



RESULTS-DRIVEN ACCOUNTABILITY

**Session goal: Improved outcomes for students
with disabilities through**

- Meaningful inclusion
- Access to grade level content
- Systematic monitoring of student progress
- Targeted utilization of school resources
- Integration of technology to support learning
- Accommodations to meet individual needs

Presenters: Pat Reynolds, Harold Campbell, Jeff Studer

WHERE ARE WE NOW?

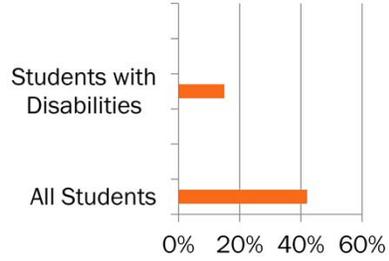
Changes that have impacted outcomes for students with disabilities:

- Adoption of Arizona's College and Career Ready Standards
- The implementation of AzMERIT summative assessments
- The implementation of the Multi-State Alternate Assessment (MSAA) and associated instructional supports

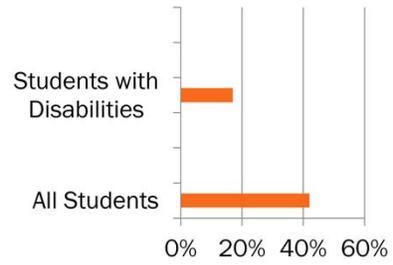
This presentation will focus on those students with disabilities who take the general summative assessment (AzMERIT), not those eligible for the alternate assessment. The CCR standards impact students receiving special education services across the board – requiring exposure to more rigorous content and evidence of deeper understandings on the part of the students. The NCSC instructional supports are extensive and send a clear message that students with significant cognitive disabilities must be given the opportunity to engage with grade level content – appropriately raising expectations for academic outcomes.

AZMERIT 2015 PROFICIENCY RATES

GRADE 4 READING

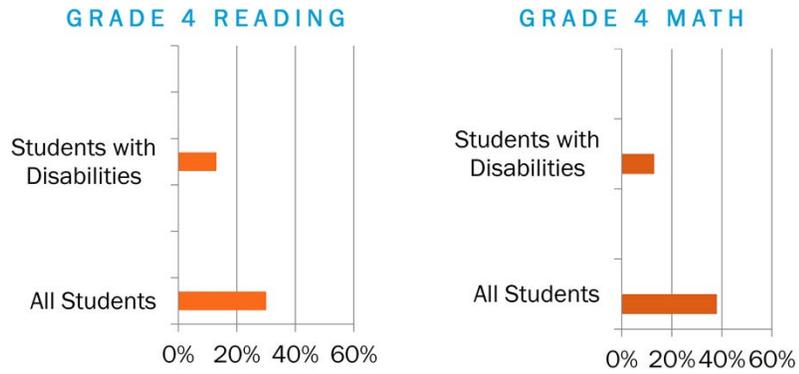


GRADE 4 MATH



Source: <http://whyproficiencymatters.com/arizona>

NAEP 2015 PROFICIENCY RATES

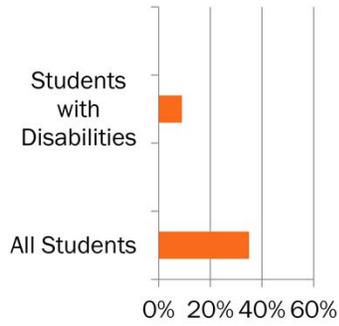


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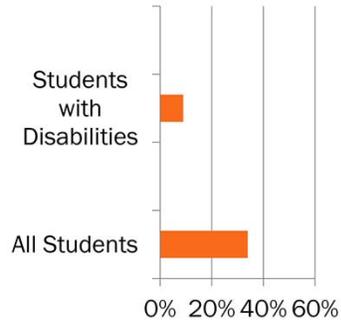
National Assessment of Educational Progress

AZMERIT 2015 PROFICIENCY RATES

GRADE 8 READING



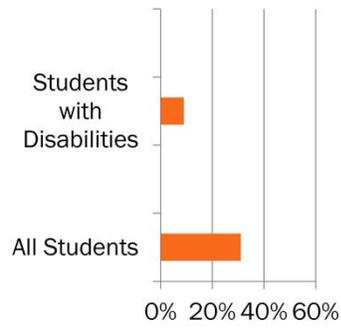
GRADE 8 MATH



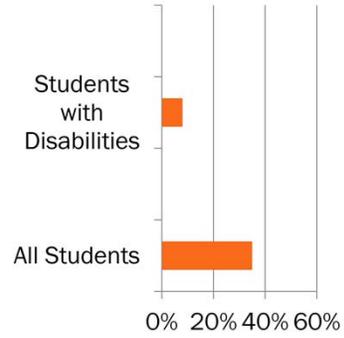
Source: <http://whyproficiencymatters.com/arizona>

NAEP 2015 PROFICIENCY RATES

GRADE 8 READING



GRADE 8 MATH



Source: <http://whyproficiencymatters.com/arizona>

“As later learning builds on early learning, it is important that college and career readiness begin at even younger years. Students that fall behind earlier in their educational years will face a daunting education gap to catch up to their fellow students. For example, students who were far off track in eighth grade had only a 10% chance of being successful in reading, 6% chance in science, and 3% chance in mathematics of reaching the ACT College Readiness Benchmarks by twelfth grade.⁴²”

Arizona Superintendent of Public Instruction Diane Douglas, *AZ Kids Can't Afford to Wait*
<http://www.azed.gov/weheardyou/files/2015/10/az-kids-cant-afford-to-wait.pdf>

Superintendent Douglas supports early interventions to ensure that gaps are effectively addressed before they grow.

BEYOND COMPLIANCE: RESULTS-DRIVEN ACCOUNTABILITY

Agency Initiatives Targeting Instruction

- Multi-Tier System of Supports (MTSS)
- Examining Data to Improve Student Achievement (EDISA)
- Inclusion Taskforce
- K-12 Academic Standards Unit - Promoting incorporation of the formative assessment process
- Universal Design for Learning/Accommodations Taskforce
- Identification of “high flyers” - Public Education Agencies who had success at closing the gap
- State Personnel Development Grant

Close the Gap

Major shifts that will take time for widespread implementation.

<http://www.azed.gov/special-education/files/2014/08/t1.2-sped-law-a-year-in-review.pdf>

BEYOND COMPLIANCE: RESULTS-DRIVEN ACCOUNTABILITY

How will academic improvements be measured and reported?

- District required benchmarks
- Student performance on AzMERIT
- Student performance on MSAA

Bottom Line:

We must demonstrate improved outcomes for students with disabilities

There are several critical elements in ESSA (Every Student Succeeds Act) that hold schools accountable for educational results: Academic content standards (what students should learn) and academic achievement standards (how well students should learn the content) form the basis of state accountability systems. **State assessments are the mechanism for checking whether schools have been successful in ensuring that students attain the knowledge and skills defined in the content standards.**

DEFINING IMPROVED OUTCOMES

How will we gauge improvement in non-academic areas?

Independence Self-advocacy Collaboration Decision-making

Flexibility Communication Integrity Social Skills

Social-Emotional Learning

Raising expectations for both academic and non-academic measures, then writing goals that target those intentionally and mapping that trajectory across school years will define the various proficiencies we expect at the time of transition, and a systematic method to get them there. Expect more! (Backwards mapping...already done for CCR standards, but can also be done for non-academic goals)



STUDENTS WITH DISABILITIES

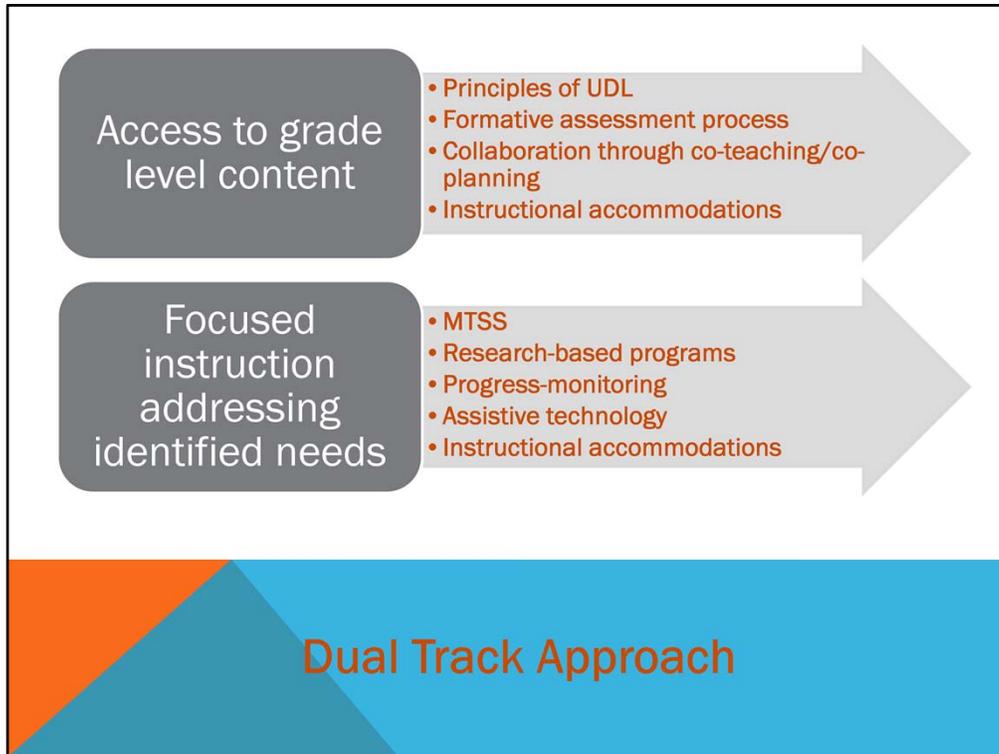
How can teachers ensure

- accessibility to grade level content?
- alternative avenues to express what they know and can do at grade level?

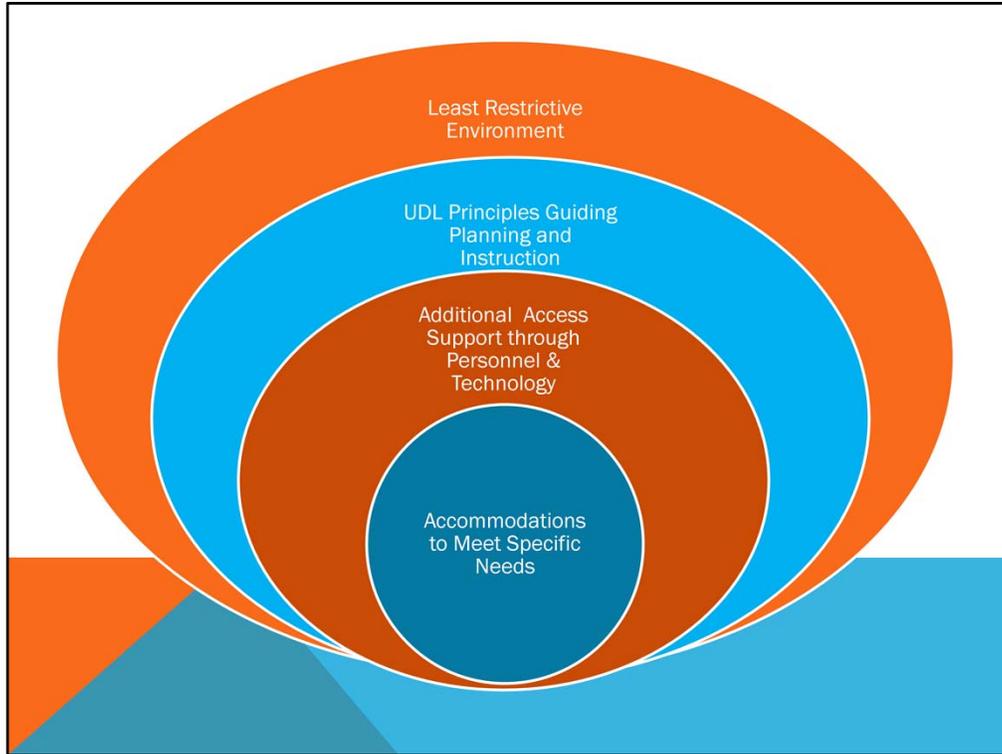
How can teachers

- address individual needs and preferences to engage students?
- Provide “just right” levels of support
- Encourage students to take an active role in decisions that impact their learning and quality of life

Engagement = background knowledge/connections, preferences/choice, cultural aspects, a growth mindset, appropriate scaffolding/models –
The “what” of learning remains intact, the “how” variable is open for considerations.
Engaged students are less likely to have extensive absenteeism, suspensions, drop-outs – making them more likely to remain in school long enough to have that transition discussion.



Initiatives from ESS and other departments have the focused instruction piece well in hand. But in addition, we need to think about access to grade level content...We can't lose sight of one for the other – both are critical to the desired outcome of CCR



Instructional focus needs to shift to ensuring accessibility – a much broader focus than accommodations alone.



In light of the standards and associated assessments, the LRE determination requires careful consideration.

LEAST RESTRICTIVE ENVIRONMENT

Recommendations from a NCSC Study on Inclusion:

“At the federal policy level, we need to ask: 1) Do IEP teams truly consider the *possibility* of regular class participation for all students as an integral part of individualized education planning...”

<http://www.ncscpartners.org/Media/Default/PDFs/Resources/NCSC%20LRE%20Article%20Exceptional%20Children%20EC%201670%20APA.pdf>

What are expectations, routine procedures – how do they impact decisions around the LRE?

LEAST RESTRICTIVE ENVIRONMENT

Considerations begin with the student's participation in the general education classroom, to the maximum extent appropriate

Instruction in the general education classroom ensures

- Standards-based instruction by a content expert
- A variety of learning opportunities
- Rich exchange of ideas
 - Teacher-student
 - Peer to peer
- Exposure to social norms and expectations

If they're not there, they're missing out!

Content experts are best positioned to instruct since they understand the standards, including the level of rigor intended. SPED teachers are experts in providing alternatives, or access, depending on specific needs. Opportunities for prolonged practice, problem solving, and group interactions exist within the gen/ed classroom that can't be replicated in any other setting. **Here students with disabilities begin to understand and advocate for their personal needs, evaluating what's beneficial for them as they negotiate inherent academic and social demands in this microcosm of post-graduate life.**

MICHAEL YUDIN ON INCLUSION



Michael Yudin is the Assistant Secretary for Special Education and Rehabilitation Services at the US Department of Education

2600-3140

Video segment begins at 2600 through 3140

Percent of Time Spent Inside the Regular Classroom

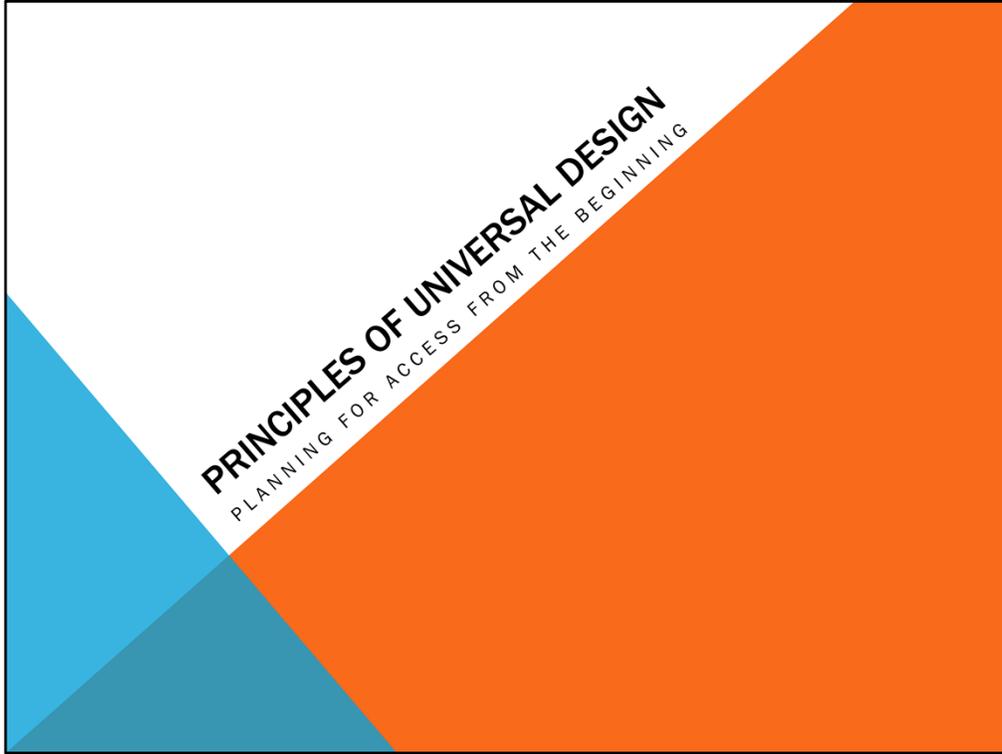
Students with Disabilities Ages 6 through 21

Disability Category	>80 % Day	40-79% Day	<40% Day	Separate Facility
All	61.5	19.5	13.7	3.3
Autism	39.5	18.1	33.2	8.1
Deaf-Blindness	21.5	11.5	34.0	27.8
Emotional Disturbance	44.1	17.8	20.3	14.7
Hearing Impairment	57.8	16.4	12.6	11.6
Intellectual Disability	17.1	26.6	48.7	6.6
Multiple Disabilities	13.1	16.2	46.2	20.7
Orthopedic Impairment	54.8	16.2	21.6	4.7
Other Health Impairment	64.0	22.2	9.7	1.9
Specific Learning Disabilities	67.2	24.6	6.3	0.6
Speech or Language Impairment	86.6	5.5	4.3	0.3
Traumatic Brain Injury	49.0	22.3	20.1	5.8
Visual Impairment	64.7	13.0	11.0	9.3
Developmental Delays	N/A	N/A	N/A	N/A

Data reported for IDEA 2012 Educational Environment

Source: <http://www.smcoe.org/assets/files/about-smcoe/superintendents-office/statewide-special-education-task-force/Task%20Force%20Report%205.18.15.pdf>

Students with high incidence disabilities spend 15 – 30% or more of the school day outside their gen/ed classrooms



PRINCIPLES OF UNIVERSAL DESIGN FOR LEARNING

Planning access for all *from the beginning* lessens the need for retrofitting and accommodations

UDL planning provides options for:

- Presentation
- Response
- Engagement/Motivation

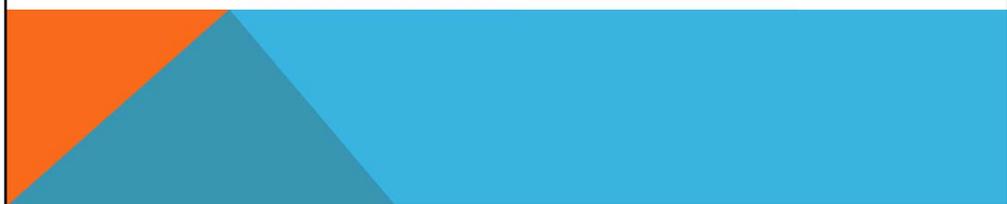
Benefits all students, not just those with disabilities

Can include low-tech or high-tech options. Planning involves frontloading for options in
Presentation: accompanying video, pictures, realia, models, supplementary supports.
Response: oral presentations, skits, drawings or posters, dance, written responses, dictated using speech-to-text. Engagement: student preferences based on background, culture, areas of interest – a choice of the vehicle that gets you to the destination!! (goal). **Consider the options afforded with the choice of digital text: can be enlarged, supplemented with illustrations, colored, provide text to speech, sound can be amplified, speed adjusted, segment repeated, and music cues in the background can help students identify subtleties of affect**

ESSA appropriates the UDL definition found in the [Higher Education Opportunity Act of 2008](#): **Universal Design for Learning (UDL)** means a scientifically valid framework for guiding educational practice that — (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

Higher Education Opportunity Act of 2008

Source: CAST
www.cast.org



PRINCIPLES OF UNIVERSAL DESIGN FOR LEARNING

UDL – an identified component in Every Student Succeeds Act

CAST (Center for Applied Special Technology) has been the leading proponent of incorporating UDL into instruction –

- Materials
- Webinars, videos
- Research basis

“...the goal of education is not simply the mastery of knowledge but the mastery of learning.” (CAST, 2010)

Quotation: http://www.udlcenter.org/resource_library/articles/gps

A quick look at UDL from

CAST



THE FORMATIVE ASSESSMENT PROCESS

When coupled with UDL practices, the formative assessment process

- Provides the teacher with immediate, actionable information
- Indicates where fine-tuning is necessary in options of presentation, response, engagement
- Identifies the next incremental step for an individual student on the trajectory toward mastery
- Keeps learning moving forward
- Focuses students on awareness of where they are in their learning

UDL and formative assessment are complimentary practices, pro-active in nature, that involve significant planning ahead of instruction. The pay-off lies in the ability to keep all learners moving forward. It minimizes the quagmire that educators get into with retrofitting, re-teaching, and collecting/analyzing/acting on data long after the “teachable moment” has passed. (Touch on Vgotsky – ZPD)

“...allow LEAs to focus on formative testing. That way the teacher knows, on a real-time basis, if a child is on path or not and can provide assistance on an individualized basis in time to actually help the child get back on course.”

**Arizona Superintendent of Public Instruction Diane Douglas,
AZ Kids Can't Afford to Wait**

<http://www.azed.gov/weheardyou/files/2015/10/az-kids-cant-afford-to-wait.pdf>

The formative assessment process is intentional – two of the three dimensions are carefully planned in advance to elicit student thinking through discussion that probes understandings, or through activities/projects that are designed to reveal grasps of concepts or demonstrate skills. The 3rd dimension, “on the fly” adjustments, require teachers to temporarily change course to clear up or note misconceptions.

THE FORMATIVE ASSESSMENT PROCESS

Through this process, students learn to

- Set goals for their own learning
- Evaluate their growth toward those goals
- Evaluate the quality of their work and the work of others
- Identify strategies to improve

Important to understand that this is a process, not a product that can be purchased off the shelf – not a “test” separate from instruction, but rather an embedded and ongoing practice as students go about the business of every day learning. . **This process positions the student as an active player in his own learning – responsible for decision-making, understanding when assistance is needed and seeking that help, and following through on constructive feedback offered by teachers and peers.**

THREE KEY FORMATIVE ASSESSMENT QUESTIONS:

- Where am I headed?
- Where am I now?
- What do I need to do next to close the gap?

ZPD

THE FORMATIVE ASSESSMENT FEEDBACK LOOP

Margaret Heritage explains that the feedback loop is the *process* of

- collecting evidence about student learning
- identifying gaps
- providing feedback to the student
- adapting instruction

It is cyclical and continuous...as soon as a gap is closed the teacher creates new learning goals for the student to meet.

Margaret Heritage, Senior Scientist at WestEd, is an internationally renowned expert on the formative assessment process

With all the moving parts, teachers have to have a way of discerning what's effective for individuals – a way to keep tabs on understandings. Through feedback, the teacher and student have a common understanding of the goal, evaluate where the student is in relation to that goal (meeting the student where he is), and determine the next incremental step. Feedback is actionable with checks for follow-through.

THE FEEDBACK LOOP

The feedback loop is key to keeping learning moving forward

Students receive feedback through

- Measuring themselves against learning goals, prior work, peer work, or a rubric/model
- Interactions with their teacher who helps them establish where they are performing in relation to the learning goal; identifying next steps
- Respectful interactions with their peers, including constructive feedback to modify work products or to provide a different perspective or alternative strategy for consideration

In order to incorporate effective peer feedback interactions, the teacher must have developed a sense of community within her class that is respectful of individual differences, strengths, and perspectives. Students must focus on a rubric or model to provide specific constructive feedback to peers on points for improvements.

METACOGNITION

The formative assessment process

- Helps students develop self-evaluation skills and reflect on their own understandings
- Provides opportunities for students to analyze works of varying quality
- Provides a means for students to conceptualize the learning process – by introducing students to learning progressions, they better understand the path toward a learning goal and evaluate where they are in relation to that goal
- Contributes to a growth mindset – understanding that success involves a series of iterations, working off feedback in a sustained effort to improve

Thinking about your own approaches, perspectives, flexibility, strengths, tenacity, preferences, and needs in relation to others, to specific situations, and in general across settings – critical understandings that foster greater confidence, independence, and self-advocacy.

SOCIAL-EMOTIONAL LEARNING

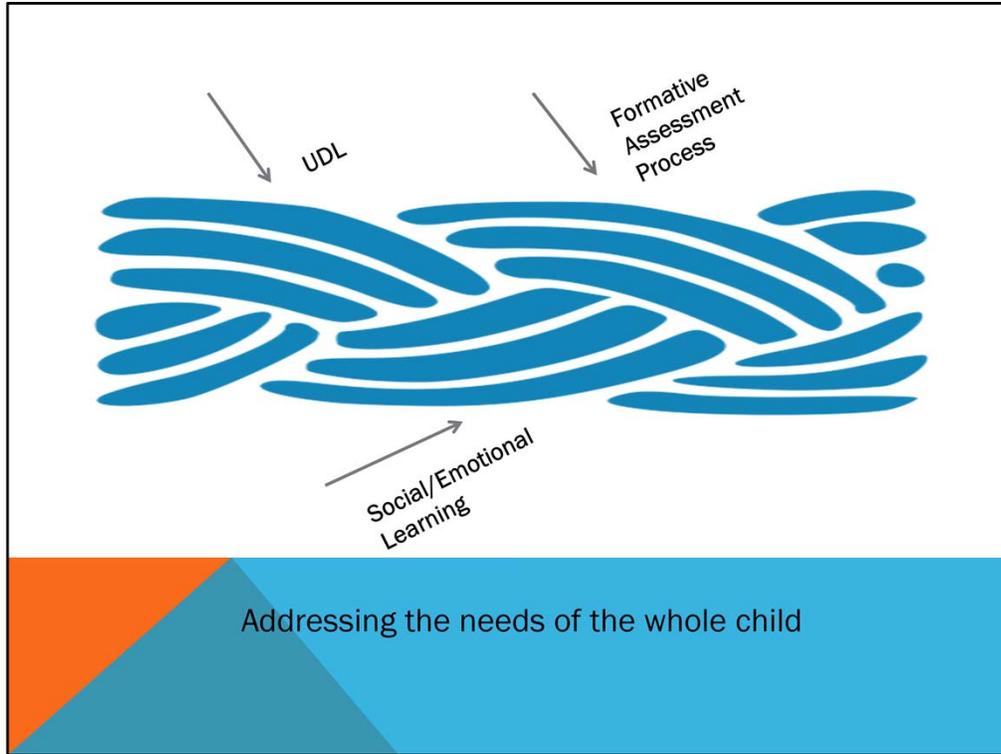
Components of Social-Emotional Learning Include:

- The student's ability to recognize and manage emotions
- The ability to build and sustain relationships with others
- The ability to evaluate and resolve interpersonal problems
- The ability to make effective and ethical decisions

For more information on SEL: CASEL (<http://www.casel.org/>)

<http://www.gtcenter.org/sites/default/files/TeachingtheWholeChild.pdf>

Soft skills that are important for successful post-secondary employment – managing your affective, cognitive, and social behavior...CASEL for additional info



By weaving these practices together, we can better address the needs of the whole child in the general education setting.



UTILIZATION OF PERSONNEL

General Education, Special Education Collaboration Through:

- Leadership fostering a Culture of Collaboration and Learning
 - Provide opportunities, expectations for practice/embedded training
- Co-teaching
 - Model allows students with disabilities to remain in gen/ed for instruction
 - Resource teacher monitors/adjusts access to instruction as needed
- Co-creating lesson plans
 - Ensures rigorous instruction in grade level content
 - Ensures consideration of individual needs in planning

Each professional contributes their personal expertise to develop a multi-dimensional plan that meets the needs of a range of students

For example: UDL designed lesson w/students working in teams. SPED teacher may suggest team member role for a particular student based on what she knows about his strengths/preferences. She may provide additional scaffolding of that role to ensure that the student has meaningful participation.

UTILIZATION OF PERSONNEL

Assistive Technology Specialists:

- Evaluate which devices and apps may assist with access

Para-Professionals:

- Can provide planned-for supports within the gen/ed setting

Special Area Teachers:

- Alternative access to content and skill building provided through
 - PE
 - Art
 - Music
 - Computer labs

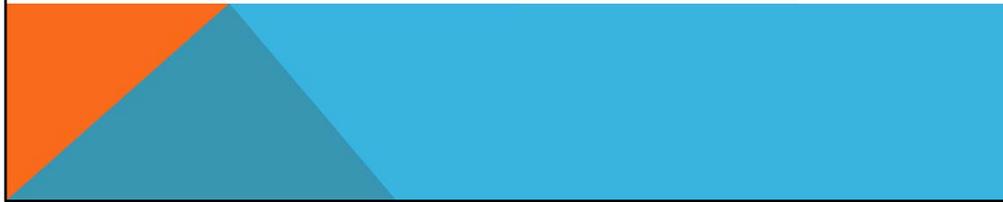
Tap into individual's learning modes and preferences by enlisting supports for access from the range of school professionals

Building staff support learning through parallel planning to reinforce concepts in a variety of ways

Building staff (under-utilized) – PE with whole body movement to illustrate math concepts, math in music or art, phrasing/rhyme/fluency in music, reinforcing academic vocabulary, varied concept applications across subjects

“We live in a society exquisitely dependent on science and technology, in which hardly anyone knows anything about science and technology”

Carl Sagan,
astronomer



SETDA POLICY BRIEF

Technology is the hallmark of the future, and technological competency is essential to preparing all students for future success. Emerging technologies are an educational resource that enhances the experience for everyone, and perhaps especially for students with disabilities. Technological innovations have opened a virtual world of commerce, information, and education to many individuals with disabilities for whom access to the physical world remains challenging. Ensuring equal access to emerging technology in...classrooms is a means to the goal of full integration and equal educational opportunity for this nation's students with disabilities.¹⁶

<http://eric.ed.gov/?q=source%3a%22State+Educational+Technology+Directors+Association%22&id=ED545198>

From conclusion section in State Educational and Technology Directors Association brief – Not just Assistive Technology – but all emerging tech that can be integrated for application in educational settings – should be considered for access.

TECHNOLOGY

Interactive opportunities	Virtual field trips	Targeted apps
Online organizational tools	Online texts, supplemental resources *text to speech capabilities	
Word prediction software		Speech to text software
Calculators	Flipped classrooms	Creative response options
Self-paced learning programs	Online demonstrations	

See a sampling of what's available at

<http://bit.ly/aztechsymboloos>

The impact that the advances in technology have had (and will continue to have) on the transfer of knowledge cannot be overstated...**Our coding system for the exchange of information may be one of the first roadblocks encountered by students with disabilities when they enter school. While we need to work steadily to teach decoding and encoding skills, we also need to take advantage of technologies that circumvent those roadblocks, allowing students to continue to access grade level instruction and progress alongside their same age peers. Tech can also serve as a medium to facilitate social interactions, helping students to discover shared interests.**

TECHNOLOGY

Example for CAST



Instructional Video

[Math Squared App](#)

ADE PROPOSALS FOR TECHNOLOGY INTEGRATION

- ADE will first seek funding for classroom technology and statewide broadband internet access.
- ADE will increase training for teachers on how to utilize technology in an interactive manner with students and support teachers in implementing the data in classroom instruction.

Arizona Superintendent of Public Instruction Diane Douglas, *AZ Kids Can't Afford to Wait* <http://www.azed.gov/weheardyou/files/2015/10/az-kids-cant-afford-to-wait.pdf>

Not just assistive technology, but emerging tech and the capabilities of those in common use – such as smart phones - should be explored from the perspective of a particular student's needs for potential use. Ongoing trials will help students make critical determinations about what works for them, further enabling them to self-advocate and function with greater independence in preparation for post-graduate endeavors.



LESSONS LEARNED FROM THE SURVEY

May, 2015

- Exceptional Student Services surveyed general education and special education teachers across the state on instructional accommodation use
- More than 1,000 responses



Please refer to Handout:

May 2015 Survey of Instructional Accommodations

Take 5 minutes to identify those accommodations you believe to be in frequent use by both general education and special education teachers to provide access for students with disabilities,

Then share thoughts at your table.



May 2015 Survey of Instructional Accommodations		
Frequent Breaks Additional Time Word Prediction Software Grammar Check Repeat Text Clarify Text Large Print (special) Braille Note-Taker Human Reader ASL Video Human Scribe Supplementary Visual Aids Line Reader Realia Adjusted Font Change Text Color Headphones/Noise Buffers Special Pencil Adapted Keyboard	Magnification Color Overlays Specialized Furniture Work in Small Groups Work in Separate Location Highlighting Text Task-specific Graphic Organizers Answer Masking Use of Scratch Paper Extended Breaks (>10-15 minutes) Speech to Text Spell Check Text to Speech Reword Text Translation Dictionary Braille Writer Abacus Sign Language Interpreter Closed Captioning	Human Transcription Multi-media Supports Pencil Grip Tactile Graphics Student Eliminates Incorrect Responses Adjusted Type Size Change Background Color Zoom Adapted Mouse Special Lighting Preferential Seating Larger Work Area Work 1:1 Work in Study Carrel Note-taking Scaffolding Redirection to Task Student Reads Aloud to Self (softly)



Compare your selections with the actual survey results on the following slide

Note the most frequently cited accommodations in use; discuss survey results as they pertain to:

- The impact of frequently cited accommodations on student access to grade-level standards
- The impact of frequently cited accommodations on the development of student independence/self-reliance



INSTRUCTIONAL ACCOMMODATIONS

- Don't limit provision of instructional accommodations to those permitted for use in testing
- During selection, be sure to consider accommodations that help provide access to **grade level content**
- Based on the PLAAFP, consider a wide array of options to address individual needs
 - Consult with student regarding preferences
 - Maintain a feedback loop with the student to make adjustments
 - Monitor the results of accommodation use over time to determine effectiveness

In survey commentary, indication that IEP teams chose instructional accommodations based on what's allowed in state testing.

INSTRUCTIONAL ACCOMMODATIONS

Promote student self-determination and independence by

- Fading, as tolerated, accommodations that involve student over-reliance on teacher or the paraprofessional
- Consider technology options
 - Fosters independence
 - Enables students to better blend into gen/ed settings
 - Accumulate a “bank” of effective accommodations

While well-intentioned, many of the practices we employ such as 1:1 instruction or overly-scaffolded assignments encourage dependency. Students need to explore tools that will help diminish the effects of their disability and help them function more independently, allowing them to move forward alongside their gen/ed peers.



ACCESSIBILITY FOR ALL

Universal Testing Tools for CBT Available to All Students	
Area Boundaries	Allows student to click anywhere on the selected response text or button for multiple choice options.
Expand/Collapse Passage	Expand a passage for easier readability. Expanded passages can also be collapsed.
Help	View the on-screen <i>Test Instructions and Help</i> .
Highlighter	Highlight text in a passage or item.
Line Reader	Allows student to track the line he or she is reading.
Mark (Flag) for Review	Mark an item for review so that it can be easily found later.
Notes/Comments	Allows student to open an on-screen notepad and take notes or make comments. In ELA, notes are available globally and available throughout the session. In math, comments are attached to a specific test item and available throughout the session.
Pause and Restart	Allows the session to be paused at any time and restarted and taken over a one day period. For test security purposes, visibility on past items is not allowed when paused longer than 20 minutes.
Review Test	Allows student to review the test before ending it.
Strikethrough	Cross out answer options for multiple-choice and multi-select items.
System Settings	Adjust audio (volume) during the test.
Text-to-Speech for Instructions	Listen to test instructions.
Tutorial	View a short video about each item type and how to respond.
Writing Tools	Editing tools (cut, copy, and paste) and basic text formatting tools (bold, underline, and italic) for extended response items.
Zoom In/Zoom Out	Enlarge the font and images in the test. Undo zoom in and return the font and images in the test to original size.

The list of Universal Test Tools are available to all students in all AzMERIT tests and cannot be disabled.

SUBJECT AREA TOOLS FOR ALL

Subject Area Tools/Resources Available to All Students		
Dictionary/Thesaurus	Writing	<p>CBT – Students have access to the dictionary/thesaurus tool. Students may opt to use a published, paper dictionary or thesaurus instead of using this tool.</p> <p>PBT – Schools must make published, paper dictionaries and thesauruses available to students.</p> <p>Students with a visual impairment may use an electronic dictionary and thesaurus with other features turned-off.</p>
Writing Guide	Writing	<p>CBT – Students have access to the writing guide tool.</p> <p>PBT – The writing guide is included within the test booklet.</p>
Scratch Paper	Writing and Mathematics	<p>CBT – Schools must provide scratch paper (plain, lined, or graph) to students</p> <p>PBT – Schools must provide scratch paper (plain, lined, or graph) to students</p>
<p>Calculator</p> <p>Grades 7-8 (Part 1 only): scientific calculators are acceptable</p> <p>EOC (entire test): graphing calculators are acceptable</p>	Mathematics	<p>CBT – Students have access to the calculator tool when calculator use is permitted. Students may opt to use an acceptable handheld calculator instead of this tool when calculator use is permitted.</p> <p>PBT – Students may use an acceptable handheld calculator when calculator use is permitted. Schools should provide students with an appropriate handheld calculator.</p>

These tools are available for all students. Comparable tools are available for students taking the paper-based test.

Embedded Accommodations

Test Settings for Computer-Based Testing

Color Choices

Mathematics Black on White ▼
Reading Black on White ▼
Writing Black on White ▼

Print Size

Mathematics 1X ▼
Reading 1X ▼
Writing 1X ▼

Accommodated Text-to-Speech

Mathematics Instructions ▼
Writing Instructions ▼

Closed Captioning

Reading Closed Captioning Not Availal ▼

American Sign Language

Reading Do not show ASL videos ▼

Not all accommodations appropriate for instruction are appropriate for use during AzMERIT testing.

Testing accommodations may not violate the construct of a test item. Testing accommodations may not provide verbal or other clues or suggestions that hint at or give away the correct response to the student. Therefore, it is not permissible to simplify, paraphrase, explain, or eliminate any test item, writing prompt, or answer option. Not all accommodations appropriate for instruction are appropriate for use during AzMERIT testing.

Non-embedded Accommodations

Non-Embedded Accommodations for Computer-Based Testing

Mathematics

- None
- Adult Transcription
- Assistive Technology
- Sign Test Content
- Simplified Directions
- Translate Directions
- Translation Dictionary

Reading

- None
- Adult Transcription
- Assistive Technology
- Sign Test Directions
- Simplified Directions
- Translate Directions
- Translation Dictionary

Writing

- None
- Adult Transcription
- Assistive Technology
- Sign Test Content
- Simplified Directions
- Translate Directions
- Translation Dictionary

No accommodation may be put in place for an AzMERIT test that is not already used regularly in the classroom.

When students need accommodations in how they learn or demonstrate learning, they are likely to need accommodations in how they are assessed. Conversely, if students do not need accommodations in how they learn or demonstrate learning, they will not need accommodations in how they are assessed. Therefore, no accommodation may be put in place for an AzMERIT test that is not already used regularly in the classroom.



New Challenges and Potential Barriers Posed by Computer-based Testing

- Format
 - Split screen display
 - Scrolling through multiple sources of information for reference
 - Scrolling through and responding to multi-step questions
 - Various response options (not bubble in)
- Features and Tools
 - Keyboarding skills
 - Locating tools
 - System design (pause, flag for review, icons)
 - Tool functions
 - Multiple uses/applications

Casual exposure will not be enough for effective use by students with disabilities

Computer-based Testing

Isolating key info for highlighting, note taking, flagging for review, toggling to support pages - without thoughtful exposure, these aspects of CBT can exacerbate access issues. For those with limitations in working memory, keeping all these balls in the air can be overwhelming! Rather than have students absorbed with hunting for or trying out different features/tools -- we need them to be able to focus on content!! Discrete skills must be mastered in order to free cognitive energy for higher order thinking...

New Challenges and Potential Barriers Posed by Computer-based Testing

- Novel presentation of editing tasks
- Functions of the calculator tool
- Response to writing prompt
 - Plan, draft, revise, edit, publish – part or all online

Exposure through instructional design to prepare student with disabilities

Taken together, these represent a lot of moving parts for SWD to negotiate
Then, going beyond the logistics – addressing increased rigor, developing perseverance,
metacognitive aspects such as flexibility in approaches, planning, perspective, logic...

PREPARING STUDENTS WITH DISABILITIES FOR COMPUTER-BASED TESTING

It is the goal of ADE Assessment to transition Arizona's Local Education Agencies to computer-based testing as rapidly as possible. This factor becomes an additional consideration for IEP teams who must be intentional during goal development to ensure that the student gets the necessary computer practice throughout the year in order to confidently engage with computer based assessments, possessing the skills and knowledge to utilize the available tools and features as they were intended.

Goal development should be informed by reviewing both the sample tests and informational materials available at the [ADE/Assessment website](#) , then evaluating the individual student's computer skills in comparison to the expected proficiencies for participation in computer-based testing.

Not teaching to the test, but teaching vital CCR computer literacy skills

To ensure that SWD are provided with optimal testing conditions, IEP teams will need to carefully consider whether an individual is sufficiently proficient with the assumed underlying computer skills so that the features/tools do not present a barrier to accessing the assessment content or demonstrating what they know and can do. IEP teams must make an informed decision and document their findings in the IEP.

CONSIDER THE BIGGER PICTURE

Upon graduation, students with disabilities must be prepared to

- Join the workforce in meaningful, sustained employment with opportunities for growth
- Succeed in higher education – either college or trade skill development
- Function as independently as possible by
 - Advocating for their personal needs
 - Utilizing tools/practices that minimize the effects of their disabilities
- Assume adult responsibilities, including those of citizenship, workplace, and personal relationships
- Live full, rewarding lives
- Engage in life-long learning

The focus on assessment outcomes, and the practice of tailoring instruction and accommodations to that end, is short-sighted and fails to meet the greater needs of students with disabilities. **In preparing students with disabilities for transition to adult life, we need to afford them every opportunity throughout their school years to engage with their non-disabled peers in both academic and social settings. It is in these settings that they can best be exposed to and prepare for the challenges that lie ahead post-graduation. Forewarned is forearmed – self-determination is a quality of life issue for every individual, and as educators we need to do our best to ensure that each student with a disability transitions with an abundance of valuable strategies and tools that optimize personal independence.**