking the state required assessment (Utah State Board [R277-404-6](#)).

UNETHICAL TESTING PRACTICES

Unethical practices include, but are not limited to:

- ▶ providing students with questions from the test to review before taking the test,
- ▶ changing instruction to include specific test content,

- ▶ rewording or clarifying questions, or using inflection 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);
- ▶ 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 observe testing sessions,
- ▶ reviewing a student’s response and instruct the student to, or suggest that the student should, rethink his/her answers;
- ▶ reproducing or distributing, in whole or in part, secure test content (e.g., taking pictures, copying, writing, posting in a classroom, posting publicly, emailing);
- ▶ explicitly or implicitly encouraging students to engage in dishonest testing behavior,
- ▶ administering assessment(s) outside of the prescribed testing window for each assessment, and
- ▶ explicitly or implicitly encouraging parents to opt-out their students from participating in a state 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

Ethical 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 section.

Protocol:

- ▶ Each LEA must determine local policies and procedures regarding 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 (<https://www.schools.utah.gov>)

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

Utah State Law – Chapter 53E (<https://le.utah.gov/xcode/Title53E/53E.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>)

■ ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Approved accommodations for Acadience Reading are those accommodations which 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 1). Approved accommodations should be used only for students for whom the accommodations are necessary to provide an accurate assessment of student skills.

Table 3
Accommodations Approved for Use with 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 are accommodations that 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 may be given the 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*)

Table 4 below outlines the accommodations, as per the USBE Participation and Accommodations Policy, for students with disabilities. The allowable accommodations are provided to help him/her participate in the Acadience Reading assessment, as outlined in his/her IEP or 504 plan. The student must have access to the accommodation throughout the year during classroom instruction so he/she may become familiar with the accommodation prior to the administration of the assessment.

Table 4
**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

■ ACADIENCE READING ALTERNATIVE AND ALTERNATE ASSESSMENT OPTIONS FOR GRADES ONE THROUGH THREE

The table below includes options for students in grades one through three (1–3) who have visual impairments, hearing impairments, dual-sensory impairments, significant cognitive disabilities, significant speech impairments (i.e., stutter or apraxia), or are mute.

Table 5
Alternative and Alternate Assessment Options

Impairment	Grades 1–2	Grade 3
Blind or Visually Impaired	An alternative assessment as determined appropriate by the IEP team decision process may include: 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 USBE Special Education Assessment Specialist.	
	<i>*The use of assistive technology that violates the construct of the assessment is not permitted (e.g., screen reader).</i>	
Deaf	TOSREC	Use the Maze as their measure for accountability. Mark with an AY/AN, if they achieved benchmark on Maze.
Dual-Sensory Impaired	If unable to access any of the above options, contact the USBE Sensory Impairment Specialist.	
Mute	TOSREC	Use the Maze as their measure for accountability. Mark with an AY/AN, if they achieved benchmark on Maze.
Significant Cognitive Disability	An alternate assessment rubric has been developed for this population in grades one through three. For more information on this tool, please contact the USBE Special Education Assessment Specialist.	
Significant Speech Impairment (i.e., stutter, apraxia)	Based on recommendation from the students' speech-pathologist, a student with a significant speech impairment may take the TOSREC.	Use the Maze as their measure for accountability. Mark with an AY/AN, if they achieved benchmark on Maze.

For more information regarding TOSREC or Maze contact the USBE K–3 Literacy 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://acadiencelarning.org>.

■ ACADIENCE READING INVALIDATIONS

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 director. Literacy 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 director will contact the USBE K–3 Literacy Specialist to request an invalidation.

Question: **When is invalidation acceptable?**

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

- Student was mistakenly tested
- Incorrect student materials were provided
- 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)

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

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

Question: **What if the student refuses to participate?**

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?**

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 accidentally tested on the benchmark assessment for Maze rather than the progress monitoring, can I invalidate my class assessments?**

No. As stated in the USBE's Testing Ethics Policy, the assessor must ensure students are logged into the correct test.

SECTION 4

DATA AND REPORTING

■ ACADIENCE READING DATA ENTRY ([BOARD RULE R277-406](#))

Beginning summer of 2017, the Utah State Board of Education (USBE) will be rostering grades K–3 into the two Acadience Reading Vendor databases: [Amplify \(mClass\)](#) and [DMG \(Acadience Data Management\)](#). LEAs will apply for the state approved vendors annually through the USBE Assessment Department. As per Utah [State Code 53F-4-201](#), LEAs can choose from either [Amplify \(mClass\)](#) or [DMG \(Acadience Data Management\)](#).

Data upload into the LEAs chosen vendor database and/or UTREx is due by the following dates:

- ▶ **BOY: October 30**
- ▶ **MOY: Last day of February**
- ▶ **EOY: June 30**

Once your LEA has entered Acadience Reading data for grades one through three into either mClass or Acadience Data Management, USBE will upload that data into UTREx for the LEA. The only data LEAs need to enter into their SIS system, which speaks to UTREx, is the “Y/N” if a student received a reading intervention at any time during the school year and any special codes (U, E, AY, AN, S, or O—see UTREx Special Codes table).

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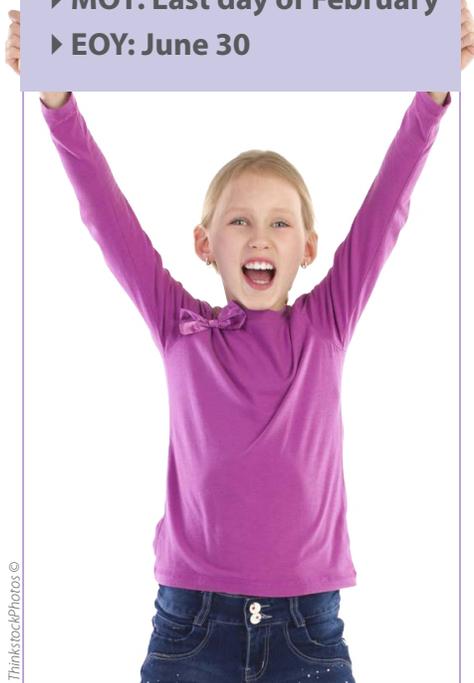


Table 6
UTREx Special Codes

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 Grade Level” 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 —English learner 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 status is ‘Y’ or ‘O’)
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 assessment
S	Somewhere Else —Student 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 Early Literacy 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 (UTAH 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 assessment results to a parent and/or guardian of students in grades one through three by means of phone, email, mail, or in person.

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

- BOY—October 30th
- MOY—last day of February
- EOY—June 30th

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

- ▶ provide focused individualized intervention to develop the reading skill
- ▶ 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 proficiency
- ▶ 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.

Note: As per [Board Rule R277-404](#), an LEA, school, or educator may not use a student's score on a state required assessment to determine the student's academic grade, or a portion of the student's academic grade, for the appropriate course; or whether the student may advance to the next grade level.



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