



Student Assessment at USDB

Reviewed/Revised: February 2018	Effective Date: March 16, 2018
Date of Last Change: February 2018	
Authorized By: Utah State Board of Education, March 16, 2018	

1. Purpose and Background

- 1.1 The purpose of this policy is to identify student academic assessment practices at USDB.
- 1.2 ~~Consistent with [R277-100-2\(9\)\(b\)](#) and [R277-404](#), USDB is not subject to statewide assessment requirements.~~
- 1.3 ~~Consistent with 53E-8-404 the USDB shall annually administer, as applicable, the statewide assessments described in 53E-4-301.~~
- 1.4 ~~Notwithstanding section 1.2 of this policy, s~~Students with an Individual Education Plan (IEP) have the same right to be assessed on academic performance as their non-disabled peers, consistent with provisions of the Individuals with Disabilities Education Act (IDEA).
- 1.5 Assessment requirements for USDB students are subject to IEP requirements, when applicable.

2. Utah School for the Deaf (USD)

- 2.1 USD administers the Measure of Academic Progress (MAP) assessment to measure student competency and growth on state standards in mathematics, language arts, and science for students who are deaf or hard of hearing.
- 2.2 USD will engage key stakeholders and knowledgeable advisors to make recommendations regarding assessments and performance benchmarks for students who are deaf and hard of hearing.
- 2.3 Other assessments used to measure student academic performance at USD include, but are not limited to the following:
 - 2.3.1 Preschool Language Scales (PLS-5)
 - 2.3.2 Developmental Observation Tool: PreK-Kindergarten
 - 2.3.3 Woodcock-Johnson IV

- 2.3.4 Bracken School Readiness Assessment
- 2.3.5 ~~Kindergarten Entry and Exit Profile~~
- 2.3.6 ~~Fountas & Pinnell Reading Inventory~~
- 2.3.7 Developmental Reading Assessment (DRA)**
- 2.3.8 Expressive and Receptive Vocabulary Assessments
- 2.3.9 Dynamic Learning Maps (DLM)
- 2.3.10 ~~Utah Alternate Assessment (UAA)~~

3. Utah School for the Blind (USB)

- 3.1 ~~Utah statewide assessments are generally not accessible for students who are blind and do not produce useful data to measure competency or progress or to inform instruction for blind students.~~
- 3.2 ~~Notwithstanding section 3.1, USB will administer statewide assessments to measure student competency and growth on state standards in mathematics and language arts for students who are blind until a more appropriate assessment is identified.~~
- 3.3 USB will engage key stakeholders and knowledgeable advisors to make recommendations regarding assessments and performance benchmarks for students who are blind or visually impaired.
- 3.4 Other assessments used at USB to measure student performance include, but are not limited to the following:
 - 3.4.1 Dynamic Learning Maps (DLM)
 - 3.4.2 ~~Utah Alternate Assessment (UAA)~~
 - 3.4.3 Measure of Academic Progress (MAP) - mathematics only
 - 3.4.4 ~~Kindergarten Entry and Exit Profile~~
 - 3.4.5 Utah Preschool Outcomes Data
 - 3.4.6 Woodcock Johnson
 - 3.4.7 Jerry John Informal Reading Inventory
 - 3.4.8 INSITE
 - 3.4.9 Oregon Project Skills Assessment
 - 3.4.10 EVALS to assess Expanded Core Curriculum
 - 3.4.11 Braille Readiness Grid
 - 3.4.12 Communication Matrix
 - 3.4.13 Minnesota Braille Inventory