

# MODULE 4: UNIVERSAL DESIGNS FOR LEARNING

Academy 3: Implications of UDL for Assessment  
and Progress Monitoring



Great Urban Schools: Learning Together Builds Strong Communities



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Office of Special Education Programs

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Academy 3: Implications of UDL for Assessment and Progress Monitoring

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## National Institute for Urban School Improvement

The National Institute for Urban School Improvement (NIUSI) is funded by the Office of Special Education Programs at the U.S. Department of Education. The mission of NIUSI is to support the building of capacity in urban schools and school districts so that students with disabilities are engaged in high quality curriculum and learning experiences that improve their ability to succeed in school and in post-school opportunities. NIUSI works to develop powerful networks of urban local education agencies and schools that embrace and implement a data-based, continuous improvement approach for inclusive practices. Embedded within this approach is a commitment to evidence-based practice in early intervention, universal design, literacy, and positive behavior supports.

Part of NIUSI's work is to link existing general education reform networks with special education networks and synthesize existing research into products that are made accessible in both print and electronic versions. These offerings support professionals, families, researchers, advocacy organizations, and others involved in the work to create culturally responsive, inclusive school communities.

### *NIUSI Goals*

One of the main goals of NIUSI is to work collaboratively with educators in its partner districts in the area of professional development. This work is grounded in the beliefs that professional development must:

- address specific needs of states, districts, schools and communities with a focus on helping students achieve learning and performance goals;
- be a collaborative endeavor in which teachers, administrators, families and students are involved in the design, planning, and implementation; and
- rely upon content and processes that are research-based and proven in practice; and
- be school-based, job-embedded, and continuously evaluated and adjusted to ensure effectiveness in meeting school and student learning goals.

Module: Universal Designs for Learning

Academy 1: Becoming Familiar with Universal Designs for Learning (2008)

Academy 2: Building UDL into Curriculum and Instruction (2008)

Academy 3: Implications of UDL for Assessment and Progress Monitoring (2008)



We strive to produce the most reliable and current academies possible. Therefore, our academies are updated regularly based on facilitator and participant feedback, on subject-matter expert input, and on up-to-date research. You will find the version of this academy on the Table of Contents page. Please check our web site regularly to find new versions and addenda to this academy.

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## What are Leadership Academies?

A strategy through which NIUSI helps educators develop leadership skills for school change is through the Leadership Academy model of professional development. In collaboration with schools and local universities, NIUSI creates these Leadership Academies for pre-service and in-service activities. The approach includes careful consideration of the content for professional development, application of adult learning principles, and selection of teams from schools and districts that can support their team members' learning and practice. In this way, professional development can build on converged needs, create a sense of common purpose, and extend the creativity and skill of practitioners. Specifically, NIUSI works with urban school districts to build information systems that assist leadership teams to focus on goals for instructional, curricular, and cultural improvement and for empowering action research agendas among school professionals.

All academies are based on the National Institute's assumptions that great schools:

- Use the valuable knowledge and experience that children and their families bring to school learning.
- Expand students' life opportunities, available choices, and community contributions.
- Construct education for social justice, access, and equity.
- Build on the extraordinary resources that urban communities provide for life-long learning.
- Need individuals, family, organizations, and communities to work together to create future generations of possibility.
- Practice scholarship by creating partnerships for action-based research and inquiry.
- Shape their practice based on evidence of what results in successful learning of each student.
- Foster relationships based on care, respect, and responsibility.
- Produce high achieving students.
- Understand that people learn in different ways throughout their lives; great schools
- respond with learning opportunities that work.

### *Professional Learning Modules*

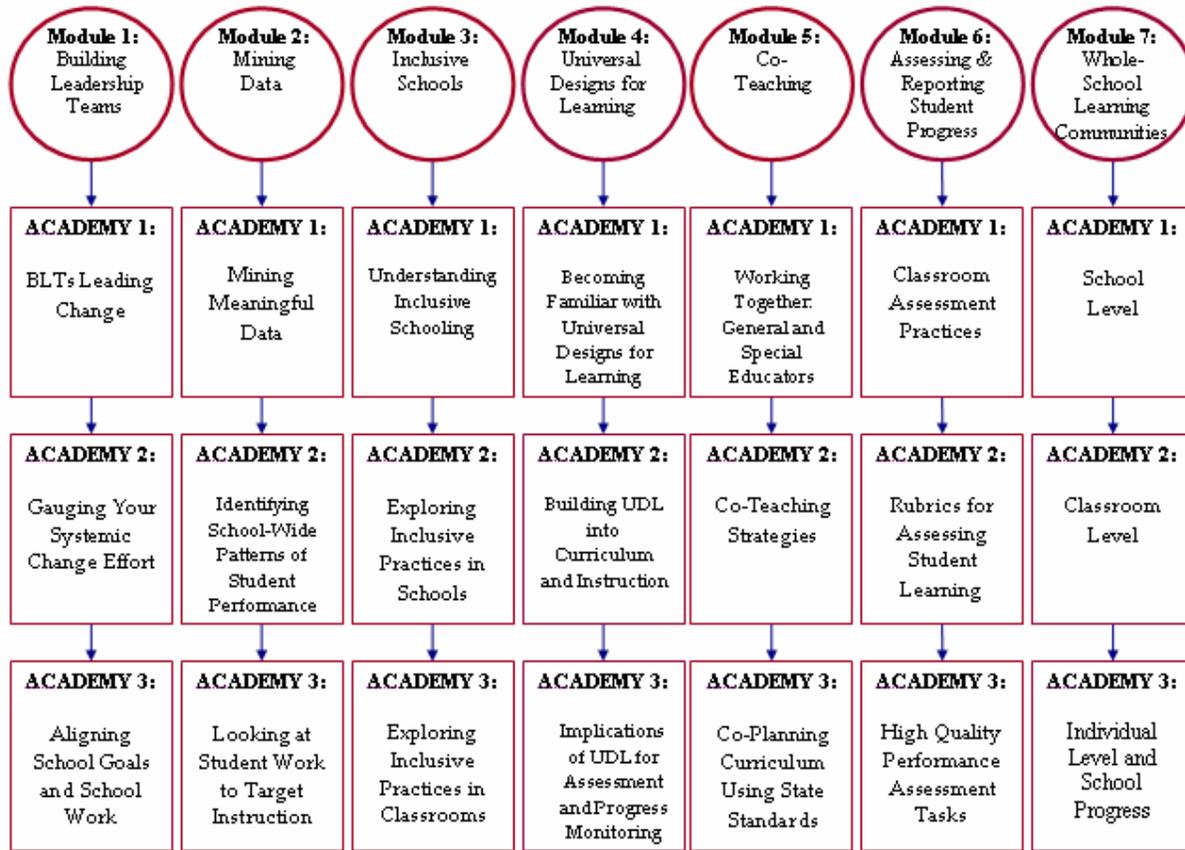
Systemic school change is a complex and difficult task. The challenge is great, but educators throughout our nation and other nations are actively engaging the opportunity to transform education and how we go about the work of teaching and learning in our schools. This module is one of many developed by NIUSI for the networks of schools engaging their faculty, staff, families, students, and community members in ongoing renewal and systemic change.

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Every module is designed around a particular aspect of school-wide improvement with academies that build knowledge, skills, and practices. The intent is simple: Build a common vision, vocabulary, and skill-set around essential elements of school improvement. The best way to implement this module is to bring together building leadership teams from a cluster of schools so that teams can learn from one another and create a practice community that can support innovation. The academies should be offered in sequence, spaced four weeks apart so that some application can occur between sessions, and that there is a plan for coaching on-site between academies.

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## NIUSI Modules



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### *Facilitator Note*



Each Facilitator Manual provides detailed information about every aspect of an academy from the academy outcomes through the academy content and, finally, evaluations. In most cases, you will follow the same process when presenting every academy: (1) Introduction to NIUSI Academies; (2) Academy Overview; (3) Academy Session; (4) Self-evaluation; and (5) Academy Evaluation.

Please make sure that you prepare for each academy by reviewing all the materials: Facilitator Manual, lecturette presentation, lesson plans, activity handouts, and participant materials.

If you have questions or comments about this or any other academy, please contact NIUSI. We welcome your questions, suggestions, and feedback.



## Tips for Facilitating Leadership Academies

Before delving into the academy, please read through the following tips that can help your participants get comfortable and maintain their focus on learning and growing. We hope that you enjoy facilitating these learning opportunities as much as we have.

### *TIPS FOR GETTING STARTED.*

Introduce the academy facilitators, and provide an overview of the National Institute for Urban School Improvement and the school or district that is sponsoring the academy. Talk a bit about what a Leadership Academy is, its structure and how it is designed and what the topic and objectives of this academy are. Explain the roles the facilitators will play and go over the agenda.



Have participants introduce themselves and briefly tell what they'd like to learn or take away with them at the end of the academy, focusing on what would be useful to them in their practice. This should take no longer than 15 minutes. You are provided with a PowerPoint to lead this introduction.

### *TIPS FOR MOVING THINGS ALONG.*

Included in the academy is a time schedule – stick to it! Try to begin and end on time, and keep the activities timed as closely as possible to the schedule. Encourage quick transitions between activities and instead of scheduling multiple breaks, invite people to get up to stretch, get a drink or use the bathroom as they need to. Remind participants how much time they'll have to work on each activity and use the provided time cards to warn participants of the time remaining during each activity.



During discussions, try not to let one person dominate the conversation or go off on tangents that are narrowly focused on their own experiences. To “cut people off” politely, ask others what they think or ask a questions to get the discussion moving in a different direction.

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### *TIPS FOR MANAGING ACTIVITIES.*

Before beginning an activity, briefly review the activity with the group and discuss its purpose. Read through the tasks and look over supporting materials. Ask if there are any questions. Have each group select a person who will take notes and report to the larger group the outcomes of their discussion or work.



While the participants are working in their small groups, circulate from group to group to make sure they are on task and to answer any questions. Be available if a group gets stuck, but don't interfere in the group process unless they need assistance.

### *TIPS FOR LECTURETTES.*

Practice timing yourself so you don't run over the allotted lecturette period. Plan on providing a variety of examples around preschool, elementary, middle, and high school settings.



### *TIPS FOR DEBRIEFING ACTIVITIES EFFICIENTLY.*

Decide how to get the information from the groups. There are a number of strategies you might use. For example, you might have each group write their list of ideas and results during their activities on chart paper to display on the wall or a stand. A second strategy might be to have groups report one item from their list, rotating around the room until no one has anything new to offer. Whatever strategy you decide to use, you should set a time limit on the reporting and encourage people to try not to be redundant.



### *TIPS FOR PARTICIPANT QUESTIONS.*

Provide participants with paper for note-taking. Urge them to save their questions for the Q and A period at the end of each lecturette so the academy does not run over the allotted time.

### *TIPS FOR LEAVE-TAKING.*

To wrap things up, ask people to take a minute to think about what they learned during the academy. Ask the participants to complete the self-assessment and academy evaluation. Then ask them to share their thoughts and any last words. Use the overhead or chart paper to record what they say as a way to highlight new learning and congratulate the group on their hard work. If this is the first academy in a module, with more academies scheduled to follow, you may ask participants to do homework, either for reinforcement of their learning or as preparation for future learning.



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## Leadership Academy Outcomes



The goal of all Leadership Academies is to create a network of skilled and knowledgeable teacher leaders, administrators, and family members who will serve as effective agents of change. The participants are predominantly teams of educational professionals from schools and districts who are organized to advance the knowledge and practice related to systems change and school improvement. The Leadership Academy creates a forum for open discussion and learning to help school and community members think more broadly and systemically about school improvement.

The following are the Leadership Academies in this module:

### *Academy 1: Becoming Familiar with Universal Designs for Learning*

The purpose of this academy is for participants to familiarize with the basic principles of Universal Design and Universal Designs for Learning. Emphasis will be made on the paradigm shift behind the philosophy of both approaches: instead of providing solutions for deficits, and make adaptations to provide accessibility, Universal Design considers accessibility for all users and students at the initial stages of planning design and curriculum. As a result of the activities and information shared at this Leadership Academy, module participants will:

- Reflect on the differences between Universal Design and Assistive Technology.
- Identify the origin and foundations of Universal Designs for Learning.
- Apply the foundations of Universal Designs for Learning to educational contexts.

### *Academy 2: Building UDL into Curriculum and Instruction*

The purpose of this academy is to provide participants with tools to design instruction based on an UDL approach. Examples are presented in different content areas, and UDL applications for an inclusive social learning environment are described.

As a result of the activities and information shared at this Leadership Academy, module participants will:

- Identify applications of UDL in different content areas.
- Be able to design a classroom learning environment based on an UDL approach.

### *Academy 3: Implications of UDL for Assessment and Progress Monitoring*

The purpose of this academy is to provide participants with examples of application and opportunities to apply UDL approaches to assessing students' ongoing progress, adjusting curriculum and instruction, and addressing legislation that impacts how and what curriculum and assessment is utilized in schools.

As a result of the activities and information shared at this Leadership Academy, module participants will:

- Identify applications of a UDL approach to assess students' progress in the classroom.
- Reflect on aspects derived from a UDL approach to address legislation.

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Academy 3: Implications of UDL for Assessment  
and Progress Monitoring

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## Academy Abstract:

The purpose of this academy is to provide participants with examples of application and opportunities to apply UDL approaches to assessing students' ongoing progress, adjusting curriculum and instruction, and addressing legislation that impacts how and what curriculum and assessment is utilized in schools.

## Academy Outcomes:



As a result of the activities and information shared at this UDL Academy, module participants will:

- Identify applications of a UDL approach to assess students' progress in the classroom.
- Reflect on aspects derived from a UDL approach to address legislation.



## Academy Agenda:

Review the agenda, noting the structure of the academy (lecture, activities, question-answer period, break time, assessment), and process for answering participant questions.

Introductions, Greetings, & Warm-Up	15 min
Activity 1: Progress Monitoring	30 min
Lecturette 1: Culturally Responsive Progress Monitoring: Universally Designed Classroom Assessment	20 min
Activity 2: Developing a Rubric for a Narrative as Evidence of Learning	30 min
Break	10 min
Lecturette 2: Educational Mandates & Universally Designed Large Scale Assessments	15 min
Activity 3: NCLB & IDEA: Competing Mandates?	25 min
Leave-taking and Feedback	30 min

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## Academy Materials

You should have these materials prior to conducting the Academy:

- FACILITATOR'S MANUAL
- ACADEMY POWERPOINTS and access to a PowerPoint presentation system
- FACILITATOR LESSON PLANS: Lesson plans are provided as Appendix A.
- PARTICIPANT HANDOUTS. Handouts are provided as Appendix B and contain the Leadership Academy overview and agenda, paper for note-taking, activity handouts, self-assessment and academy evaluations and resources. (Handouts can be copied double sided and in black and white).
- NAME TAGS (Make sure you have broad tipped felt pens for name tags so that people write their names in large print that can be read from a distance).
- CHART PAPER
- MARKER
- TAPE



## Participant Handouts

These handouts may be passed out together at the beginning of the academy. They are packaged together as the academy Participant Handbook.

- Activity handouts
- Copies of the lecturettes
- Resources
- Self Assessment and Academy Evaluation

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# Introductions and Greetings

## Academy Overview

Spend some time introducing yourself, the module sponsors, and the Leadership Academy to the participants. The overview provides you with Leadership Academy background information, this academy's purpose and outcomes, and the agenda. If time allows, ask participants to introduce themselves by letting others know where they are from and their roles and responsibilities within their buildings.



### FACILITATOR MATERIALS

Overview PowerPoint

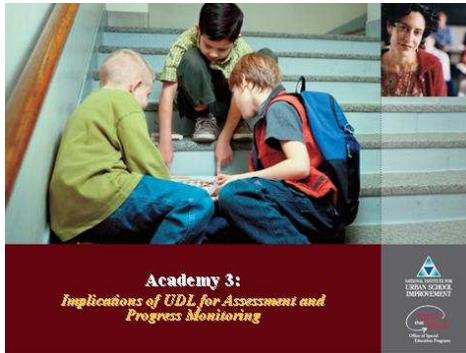


### TIME LIMIT

15 minutes



### Slide 1



### Academy 3 Implications of UDL for Assessment Program Monitoring

This lecturette explores the relationship between the Universal Designs for Learning model and the current demands (as of 2007) regarding students' accountability and meeting of standards, as well as its impact for diverse student populations.



### Slide 2



### Introductions

Introduce the academy facilitators (your position and background, and co-facilitators, if any) and the school or district that is sponsoring the academy. Introduce the National Institute for Urban School Improvement. The National Institute for Urban School Improvement (NIUSI) is funded by the Office of Special Education Programs at the U.S. Department of

Education. The mission of NIUSI is to support the building of capacity in urban schools and school districts so that students with disabilities are engaged in high quality curriculum and learning experiences that improve their ability to succeed in school and in post-school opportunities. NIUSI works to develop powerful networks of urban local education agencies and schools that embrace and implement a data-based, continuous improvement approach for inclusive practices. Embedded within

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this approach is a commitment to evidence based practice in early intervention, universal design, literacy and positive behavior supports. As part of our work, we link existing general education reform networks with special education networks and we also synthesize existing research into products that are made accessible in both print and electronic versions. These offerings support the efforts of professionals, families, researchers, advocacy organizations and others involved in the work to create culturally responsive, inclusive school communities. One of the main goals of The National Institute for Urban School Improvement is to work collaboratively with educators in its partner districts in the area of professional development.

Our work is grounded in the beliefs that professional development must:

- Address specific needs of state, district, school and community with a focus on helping students achieve learning and performance goals.
- Be a collaborative endeavor with teachers, administrators, families and students involved in the design, planning and or implementations.
- Rely upon content and processes that are research-based and proven in practice.
- Be school-based, job-embedded, and continuously evaluated and adjusted to ensure effectiveness in meeting school and student learning goals.



Slide 3



### Leadership Academies

Talk about what a Leadership Academy is and its structure and design. Explain that timecards are used as a guide for participants to know how much time is remaining in each activity. One strategy through which NIUSI helps educators develop leadership skills for school change is through the Leadership Academy model of professional development. In

collaboration with schools and local universities, NIUSI creates these Leadership Academies for pre-service and In-service activities. Our approach includes careful consideration of the content for professional development, adult learning principles, and selection of teams from schools and districts that can support their team members' learning and practice. In this way, professional development can build on converged needs, create a sense of common purpose and extend the creativity and skill of practitioners. Specifically, we work with urban school districts to build information systems that assist leadership teams to focus on goals for instructional, curricular, and cultural improvement and for empowering action research agendas among school professionals.

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Slide 4



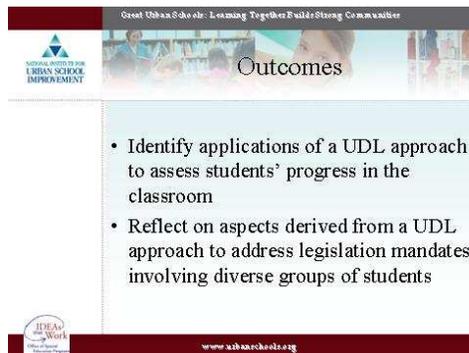
**Roles**

Introduction– Participants: Have participants introduce themselves and briefly tell what they’d like to learn or take away with them at the end of the Academy, focusing on what would be useful to them in their practice.

Roles- Explain the roles the facilitators will play and go over the agenda. Have participants introduce themselves and briefly tell what they’d like to learn or take away with them at the end of the academy, focusing on what would be useful to them in practice.



Slide 5



**Outcomes**

As a result of the activities and information shared at this Leadership Academy, module participants will:

- Identify applications of a UDL approach to assess students’ progress in the classroom.
- Reflect on aspects derived from a UDL approach to address legislation mandates involving diverse groups of students



Slide 6



**Agenda**

Go over the agenda with participants, explaining the way that the Academy is balanced between information and application, and ends with the important task of gathering participants’ feedback.

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## Activity 1: Progress Monitoring

**Materials:** CHART PAPER  
MARKERS

**Key Information:** Educators are engaged in multiple ways of assessing students' progress everyday. While many of these ways include summative assessments (i.e., assessments that measure mastery of a concept), many assessments are also formative (i.e., measure the process of moving towards desired learning outcomes). Examples of summative assessments include end of unit tests, and formative assessments include daily writing journals.

**Directions:** Get into groups of two or three. Keeping in mind that there are many ways to assess students' progress, which in turn, shape instructional practice, use chart paper to create a concept map on Progress Monitoring that displays as many ways of assessing student progress as you can think of. Next, go back and see how these ways fit or do not fit in with the principles of UDL. By now you probably know them, but just in case:

- Equitable Use
- Flexibility
- Simple, intuitive designs
- Perceptible information
- Tolerance for error
- Minimal physical effort
- Appropriate for size and space for approach and use
- Fully inclusive

Now, circle three ways of assessing student progress that you think are the best examples of all of these UD principles. If you cannot find three, come up with more examples until you are able to.

FACILITATOR'S NOTE: IF YOU WISH, HAVE GROUPS SHARE THEIR WORK IN THE LARGER GROUP SETTING.

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# Lecturette 1: Culturally Responsive Progress Monitoring: Universally Designed Classroom Assessment

This lecturette explores the relationship between the Universal Designs for Learning model and the current demands (as of 2007) regarding students' accountability and meeting of standards, as well as its impact for diverse student populations. The lecturette will build on Activity 1 and provides the basis for Activity 2.



## Facilitator Materials

Lecturette 1 PowerPoint

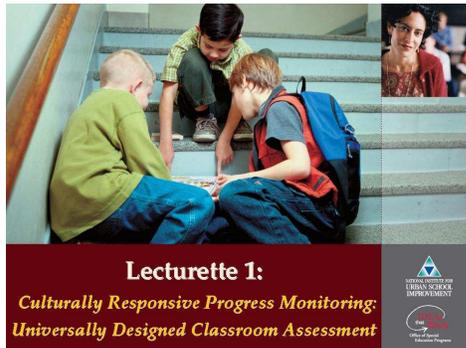


## Time Limit

20 Minutes



Slide 1

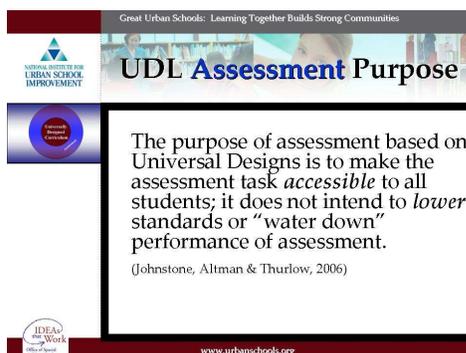


## Lecturette 1: Culturally Responsive Progress Monitoring: Universally Designed Classroom Assessment

This lecturette presents how classroom assessments can be universally designed in order to monitor students' progress and the appropriateness of curriculum and instruction.



Slide 2



## UDL Assessment Purpose

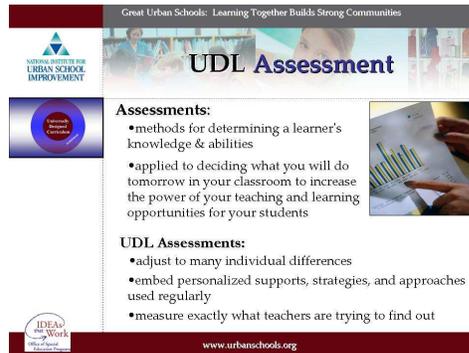
Johnstone, Altman and Thurlow (2006) explain that it is important to remember that the content in tests should remain accessible to all students, but not necessarily less challenging. As in the design of curriculum, methods, and activities, what Universal Design encourages is the rethinking of the

*MEANS*, and not of the *GOALS*; so that content and learning opportunities are available for all students.

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Slide 3



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**UDL Assessment**

**Assessments:**

- methods for determining a learner's knowledge & abilities
- applied to deciding what you will do tomorrow in your classroom to increase the power of your teaching and learning opportunities for your students

**UDL Assessments:**

- adjust to many individual differences
- embed personalized supports, strategies, and approaches used regularly
- measure exactly what teachers are trying to find out

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**UDL Assessment**

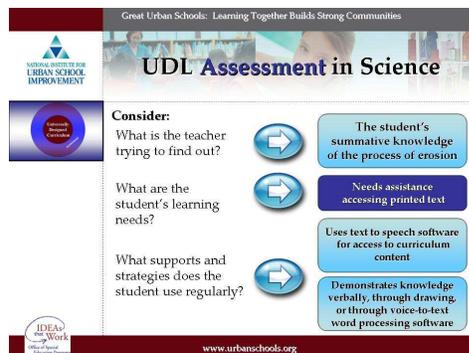
Assessment is a method for determining a learner's knowledge and abilities applied to making educational decisions. The teacher, testing agencies, or state and federal governments may design assessments.

Universally designed assessments incorporate the principles of Universal Designs for Learning and are designed to adjust to many individual differences and to focus the questions on exactly what teachers are trying to find out.

With flexibility in presentation, expression, supports, and engagement, common errors introduced by single-mode fixed assessments are reduced. Further, that same flexibility allows teachers to align assessment more closely with desired outcomes and methods and thus, to assess students more accurately.



Slide 4



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**UDL Assessment in Science**

**Consider:**

- What is the teacher trying to find out?
- What are the student's learning needs?
- What supports and strategies does the student use regularly?

- The student's summative knowledge of the process of erosion
- Needs assistance accessing printed text
- Uses text to speech software for access to curriculum content
- Demonstrates knowledge verbally, through drawing, or through voice-to-text word processing software

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**UDL Assessment in Science**

The interactive capacity of new technologies allows us to engage in dynamic assessments that more organically assess the ongoing processes of learning. By tracking what supports a student uses, the kinds of actions and strategies he/she follows, the types of strategies or approaches that seem to be missing, and the aspects of the task environment that

bias the student toward successful or unsuccessful approaches, the teacher has the information that can help understand more about the student as a learner.

Relevance: students need to understand why this is important and think about. What they can do.

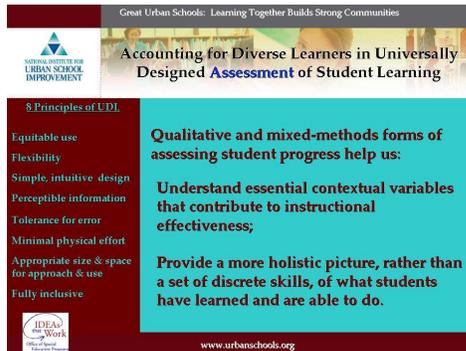
If we wish to evaluate a student's progress in learning summarization strategies, her/his teacher can have her/him read a digital version of the content an option for text-to-speech. In this manner he/she would be able to evaluate more accurately both his knowledge of science and his growth in summarization skills. Suppose, for example, that the student scored dramatically better on both the science and summarization questions with speech turned on. That would suggest that s/he has already learned how to summarize and comprehend adequately and that his low scores reflect primarily decoding difficulties, not difficulties related to summarization. In terms of strategic teaching, the teacher would know clearly that

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it is necessary to concentrate on the student's fluency, rather than remedial work in summarizing strategies. Or, he/she could decide that to enhance the student's learning of science, sound should be kept on whenever he is working independently.



Slide 5



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NATIONAL INSTITUTE FOR URBAN SCHOOL IMPROVEMENT

Accounting for Diverse Learners in Universally Designed Assessment of Student Learning

8 Principles of UDL

- Equitable use
- Flexibility
- Simple, intuitive design
- Perceptible information
- Tolerance for error
- Minimal physical effort
- Appropriate size & space for approach & use
- Fully inclusive

Qualitative and mixed-methods forms of assessing student progress help us:

Understand essential contextual variables that contribute to instructional effectiveness;

Provide a more holistic picture, rather than a set of discrete skills, of what students have learned and are able to do.

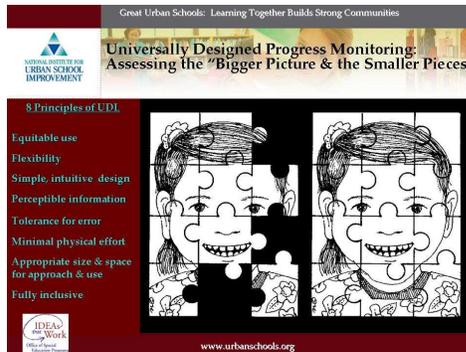
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### Accounting for Diverse Learners in Universally Designed Assessment of Student Learning

Our expectations for the rate and quality of student progress are based on ongoing universally designed assessments of student learning, and in light of fine-tuning our instructional decisions. We establish both qualitative (or observational) and quantitative (numerical) norms from expected student achievement and rate of progress that are informed by the context of our schools, classrooms, students, and educators.



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NATIONAL INSTITUTE FOR URBAN SCHOOL IMPROVEMENT

Universally Designed Progress Monitoring: Assessing the "Bigger Picture & the Smaller Pieces"

8 Principles of UDL

- Equitable use
- Flexibility
- Simple, intuitive design
- Perceptible information
- Tolerance for error
- Minimal physical effort
- Appropriate size & space for approach & use
- Fully inclusive

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Work  
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### Universally Designed Progress Monitoring: Assessing the Bigger Picture & the Smaller Pieces

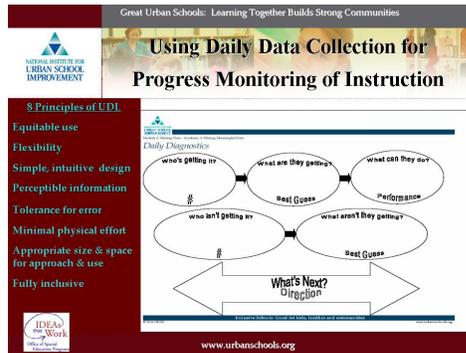
Progress monitoring is the holistic assessment of students' learning over time with tools that engage students in meaningful, authentic tasks that allow them to demonstrate their knowledge.

Teachers use multiple methods, all of which incorporate the 8 principles of UD, to monitor what students are learning and to inform their practices as culturally responsive educators. Monitoring student progress involves students as active participants in assessing their own progress, informs instruction, and also helps teachers identify students who may require further support.

Academy 3: Implications of UDL for Assessment and Progress Monitoring



Slide 7



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Using Daily Data Collection for Progress Monitoring of Instruction

8 Principles of UDL

- Equitable use
- Flexibility
- Simple, intuitive design
- Perceptible information
- Tolerance for error
- Minimal physical effort
- Appropriate size & space for approach & use
- Fully inclusive

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Using Daily Data Collection for Progress Monitoring of Instruction

Teachers must monitor their teaching each day to ensure their students are progressing. The goal is to make sure all of the students are “getting it”. Are the students understanding the curriculum? If so, what are they understanding? What can they do? If not, who isn’t understanding it?

Why not? At the end of the day, teachers should look at what they’ve accomplished that day and ask themselves: “What’s next?”

How do the teachers know who’s getting it and who isn’t? They must use data collection throughout the day. Data collection is not an afterthought (collected periodically throughout the year). Instead, it is integrated in daily activities. Teachers must plan the data collection methods to be used when they plan their daily curriculum. Collecting data throughout the day provides opportunities for improved student learning and instruction.



Slide 8



Great Urban Schools: Learning Together Builds Strong Communities

Universally Designed Classroom Assessment

8 Principles of UDL

- Equitable use
- Flexibility
- Simple, intuitive design
- Perceptible information
- Tolerance for error
- Minimal physical effort
- Appropriate size & space for approach & use
- Fully inclusive

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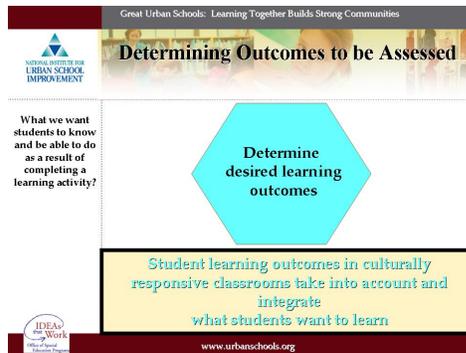
Universally Designed Classroom Assessment

Culturally responsive progress monitoring is comprised of several factors, which are depicted here. These areas are all interrelated.

- Determine desired learning outcomes
- Create or select appropriate assessments
- Administer and interpret assessments
- Record student performance
- Tune instructional decisions
- Provide feedback



Slide 9



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Determining Outcomes to be Assessed

What we want students to know and be able to do as a result of completing a learning activity?

Determine desired learning outcomes

Student learning outcomes in culturally responsive classrooms take into account and integrate what students want to learn

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Determining Outcomes to be Assessed

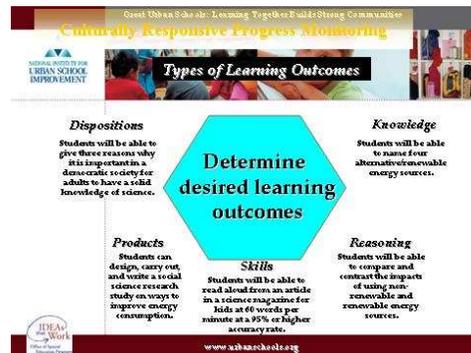
In order to create or select appropriate ways of monitoring student progress, we must know where to start. We begin with what we want students to know and be able to do—or, in other words, we begin with learning outcomes—because we can’t effectively assess student learning unless we ourselves are clear about what we want students to know and be able to do. Moreover, students themselves won’t know

Academy 3: Implications of UDL for Assessment and Progress Monitoring

what we expect them to learn unless we make those learning outcomes clear and explicit to the students themselves. **Student learning outcomes in culturally responsive UDL classrooms take into account what students want to learn.** An example of a learning outcome that incorporates teacher and student desired learning outcomes is that a student will be able to compare and contrast five key features of two sports of the student's choice..



Slide 10



**Dispositions**  
Students will be able to give three reasons why it is important in a democratic society for adults to have a solid knowledge of science.

**Knowledge**  
Students will be able to name four alternative/renewable energy sources.

**Products**  
Students can design, carry out, and write a social science research study on ways to improve energy consumption.

**Reasoning**  
Students will be able to compare and contrast the impacts of using non-renewable and renewable energy sources.

**Skills**  
Students will be able to read aloud from an article in a science magazine for kids at 60 words per minute at a 95% or higher accuracy rate.

### Types of Learning Outcomes

Different types of learning outcomes can be described in different ways. A way to categorize learning outcomes was proposed by Stiggins & Conklin (1992), and consists of knowledge, reasoning, skills, products, and dispositions.

**Knowledge** refers to mastery of subject matter knowledge, such as math or history.

**Reasoning** refers to the ability to use knowledge and understanding to figure things out and solve problems, such as critical thinking or analytical thinking.

**Performance skills** refer to the development of proficiency in carrying out an activity such as reading aloud or playing a musical instrument.

**Products** refer to the ability to create products such as science fair models, research papers, or software programs.

**Dispositions** refer to the development of certain kinds of feelings or attitudes such as a positive self-concept or degree of motivation. Dispositions impact how students think and act. For example, if a teacher believes that every student can learn, he/she will be disposed to individualize instruction to address individual student strengths and weaknesses. If a teacher is an avid reader, she/he will be disposed to share this enthusiasm for reading with students. Understanding students' interests, motivation, values, and self-concept provides teachers the opportunity to utilize this information to promote greater academic achievement. To evaluate affective components you need to develop observational schema: What would the student feel like in this circumstance? What is the motivation for this work for the student? Is it a sense of self-accomplishment? A desire to meet goals?

Let's look at some examples for each category of learning outcomes. (Note to facilitator: Read outcomes one by one.)

How will you develop learning outcomes for your students? You have many resources in creating or choosing outcomes for students. You might refer to the

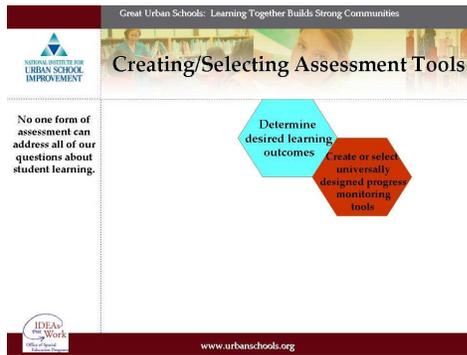
Academy 3: Implications of UDL for Assessment and Progress Monitoring

professional organizations in your field, such the National Council for Teachers of Mathematics, or to your school district or your state outcomes for students. Also, you may consider outcomes for students learning English such as those you can find on [www.TESOL.org](http://www.TESOL.org), or outcomes that focus on multicultural curriculum, such as those available from the national association for multicultural education. <http://www.nameorg.org/resolutions/statecurr.doc>

How will you develop learning outcomes for your students? You have many resources in creating or choosing outcomes for students. You might refer to the professional organizations in your field, such the National Council for Teachers of Mathematics, or to your school district or your state outcomes for students. Also, you may consider outcomes for students learning English such as those you can find on [www.TESOL.org](http://www.TESOL.org), or outcomes that focus on multicultural curriculum, such as those available from the national association for multicultural education at <http://www.nameorg.org/resolutions/statecurr.doc>



Slide 11



### Creating/ Selecting Assessment Tools

In order to create or select appropriate progress monitoring tools, we must know where to start. We begin with what we want students to know and be able to do—or, in other words, we begin with learning outcomes—because we can’t effectively assess student learning unless we ourselves are clear about what we want students to know and be able to do. Moreover,

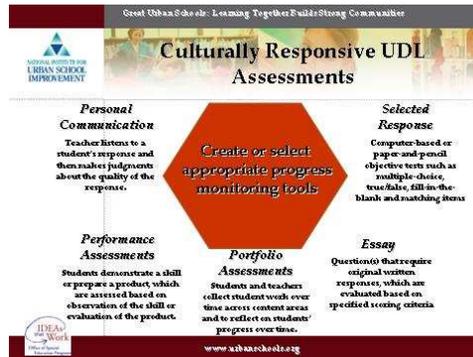
students themselves won’t know what we expect them to learn unless we make those learning outcomes clear and explicit to the students themselves.

Think about the ways that educators already assess student learning in classrooms. Many forms of assessments are designed, chosen, and implemented everyday—questioning students, conferencing with students, and administering written tests, among others. Let’s take a look at some of the many forms of monitoring student progress that educators and students are already familiar with and using.

Academy 3: Implications of UDL for Assessment and Progress Monitoring



Slide 12



### Types of UDL Classroom Assessments

After we have determined learning outcomes, it is time to create or select appropriate assessments. There are several types of assessments that may be universally designed for learning:

Selected Response

Essay

Portfolio Assessments

Performance Assessments

Personal Communication

Selected Response refers to computer-based or paper-and-pencil objective tests such as multiple-choice, true/false, fill-in-the-blank and matching items. The student's task is to select or insert the correct answer. Selected response assessments, according to Stiggins (1997), frame questions that allow for just one best answer or a limited set of acceptable answers (p. 116). Selected response exercises can be used to assess mastery of content, reasoning and problem-solving, skill, products and dispositions.

Essay refers to assessments in which students are given question(s) that require original written responses, and these responses are then evaluated based on specified scoring criteria. Essay assessments can reveal student understanding of complex learning outcomes. The strength of this type of assessment is that problems can be formulated that require students to combine content knowledge and reasoning skills to find a solution. Some traditional examples of essay questions require students to: Describe, compare and contrast, persuade, or write from a particular point of view.

Performance Assessment requires students to demonstrate a skill, such as a dance, or prepare a product, such as a sculpture. These performances are assessed based on an evaluator's observation of the student demonstrating the skill or on an evaluation of the student's product. Students are measured on their ability to perform a task or create a product, rather than know about it. A key feature of performance assessments is authenticity of the task – authentic tasks simulate real-life problems.

Portfolio assessments allow students and teachers to collaborate on selecting samples of completed student work over time and across content areas in order to demonstrate student learning, as well as allow for critical reflection on teaching

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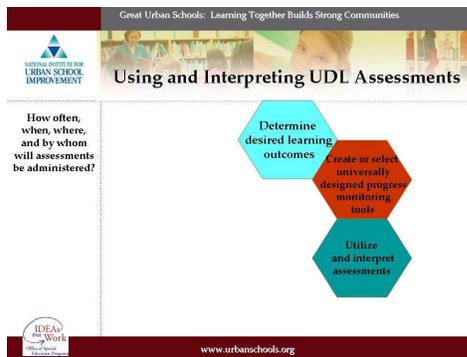
practices.

Personal Communication refers to assessments in which the teacher listens to a student’s response and then makes judgments about the quality of the response. Personal communication can include desk-side conversations with students, interviews, conferences, and listening during class discussions. Personal communication is greatly strengthened as an assessment approach when it is accompanied by some form of written documentation such as written notes or checklists.

An important feature of the forms of assessment educators use to measure students’ progress through the curriculum is that they should be forms with which students are already familiar, not new ways of assessing learning to which students have not been exposed. For example, computer tests should not be used as an assessment type if students don’t regularly use the computer to respond to objective questions. To do this would be as much a measure of students learning how to complete a computer assessment, as their knowledge of the curriculum content.



Slide 13



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Using and Interpreting UDL Assessments

How often, when, where, and by whom will assessments be administered?

Determine desired learning outcomes

Create or select universally designed progress monitoring tools

Utilize and interpret assessments

IDEA 2004

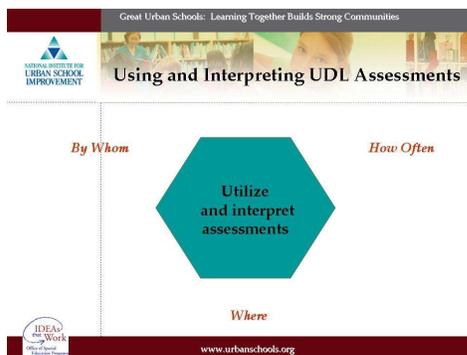
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Using and Interpreting UDL Assessments

Another consideration in UDL assessments is how they will be utilized. Things to think about include how often, when, where, and by whom will assessments be administered?



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Using and Interpreting UDL Assessments

By Whom

How Often

Utilize and interpret assessments

Where

IDEA 2004

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Using and Interpreting UDL Assessments

It is our position that just as students should be provided with assessment types that are familiar to them and which they already use in everyday classroom interactions, that the person administering assessments should be someone with whom the student interacts with regularly. Student progress should be measured and interpreted by the person who is responsible for administering the curriculum: the teacher. Educators must figure out how often they need to gather progress monitoring data on all students in order to be fully responsive to student learning and preferences. This will vary dependent on many factors, including class size, primary language of students, and teacher experience.

Academy 3: Implications of UDL for Assessment and Progress Monitoring

An example of a way to utilize and interpret a progress monitoring tool is through the use of a qualitative rubric for assessing the quality of students' ability to create an essay. We will come back to this idea in our next activity.



Slide 15



**Recording Student Performance**

Recording students progress should take place in some meaningful way so that teachers can look at a holistic picture of students' progress within the whole classroom and determine where resources need to be developed, allotted, and which students require more individualized and intensive supports. If a teacher knows the range of student knowledge and progress,

she or he is able to design curriculum and instruction to provide a variety of points through which students can access the content of the curriculum.



Slide 16



**Recording Student Performance**

An educator may utilize one rubric that provides a formative assessment of how students are growing over time in their ability to create an essay. Summative rubrics create the big picture of how all students in a particular classroom are demonstrating their ability to create an essay, which areas need to better addressed for all students through

instruction, which individual or small groups of students require supportive assistance in working towards desired outcomes, for example, of writing a complete thought or sentence, and which students require supports with learning basic vocabulary.



Slide 17



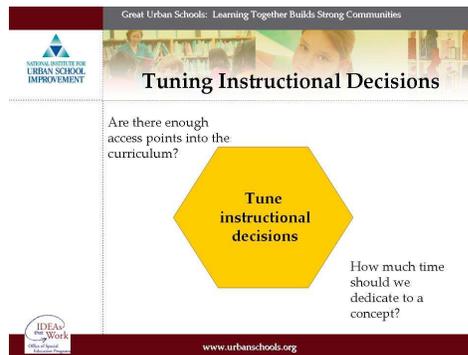
**Tuning Instructional Decisions**

We touched on this earlier, but the interpreting and subsequent recording of students progress, allows teachers access to "the big learning picture" in the classroom and then tune instructional decisions.

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### Tuning Instructional Decisions

One way to tune instructional decisions involves determining varying access points into the curriculum based on the range of learning progress students are demonstrating. For example, if the desired outcome is creating an essay, what would different access points look like for the student or students in need of assistance in writing complete thoughts, versus access points for students who require support in learning basic vocabulary?

Facilitator's note: Ask the group to brainstorm some responses to this question.



Slide 19

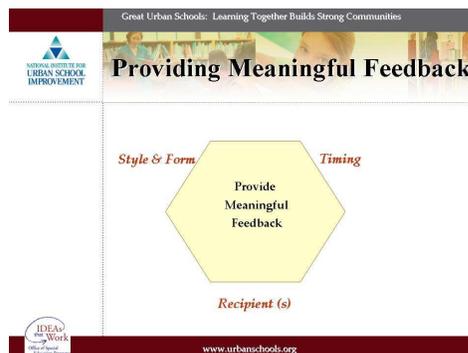


### Providing Meaningful Feedback

Providing meaningful feedback involves giving students and families access to information about student learning and progress, and involves them in the decision for determining which types of feedback are most meaningful to them.



Slide 20



### Providing Meaningful Feedback

Some questions for educators to consider when thinking about providing meaningful UDL feedback include:

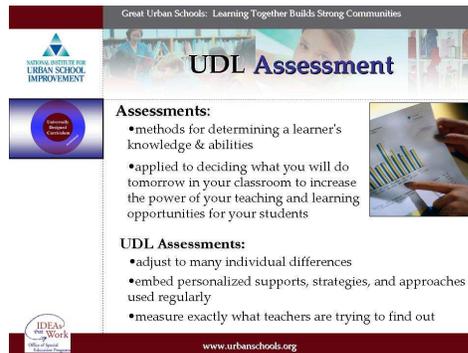
What does the learner and learner's family want to know about her or his learning and progress?; Does the way I give feedback match the learner's communication style?;

When is the best time to provide feedback so that there is time for learners to ask questions, and voice any concerns about the content of style of the feedback?

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**UDL Assessment**

**Assessments:**

- methods for determining a learner's knowledge & abilities
- applied to deciding what you will do tomorrow in your classroom to increase the power of your teaching and learning opportunities for your students

**UDL Assessments:**

- adjust to many individual differences
- embed personalized supports, strategies, and approaches used regularly
- measure exactly what teachers are trying to find out

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## UDL Assessment

In sum, assessments that are universally designed for learning incorporate the principles of Universal Designs so that they adjust to many individual differences and focus questions on exactly what teachers are trying to find out. With flexibility in presentation, expression, supports, and engagement, common errors introduced by single-mode fixed assessments are

reduced. Further, that same flexibility allows teachers to align assessment more closely with desired outcomes and methods and thus, to assess students more accurately.



## Activity 2: Developing a Rubric for a Narrative as Evidence of Learning

**Guiding questions:** *In Academy 1, you developed a lesson plan that included the creation of a narrative as a desired outcome. You chose the content or subject area, and designed a lesson plan in which students would create a narrative around that area. Possible ways students may have approached narrative creation were making a video, creating a photographic or artistic visual representation, while others may have written an essay.*

**Directions:** Select one of the ways that students may have approached the creation of a narrative, as well as a content area. Your task is to create a rubric, or way of assessing how the approach demonstrates knowledge and learning. One of the criteria has been suggested for you: “understanding.” Write what you would look for as evidence of *developing* understanding, *proficient* understanding, and *outstanding* understanding of the content area you select. Come up with two more criteria that you will assess as evidence of each qualitative level of the criteria (i.e. developing, proficient, outstanding).

Criteria Assessed	Developing	Proficient	Outstanding
Understanding			

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## Lecturette 2: Universal Designs for Large Scale Assessments

This lecturette presents UDL and how its concepts are more specifically applied to assessment of learning with Large Scale Assessments (e.g. State and Federal Assessments). It provides the basis for Activity 3.



### Facilitator Materials

Lecturette 2 PowerPoint

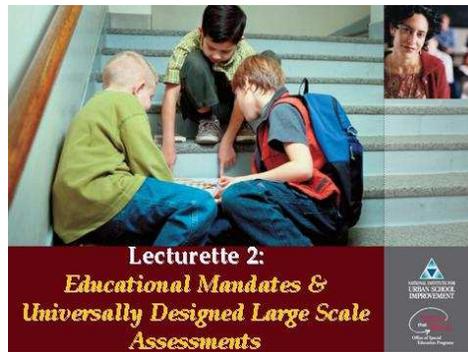


### Time Limit

15 Minutes



Slide 1



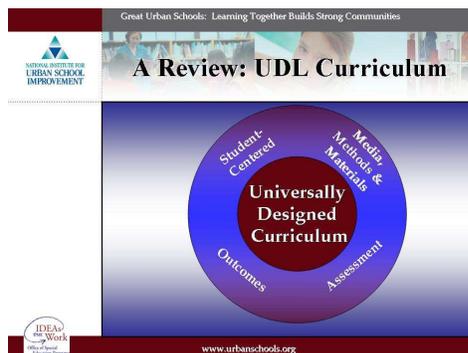
### Lecturette 2: Educational Mandates, & Universally Designed Large Scale Assessments

This lecturette explores the relationship between the Universal Designs for Learning model and the current demands (as of 2008) regarding students' accountability and meeting of standards, as well as its impact for diverse student populations. The lecturette also explores the tensions

between accountability and standards and development of and critical inquiry into large scale assessments.



Slide 2



### A Review: UDL Curriculum

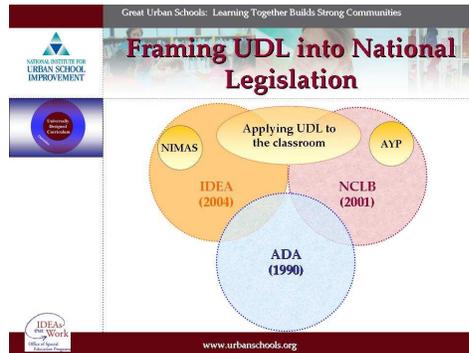
Recall that curriculum designed from a UDL approach is student-centered, and considers desired outcomes, media, materials, and methods, and well as assessment in teaching and learning processes. As we learn about three major educational mandates in this lecturette, you will see which of these elements of UDL curriculum are most directly related to the

content of these mandates. These UDL curriculum elements will appear in the left column of each slide and will help keep us on track.

Academy 3: Implications of UDL for Assessment and Progress Monitoring



Slide 3



### Framing UDL into National Legislation

Universal Designs for Learning (UDL) is framed frequently by *outcomes as standards* set in educational policy that affects diverse students. The following slides will explain the alignment, or nonalignment of UDL with federal mandates, and how this may impact the application of UDL in the classroom and in large scale assessments.

The relevant mandates include the following:

#### Individuals with Disabilities Education Act (IDEA) of 2004

IDEA includes a mandate for states and publishers: the National Instructional Materials Accessibility Standard (NIMAS). As of 2002, the U.S. Department of Education created a special panel to address the need for all students to have access to alternative versions of print textbooks. This panel developed the *National Instructional Materials Accessibility Standard* (NIMAS). The alternative versions of print textbooks include multiple types, such as digital talking books--most of them aimed at students with disabilities, and amongst these students, mostly those with visual impairments.

#### No Child Left Behind (NCLB) of 2001

NCLB includes the mandate for schools to demonstrate Adequate Yearly Progress (AYP). AYP is an individual state's measure of progress toward the goal of 100 percent of students achieving state academic standards in at least reading/language arts and math. It sets the minimum level of proficiency that the state, its school districts, and schools must achieve each year on annual tests and related academic indicators. Parents whose children are attending Title I (low-income) schools that do not make AYP over a period of years are given options to transfer their child to another school or obtain free tutoring (supplemental educational services).

#### Americans with Disabilities Act (ADA) of 1990

Some researchers have pointed out what appears to be a competing nature between IDEA and NCLB: IDEA promotes the integration of students with disabilities in general education while providing support to meet academic standards, but at levels and appropriateness set by a child's parent, teacher, and other educators who are part of his or her individualized education program team. NCLB requires that all students (including students with disabilities) demonstrate they meet the state's academic standards. (Salazar, Falkenberg, Nullman, Silio and Nevin, 2004).

Academy 3: Implications of UDL for Assessment and Progress Monitoring



Slide 4



### Framing UDL into National Legislation

According to Pisha & Stahl (2005), special education legislation (IDEA) and Civil Rights legislation (ADA, Section 104), “have repeatedly reinforced the rights of students with disabilities to equal learning opportunities” (p. 69). Both acts would address an integration approach, which would be consistent with the inclusive and

proactive nature of Universal Designs for Learning.

Hitchcock, Meyer, Rose & Jackson (2002) highlight that the terms “access, participation and progress” have also shifted from a separation of the general and “special” curriculum, to an integration model in which a deficit view is not reproduced. Integration and inclusion are promoted and the strengths and needs of all students (e.g. students learning English) are recognized and built upon in the general education classroom. This shift aligns with the UDL’s consideration of planning proactively for all students, not “after the fact” for students with different or special needs.



Slide 5



### Materials: NIMAS Initiative

By 2004, NIMAS were included in the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. Before this change, these standards were optional. Since 2004, State and Local Education Agencies are mandated to acquire alternative format versions of textbooks. A feature stressed by the CAST website (2007)

is the need to highlight that the NIMAS approach calls for alternative textbook forms to have the same content while providing accessibility for all users. Since one of the principles designing UDL-based curriculum includes the accessibility of methods and materials for all students, initiatives such as the provision of alternative texts supported by NIMAS align with the UDL approach.

Academy 3: Implications of UDL for Assessment and Progress Monitoring



Slide 6



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## Equal Learning Opportunities: NCLB

**Federal Education Legislation:**  
Measures schools' and students' achievement  
Measures progress of students in subcategories according to race, language proficiency, or disability, in order to observe the progress of these categorical groups of students.

Applying UDL to the classroom

AYP

NCLB (2001)

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### Equal Learning Opportunities: NCLB

According to Pisha & Stahl (2005), in the NCLB Act, the notion of Equal Opportunity is different from the other two policies. No Child Left Behind has operationalized these “equal opportunity” requirements within the context of the Adequate Yearly Progress (AYP) mandates. AYP is the annual benchmark against which schools are measured. All schools must provide

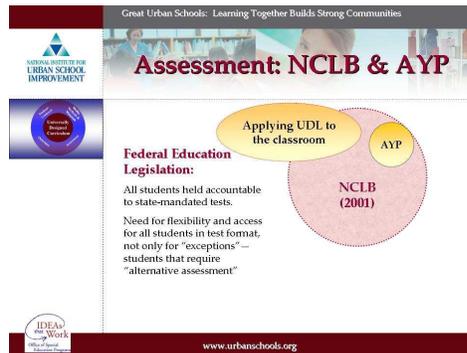
achievement data in four separate areas: reading/language arts, mathematics, and either graduation rate (for high schools and districts) or attendance rate (for elementary and middle/junior high schools). Schools that do not meet AYP goals (as established by individual states) in each of these three areas may be identified as “needing improvement.” Finally, AYP requires a disaggregation of student achievement data by economic background, race, ethnicity, English proficiency, and disability. The intent of separately assessing the progress of students in these subcategories is to ensure an eventual parity in achievement for students that NCLB perceives as disadvantaged.

As a result states have implemented various forms of large-scale assessments to gather AYP data, and it has become increasingly clear that the majority of these assessments have not been designed to address the needs of students with disabilities. States have also discovered that the core curriculum resources available to these students are often not suited to meet their learning needs. What is now apparent is that the achievement of students with disabilities is to be assessed by the same instruments that chart the progress of general education students and that these instruments need to be accessible and flexible enough to accurately measure these students’ skills. At the same time however, the curriculum resources (e.g., textbooks) that these students are provided with to acquire these skills also need to be appropriate for their use; otherwise, these students have limited opportunities to learn in general education.

Academy 3: Implications of UDL for Assessment and Progress Monitoring



Slide 7



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## Assessment: NCLB & AYP

Applying UDL to the classroom

AYP

NCLB (2001)

**Federal Education Legislation:**  
All students held accountable to state-mandated tests.  
Need for flexibility and access for all students in test format, not only for "exceptions" — students that require "alternative assessment"

IDEAS in Action  
www.urbanschools.org

**Assessment: NCLB & AYP**

McGuire, Scott, and Shaw (2006) explain that under NCLB, all students are considered to take the state-mandated tests. They emphasize the need to include assessment that is flexible and adaptable in all cases—and that instead of being considered as an “exception” to the rule, and have alternative formats in extreme circumstances, that flexibility is considered in advance.



Slide 8



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## Standards and Outcomes

Applying UDL to the classroom

AYP

NCLB (2001)

State Standards for grade level

- Assess standards for inclusive wording
- Differentiate between outcomes and methods

IDEAS in Action  
www.urbanschools.org

**Standards and Outcomes**

General education (as opposed to special education) is heavily driven by the external standards set at the state or national level. This set of standards marks the benchmarks of achievement that students at a certain grade level should attain. With federal policy such as NCLB, and measurements of Adequate Yearly Progress, these standards take an important role in curriculum

development. NCLB academic standards stress the teaching of advanced skills, making it even more challenging for students who lack access to standards that had not been designed with them in mind.

It is important to assess federal and state standards for the use of inclusive wording.

In order to apply UDL to already-set state and federal standards there is a need to analyze standards closely and differentiate between OUTCOMES and METHODS.

Teachers must consider the wording of standards, and try to find their true purpose. Then, teachers can expand the flexibility of the goal, and eliminate any barriers for all students to achieve the intended purpose.

So, now that we have talked a little bit about UDL’s applications to outcomes as standards, let’s take a few minutes to apply what we have learned to determining the appropriateness of, designing, and changing large scale assessments to be truly inclusive.

Academy 3: Implications of UDL for Assessment and Progress Monitoring



Slide 9



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**Rationale for Universally Designed Large Scale Assessments**

Each child in school is a part of the population to be tested.

Results should not be affected by disability, gender, race, or English language proficiency.

Universally designed large scale assessments may reduce need for accommodations & alternative assessments by eliminating access barriers associated with non-universally designed tests.

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**Rationale for Universally Designed Large Scale Assessments**

Universally Designed Large Scale Assessments are based on the assertion that all students in a school are part of that school’s population, and have the right to be included in the assessment population.

Also, results should not be affected by disability, gender, race, or English language ability. This does not mean that results will be the same for all students, but rather, that all students will obtain results.

Universally designed large scale assessments may reduce need for accommodations & various alternative assessments by eliminating access barriers associated with the tests themselves.



Slide 10



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**Universally Designed Large Scale Assessments**

**President’s Commission on Excellence in Special Education (2002):**

Incorporate Universal Design in Accountability Tools:

“Ensure all tools used to assess students for accountability and the assessment of progress are designed to include any accommodations for students with disabilities.” (p. 21).”

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**Universally Designed Large Scale Assessments**

As part of a set of recommendations made for the amendment of the Individuals with Disabilities Education Act, the President’s Commission on Excellence in Special Education (2002) included Universal Design as an approach with important implications for students’ assessment. This report stresses that statewide assessments have not been designed to be inclusive, so accommodations need to be made.



Slide 11



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**Seven Elements of Universally Designed Large Scale Assessments (Thompson, Johnstone, & Thurlow, 2002)**

- Inclusive assessment population
- Precisely defined constructs
- Accessible, non-biased items
- Amenable to accommodations
- Simple, clear, & intuitive instructions & procedures
- Maximum readability and comprehensibility
- Maximum legibility

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**Seven Elements of Universally Designed Large Scale Assessments**

We are starting to see litigation related to perceived conflicts for students with disabilities and large scale assessment mandated for all students under NCLB (Walsh, 2008). Some surfacing issues are grounded in concerns that both IDEA and NCLB are under-funded mandates that require all students to participate in large

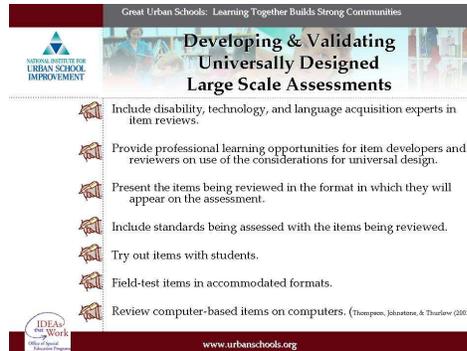
scale accountability assessments, but that the assessments themselves have not been designed with an inclusive school population in mind. This is especially relevant as scores on large scale assessments, including the scores of students with disabilities

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and students learning English, impact whether or not a school is considered to have made AYP (adequate yearly progress). When looking at large scale assessments to see if they are designed with an inclusive assessment population in mind, you may check for these seven elements. At the system level, there must be a process in place by which assessments are evaluated for their adherence to these elements, including persons identified to evaluate the assessments on an ongoing basis, both prior to and following assessment administration to students.



Slide 12



Great Urban Schools: Learning Together Builds Strong Communities

### Developing & Validating Universally Designed Large Scale Assessments

- 1. Include disability, technology, and language acquisition experts in item reviews.
- 2. Provide professional learning opportunities for item developers and reviewers on use of the considerations for universal design.
- 3. Present the items being reviewed in the format in which they will appear on the assessment.
- 4. Include standards being assessed with the items being reviewed.
- 5. Try out items with students.
- 6. Field-test items in accommodated formats.
- 7. Review computer-based items on computers. (Thompson, Johnston, & Thurlow (2002))

IDEA's for Work  
www.urbanschools.org

### Developing & Validating Universally Designed Large Scale Assessments

As districts and states come together to evaluate the inclusiveness of large scale assessments, there must also be a plan for developing new assessments in the face of those that are not inclusive. Remember, just as UDL is not a retrofitting approach, you cannot retrofit large scale assessments that were not designed with an inclusive

assessment population in mind. The process of creating UDL large scale assessments must take place in large scale assessment development and validation stages for large scale assessment development. This slide lists ideas for how Universal Designs for Learning may be applied when developing and validating large scale assessments. These considerations apply to state-wide tests, national assessments, as well as assessments developed by school districts to measure students' progress on curriculum.

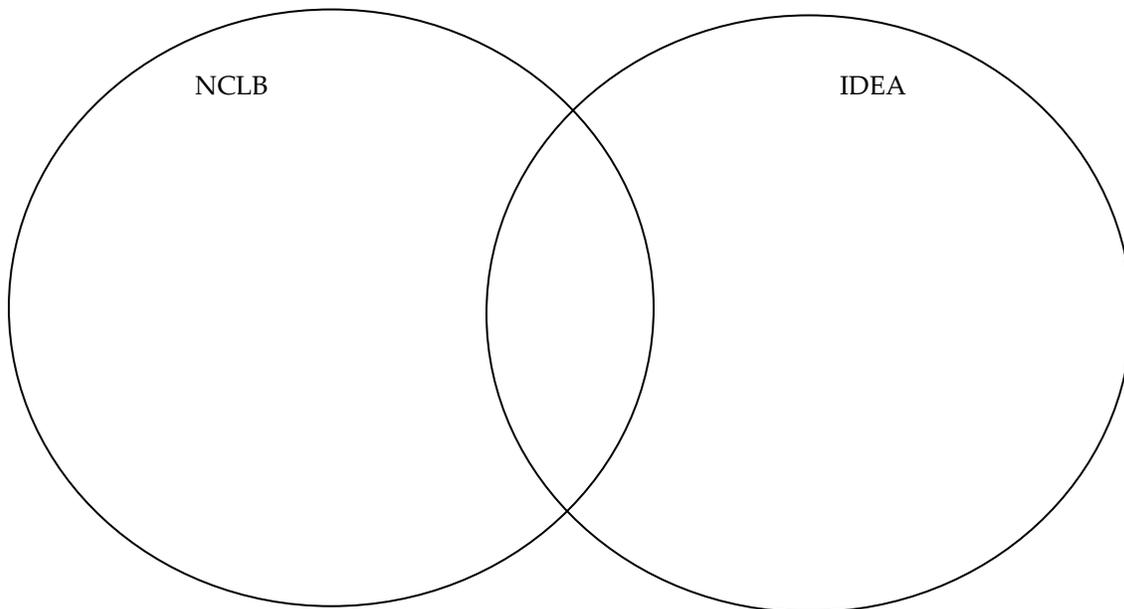
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## Activity 3: NCLB & IDEA: Competing Mandates?

**Guiding questions:** What is the main purpose of legislation that has an impact for diverse students? How is difference constructed in these mandates?

**Directions:** Read the excerpts from the No Child Left Behind Act of 2001 and the Individuals with Disabilities Educational Improvement Act of 2004. These excerpts include some of the purposes of these mandates. In small groups, discuss the similarities and difference in both mandates, and fill out the following Venn Diagram with your conclusions. Finally, discuss the applications that a UDL approach can have for this diagram:



*What areas in this diagram can be addressed from a UDL approach?*

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## APPENDIX Activity 3: NCLB & IDEA: Competing Mandates?

**Directions:** Read the following excerpts of the NCLB Act of 2001 and IDEA of 2004:

**Purposes of IDEA, 2004:**

(d) PURPOSES: The purposes of this title are:

- (1) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- (2) to ensure that the rights of children with disabilities and parents of such children are protected;
- (3) to assist States in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families;
- (4) to ensure that educators and parents have the necessary tools to improve educational results for children with coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services; and
- (5) to assess, and ensure the effectiveness of, [sic] efforts to education children with disabilities.

(IDEA, 2004, p. 2651)

**Purposes of NCLB, 2001:**

Sec. 1001. Statement of purpose

“The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessment. This purpose can be accomplished by—

- (1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
- (2) meeting the educational needs of low-achieving children in our Nation’s highest poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance.
- (3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;
- (4) holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide high quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education.

(NCLB, 2002, pp. 1439-1440)

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# Leave Taking

## *Part 1: Self Assessment*

### **Facilitator Materials**

None

### **Participant Materials**

*Self Assessment*

### **Activity Purpose**

The self assessment provides the participant with an objective means of evaluating the knowledge and skills gained in this academy.

### **Activity Time Limit**

10 minutes

### **Facilitator Note**

None

### **Activity**

Have participants complete the *Self Assessment*. Remind groups that their assessments will be collected for module assessment purposes and they do not need to put their names on the assessments.

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## *Leave Taking, Part 2: Debrief*

### **Facilitator Materials**

Chart paper, overhead, or presentation slide

### **Participant Materials**

*Self Assessment*

### **Activity Purpose**

This activity gives participants a chance to compare their evaluation answers.

### **Facilitator Note**

None

### **Activity Time Limit**

10 minutes

### **Activity**

Return to whole group and ask participants to share their responses. Use an overhead or chart paper to record what they say as a way to highlight new learning, and congratulate the group on their hard work.

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## *Leave Taking, Part 3: Academy Evaluation*

### **Participant Materials**

*Academy Evaluation*

### **Activity Purpose**

This activity provides feedback for developers from module participants.

### **Activity Time Limit**

10 minutes

### **Facilitator Note**

Collect the *Academy Evaluations* and return them to the National Center for Culturally Responsive Educational Systems.

### **Activity**

Have participants complete the *Academy Evaluation*. This evaluation gives the module developers a chance to see how the academy is being received and allows them to improve it as needed.

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## Resources

Individuals with Disabilities Education Act (IDEA): Building the Legacy of IDEA 2004  
<http://idea.ed.gov/>

This website provides useful resources for the implementation of the Individuals with Disabilities Education Act. Several publications and resources address and explain specific sections of the act, and its alignment with the No Child Left Behind Act of 2001.

National Association for Multicultural Education  
[www.name.org](http://www.name.org)

The National Association for Multicultural Education (NAME) was founded in 1990 to bring together individuals from all academic levels and disciplines and from diverse educational institutions, and other organizations, occupations and communities who had an interest in multicultural education. NAME is committed to a philosophy of inclusion that embraces the basic tenets of democracy and cultural pluralism.

National Center on Educational Outcomes  
<http://education.umn.edu/nceo/>

The National Center on Educational Outcomes provides information, guidelines, and resources for the assessment of students with disabilities and limited English proficiency. Several of their publications (available online) address the implementation of UDL for assessment.

The National Instructional Materials Accessibility Standard at CAST  
<http://nimas.cast.org>

The NIMAS website provides resources and updates in the efforts to produce and distribute electronic versions of textbooks and instructional materials. It also provides guidelines for states to follow, and provides information about the NIMAS Development and Technical Assistance Centers.

Teaching Every Student TES Website  
<http://www.cast.org/teachingeverystudent>

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The TES Website provides specific cases of curriculum design and assessment under an UDL approach. Each case details the process of examining existing standards and building assessment tasks inclusive for all students.



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## Glossary

### Assistive Technology

According to the Assistive Technology Act of 1998, Assistive Technology is "...products, devices or equipment, whether acquired commercially, modified or customized, that are used to maintain, increase or improve the functional capabilities of individuals with disabilities..."

(<http://www.rehabtool.com/at.html>)

### Barriers (in terms of UD philosophy)

Barriers can be anything that inhibits a student's access to participating in activities and learning content in the school environment.

### CAST

Founded in 1984, the Center for Applied Special Technology has gained international recognition for excelling in achieving their mission "To expand learning opportunities for all individuals, especially those with disabilities, through the research and development of innovative, technology-based educational resources and strategies" particularly in the area of Universal Designs for Learning.

(<http://www.cast.org/about/index.html>)

### CUD

The Center for Universal Design (CUD) is a national information, technical assistance, and research center that evaluates, develops, and promotes accessible and universal design in housing, commercial and public facilities, outdoor environments, and products. Their mission is to improve environments and products through design innovation, research, education and design assistance.

(<http://www.design.ncsu.edu/cud/>)

### Retrofit

To add parts, devices, equipment, or strategies not in existence or available at the time of original design for use in or on an existing structure, which includes not only concrete structures such as a building or classroom, but also the structure of the educational setting, environment and delivery of information.

(<http://www.thefreedictionary.com/retrofit>)

### Universal Designs

Universal Designs is an approach to the design of products, services and environments to be usable by as many people as possible regardless of age, ability or circumstance. It links directly to the political concept of an inclusive society and its importance has been recognized by governments, business and industry.

([http://en.wikipedia.org/wiki/Universal\\_design](http://en.wikipedia.org/wiki/Universal_design))

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### Universal Designs for Learning

UDL provides a blueprint for creating flexible goals, methods, materials, and assessments that accommodate learner differences, so that all students have an equal opportunity to learn and participate. This is done using; **multiple means of representation**, to give learners various ways of acquiring information and knowledge; **multiple means of expression**, to provide learners alternatives for demonstrating what they know; and **multiple means of engagement**, to tap into learners' interests, offer appropriate challenges, and increase motivation. (<http://www.cast.org/research/udl/index.html>)