



Utah State
Board of
Education

Special
Education
Services

ACADIENCE READING AND MATH ACCOMMODATIONS, ALTERNATIVE AND ALTERNATE ASSESSMENT OPTIONS

FOR STUDENTS WHO HAVE INDIVIDUALIZED EDUCATION
PROGRAMS (IEPs), SECTION 504 PLANS, OR ARE MULTI-
LINGUAL LEARNERS/LEARNING ENGLISH

Updated August 2026

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Acadience Reading Accommodated, Alternative Assessment and Alternate Assessment Options Grades K -3rd.

Accommodated Alternative Options

Kindergarten

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

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

First and Second Grade

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

Third Grade

Impairment	3rd Grade
Deaf	Use the MAZE as their measure for accountability. Mark with an AY/AN, if they achieved benchmark on MAZE.
Mute	Use the MAZE as their measure for accountability. Mark with an AY/AN, if they achieved benchmark on MAZE.
Significant speech impairment (i.e. stutter) Based on the recommendation from the students' speech-pathologist	Use the MAZE as their measure for accountability. Mark with an AY/AN, if they achieved benchmark on MAZE.

Students who are Blind or Visually Impaired

An accommodated assessment as determined appropriate by the IEP team decision process, may include (grades K-3):

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

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

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

Contact [Tracy Gooley](mailto:tracy.gooley@schools.utah.gov) (tracy.gooley@schools.utah.gov) for braille copies.

Students with a Significant Cognitive Disability

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

For more information regarding:

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

Approved Resources and Accommodations for Students with Disabilities Participating in Acadience Reading

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

Approved accommodations are those accommodations that are unlikely to change how the assessment functions. When approved accommodations are used, the scores can be reported

and interpreted as official Acadience Reading scores (see Tables 2.1 and 2.2). Approved accommodations should be used only for students for whom the accommodations are necessary to provide an accurate assessment of student skills and are only for students who have those accommodations outlined in an IEP, 504, or EL plan.

Table 2.1 Accommodations/Resource Approved for use by Acadience Reading

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

Table 2.2 Utah Approved Resource/Accommodations for Acadience Reading

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

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

Table 2.3 Not Allowed Accommodations for Acadience Reading

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

Acadience Math Accommodation, Assessment and Alternate Assessment Options Grades K -3rd

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

Approved Accommodations for Students with Disabilities Participating in Acadience Math

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

Approved accommodations are those accommodations that are unlikely to change how the assessment functions. When approved accommodations are used, the scores can be reported and interpreted as official Acadience Math scores (see Tables 3.1 and 3.2).

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

Table 3.1 Resources/Accommodations Approved for use by Acadience Math

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

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

Table 3.2 Utah Approved Resources/Accommodations for Acadience Math

Name	Resource or Accommodation	Acadience Math
Adaptive Equipment	Resource	Allowed
Alternate Location	Resource	Allowed
Audio Amplification	Resource	Allowed
Assistive Communication Device	Accommodation	Allowed
Braille (tactile graphics for students who are blind)	Accommodation	Allowed, but no longer standardized. See Acadience Reading Guidelines manual. Must notify USBE, Tracy Gooley (tracy.gooley@schools.utah.gov) Note: Scores can only be compared to that individual student's scores.
Breaks	Resource	Allowed (between measures only)
Change Order of Activity	Accommodation	Allowed
Directions - oral translation	Resource	Allowed- "Directions" refers only to non- item content that appears at the beginning of the test or between testing sessions. It does not refer to the item's stem or scripted directions for items
Directions - reread	Resource	Allowed- "Directions" refers only to non- item content that appears at the beginning of the test or between testing sessions. It does not refer to the item's stem or scripted directions for items
Magnification (text zoom)	Resource	Allowed
Minimized Distractions	Resource	Allowed

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

Table 2.3 Not Allowed Accommodations for Acadience Math

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

Students who are Blind or Visually Impaired

An accommodated assessment as determined appropriate by the IEP team decision process, may include (grades K-3):

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

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

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

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Acadience Math Verbal Measures - Accommodation Guidance

Guidance for administration of verbal areas for non-verbal students:

Teams can determine which measures will require adaptation/modification for the student to be able to access the content. They can determine what adaptations/modifications will need to

be made to the measures to gather useful information.

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

Kindergarten Measures

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

1st Grade Measures

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

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

2nd Grade Measures

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

3rd Grade Measures

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

Students with a Significant Cognitive Disability

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

USBE accommodations and alternate assessment contact:

[Tracy Gooley](mailto:tracy.gooley@schools.utah.gov) (tracy.gooley@schools.utah.gov)

Special Education Assessment Specialist

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