

Accessibility for All Students

Required Training Module 3

Learning Objectives

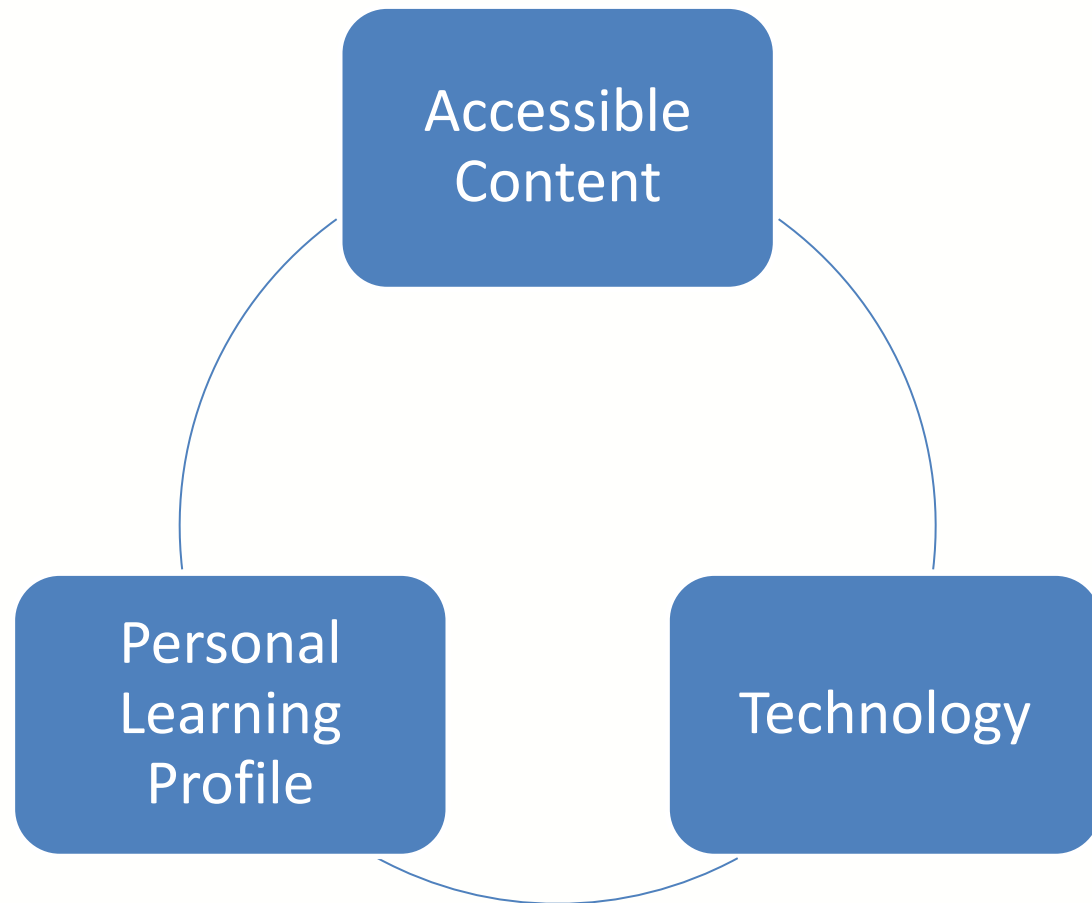
- Accessibility by Design
- Six Steps to Customize DLM
Accessibility Supports for Students

ACCESSIBILITY BY DESIGN



DYNAMIC
LEARNING MAPS

Accessibility



Accessible Content

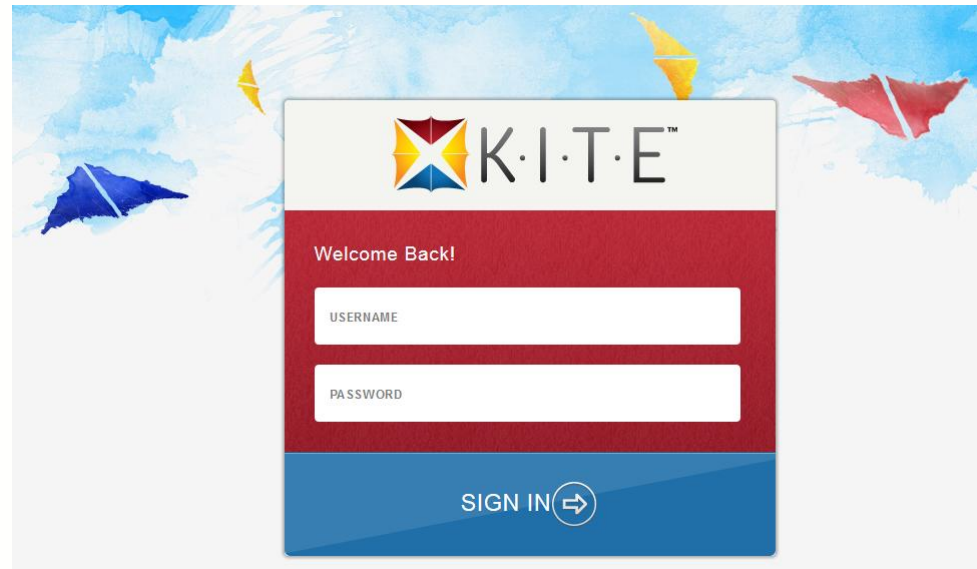
- Testlet levels
- Vocabulary
- Multiple and alternate pathways
- Items tagged
- Item writing guidelines

Universal Design

- Based on Universal Design for Learning
 - Provides flexibility in the ways students respond or demonstrate knowledge and skills
 - Reduces barriers in instruction while providing appropriate challenges, accommodations and supports
 - Maintains high achievement expectations for all students

Technology

- Special user interface
- Enriches the interaction between the students and the content



Technology

- Utilizes the Personal Needs and Preferences Profile and First Contact
- Dynamic routing through testlets

Personal Learning Profile

Personal Needs and Preferences (PNP)

- Display
- Language & Braille
- Audio & Environment
- Other Supports

First Contact

- Sensory characteristics
- Motor characteristics
- Computer access
- Communication
- Academics
- Attention

Personal Needs and Preferences

Summary | Display Enhancements | **Language & Braille** | Audio & Environment Support | Other Supports

Save

Magnification

Activate by Default

2x

Overlay Color

Activate by Default

Invert Color Choice

Activate by Default

Masking

Activate by Default

Answer Masking

Custom Masking

Contrast Color

Activate by Default

ABC ABC

ABC ABC

Background Color Hex

Foreground Color Hex

SIX STEPS TO CUSTOMIZE DLM ACCESSIBILITY FEATURES FOR STUDENTS



DYNAMIC
LEARNING MAPS

Six Steps

1. Include Eligible Students in the DLM Assessment
2. Learn About the DLM Accessibility Features:
What Does DLM Provide?
3. Discuss and Select Appropriate Supports and
Tools: Considerations for IEP Teams

Six Steps

4. Enter Appropriate Supports into the DLM System
5. Prepare for the Assessment: Using the Chosen Accessibility Features
6. Evaluate the Accessibility Features Used After the Assessment

Step 1: Include Eligible Students

- Students with disabilities are included in state and district accountability systems
- Students receive the benefits gained from participation, such as improved instruction, higher expectations and involvement in educational reforms

DLM Eligibility Criteria

1. The student has a significant cognitive disability.
2. The student is primarily being instructed using the DLM Essential Elements as content standards.
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.

Step 2: Accessibility Features: What Does DLM Provide?

- Test administrators and students may try out features in practice tests
- Three categories
 1. Supports Provided Within DLM via PNP
 2. Supports Requiring Additional Tools/Materials
 3. Supports Provided Outside the DLM System

Accessibility Features: Who Decides?

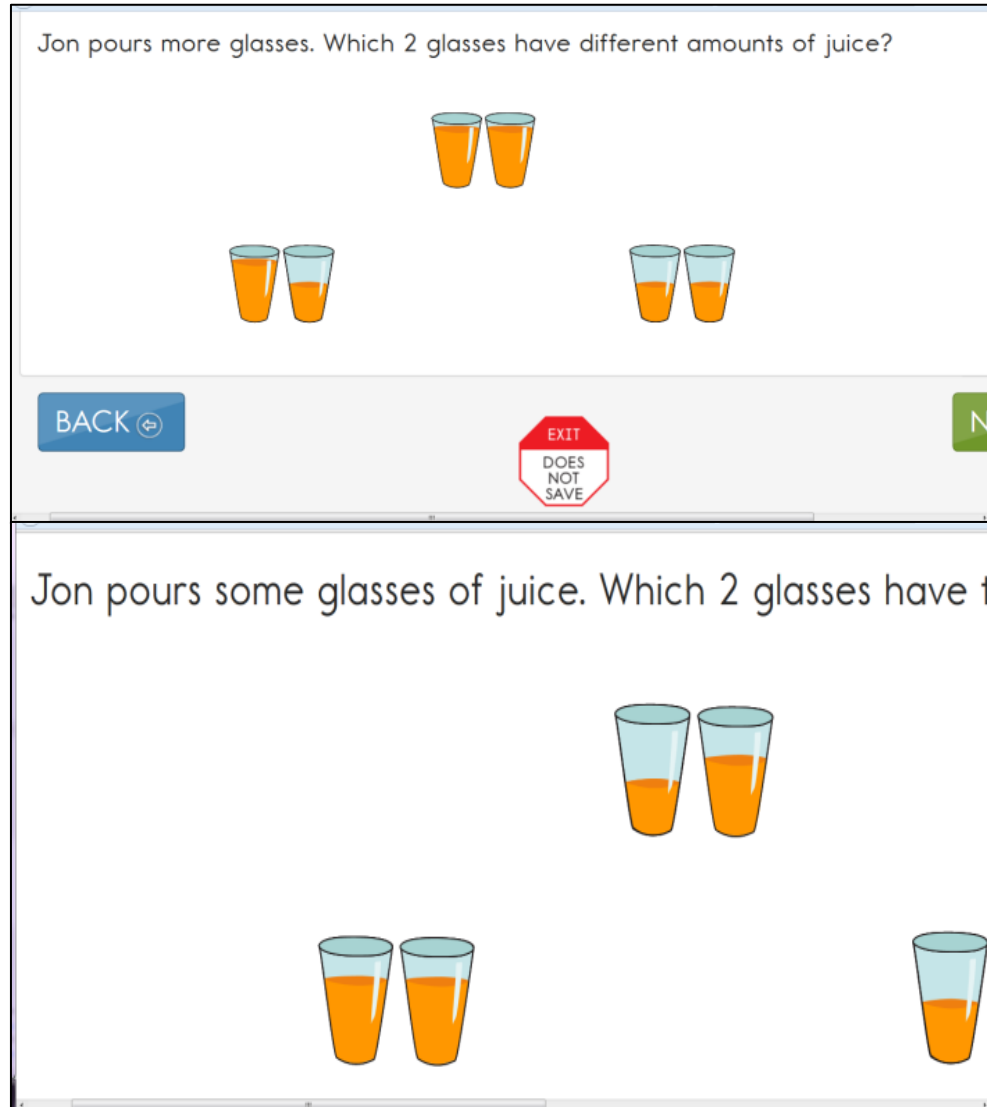
- Rely on state guidance for exceptions and rules about who decides

Category 1: Supports Provided Within DLM via the PNP

Accessibility Feature	Supports Provided Within DLM via PNP
Category 1	
Magnification	X
Invert Color Choice	X
Color Contrast	X
Overlay Color	X
Read Aloud with highlighting – Text to Speech (TTS)	
• Text Only	X
• Text & Graphics	X
• Graphics Only	X
• Nonvisual	X

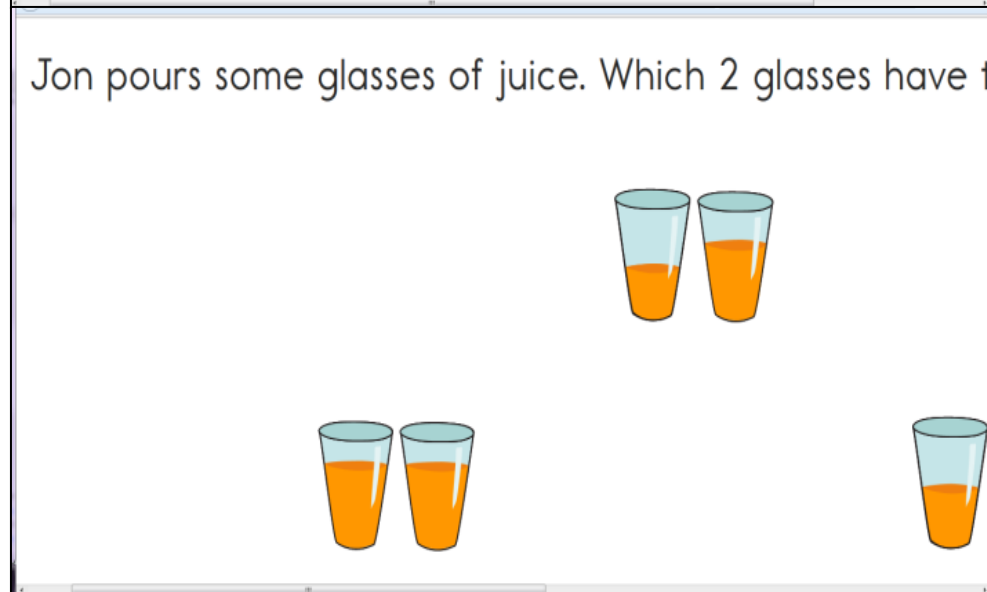
Category 1: Magnification

Jon pours more glasses. Which 2 glasses have different amounts of juice?



The image displays two screenshots of a digital interface for a math problem. The top screenshot shows a question: "Jon pours more glasses. Which 2 glasses have different amounts of juice?". Below the text are three pairs of glasses. The first pair (left) has glasses with approximately 75% and 50% full. The second pair (middle) has glasses that are both approximately 75% full. The third pair (right) has glasses with approximately 25% and 50% full. Below the glasses is a navigation bar with a blue "BACK" button, a red "EXIT DOES NOT SAVE" warning sign, and a green button partially visible with the letter "N".

Jon pours some glasses of juice. Which 2 glasses have t



The bottom screenshot shows a similar question: "Jon pours some glasses of juice. Which 2 glasses have t". Below the text are three pairs of glasses. The first pair (left) has glasses that are both approximately 75% full. The second pair (middle) has glasses with approximately 25% and 50% full. The third pair (right) has a single glass that is approximately 25% full.

Category 1: Invert Color Choice

Which is a reason why the author states that cats are fun pets?

- Cats swim and sleep.
- Cats run and jump.
- Cats sing and dance.

BACK ↩

EXIT
DOES NOT
SAVE

Category 1: Color Contrast

Jay works at a snack stand. Jay adds change together. Jay remembers that $\$0.10 + \$0.10 = \$0.20$.



BACK ↩



READ

NEXT ➡

Category 1: Overlay Color

Read the text. Think about the details of the text while you read it. After you read the text, you will read the text again and answer some questions.

BACK ↩

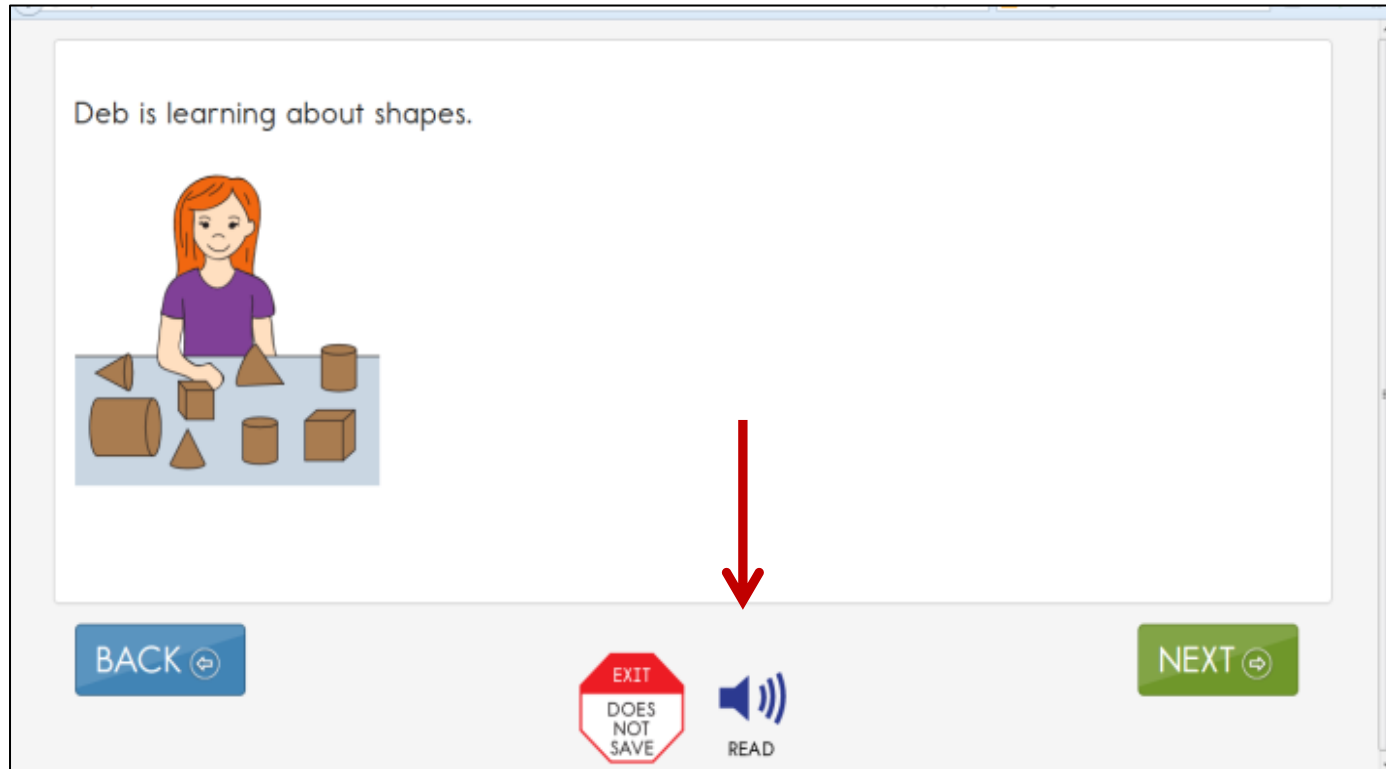
EXIT
DOES
NOT
SAVE

NEXT ➡

Category 1: Read Aloud (TTS)

- Read and highlighted from left to right and top to bottom
- Four preferences:
 - Text only
 - Text & graphics
 - Graphics only
 - Nonvisual

Category 1: Read Aloud (TTS)



Category 1: Read Aloud (TTS)

Deb is learning about shapes. ←

BACK ↩

EXIT
DOES
NOT
SAVE

PAUSE

NEXT ⏩

Category 2: Supports Requiring Additional Tools/Materials

Accessibility Feature	Supports Requiring Additional Tools/Materials
Category 2	
Uncontracted Braille	X
Single-switch system/PNP enabled	X
Two-switch system	X
Administration via iPad	X
Adaptive equipment used by student	X
Individualized Manipulatives	X

Category 3: Supports Provided Outside the DLM System

Accessibility Feature	Supports Provided Outside the DLM System
Category 3	
Human Read Aloud	X
Sign interpretation of text	X
Language translation of text	X
Test administrator enter responses for student	X
Partner-Assisted Scanning (PAS)	X

Timing and Setting in the DLM System

- No timed assessments
- Students may take as many breaks as needed
- The system can sit inactive for up to 28 minutes before automatically logging out

Step 3: Discuss and Select Appropriate Accessibility Features

- When possible, educators should choose supports that are consistent with the student's IEP
- Be cautious about selecting a large amount of tools the student is unfamiliar with

Considerations for Discussion and Selection of Accessibility Supports

1. What are the student's strengths and needs?
2. How learning needs impact achievement of the EEs?
3. What tasks are independently difficult?
4. What supports help the student with these difficulties?
5. What instructional strategies work best?
6. What accessibility supports are regularly used?

Considerations for Discussion and Selection of Accessibility Supports

7. What supports does the student prefer?
8. What were the results when supports were used?
9. Has the student had any difficulties with these supports?
10. What will increase the student's access to the assessment?
11. Are there effective combinations of supports?

Step 4: Enter Data Into the DLM System

- Educator fills out the PNP in Educator Portal

Step 5: Prepare for the Assessment

- Test administrators need the following when beginning an assessment:
 - Computer with KITE program loaded
 - Student username and password
 - Prescribed materials needed to test (some substitutions are allowed)

Step 5: Prepare for the Assessment

- In addition to these required items, educators may need the following:
 - Assistive devices appropriate to student (e.g., switch)
 - Additional manipulatives familiar to the student to be used during the assessment (e.g. unit cubes)
 - Concentration aides used by student (e.g., stress ball)

Step 6: Evaluate the Accessibility Features Used

1. What accessibility features were used?
2. What were the results when accessibility features were used?
3. What is the student's perception of how they worked?
4. What combinations were effective?

Step 6: Evaluate the Accessibility Features Used

5. What were the difficulties encountered?
6. What are the perceptions of educators about how the features worked?
7. Are the students receiving the accessibility features documented in the IEP?
8. Should the student continue the use of the accessibility features?



DYNAMIC
LEARNING MAPS

<http://dynamiclearningmaps.org>

How the Assessment System Works

Required Training
Module 4

Learning Objectives

1. Assessment system design
 - Content
 - Test design
 - Testing windows & testlet delivery
2. Test results

ASSESSMENT SYSTEM DESIGN



Content of the Assessment

- Grades 3-8 and high school
 - English Language Arts (ELA)
 - Mathematics
- Blueprints:
 - Consortium approved a subset of Essential Elements
 - Consortium set minimum requirements for breadth of coverage

ELA Content Coverage Example

3rd grade:

- At least **three** EEs in C1.1 including RL and RI (8 available)
- At least **two** EEs in C1.2 from different strands (5 available)
- At least **one** EE in C1.3 (2 available)
- All students take **one** writing assessment (1 available)

Math Content Coverage Example

3rd grade:

- At least **two** EEs from two conceptual areas in claim 1 (4 available)
- **One** EE in claim 2 (1 available)
- At least **two** EEs in claim 3 (3 available)
- At least **one** EE in claim 4 (3 available)

Recording Content Choices

- Teachers create instructional plans in the Instructional Tools Interface (ITI) in Educator Portal
- Confirm assignment and once ready to test
- System delivers a testlet and testlet information

Instructional Tools



K·I·T·E™
EDUCATOR PORTAL

Home

Test Management

Reports

Professional Development

Configuration

Site Map

[◀back](#)

Add New Instructional Plan: Select Content

Select content from the Content Framework and choose Next.

Student Roster

Select Content

Levels

Assignment

Confirmation

[Back](#)

[Next](#)

SELECTED STUDENT: STUDENT NAME AND GRADE LEVEL

Content Area:

Claims:

Conceptual Area:

Essential Elements:

Choose Linkage Level

- System makes recommendation
- Teacher can accept or override
- Review linkage level descriptors to find best match for the student

Instructional Tools



Home

Test Management

Reports

Professional Development

Configuration

Site Map

[back](#)

Add New Instructional Plan: View Assignment

View the instructional plan associated to your student.

Student Roster

Select Content

Levels

Assignment

Confirmation

[Back](#)

SELECTED STUDENT: STUDENT NAME AND GRADE LEVEL

The instructional plan is **DLM ITI Distal ELA Gr 5**

ESSENTIAL ELEMENT: ELA.EE.RL.5.1 - IDENTIFY WORDS IN THE TEXT TO ANSWER A QUESTION A

[Save Assignment](#)

[Complete Assignment](#)

Choose the Complete Assignment button prior to instruction. You may later assign a test by navigating to to the main Instructional Tools page and viewing the student's history.

Test Design

Instructionally Embedded

- One testlet per EE chosen in ITI
 - Teacher chose linkage level
- Each testlet assigned separately
- Test administrator schedules sessions within testing windows

Spring (End of Year)

- 5 testlets per subject
 - System chooses EEs from within original set of teacher choices
 - System chooses linkage levels
- Each testlet assigned separately
- Test administrator schedules sessions within window

What a testlet looks like

- Reading and math
 - Each testlet aligns to a single EE
 - 3-5 items per testlet
 - Engagement activity
 - ELA: Built around a grade level appropriate text; first read is engagement activity
 - Engagement activity sparks prior knowledge
- Writing
 - Structured activity with several steps
 - Single testlet measuring multiple EEs

TESTING WINDOWS & TEST DELIVERY



DYNAMIC
LEARNING MAPS

Instructionally Embedded Windows

- Begins in November 2014
 - Multiple windows
- Combination of operational and field test content in 2014-15

Instructionally Embedded Windows

Steps:

1. Return to ITI and confirm content choices
2. Retrieve testlet information
3. Administer testlet

Spring Window

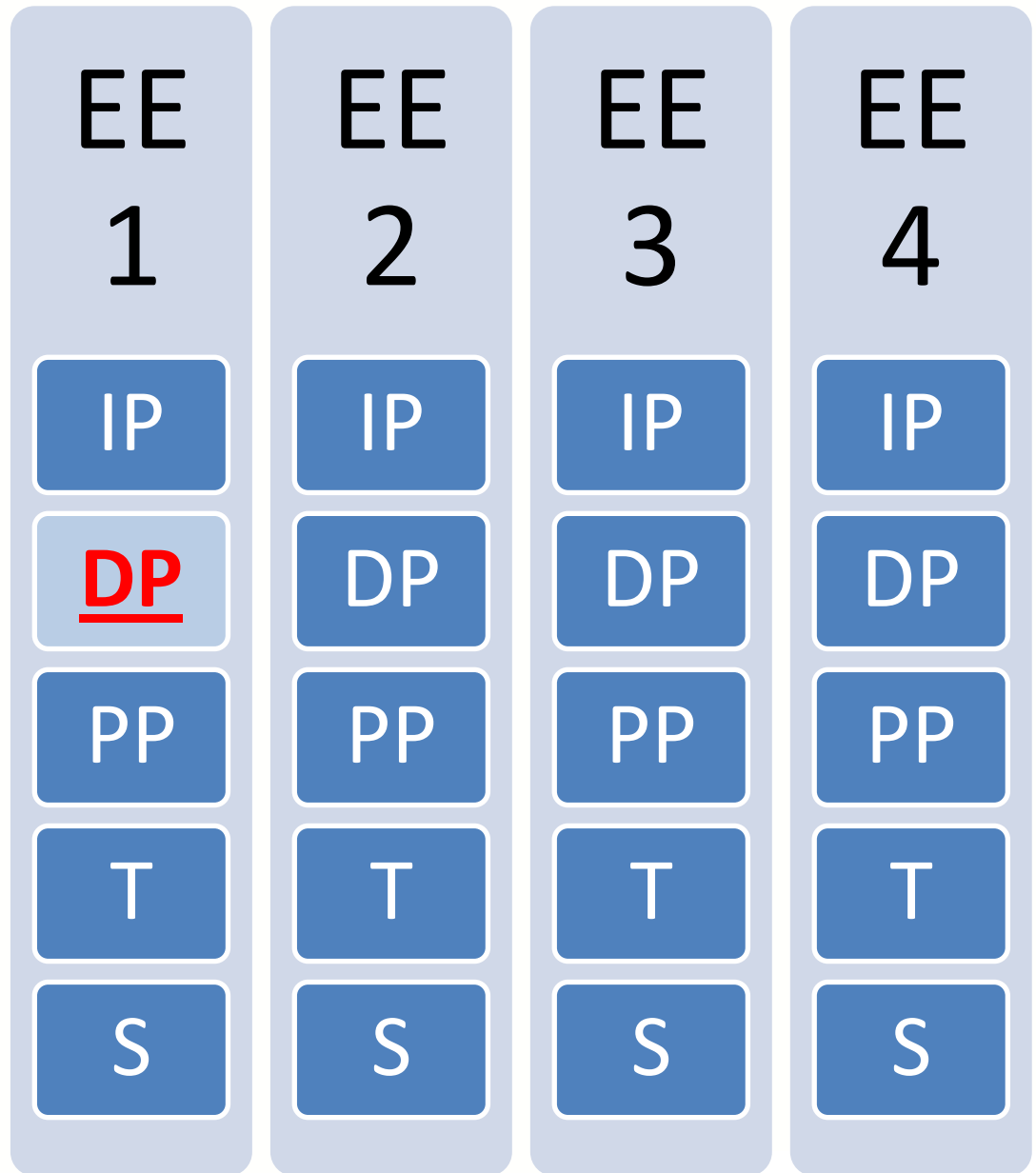
- Purpose: to update and validate information about student performance
- States choose window within the consortium window
- 5 testlets per subject
 - Subset of teacher's choices from blueprint
 - System chooses linkage levels

Testlet Delivery

System has testlets available at all 5 linkage levels for every EE

Students take one testlet from one level for each EE

System determines which level to deliver to the student



Testlet Delivery

EE 1

IP

DP

PP

T

S

EE 2

IP

DP

PP

T

S

EE 3

IP

DP

PP

T

S

EE 4

IP

DP

PP

T

S

Testlet Delivery

EE 1

IP

DP

PP

T

S

EE 2

IP

DP

PP

T

S

EE 3

IP

DP

PP

T

S

EE 4

IP

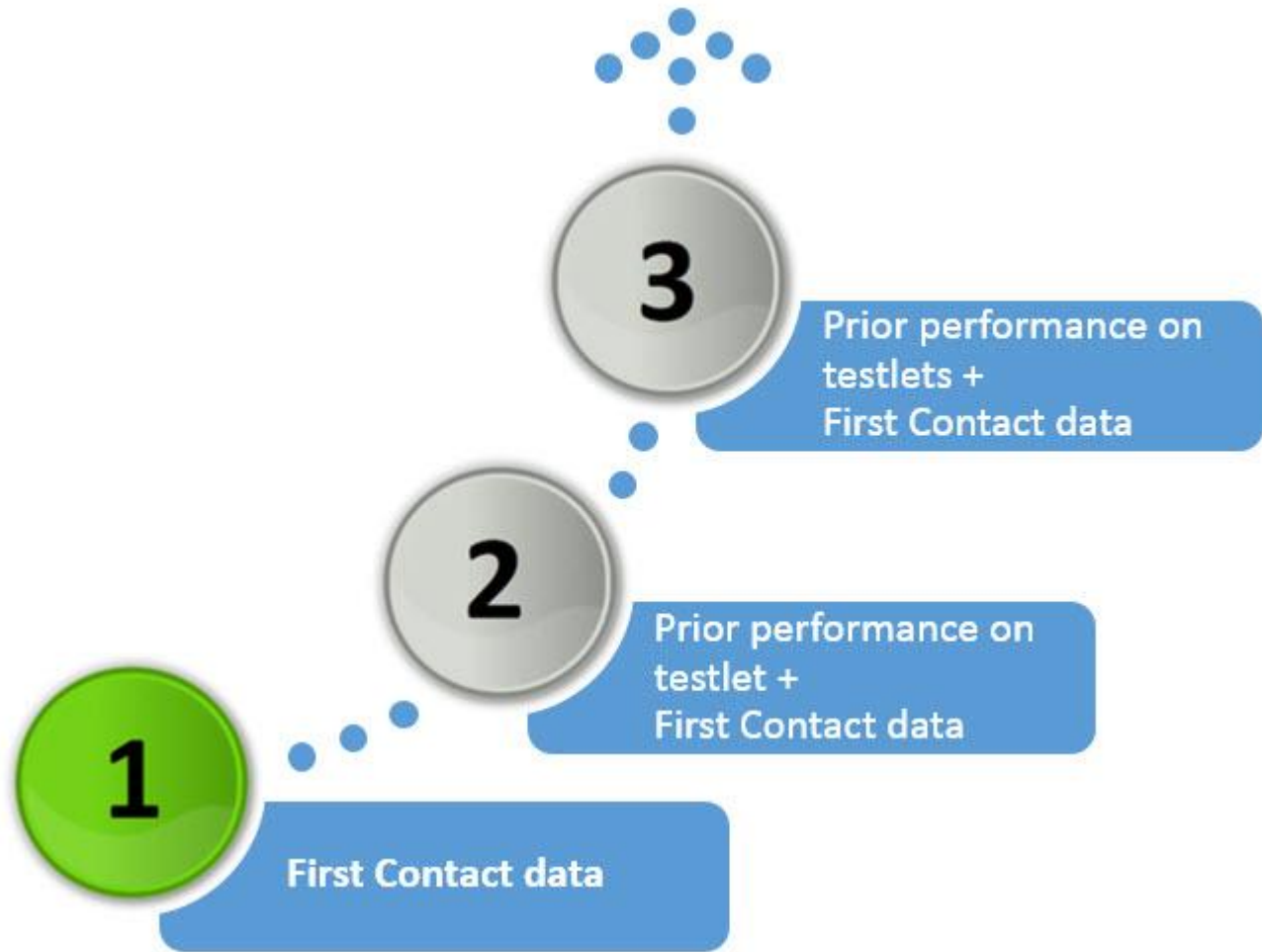
DP

PP

T

S

Testlet Recommendations & Assignments



ASSESSMENT RESULTS



DYNAMIC
LEARNING MAPS

Results

- Will be based on mastery of EEs and linkage levels assessed
- From assessments given all year
 - Newer information updates older information

Score Reports

- Will be provided at individual student level
- Will include multiple levels of information
 - Essential Element mastery
 - Conceptual area summary
 - Overall performance



DYNAMIC
LEARNING MAPS

<http://dynamiclearningmaps.org>

