

MODULE 4: UNIVERSAL DESIGNS FOR LEARNING

Academy 3: Implications of UDL for Assessment
and Progress Monitoring

Participant Handouts



Great Urban Schools: Learning Together Builds Strong Communities



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Academy 3: Implications of UDL for Assessment and Progress Monitoring

Academy Abstract:

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.

Academy 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.



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: What Are Standards?	30 min
Lecturette 1: UDL and Standards	20 min
Activity 2: Competing Mandates?	30 min
Break	10 min
Lecturette 2: Universal Designs and Large Scale Assessment	15 min
Activity 3: Applying UDL to Large Scale Assessment	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

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Activity 1: What are Standards?



Guiding Questions: What comes to your mind when you hear the phrase “meeting standards”? What are its implications for schooling? Do you think it aligns with a UDL approach to curriculum?

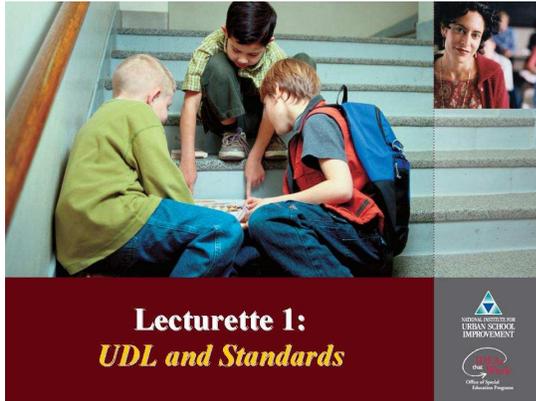
Directions: Universal Designs for Learning acknowledges diversity in many aspects: culture, language, ability, among others. In the following table, list down advantages and disadvantages of the use of standards in our educational system, especially when it comes to students with diverse needs. Below, consider the impact of having to meet standards in an UDL curriculum. Are there challenges or considerations to foresee?

Meeting Academic Standards	
Advantages	Disadvantages
Implications for UDL Curriculum	

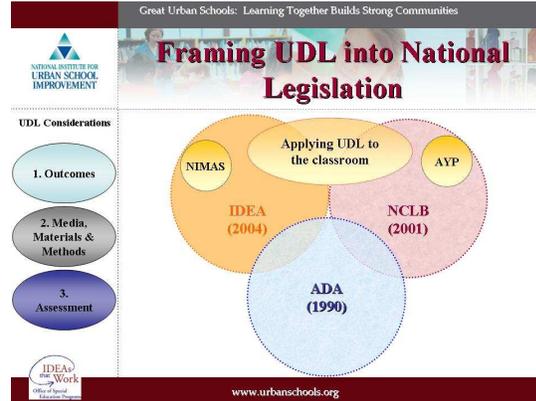
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Lecturette 1

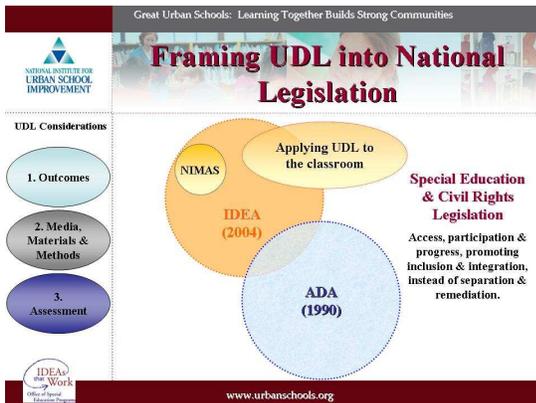
SLIDE 1



SLIDE 2



SLIDE 3



SLIDE 4



SLIDE 5

SLIDE 6

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**Equal Learning Opportunities:
NCLB**

UDL Considerations

1. Outcomes

3. Assessment

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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Assessment: NCLB & AYP

UDL Considerations

3. Assessment

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"

Applying UDL to the classroom

AYP

NCLB (2001)



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Standards and Outcomes

UDL Considerations

1. Outcomes

2. Media, Materials & Methods

Applying UDL to the classroom

AYP

State Standards for grade level

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



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**A Note of Caution:
The "UNIVERSAL" in UDL**

- The greatest flexibility possible to reach most users
- Adaptations for some users might still be needed



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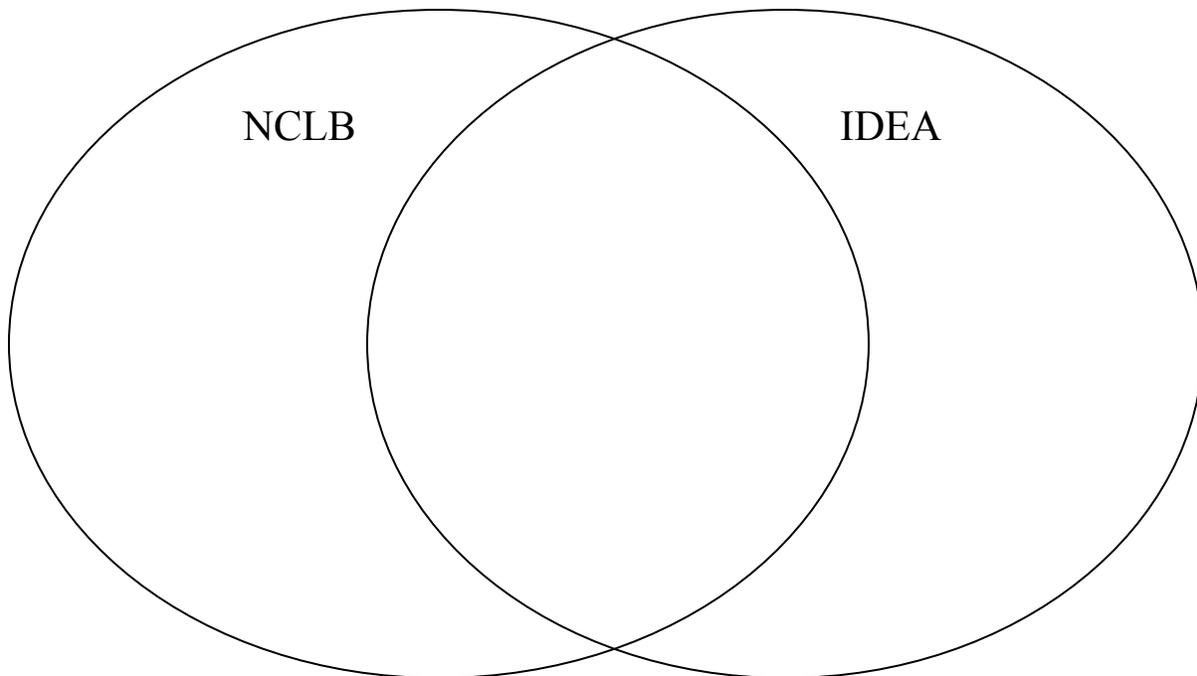
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Activity 2: Competing Mandates?



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 2: 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)(A) 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;
- (B) to ensure that the rights of children with disabilities and parents of such children are protected; and
- (C) 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;
- (3) 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
- (4) 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

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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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Lecturette 2

SLIDE 1



**Lecturette 2:
Universal Designs for
Large Scale Assessments**

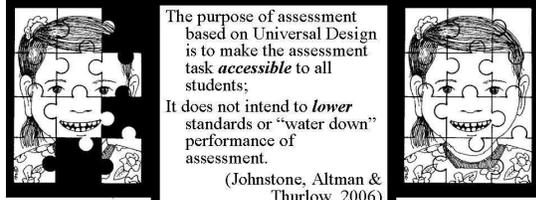


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UDL Assessment Purpose



The purpose of assessment based on Universal Design is to make the assessment task **accessible** to all students;
It does not intend to **lower** standards or “water down” performance of assessment.
(Johnstone, Altman & Thurlow, 2006)



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UDL in Statewide Assessment

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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UDL & Development of Large Scale Assessments

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



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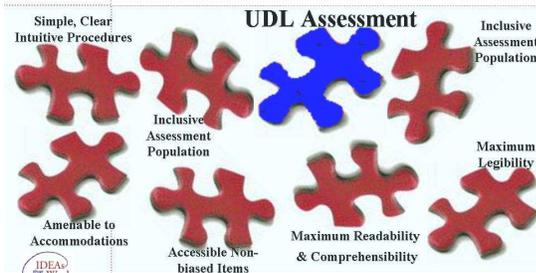
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Seven Elements of UDL Assessments

adapted from Thompson, Johnstone, & Thurlow (2002)



UDL Assessment

- Simple, Clear Intuitive Procedures
- Inclusive Assessment Population
- Maximum Legibility
- Maximum Readability & Comprehensibility
- Accessible Non-biased Items
- Amenable to Accommodations
- Inclusive Assessment Population



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Activity 3: Applying UDL to Large Scale Assessment

Jose is a 6th grade student in your classroom. He and his family moved from Mexico to the United States about 3 years ago. Jose's family speaks Spanish at home and before moving to the United States Jose had never been exposed to English. Jose seems to be rapidly learning conversational English, but has difficulty with academic language. As a result Jose also struggles in reading and writing. Jose is currently reading and writing at the 3rd grade level.

Below is an example of a test item taken from the Arizona Instrument for Measuring Standards (AIMS) and a list of testing accommodations. Keeping the elements of UDL Assessment in mind, what could be done to support Jose within a large scale assessment?

7 Elements of UDL Assessment: Inclusive Assessment Population, Maximum Readability and Comprehensibility, Maximum Legibility, Accessible nonbiased items, amenable to accommodations, simple clear, intuitive procedures, and precisely defined constructs

AIMS Sample Test – Writing

Grade 6

17 Revised 4-4-06

Writing

Read the writing prompt below. Use the next page for your prewriting/planning. Then write your draft.

Your writing should:

- Target a specific audience and purpose.
- Organize clear ideas into a meaningful sequence.
- Be written in appropriate business-letter form.

Remember to edit for spelling, grammar, punctuation, and capitalization.

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The cafeteria serves some foods people like and some they don't like. Think about three different foods that you would like the cafeteria manager to serve that you can't get now in the cafeteria. Write a letter to the cafeteria manager convincing her to serve each of the three new foods that you are suggesting.

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Arizona's Accommodation Guidelines

Standard Accommodations

Notes

Change in timing or scheduling of test

- Extended testing time (same day)
- More breaks
- Administer in several shorter sessions

Change in test setting

- Administer in separate location, separate room, or study carrel
- Administer the test in a small group
- One on one testing
- Student given preferential seating
- Administer the test under special lighting
- Student wears noise buffers (after directions)
- Student uses special furniture

Changes in test presentation

- Familiar test administrator
- Repeat directions
- Clarify or simplify language in directions in English
- Read or sign directions
- Exact sign language interpretation of math/writing
- Use amplification equipment
- Use place marker
- Use color overlay
- Use of magnification device
- Exact oral translation of directions as needed upon student request
- Read items for math or writing in English
- Provide translation dictionary
- Administer large-print edition of test
- Administer Braille edition of the test
- Use of an abacus on math portion by a student who is blind

Changes in response to test questions

- Braille writers
- Record or dictate responses to a scribe orally—reading/math only. Scribe may not alter student responses in any way—must record word for word
- Answers recorded or typed by student using assistive technology—spell check and grammar check turned off and predict-ahead functions turned off

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Academy Evaluation

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I am a

General Ed
Teacher

Administrator

Special Ed
Teacher

Parent

Paraprofessional

Other

I am affiliated with a(n):

Elementary School

Middle School

High School

Please let us know how useful you found the topics:

Activity 1

Poor Great

1 2 3 4 5

Activity 2

Poor Great

1 2 3 4 5

Activity 3

Poor Great

1 2 3 4 5

Self evaluation

Poor Great

1 2 3 4 5

Three things I learned that made me go . . .AH
HAH!

If I were on the next academy team I would. . .

As a result of participating in this academy, I am going to . . .

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Resources

Center for Universal Design— Universal Design <http://www.design.ncsu.edu>

This website outlines the initial approach of Universal Design for architecture. It contains the seven principles of Universal Design in several format, and updated information on this model.

The Center for Applied Special Technology (CAST) <http://www.cast.org>

The CAST website contains a series of theoretical and applied resources to Universal Design for Learning.

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

Specific applications of Universal Design for Learning to the classroom, case studies, and theoretical resources are found in the TES website.

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Center for Universal Design, The (2007). *About universal design*. Retrieved on July 1, 2007 from

http://www.design.ncsu.edu/cud/about_ud/about_ud.htm

Hitchcock, C., Meyer, A., Rose, D. & Jackson, R. (2002). *Providing New Access to the General Curriculum: Universal Design for Learning*. *Teaching Exceptional Children*, 35(2), 8-17

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<http://www.cast.org/teachingeverystudent/ideas/tes/index.cfm>

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

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 UDL 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>)

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Universal Design

Universal Design 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

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>)