

# Participation of Students with Disabilities in Utah's Statewide Assessment Programs

2004-2005

## Considerations for IEP Teams

Karl A. Wilson, Director  
Karen T. Kowalski, Education Specialist  
Amy Spencer, Education Specialist

Special Education Services Unit  
Utah State Office of Education

## TABLE OF CONTENTS

Preface .....	3
Core Curriculum and Assessment .....	4
Continuum of Access .....	4
Participation of Students with Disabilities in U-PASS .....	5
Utah Performance Assessment System for Students.....	5
Core Assessment Criterion-Referenced Tests (CRT) & Direct Writing Assessment...	6
Utah Basic Skills Competency Test (UBSCT).....	7
Utah’s Alternate Assessment (UAA) .....	8
A Norm-Referenced Achievement Test (IOWA Tests).....	9
Supplementary Reading Tests.....	10
National Assessment of Educational Progress (NAEP) .....	11
Adaptations for Students with Disabilities .....	12
Implications of Adaptations Tables .....	13
Glossary of Assessment Terms .....	17
Frequently Used Acronyms .....	19

## PREFACE

In a new era of accountability of education systems for the performance results of all students, states all over the country are developing assessment systems to measure student achievement. Utah's Statewide Assessment Programs are outlined in Utah Performance Assessment System for Students (U-PASS).

U-PASS, Utah's school and district accountability system, was established by state legislation. This system outlines requirements for collection of achievement data and testing for all schools and students in the state. These state requirements, combined with federal requirements for assessment of students with disabilities and other learners with special needs, will produce information about school and student performance from year to year.

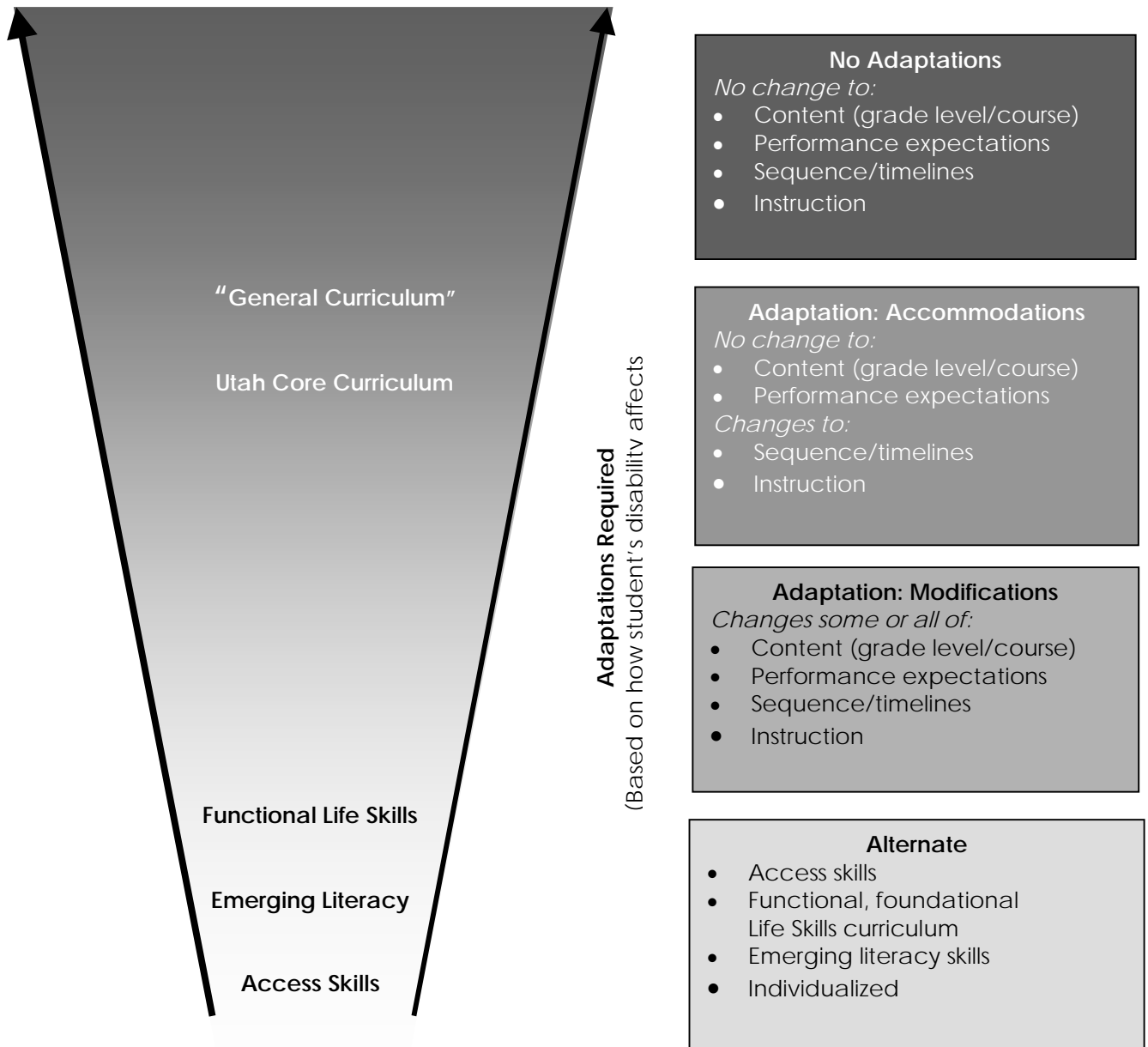
Assessments are given for a variety of purposes and consequently they yield different kinds of information about student performance in school. Federal and State laws specify that all students are required to be included in state and district-wide testing programs. Decisions about how students with disabilities participate are made individually, based on how the disability affects the student's ability to access the general core curriculum, and the assessment of those core standards.

This document provides information for decision-making by school personnel, parents, and other IEP team members about the participation of students with disabilities in the various assessments. It explains in detail the use of adaptations, including accommodations and modifications, where necessary for students to participate. Information is also presented about the alternate assessment for students who cannot participate in other parts of U-PASS.

## Continuum of Access: Core Curriculum and Assessment

In order to reach the same high standards set for all students in Utah, students with disabilities must be able to access and make progress in the general core curriculum. The IEP becomes the instrument that describes how the individual student will be assisted to reach the standards in the core curriculum and to participate in the assessments of those standards. Based on how the disability affects the student's access to and progress in the core curriculum, the IEP documents any necessary accommodations or modifications to grade level and course standards. Each student's access will fall along a continuum.

### Continuum of Access in the Utah Core Curriculum



## Participation of Students with Disabilities in Statewide Assessment

The Utah Special Education Rules require all students with disabilities to participate in district- and statewide assessments. IEP teams are required to make determinations of how each student will participate in the various assessments. Students may participate in one of three ways: (1) standard administration, (2) administration of the test with adaptations, or (3) alternate assessment. Any adaptations to the assessments should be aligned with instructional adaptations that the students uses throughout the year, as specified in the IEP.

### Utah's Statewide Assessment Program

Utah's Statewide Assessment Program consists of eight major assessment programs:

- Kindergarten Tests (Optional--Readiness and End of Level)
- Core Assessment Criterion-Referenced Tests (CRT)
- Direct Writing Assessment (DWA)
- Utah Basic Skills Competency Test (UBSCT), an exit exam
- Utah Alternate Assessment (UAA)
- A Norm-Referenced Achievement Test (IOWA Tests)
- Reading Tests (Required only for K-3 students not reading on grade level)
- National Assessment of Educational Progress (NAEP)

Utah Performance Assessment System for Students (U-PASS)								
Criterion-Reference Tests						Normed Tests		
CRT: Math	CRT: Lang Arts w/Reading	CRT: Science	Direct Writing Assessment	Basic Skills: Competency Test	Utah's Alternate Assessment	IOWA	Supplemental Reading Tests	NAEP
1					Selected Students Only			
2							(Students not reading at grade level)	
3								
4								
5								
6								
7								
8	(Course specific)							
9	(Course specific)	(Course specific)						
10	(Course specific)	(Course specific)						
11	(Course specific)	(Course specific)		(If Needed)				
12	(Course specific)	(Course specific)		(If Needed)				

## CORE ASSESSMENT

### CRITERION-REFERENCED TESTS (CRT)

PURPOSE	Compare student, school, and district performance with state performance standards for each content area
ESSENTIAL SKILLS	<b>Math:</b> grade level/course objectives in mathematics core curriculum <b>Reading/Language Arts:</b> grade level/course objectives in reading, writing <b>Science:</b> grade level/course objectives in science core curriculum <b>Direct Writing Assessment:</b> six core traits of writing
TASK DEMANDS	<b>Math:</b> answer multiple choice items by filling in bubbles on answer sheet, scratch paper allowed; in some sections a calculator is allowed <b>Reading:</b> read paragraphs and answer multiple choice items by filling in bubbles <b>Language Arts:</b> reply to multiple choice questions by filling in bubbles on answer sheet <b>Science:</b> read science material and answer multiple choice questions about textual information and graphic displays; fill in answer bubbles <b>Direct Writing:</b> write a legible single draft in response in English to a prompt
GRADE LEVELS	<b>Math:</b> 1-7; Pre-Algebra, Elementary Algebra, Geometry. <b>Reading/Language Arts:</b> 1-11 <b>Science:</b> 4-8; Earth Systems, Biology, Chemistry, Physics <b>Direct Writing Assessment:</b> 6, 9
SCHEDULE	Annually in the spring
PARTICIPATION	All students must participate in the assessment. If the IEP team determines that the student cannot participate in standard administration, or with allowable adaptations, then alternate assessment is used.
ADAPTATIONS	Generally, most accommodations are allowed because they do not change what is being measured. Modifications are allowed only if they do not invalidate the student's score or reporting. See tables on pages 13-16. Reading the reading test to a student is not allowable.
RESPONSE TYPE(S)	<b>Math:</b> multiple choice <b>Reading/Language Arts:</b> multiple choice <b>Science:</b> multiple choice <b>Direct Writing Assessment:</b> constructed response
OTHER ISSUES	Student may need adaptations in one subject area, but not others, depending on the nature and extent of disability. All accommodations and modifications must be described and justified in the IEP.

**UTAH BASIC SKILLS COMPETENCY TEST (UBSCT)**  
**CRITERION-REFERENCED**

PURPOSE	Compare student with state standards to determine eligibility for basic high school diploma. Class of 2006 is first to be accountable.
ESSENTIAL SKILLS	Reading, language arts, math
TASK DEMANDS	Read and respond to multiple choice items by filling in bubbles on the answer sheet; write a single draft response to a prompt with legible handwriting
GRADE LEVEL(S)	Beginning at grade 10; repeated opportunities on sections not passed
SCHEDULE	Spring of 10 <sup>th</sup> grade; then fall and spring repeated administration offered yearly
PARTICIPATION	All students must pass the three subtests and meet other graduation requirements to receive a regular high school diploma. If the IEP team determines that the student cannot participate in standard administration, or with allowable adaptations, alternate lines of evidence may be considered. If a student cannot take the UBSCT or the grade level/course CRTs, an alternate assessment must be given through the school year in which the student turns 18 years of age.
ADAPTATIONS	Many accommodations are allowed because they do not change what is being measured. See tables on pages 13-16. Reading the reading test aloud to a student is not allowable.
RESPONSE TYPE(S)	Multiple choice and constructed response
OTHER ISSUES	Student may need adaptations in one subject area, but not others, depending on how the disability affects his ability to access the general curriculum and the assessment. All accommodations must be described and justified in the IEP.

## UTAH'S ALTERNATE ASSESSMENT (UAA)

### CRITERION-REFERENCED

PURPOSE	Evaluate performance of students unable to participate in other components of U-PASS
ESSENTIAL SKILLS	Individualized IEP goals that are benchmarked to core standards in Language Arts and Math
TASK DEMANDS	Individually determined for and related to IEP goals
GRADE LEVELS	1-12
SCHEDULE	IEP team selects tasks in the fall. Student is given three opportunities to demonstrate proficiency on selected tasks during spring testing period.
PARTICIPATION	<p>If a student cannot take the UBSCT or the grade level/course CRTs, an alternate assessment must be given through the school year in which the student turns 18 years of age.</p> <p>If the student is receiving instruction in functional life or access skills, the IEP team may determine that the UAA is the most appropriate method to assess the student's progress. CAUTION: Parents and students must be fully informed of the possible consequences of selection of alternate assessment. A student who meets the criteria for UAA is generally not receiving instruction in the curriculum necessary to pass the UBSCT and receive a basic high school diploma.</p>
ADAPTATIONS	See tables on pages 13-16.
RESPONSE TYPE(S)	Specified for each UAA task
OTHER ISSUES	All decisions about the student's participation in statewide assessment, including the decision to use an alternate assessment, must be described and justified in the IEP.



**IOWA TESTS:**  
**Iowa Test of Basic Skills (ITBS) and Iowa Test of Educational Development (ITED)**  
**NORM REFERENCED**

PURPOSE	Compare student, schools, and district performance with national norms for grade level achievement
ESSENTIAL SKILLS	Reading, language arts, math, science, social studies
TASK DEMANDS	Read and respond to multiple choice items by filling in bubbles on answer sheet; third grade students record their answers in the test booklet.
GRADE LEVEL(S)	3, 5, 8, 11
SCHEDULE	Last two weeks of September, first week of October
PARTICIPATION	The IEP team may determine if the student can participate in standard administration, or with allowable adaptations. Students may participate partially by taking those subtests not affected by their disability.
ADAPTATIONS	A number of accommodations are allowed that do not differ from the normal conditions of test administration. See tables on pages 13-16. Reading the reading test to a student is not allowable. (See test producer's administration manual.) Students who are visually impaired may take the IOWA in Braille. However, the Braille version is normed and scored separately, and results cannot be compared to the standard version of the test.
RESPONSE TYPE(S)	Multiple choice
OTHER ISSUES	A student with disabilities should not take the Iowa Tests if the test must be significantly modified in a way that would violate the standardization requirements. Students with disabilities who have significant cognitive disabilities, and/or whose instructional level is three years or more below their enrolled grade level may be exempted from participation. All adaptations must be described and justified in the IEP.

**SUPPLEMENTAL READING ASSESSMENTS**  
**NORM-REFERENCED**

PURPOSE	Determine grade-level competency in reading; provide an additional assessment to better define a student's reading level
ESSENTIAL SKILLS	Decoding, fluency, comprehension
TASK DEMANDS	Varies by instrument; instruments to be determined
GRADE LEVEL(S)	Grades 1-2, individually administered informal reading inventory Grade 3, group administered reading diagnostic assessment, norm-referenced test
SCHEDULE	Annually in the spring
PARTICIPATION	Administered to students who are achieving below grade level.
ADAPTATIONS	Most accommodations are allowed if they do not change what is being measured. Modifications are allowed only as they do not invalidate the student's score or reporting. See individual administration manual for allowable adaptations. See tables on pages 13-16. <b>Note:</b> Reading the reading test to a student invalidates the test scores.
RESPONSE TYPE(S)	Varies by instrument
OTHER ISSUES	All accommodations must be described and justified in the IEP.

**NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS  
NORM-REFERENCED**

PURPOSE	Compare Utah's performance with that of other states
ESSENTIAL SKILLS	Reading, writing, math, science
TASK DEMANDS	Read and respond to multiple choice items by filling in bubbles on an answer sheet; write a single draft response to a prompt, legible handwriting
GRADE LEVELS	4, 8, in randomly selected schools
SCHEDULE	End of January to March
PARTICIPATION	All students who can meaningfully take this assessment should participate.
ADAPTATIONS	Decisions about adaptations and exemptions are made by test designers and federal contractor. Specific guidelines provided to test administrators at the time of training.
RESPONSE TYPE(S)	Multiple choice and constructed response
OTHER ISSUES	Student may need adaptations in one subject area, but not others, depending on how the disability affects his ability to access the general curriculum and the assessment. All accommodations must be described and justified in the IEP.

## Adaptations for Students With Disabilities in Utah’s Statewide Assessments

Adaptation is the general term for changes in the general curriculum, instruction, and/or assessment made for a student by an IEP. These changes are divided into two broad categories: accommodations and modifications. Changes fall into one category or the other depending on the nature of the task, the facts of the situation, and the effects of those changes.

**Accommodations** are changes in curriculum, instruction, or assessment that are necessary to provide access for a student with a disability to participate (“level the playing field”), and **which DO NOT fundamentally alter or lower the standard or expectations of the curriculum, course, or assessment.**

**Modifications** are changes in curriculum, instruction and/or assessment that are necessary to provide access for a student with a disability to participate, and **which DO fundamentally alter or lower the standard or expectations of the curriculum, course, or assessment.** Modifications substantially alter the constructs or essential elements of a test, or violate the standardized test administration conditions, and therefore invalidate the test results.

IEP teams must carefully consider the use of adaptations in curriculum, instruction, and assessment and the possible effects of those decisions on the student’s educational goals. Accommodations the IEP team selects to enable the student to access the general curriculum have little effect on goals of graduation and post-high school options. If modifications are appropriate for a specific student, as determined by the IEP team and developed on an IEP, the parents and the student must be informed of the potential consequences of those choices. The IEP team must consider what information is provided by the selected assessment options regarding the student’s progress toward meeting grade level standards and graduation criteria.

Adaptations can be organized into four broad categories:

1. **Presentation adaptations** alter the way in which the test or test directions are given or materials are used in the test.
2. **Response adaptations** alter the way in which a student responds to the test items.
3. **Scheduling/timing adaptations** are any timing or scheduling changes in the way the test is usually administered.
4. **Setting adaptations** are changes to the testing environment or location in which the test is administered.

The IEP team can use the tables on the following pages to determine whether an adaptation is an accommodation or a modification on a specific test. This will tell the team whether the test results are interpretable and if they will count toward a student’s goal. An example would be the UBSCT –if a student uses a modification on this test, the student’s score would not count toward basic diploma requirements.

***NOTE: The adaptations shown on pages 13-16 may be appropriate for some students with disabilities based on their individual needs. If an IEP team selects a particular adaptation, then the tables may be used to decide if a particular adaptation would be an accommodation or a modification. This will help the team determine the implications or potential consequences of that choice. All adaptations must be documented in the student’s IEP.***

# 1. Implications of Presentation Adaptations

K Pre/ Post	Core Tests			Suppl Reading		DWA	IOWA	Basic Skills Competency Test				
	Reading/LA	Math	Sci	1- 2	3			LA	Read- ing	Math		
												<b>Format Alterations</b>
	M	A	A	A	M	A	M	A	M	A		Highlight key words or phrases
A	A	A	A	A	M	A	M	A	A	A		Place visual cues on test form and/or instructions such as arrows, stop signs, etc.
A	A	A	A	A		A		A	A	A		Change test format by increasing spacing, fewer number of items per page, only one sentence per line, etc.
A	A	A	A	A	A	A	A	A	A	A		Large print version of test
	A	A	A	A	A	A	A	A	A	A		Braille test materials
A	A	A	A	A	M	A	M	A	A	A		Assist students to focus by pointing
												<b>Procedure Changes</b>
A	A	A	A	A	M	A	A	A	A	A		Audiotape of directions
A	A	A	A	A	M	A	A	A	A	A		Paraphrasing directions/questions to clarify
A	A	A	A	A	M	A	A	A	A	A		Sign language interpreter or visual display for test directions
A	A	A	A	A	M	A	A	A	A	A		Sign language interpreter or visual display for examiner led activities
	A	A	A	A	M	A	A	A	A	A		Written copies of orally presented materials that are found only in administrator's manual
	M	A	A	A	M	A	M	A	M	A		Audiotape of entire test
	M	A	A	A	M	M	A	A	A	M		Reading all or part of the test aloud
			M				M			M		Read aloud complex, multiple step math questions one step at a time
A	M	A	A	A	M	M	A	M	A	M		Sign/cue the test
												<b>Assistive Equipment</b>
A	A	A	A	A	A	A	A	A	A	A		Magnifying equipment
A	A	A	A	A	A	A	A	A	A	A		Altered lighting or acoustics (noise buffer, etc.)
A	A	A	A	A	A	A	A	A	A	A		Amplification equipment
A	A	A	A	A	A	M	A	A	A	A		Templates (windows)
A	A	A	A	A	A	M		M	A	A		Manipulatives
A	M	A	A	A	M	M	A	M	A	M		Text-talk converter
A	A	A	A	A	A	M	A	A	A	A		Markers to maintain place on test
A	A	A	A	A	A	M	A	A	A	A		Acetate overlays
◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆		Other

**KEY:**

- - Not applicable
- A - Accommodation
- M - Modification

- \* - Only within test specifications otherwise a Modification
- ◆ - Check with test producer to understand consequences for test score interpretations
- - Separate test with different norms

## 2. Implications of Response Adaptations

K Pre/ Post	Core Tests			Suppl Read- ing		DWA	IOWA	Basic Skills Competency Test				
	Reading/LA	Math	Sci	1- 2	3			LA	Rding	Math		
	A	A	A	A	A	M		A	A	A	A	Write in test booklets
A	A	A	A	A	A	M	A	A	A	A	A	Indicate answers by pointing, signing, typing, oral responding, or other method
A	A	A	A	A	A	M	A	A	A	A	A	Tape record response for later verbatim transcription by school personnel
	A	A	A	A	A	A		A	A	A	A	Check student's alignment and completeness of response bubbles
A	A	A	A	A	A	M	A	A	A	A	A	Use of adapted paper (lined, grid, large spaced) for recording answers
M	M	M	M	M	M	M	M	A	M	M	M	Scribe
A	A	A	A				A		A			Word processor/computer or machine (spell & grammar check turned <b>OFF</b> )
A	A	A	A	A	A	M	A	A	A	A	A	Communication device
	M	M	M	M	M	M	M	M	M	M	M	Use of reference materials not provided to all students (dictionary times table chart)
	M	M					M	M	M			Use of spelling and/or grammar check
			A*					A*			A*	Calculator for computation tasks
A	A	A	A	A	A	M	A	A	A	A	A	Template/placeholder for answer document
◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	Other

**KEY:**

■ - Not applicable  
 A - Accommodation  
 M - Modification

\* - Only within test specifications otherwise a Modification  
 ◆ - Check with test producer to understand consequences for test score interpretations  
 ● - Separate test with different norms  
 + - Some grade level administration requires all students to answer in test booklet

### 3. Implications of Scheduling/Timing Adaptations

K Pre/ Post	Core Tests			Suppl Read- ing		DWA	IOWA	Basic Skills Competency Test				
	Reading/LA	Math	Sci	1- 2	3			LA	Rding	Math		
A	A	A	A	A	A	A	A	A	A	A	A	Supervised breaks during test session
A	A	A	A	A	A	A	A	A	A	A	A	Flexible scheduling of tests without exceeding total time allowances
A	A	A	A	A	M	A†	A	A	A	A	A	Extended response and/or processing time within one session
A	A	A	A	A	A	A	A	A	A	A	A	Tests administered at best time of day for student
◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	Other

**KEY:**

■ - Not applicable  
 A - Accommodation  
 M - Modification

\* - Only within test specifications otherwise a Modification  
 ◆ - Check with test producer to understand consequences for test score interpretations  
 ● - Separate test with different norms  
 † - Up to 60 minutes

### 4. Implications of Setting Adaptations

K Pre / Post	Core Tests			Suppl Reading		DWA	IOWA	Basic Skills Competency Test				
	Reading/LA	Math	Sci	1- 2	3			LA	Rding	Math		
■	A	A	A	A	■	A	A	A	A	A	A	General education classroom, with special seating (front of room, carrel, etc.)
■	A	A	A	A	■	A	A	A	A	A	A	General education classroom, with adjusted grouping
■	A	A	A	A	■	A	A	A	A	A	A	General education classroom, with additional support (instructional assistant, guidance, etc.) Support person is not to help student read or respond to items
A	A	A	A	A	A	A	A	A	A	A	A	General education classroom, with special education personnel as support. Support person is not to help student read or respond to items.
■	A	A	A	A	■	A	A	A	A	A	A	Small group setting

	A	A	A	A		A	A	A	A	A	A	Small group setting with special education personnel as examiner.
	A	A	A	A		M	A	A	A	A	A	Individual administration within the school building.
A	A	A	A	A	A	A/ M ◆	A	A	A	A	A	Individual administration outside school for student whose placement is homebound/hospitalized
A	A	A	A	A	A	A	A	A	A	A	A	Provide adaptive furniture and/or special lighting
A	A	A	A	A	A	A	A	A	A	A	A	Minimize distractions, visual or auditory
◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	Other

KEY:

- - Not applicable
- A - Accommodation
- M - Modification

- \* - Only within test specifications otherwise a Modification
- ◆ - Check with test producer to understand consequences for test score interpretations
- - Separate test with different norms



## GLOSSARY OF ASSESSMENT TERMS

**Accommodations** – Changes in curriculum, instruction or assessment that are necessary to provide access for a student with a disability to participate in, and which do not fundamentally alter or lower the standard or expectations of the curriculum, course or assessment. To be appropriate, assessment accommodations should usually be the same accommodations that are used in instruction.

**Adaptations** – General term for changes in general curriculum, instruction and/or assessment made for a student by an IEP team depending on the facts of the situation or the effects of the changes, they are divided into two categories: accommodations and modifications.

**Achievement Test** - Measures the learner's currently acquired knowledge and skills in one or more of the content areas common to most school curricula. In Utah legislation, "a standardized test that measures or attempts to measure the level of performance that a student has attained in one or more courses of study. Achievement test shall include norm-referenced and criterion-referenced tests."

**Aggregate** - Collect or gather parts into a mass or a total. For example, reports that combine results from all students regardless of gender, race/ethnicity, or any other sub-category are "aggregated data."

**Basic Skills Course** - In Utah legislation, "a subject that requires mastery of specific functions, as defined by the State Board of Education, to include reading, language arts, mathematics through geometry, science in grades 4 through 12, and effectiveness of written expression."

**Constructed-Response Item** - An assessment question or problem that elicits a written, pictorial, or graphic response. In Utah legislation, "an answer to a question on a criterion-referenced test that requires a student to provide other than a 'true-false' or 'multiple-choice' response."

**Construct** - The underlying theoretical concept or characteristic that a test is designed to measure.

**Content Standards** - Statements of the subject-specific knowledge and skills that schools are expected to teach and students are expected to learn. They indicate what students should know and be able to do. The Utah Core Curriculum represents the content standards for Utah.

**Criterion-Referenced Test** - A standardized assessment that measures to what degree students have learned the Core Curriculum based on a pre-established, specific performance standard.

**Disaggregate** - An analysis of data differentiated by subgroup or subcategory. This kind of analysis is usually conducted to ensure that the results for all subgroups are equitable and

to plan remedial interventions if they are not. For example, assessment data reported by subgroup such as gender, race/ethnicity, language proficiency, or socioeconomic status.

**General Curriculum** – The same curriculum as for non-disabled children.

**High-Stakes Test** – A test whose results have important, direct consequences for examinees, programs, or institutions tested.

**Item** - A test question.

**Modifications** – Changes in curriculum, instruction and/or assessment that are necessary to provide access for a student with a disability to participate, and which do fundamentally alter or lower the standard or expectations of the curriculum, course or assessment.

**Multiple-Choice Item - Basic Components:**

**Directions or Introduction** - Directs the student's attention to a particular piece of information and sets the context for any graphics used or for the item itself.

**Stem** - Directs the students to choose a response. It is usually in the form of a direct question, but could also be an incomplete statement.

**Distractors** - The incorrect response choices for a multiple-choice item.

**Key** - The correct answer.

**Options** - All of the response choices presented.

**Norm-Referenced Test** - A standardized assessment that compares the performance of a student or group of students with the performance of a specified reference group, usually others of the same grade and age.

**Performance Standard** - A level of student performance relative to specified curriculum established by education experts as a goal of student attainment. A system that includes performance levels (in Utah, substantial, sufficient, partial, minimal), and descriptions of student performance for each level and cut scores.

**Test Producer** – The entity that creates the test. This can be a state, a school district, a private vendor, or other possibilities. The state of Utah is the producer of the criterion-referenced tests in U-PASS.

**Test Validity** – The extent to which a test measures what its authors or users claim it measures, and the appropriate interpretation and use of test scores.

**Standardized Assessment** - An assessment in which all students perform under the same conditions, that is, uniform and consistent procedures for administering and scoring a test.

**Writing Prompt** - Provides a topic for students to respond to in writing an essay for a direct writing assessment.

## FREQUENTLY USED ACRONYMS

<b>CRT</b>	Criterion-Referenced Test
<b>IEP</b>	Individualized Education Program
<b>IOWA</b>	Iowa Test of Basic Skills and Iowa Test of Educational Development
<b>NAEP</b>	National Assessment of Educational Progress
<b>NRT</b>	Norm-Referenced Test
<b>UAA</b>	Utah's Alternate Assessment
<b>UBSCT</b>	Utah Basic Skills Competency Test
<b>U-PASS</b>	Utah Performance Assessment System for Students