Universal Design for Learning: Assessment

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FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
Universal Design for Learning

Is what?

A scientifically valid framework that

Does what?

Provides multiple means of access, assessment, and engagement and removes barriers in instruction

For what?

achieve academic and behavioral success for all
Three Brain Networks

Affective

“why”

Recognition

“what”

Strategic

“how”
Three Principles of Universal Design for Learning

Multiple Means of Representation
“Access”

Multiple Means of Action & Expression
“Assessment”

Multiple Means of Engagement
“Engagement”
Assessment Principle

Provide options for executive function
• Guide appropriate goal-setting
• Support planning and strategy development
• Enhance capacity for monitoring progress

Provide options for expression and communication
• Use multiple media for communication
• Use multiple tools for construction and composition
• Build influences with graduated levels of support for practice and performance

Provide options for physical action
• Vary the methods for response and navigation
• Optimize access to tools and assistive technologies
Assessment Principle Guideline: Provide Options for Executive Functions

• Focus on skills students need to become strategic, goal-directed learners
• The stronger students become in the skills of this guideline, the more successful they are likely to be postsecondary
• Help students learn to monitor their own progress

*Universal Design for Learning in the Classroom* (Hall, Meyer & Rose, 2012)
*Design and Deliver* (Loui Lord Nelson, 2014)
### Assessment Principle
Guidelines and Checkpoints

<table>
<thead>
<tr>
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<tr>
<td>Facilitate managing information and resources</td>
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<td>Enhance capacity for monitoring progress</td>
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<tr>
<td>Templates for goal-setting worksheets can organize and guide students’ personal goal setting</td>
<td><img src="worksheetplace.com" alt="WorksheetPlace" /></td>
<td>Allows users to enter assignment due dates and will send email reminders. Also provides scaffolding for various types of assignments such as outlining main points, creating a bibliography, etc.</td>
</tr>
<tr>
<td><img src="ResearchProjectCalculator" alt="RPC" /></td>
<td><img src="GraphicOrganizers" alt="GraphicOrganizers" /></td>
<td><img src="ReadWriteThink" alt="ReadWriteThink" /></td>
</tr>
<tr>
<td>Graphic organizers are effective tools to manage information and resources. These supports help students to organize their thoughts and establish relationships between ideas.</td>
<td></td>
<td>Variety of writing and editing checklists to help students learn to monitor their work and the work of peers.</td>
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Assessment Principle Guideline:
Provide options for expression and communication

• Focus on how students express themselves
• Consider all of the ways students can communicate
• Provide models of skilled performance, scaffolding, and time for practice
• Building fluency in a skill is essential

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<tr>
<td>Use multiple media for communication</td>
<td><img src="image" alt="iCreate to Educate" /></td>
<td>iCreate to Educate uses stop-motion animation as a learning tool and provides options in the media for communication.</td>
</tr>
<tr>
<td>Use multiple tools for construction and composition</td>
<td><img src="image" alt="Glogster" /></td>
<td>Glogster allows you to create &quot;interactive posters&quot; to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends.</td>
</tr>
<tr>
<td>Build fluencies with graduated levels of support for practice and performance</td>
<td><img src="image" alt="Results by reading level" /></td>
<td>Use Google to search by Basic, Intermediate or Advanced reading levels</td>
</tr>
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</table>
Stegosaurus Poster

STEGOSAURUS
by Ally J
Stegosaurus was one of the dinosaurs that inspired the appearance for Godzilla.

Fast Facts
- Lived in the late Jurassic Period
- Had 17 plates on their backs

No one knows why Stegosaurus had plates... or exactly how these plates were arranged along its back?
Assessment Guideline: Provide options for physical actions

- Explicitly addresses physical barriers
- Offer options so that students’ motor skills do not hinder expression
- Consider audio recording, voice recognition software, alternative keyboards or joysticks, and other forms of technology

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<td>Vary the methods for response and navigation</td>
<td><img src="https://via.placeholder.com/150" alt="Windows" /></td>
<td>Free accessibility and personalization options that are built into frequently used Microsoft applications</td>
</tr>
<tr>
<td>Optimize access to tools and assistive technologies</td>
<td><img src="https://via.placeholder.com/150" alt="Voicenote" /></td>
<td>Simple and functional note pad that allows you to type with your voice</td>
</tr>
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</table>
Many teachers already have great options to assess learners!
Reflection

• Take one minute and reflect on options for assessment in your district
  • Options:
    • Write out your thoughts
    • Draw an image that represents this
    • Share your thoughts aloud with a peer
    • Create your own option for reflection
New state assessments are promising as they are being developed with principles of Universal Design for Learning.

Smarter Options
Accommodations for State Assessments

Assessment Accommodations and Supports

Accommodations are practices and procedures that provide equitable access to grade-level content. Accommodations are intended to reduce or eliminate the effects of a student's disability or level of language acquisition; they do not reduce learning expectations. The accommodations provided to a student must be consistent for classroom instruction, classroom assessments, and district and state assessments. It is critical to note, that each assessment may have unique accommodation policies, therefore Educators should pay careful attention to assessment policies and what the assessment is trying to measure. Furthermore, although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment.

Accommodations and Supports for WKCE
Accommodations and Support for WAA-SwD
Accommodations and Support for Smarter
Accommodations and Supports for DLM
Accommodations and Supports for ELLs
Accommodations and Supports for PALS
Accommodations and Supports for NAEP
Accommodations and Supports for ACT High School

http://oea.dpi.wi.gov/assessment/accommodations
Drivers License

WISCONSIN DRIVER LICENSE REGULAR

S123-4567-8901-23
SAMPLE JANICE
123 NORTH MAIN STREET
APT. 1
MADISON, WI 55405

DOB 01/12/1982
SEX F
HGT 5'-06"
WGT 130 lb
CLASS D

EXP 01/12/2013
ISS 01/12/2010
EYES BRO
HAIR BLK

DD OTWW1234567890123456

DONOR
3 Teaching and Learning Tools:

1. Curriculum
   Does your curriculum have built-in options for ALL students?

2. Instruction
   Do your instructional practices encompass a variety of materials and methods?

3. Assessment
   Do your current assessment practices offer multiple ways for students to display what they’ve learned?
Balanced Assessment

Refers to the use of using formative, benchmark and summative assessments to provide a complete and clear picture of student progress, student achievement, and instructional effectiveness

(WI RtI Center Glossary)
Foundational Assumption

An effective assessment system has multiple components and balances strategies that meet varied purposes and stakeholder needs. One assessment cannot meet all purposes.

Crafting a Balanced System of Assessment in Wisconsin
Balanced Assessment System
By Type

- Formative: Daily Ongoing Evaluation Strategies, Immediate Feedback, Student-Centered, To quickly inform instruction
- Benchmark: Periodic Diagnostic/Progress Assessments, Multiple Data Points Across Time, Classroom/School-Centered, To benchmark and monitor progress
- Summative: Large-Scale Standardized Assessments, Annual Snapshot, School/District/State-Centered, To evaluate cumulative learning
## Balanced Assessment System

### By Purpose

<table>
<thead>
<tr>
<th></th>
<th>To plan learning (prior to instruction)</th>
<th>To support learning (during instruction)</th>
<th>To monitor learning (between instruction)</th>
<th>To verify learning (after instruction)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formative Data</strong></td>
<td>Student learning goals, or student self-assessment</td>
<td>Feedback that informs both student and teacher in order to make real-time adjustments to teaching and learning</td>
<td>Feedback that allows teacher to see what progress has been made since last check-in</td>
<td>Feedback that confirms what the student knows and can do</td>
</tr>
<tr>
<td>to quickly inform instruction</td>
<td>- Teacher/Student discussion  - First day observations</td>
<td>- Teacher/Student portfolio  - Class blog; student journal</td>
<td>- Open questioning  - Running records</td>
<td>- Exit activities  - Portfolios</td>
</tr>
<tr>
<td><strong>Benchmark Data</strong></td>
<td>Data that shows a teacher the instructional starting point for a chapter, unit, semester, or year</td>
<td>Data that shows teacher what learning objectives have been mastered; what needs to be addressed next instructionally for individual students</td>
<td>Data that tracks student progress over time, providing periodic and multiple data points against benchmarks throughout the year. Can be used to promote program improvement in the short-term; instructional change; monitor student progress</td>
<td>Data that is used, along with other data points, to establish a grade or score. Can be used to make decisions about instruction, curriculum, and to make program adjustments</td>
</tr>
<tr>
<td>to benchmark and monitor progress</td>
<td>- Screener  - Chapter pre-tests</td>
<td>- Graded class work  - Curriculum based measures (CBM)  - Running records</td>
<td>- Portfolios  - Office discipline referrals  - Curriculum based measures (CBM)</td>
<td>- Progress report  - Interim assessment (post-test)</td>
</tr>
<tr>
<td><strong>Summative Data</strong></td>
<td>Data that aids teacher in planning future instruction; reflecting on general patterns; or establishing the big picture within a class of students</td>
<td>Data that informs classroom decisions such as groupings, alterations to curriculum maps, etc.</td>
<td>Data provides a snapshot (one point in time) of what students know and can do. Can be used to promote program improvement, curricular changes, instructional PD needs at school or classroom level</td>
<td>Standardized data is used to make decisions, typically on annual basis, at macro levels, about subgroups, schools, districts, states</td>
</tr>
<tr>
<td>to evaluate cumulative learning</td>
<td>- Prior year’s AP Exams  - Prior end of year scores</td>
<td>- Item analysis of prior summative test  - End of unit assessments/grades</td>
<td>- Benchmark test scores  - End of semester grades</td>
<td>- AYP reports  - Suspension rates</td>
</tr>
</tbody>
</table>

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Please note: the examples are not an exhaustive list; also examples serve multiple purposes, not just those indicated in the above boxes.
Balanced Assessment System

Purpose
Provide stakeholders with data about academic achievement

- and -

Assist in improving the educational process to increase student achievement
5 Keys to Quality Classroom Assessment

1. Clear purpose
   – Why assess? Who will see results? What function does it serve?

2. Clear targets or outcomes
   – What is to be assessed? Do students understand targets? Clear? Measureable?

3. Sound design
   – What methods? Written well? Sampled how?

4. Effective communication
   – Report, communicate how?

5. Student involvement
   – Understand target, track progress, self-assess

*WI RtI Center, Balanced Assessment Module*
How do we use Assessment AND Results to Help our Students Want to Learn?

1. Student-friendly targets from the beginning
2. Models of strong and weak
3. Continuous descriptive feedback
4. Teach self-assessment and goal setting
5. Teach one facet at a time
6. Teach focused revision
   - Do they see purpose of revision?
7. Teach self-reflection to track growth

(WI RtI Center, Balanced Assessment Module)
Things to Keep in Mind...

• Assessment methods should be aligned to achievement targets.
  • What’s the purpose of the assessment?

• It’s about what the student learns and not what the teacher teaches.

• Focus on assessment as learning
  • Students learning to identify quality to incorporate it into their work
How does UDL change the classroom and instruction?

>> Huge, huge difference.
ACTIVITY:
Think – Pair – Share

• What does balanced assessment look like in your district and how could you use the principles and guidelines of Universal Design for Learning to enhance that?

• What does your professional development look like?
  – Assessment?
  – Universal Design for Learning?
Volunteer?
What was UDL Today?

Universal Design for Learning

Multiple Means of Representation
“Access”

Multiple Means of Engagement
“Engagement”

Multiple Means of Action & Expression
“Assessment”

Illustrate through multiple media (visuals, video, examples, activities)
Activate or supply background knowledge (of UDL)

Provide options for recruiting interest
(Use of video, humor, activities)
Develop self-assessment and reflection (reflect on assessment in your district)

Vary the methods for response and navigation (choices for reflection)
• Use multiple media for communication