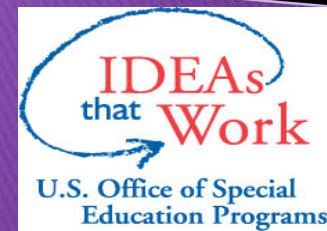


Using Accessibility Features and Accommodations to Provide Access

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Types of Assessments in U.S.*

- ▶ General (Regular) Assessments
- ▶ Alternate Assessments for Students with the Most Significant Cognitive Disabilities (Alternate Assessments based on Alternate Achievement Standards)
- ▶ English Language Proficiency Assessments

***Based on Every Student Succeeds Act**

Assessment Formats

- ▶ Paper and pencil tests have a long history of development, over time increasingly including only multiple choice and short constructed response.
- ▶ Technology-based assessments are now being used with increasing frequency, expanding greatly after the 2010 Race-to-the-Top Assessment Program provided funding to consortia of states.

Technology-based Assessments

- ▶ Innovative item types promoted (a sample)
 - Drag and drop
 - Audio and/or video stimuli
 - Multiple responses
- ▶ Possibility of adaptivity
- ▶ Possibility of timely reporting
- ▶ Embedded accommodations* *

****Accommodations Redefined**

- ▶ Paradigm shift in thinking about meeting the “accommodations” needs of all students, not just students with disabilities.
- ▶ Consortia of states in the U.S and many independent states now have a range of accessibility features.
- ▶ All assessments incorporate a “universal design” approach.

New Paradigm

- ▶ **Universal features** – accessibility supports available to all students as part of the technology platform (may need to be turned off for some)
- ▶ **Designated features** – accessibility supports available to students for whom the need has been indicated by an adult or team of adults
- ▶ **Accommodations** – accessibility supports that are available only to students with disabilities and/or English learners

Individualized Features

- ▶ Personal Needs Profile: Digital version of accessibility features and accommodations needed by an individual student, formatted to an international standard that allows it to be sent electronically with other student information
- ▶ Different formats and different names used

Lessons Learned about inclusion of students with disabilities in the new consortia assessments



- ▶ Findings based on survey of teachers after administration of the assessments
- ▶ Most lessons were related to instruction or to the assessment
- ▶ Many lessons, though, were about the technology

Technology Challenges

- ▶ Scrolling requirements were a big issue
- ▶ Accessibility features and accommodations did not work as intended
- ▶ Use of accessibility features and accommodations was not tracked

Next Steps

- Compile data and conduct analyses to learn more about what is working well (and what challenges remain) in improving accessibility
- Move toward the use of common accessibility language across assessments

Comments/Questions



For More Information

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