Accessibility for All Students

Required Training

Module 3

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DYNAMIC LEARNING MAPS

Learning Objectives

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

ACCESSIBILITY BY DESIGN

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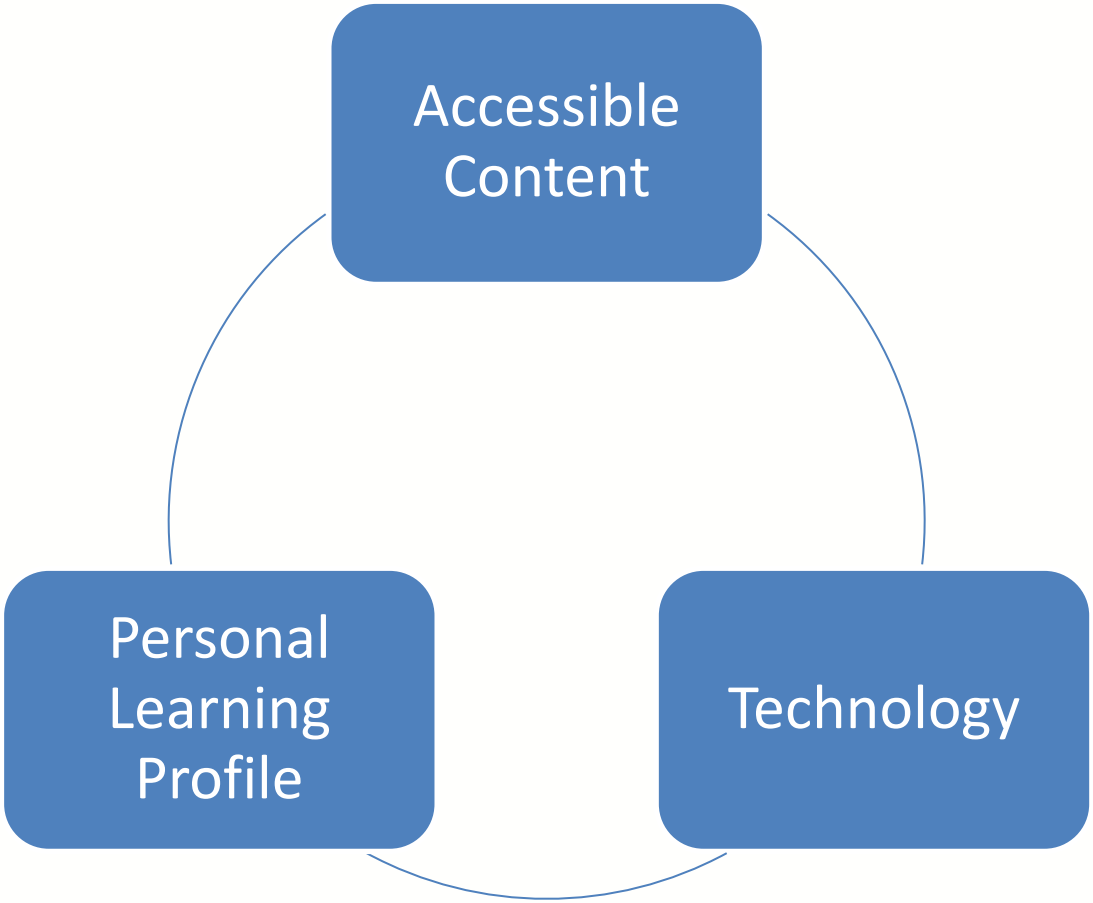
DYNAMIC LEARNING MAPS

Accessibility



Accessible Content

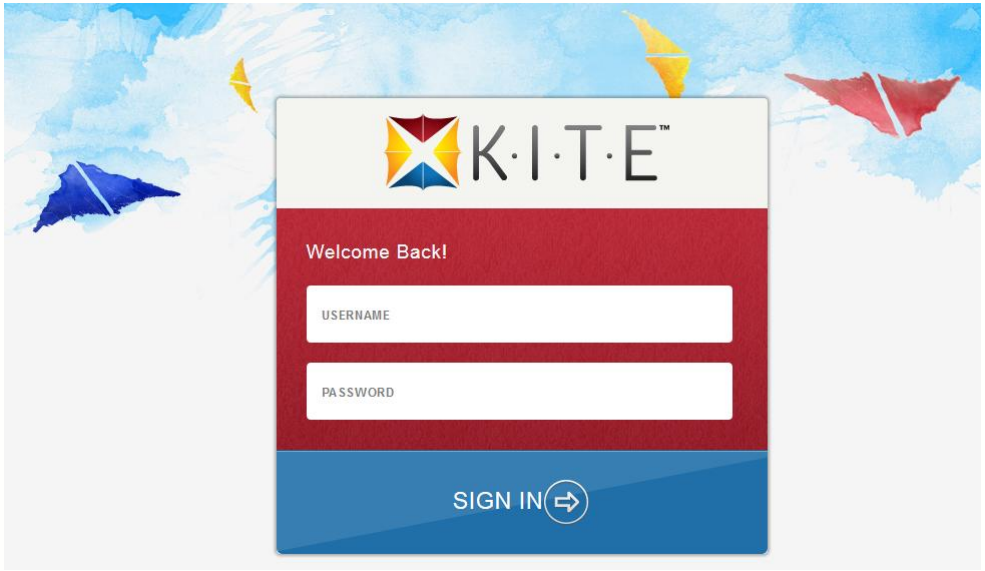
- Testlet levels
- Vocabulary
- Multiple and alternate pathways
- Items tagged
- Item writing guidelines

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

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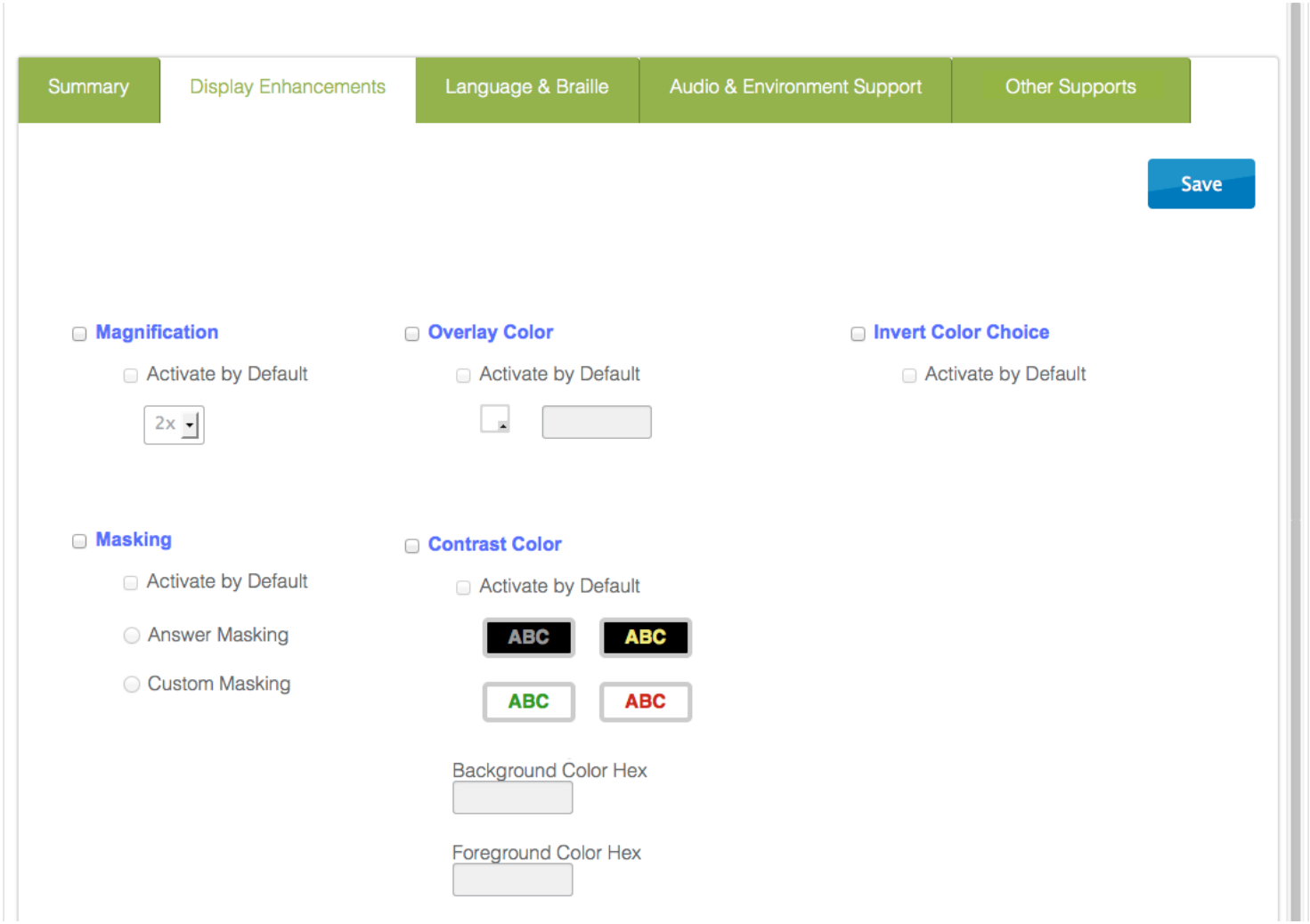
DYNAMIC LEARNING MAPS

Personal Needs and Preferences



SIX STEPS TO CUSTOMIZE DLM ACCESSIBILITY FEATURES FOR STUDENTS

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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

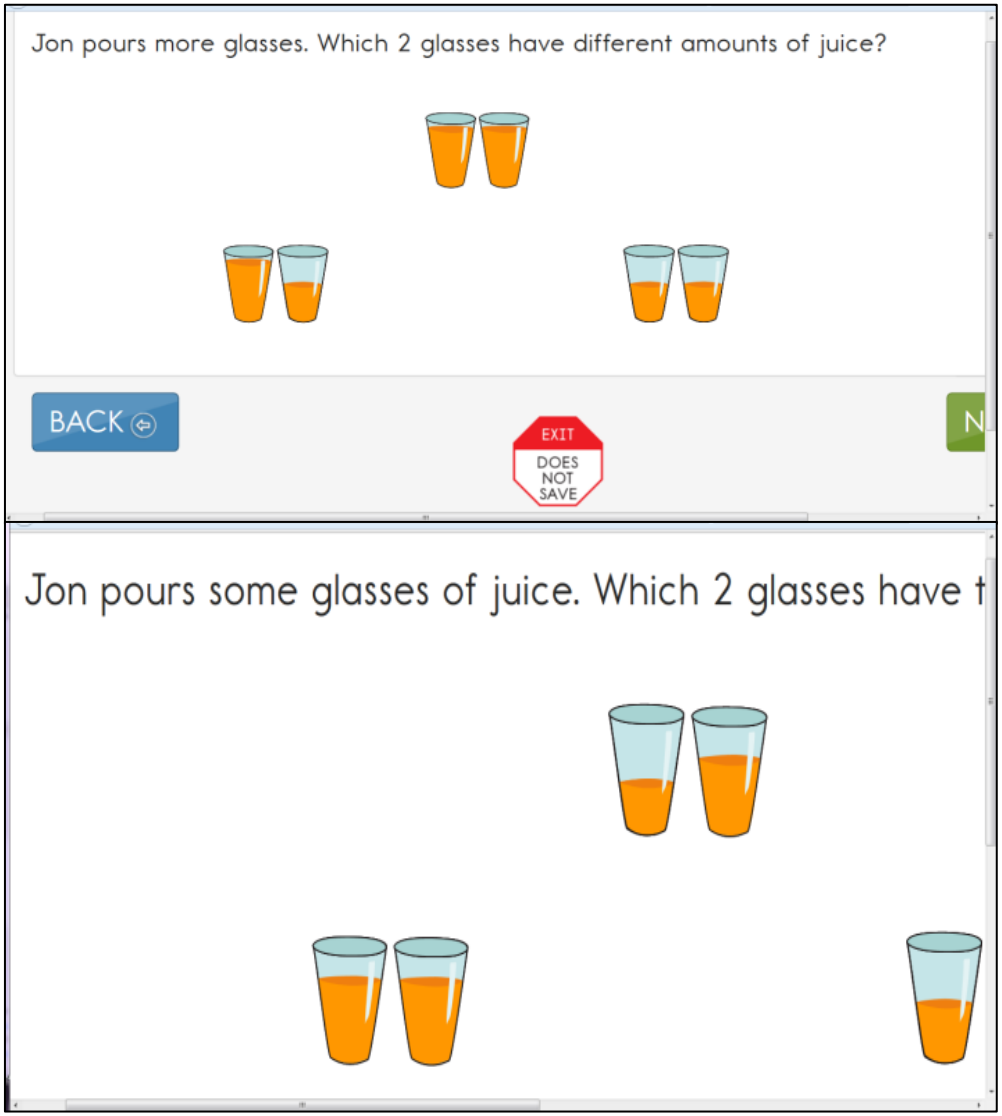
Accessibility Features: Who Decides?

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

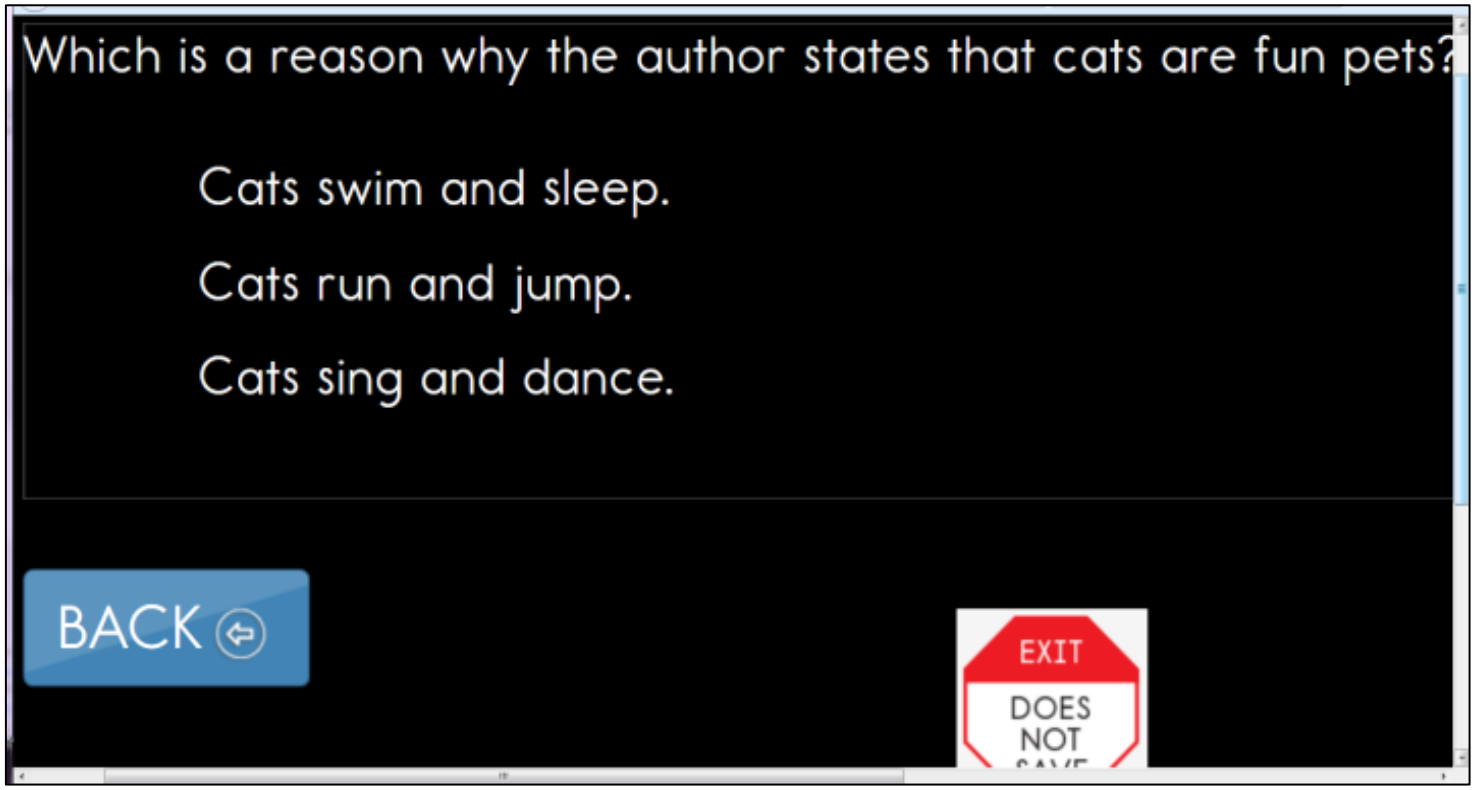
Category 1: Supports Provided Within DLM via the PNP

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

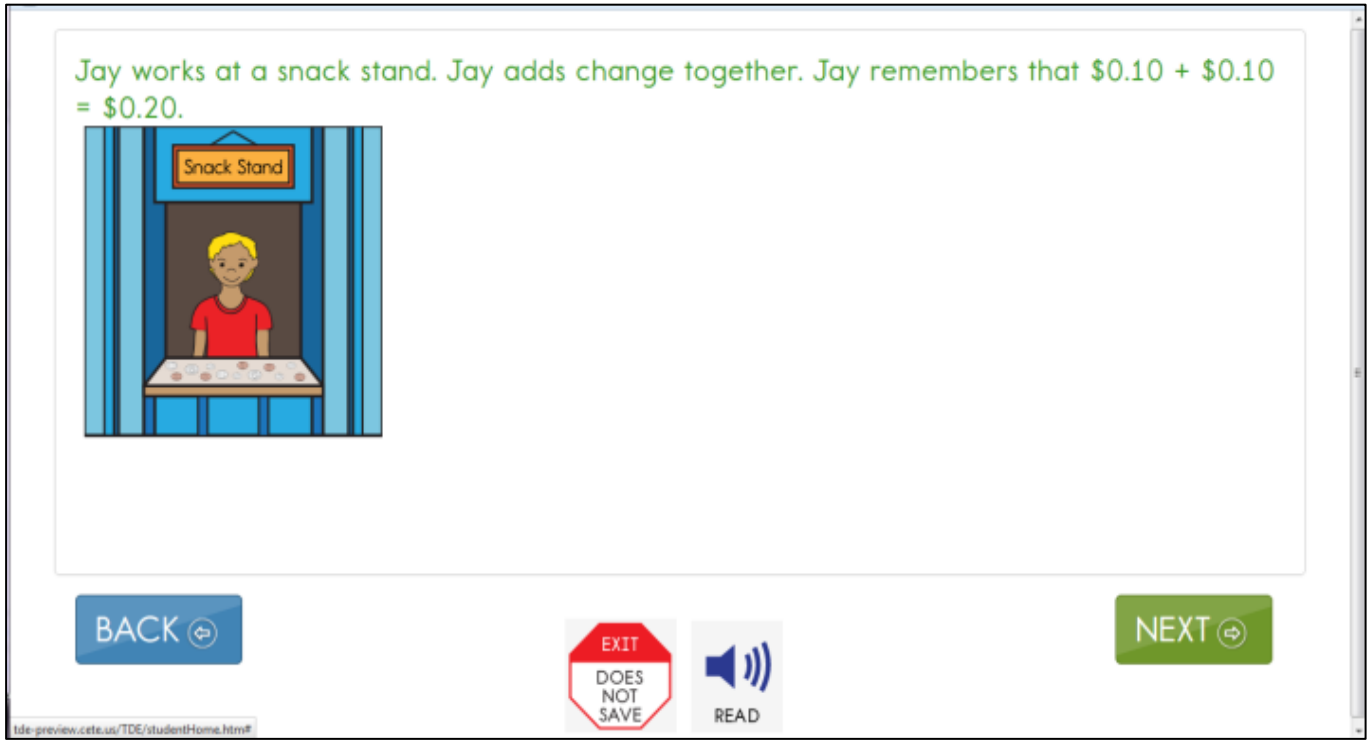
Category 1: Magnification



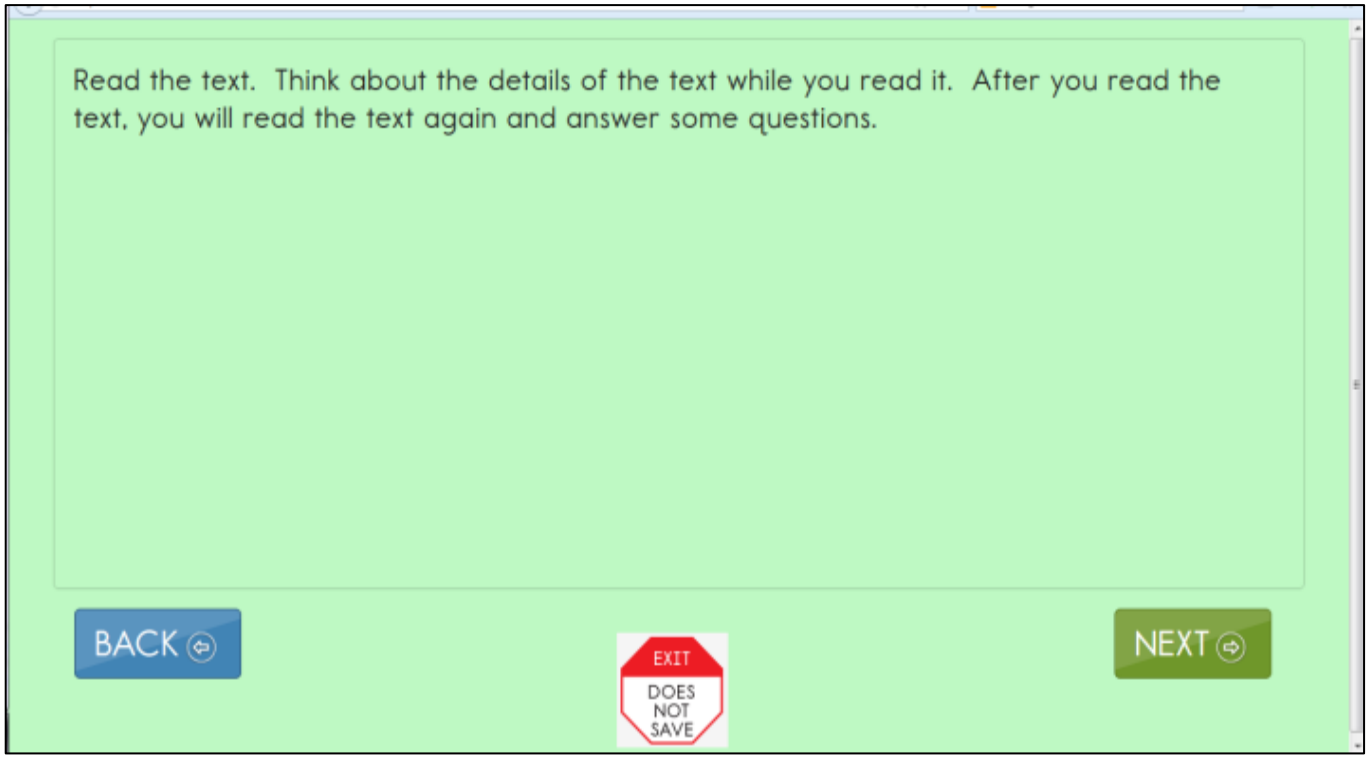
Category 1: Invert Color Choice



Category 1: Color Contrast



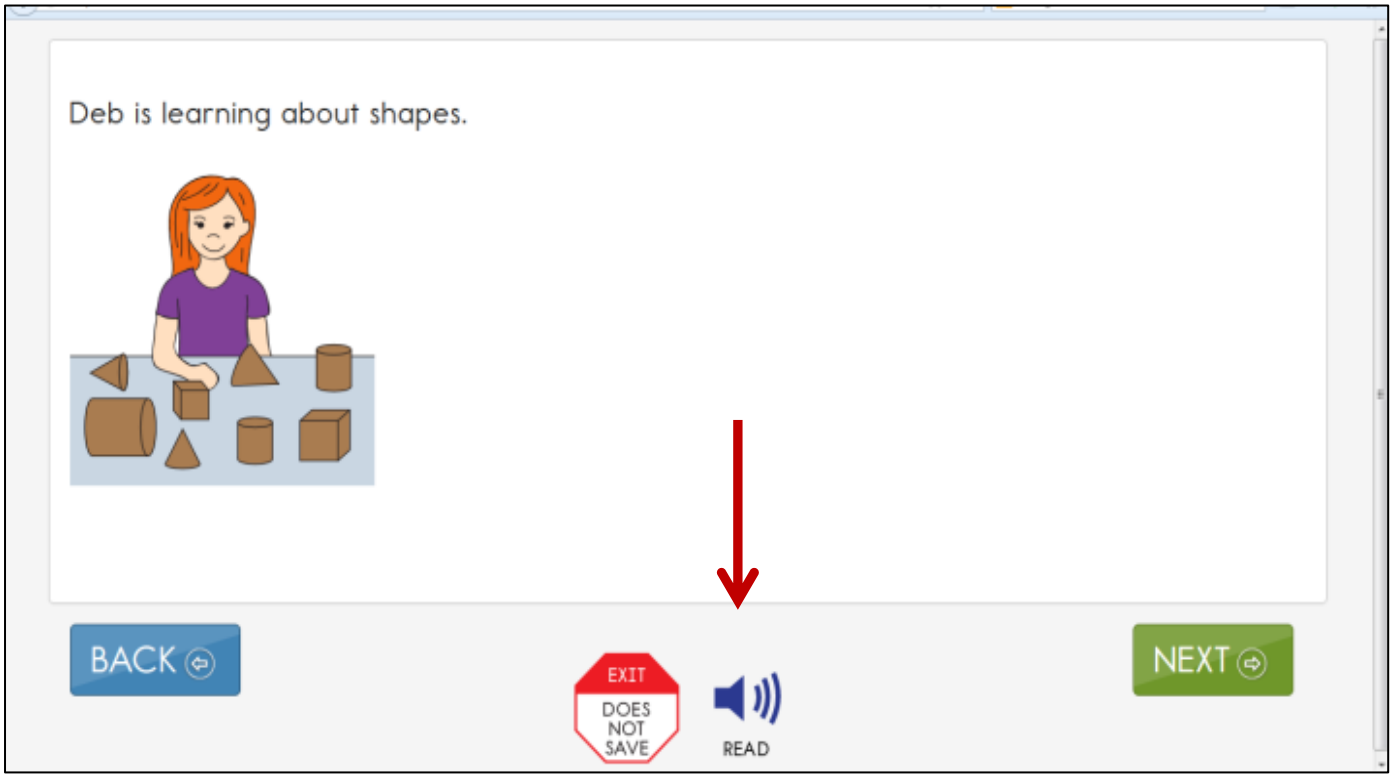
Category 1: Overlay Color



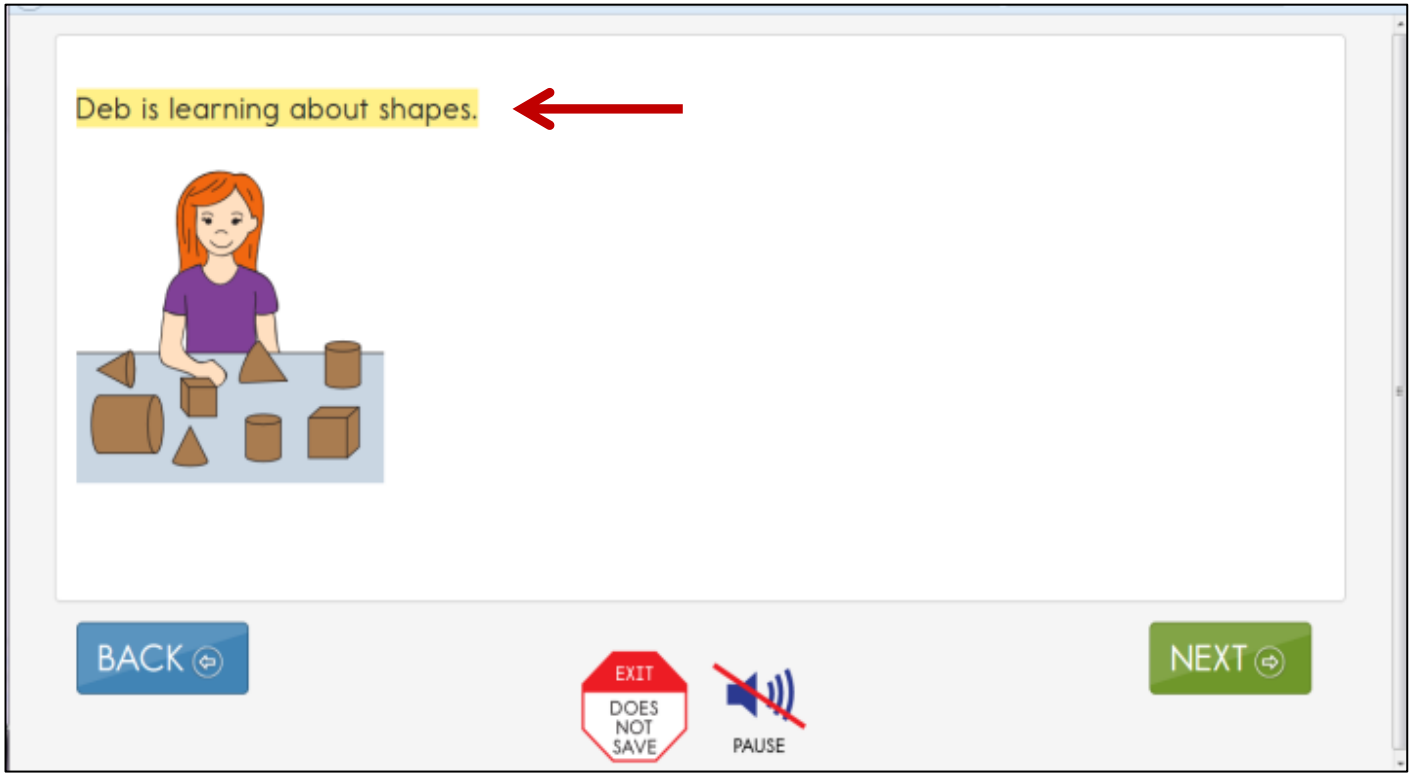
Category 1: Read Aloud (TTS)

- 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)



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?

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How the Assessment System Works

Required Training

Module 4

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Learning Objectives

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

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DYNAMIC LEARNING MAPS

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)

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Math Content Coverage Example

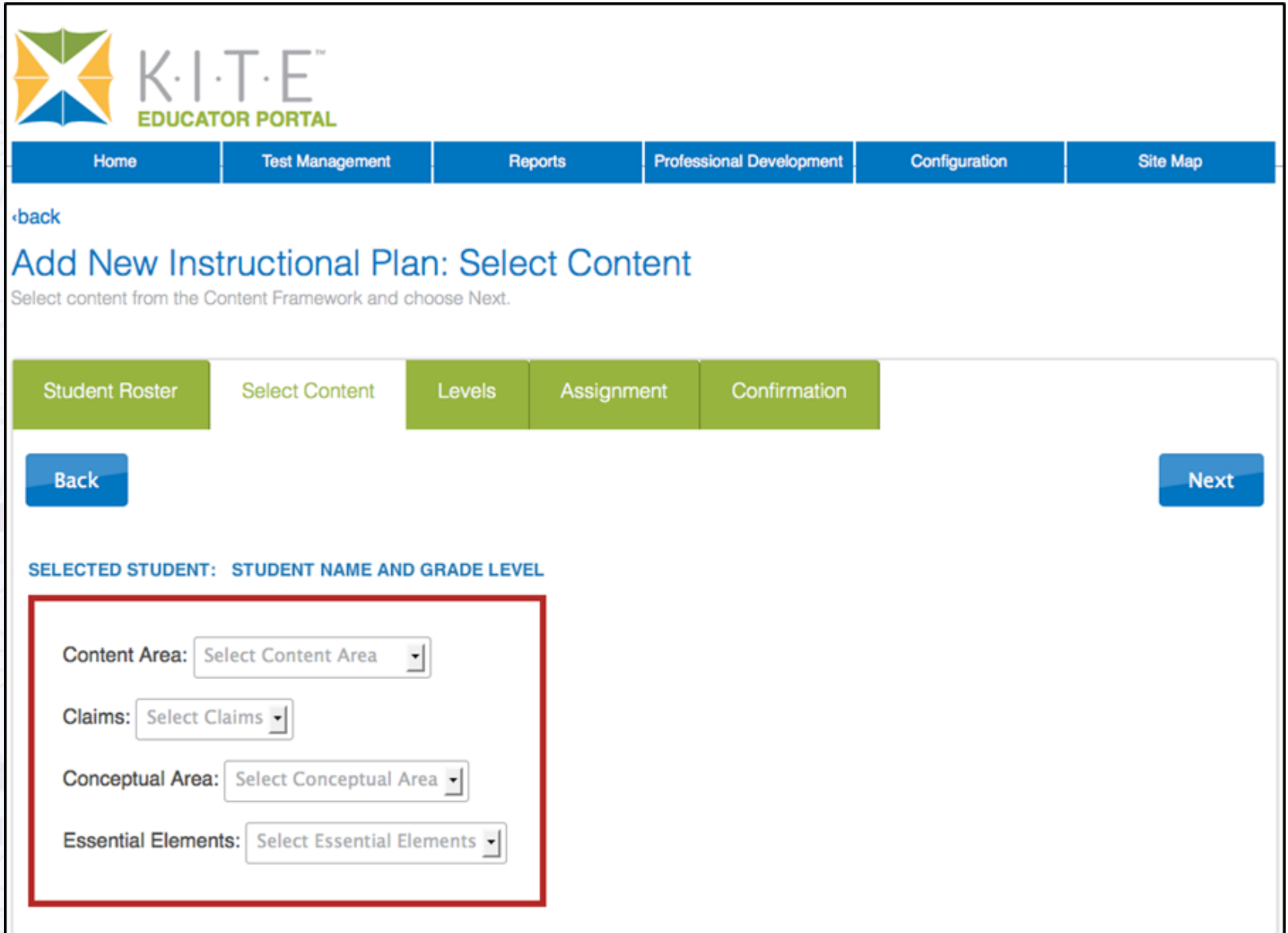
3rd grade:

- 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

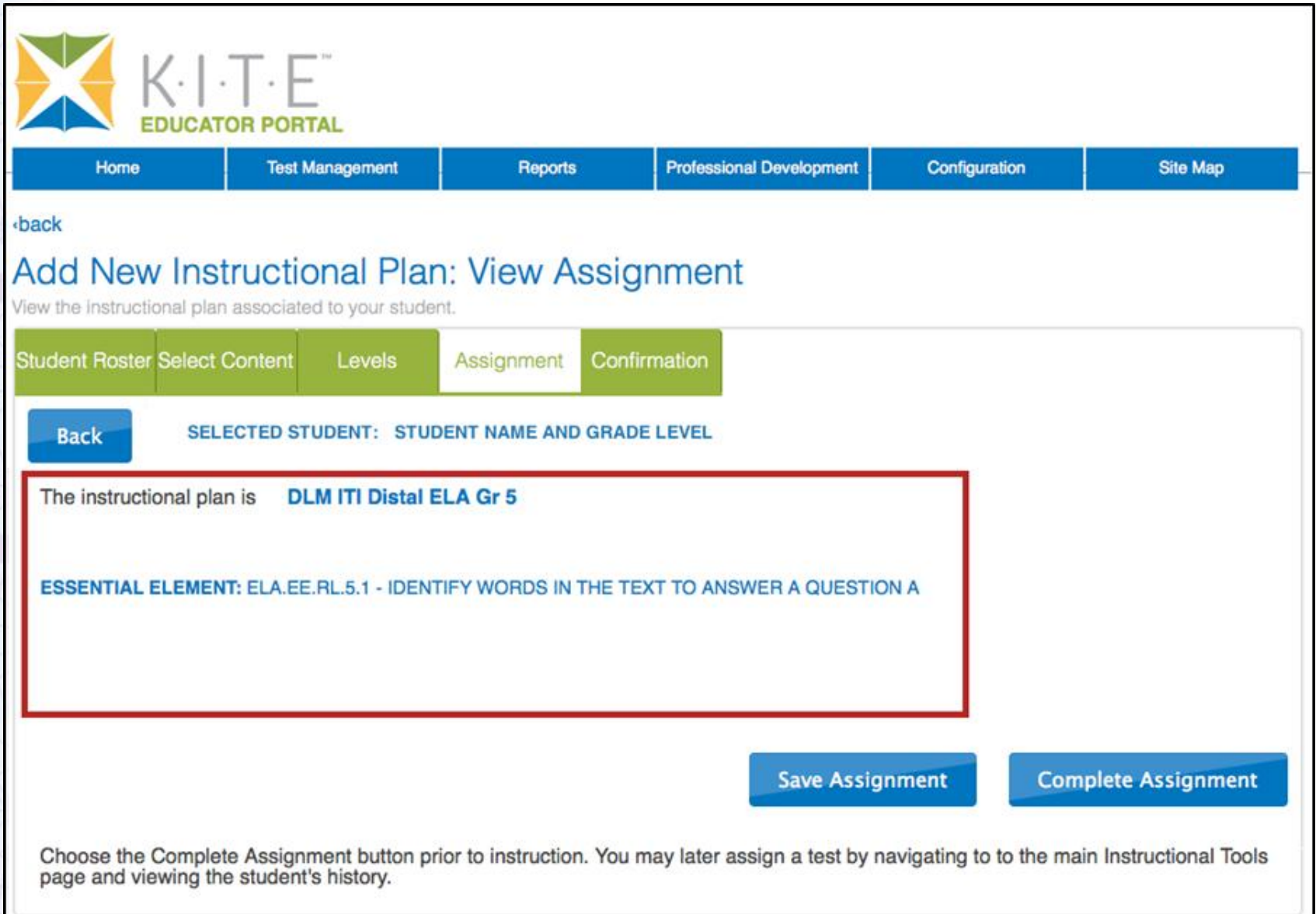
Instructional Tools



Choose Linkage Level

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

Instructional Tools



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

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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

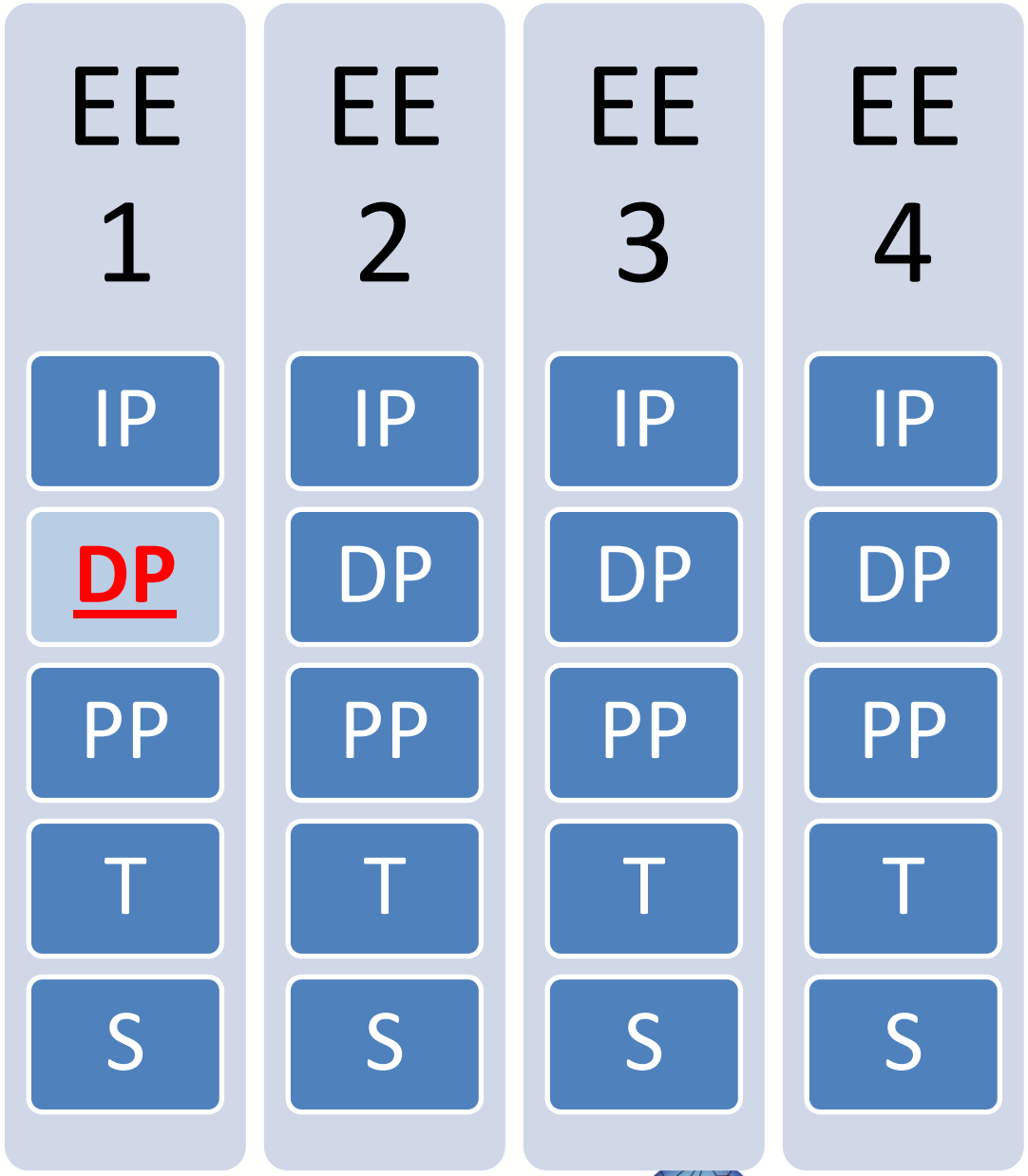
- Purpose: to update and validate information about student performance
- States choose window within the consortium window
- 5 testlets per subject
  - Subset of teacher's choices from blueprint
  - System chooses linkage levels

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



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Testlet Delivery

EE 1	EE 2	EE 3	EE 4
IP	IP	IP	IP
DP	**DP**	DP	DP
PP	PP	PP	PP
T	T	T	T
S	S	S	S

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Testlet Delivery

EE 1	EE 2	EE 3	EE 4
IP	IP	IP	IP
DP	DP	DP	DP
PP	**PP**	**PP**	PP
T	T	T	T
S	S	S	S

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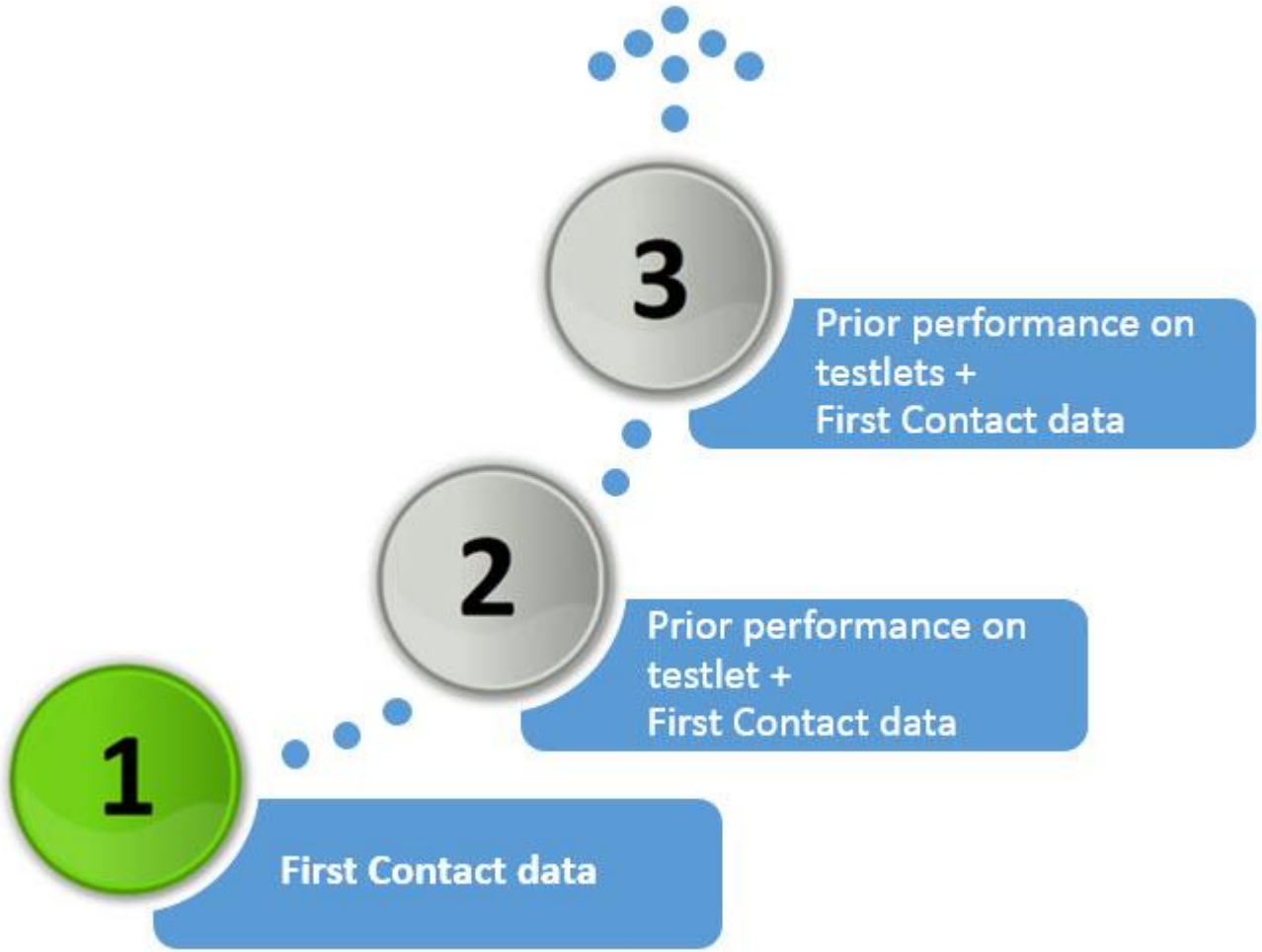
Testlet Recommendations & Assignments



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DYNAMIC LEARNING MAPS

ASSESSMENT RESULTS

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

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