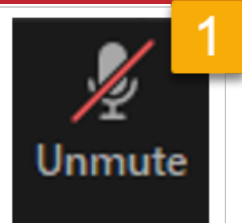# Montana
## Office of Public Instruction

# Accessibility
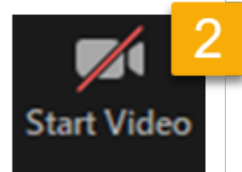
**MontCAS Webinar Series**
**December 13, 2023**

_____

**Assessment Unit**
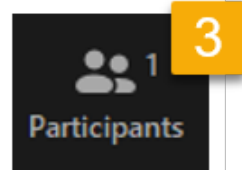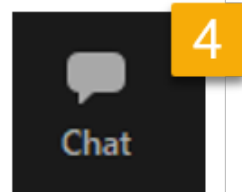**Teaching and Learning Department**

# Zoom Basics

**1** Mute your mic when it is not in use.

**2** Share your video.

**3** Clearly name yourself as a participant.

**4** Use the chat and/or the Google Q&A function.

# Objectives

**By the end of the session, you should have an understanding of:**
- What is accessibility?
- Universal Design of Learning and Understanding Learners' Needs.
- Montana's Three Tiers of Accessibility for All Learners in State Assessments.
- How we can better serve students with disabilities and accommodations.
- Monitoring student growth through assessment and support.

**Workshop:**
- Entering settings into the testing platform TIDE.

# What is Accessibility?

**Accessible Education** is the process of designing courses and developing a teaching style to meet the needs of people from a variety of backgrounds, abilities and learning styles.

The Montana Comprehensive Assessment System (MontCAS) program has, to the extent practicable, developed its state assessments using the principles of Universal Design for Learning (UDL) so that assistive technologies can be available to all students within each test delivery system and to

- **(A) provide 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 to**
- **(B) reduce barriers in instruction and assessments**

# Smarter Balanced and Accessibility

The MontCAS state assessments provide appropriate accommodations, supports, and challenges that require educators to maintain high achievement expectations for all students.

**smarter BALANCED**

**Individual Student Assessment Accessibility Profile (ISAAP) Tool**

4.0.4

The ISAAP process represents a thoughtful and systematic approach to addressing student access needs for the Smarter Balanced assessments. The ISAAP process includes preparatory steps, a step for creating the ISAAP itself, and steps that allow educators to check that Designated Supports and Accommodations are entered correctly into the test engine. Optimally, the ISAAP process is a team approach. The overall goal of using the ISAAP process and ISAAP Tool is to provide students with a comfortable testing experience that allows them to demonstrate what they know and can do. For students with Individual Education Programs (IEPs) or 504 plans, ISAAP decisions are determined by the IEP or 504 teams, respectively.
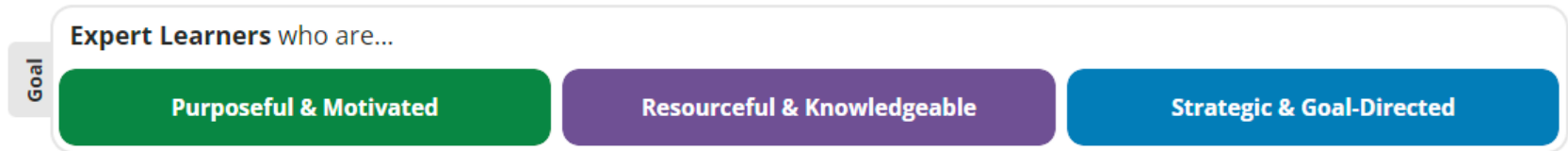
# Scaffolding for Learners

Use of first language

Visuals and Realia

Read Aloud

Modeling/Gestures

Scaffolding Strategies

Graphic Organizers

Intentional Small Group/Partner Work

Connect to Background Knowledge

Sentence Structures/ Starters

▪ I know _____ because _____.

**Scaffolding** is a strategy utilized by teachers in the classroom to help students who may have learning disabilities or language barriers to help them be successful in the classroom and also identify any needs for accessibility and accommodations.

# Universal Design for Learning

- **"UDL aims to change the design of the environment rather than to change the learner.** When environments are intentionally designed to reduce barriers, all learners can engage in rigorous, meaningful learning."

- UDL Guidelines are a tool used in the implementation of UDL. They offer a set of concrete suggestions that can be applied to any discipline or domain to ensure all learners can access and participate.

**Goal**

**Expert Learners** who are...

| Purposeful & Motivated | Resourceful & Knowledgeable | Strategic & Goal-Directed |

# Universal Design for Learning

**Recognition Networks**
The "what" of learning

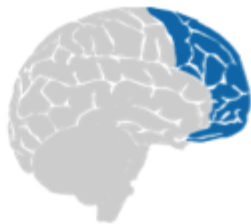**Strategic Networks**
The "how" of learning

**Affective Networks**
The "why" of learning

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.
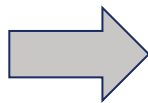
✓ Present information and content in different ways

✓ Differentiate the ways that students can express what they know

✓ Stimulate interest and motivation for learning

More ways to provide **Multiple Means of Representation**

More ways to provide **Multiple Means of Action and Expression**

More ways to provide **Multiple Means of Engagement**

# Visual Thinking …
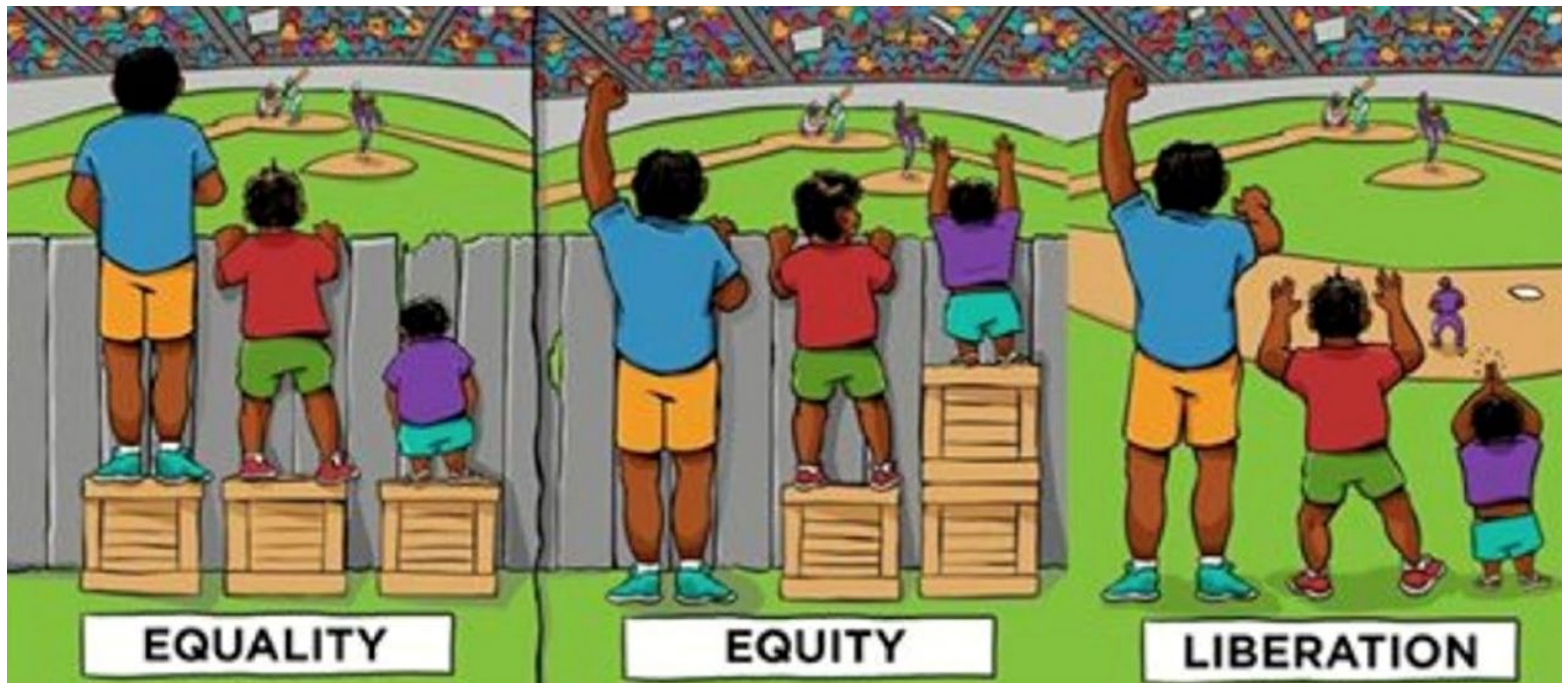
# Golden Rules of Accessibility

# Need-Based Approach

- The OPI uses a standardized system of three tiers of accessibility to support educators with the selection of student supports to serve the needs of all learners through a continuous service, assessment, monitoring, and needs learner cycle.
- This six-step, needs-based approach makes it possible for teams of educators to make appropriate selections of accessibility features for each student on an individualized basis.
- This cycle is systematic, data-based, and repetitive as it is informed by student participation in and performance on state assessments in order to ensure that students are familiar with and have their needs met during their assessment opportunities.
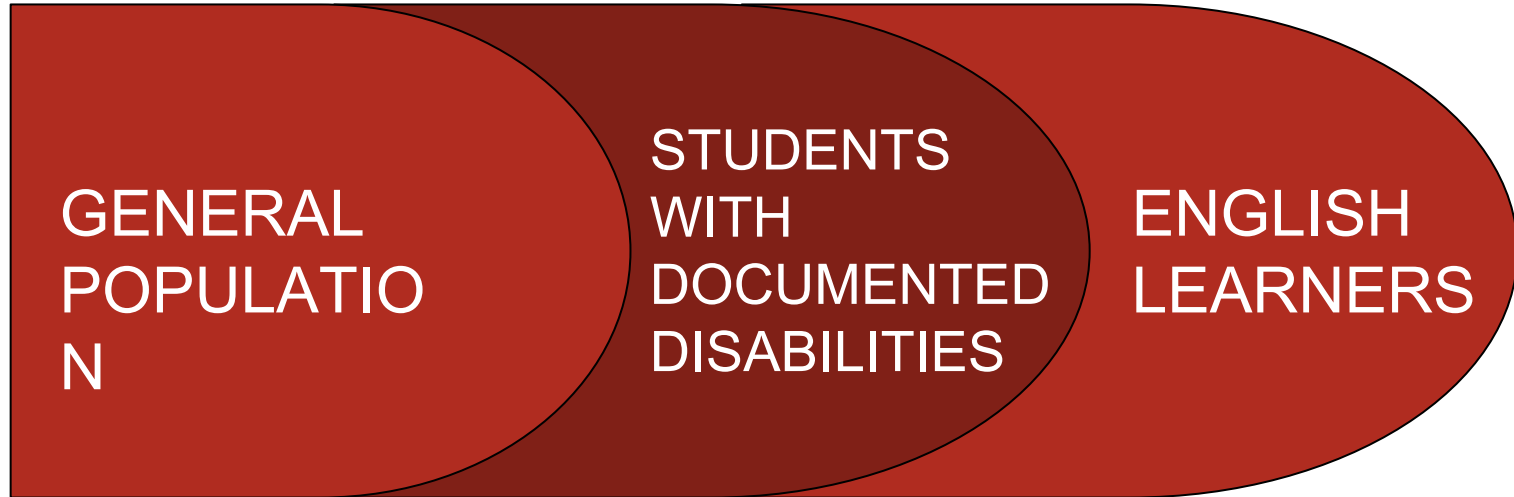
1

2

3

# Need-Based Approach

**Table 1.** Six Steps of Accessibility Features Based on Educational Needs

| Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 |
|---|---|---|---|---|---|
| **What student group best describes the child?** | **How will the student participate in assessments?** | **What state assessment is this accommodation and/or support required for?** | **What content area is this accommodation and/or support required for?** | **Select the accommodations and/or supports from the drop-down menu:** | **Use the notes field to document any specifics about the selected supports/ accommodations.** |
| Select from the following options:<br>• General Education Student;<br>• Student with Disabilities (IEP or 504);<br>• English Learner (EL); or<br>• EL with Disabilities. | Select from the following options:<br>(1) "with accommodation;"<br>(2) "without accommodations;" or<br>(3) "Alternate Assessment" checkbox. | See the OPI's Published Test Windows to determine the eligibility for each state assessment based on the student group. | Select the content area from the drop-down menu options:<br>(1) "Mathematics;<br>(2) "English language arts;"<br>(3) "Science;" and<br>(4) "English language proficiency". | The selection of supports and accommodations is done through a cascade. | Example: A student who is taking the science assessment will be using adaptive furniture; the team documents the specific furniture and how it is used.<br><br>Note: this space is also used for any non-routine accommodations that must be requested through the MontCAS Application before they can be used. |

# Step 1: What Student Group Best Fits

**ESEA-ESSA Requirements**

**State Testing**

All students required to participate

**Accountability**

Address educational needs/ direct resources

**Reporting**

Provides transparent information

GENERAL POPULATION

STUDENTS WITH DOCUMENTED DISABILITIES

ENGLISH LEARNERS

# Step 2: How Students Participate

# Step 3: Accommodations

**Table 4.** Montana Test Delivery Portals

| ACCESS for **ELLs** | **MSAA** | **AMSA** | **MSA** | **SBA** | **ACT** with Writing |
|---|---|---|---|---|---|
| **E**nglish **L**anguage **L**earners | **M**ulti **S**tate **A**lternate **A**ssessment | **A**lternate **M**ontana **S**cience **A**ssessment | **M**ontana **S**cience **A**ssessment | **S**marter **B**alanced **A**ssessment | **A**merican **C**ollege **T**esting |
| English Language Proficiency assessment for academic achievement reporting for English learners in Grades K–12. | Alternate math and reading/language arts assessment for academic achievement reporting in Grades 3–8 and 11 for Students with Significant Cognitive Disabilities (SwSCD). | Alternate science assessment for academic achievement reporting in Grades 5, 8, and 11 for Students with Significant Cognitive Disabilities (SwSCD). | General science assessment for academic achievement reporting in Grades 5 and 8. | General math and reading/language arts assessment for academic achievement reporting in Grades 3–8. | General math, reading/language arts, and science assessment for academic achievement reporting in Grade 11. |

**MAST** Pilot

**M**ontana **A**lternative **S**tudent **T**esting

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# Step 4: Content Area Accommodations

**Table 6.** OPI Content Area and Grade Expectations

| Content Area | English Language Arts (ELA) | Mathematics | Science | English Language Proficiency (ELP) |
|---|---|---|---|---|
| Adopted Standards | 10.53.501–517 | 10.53.401–413 | 10.53.801–810 | 10.53.301–311 |
| Tested Grades | 3–8 & 11 | 3–8 & 11 | 5, 8, 11 | K–12 |

# Step 5: Selecting Accommodations/Supports

**Accommodations**
Available to students with IEPs and/or 504 plans

Closed captioning
Scribe
Read Aloud

**Designated Features**
Available to all students according to instructional experience

Illustration Glossaries
Translated Test Directions
Separate Test Setting

**Universal Features**
Available to all students based on preference

Calculator
Digital Notepad
Highlighter

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# Step 5: Selecting Accommodations/Supports

| Accessibility Feature | Example |
|---|---|
| **Universal Tools (available to all students)** | **Breaks**<br>**Calculator**<br>**Digital Notepad**<br>**Highlighter** |
| **Designated Supports (can be turned on as determined by student's educational team and do not require an IEP or 504 Plan)** | **Color Choices**<br>**Illustration Glossaries**<br>**Medical Supports**<br>**Translated Test Directions**<br>**Separate Test Setting** |
| **Accommodations (can only be turned on as specified in a student's IEP/504 Plan)** | **Closed Captioning**<br>**Scribe**<br>**Speech-to-text/Read Aloud** |

Add New non-Routine Accommodation Request

**System (SS):** ▊▊▊▊▊▊     **School (SC):** ▊▊▊▊▊▊

**Accommodation Specialist Name (First and Last Name):**     **Accommodation Specialist Phone:** ( 406 ) ### - ####

**Non Routine Accommodations**

Confirm this accommodation is not listed in the OPI published usability, accessibility, and accommodation guidelines as an allowable accommodation for this assessment.

○ Yes, I confirm this statement is true.
○ No, I have not confirmed this statement is true.

**Request Date:** 10/12/2022

**Select the Assessment:**
- ☐ ACCESS (or WIDA)
- ☐ Smarter Balanced (SBAC)
- ☐ Alternate Montana Science Assessment (AMSA)
- ☐ Other
- ☐ ACT with Writing (ACT)
- ☐ Montana Science Assessment (MSA)
- ☐ Multi-State Alternative Assessment (MSAA)

**Select Grade:** Select ▾

**Enter student State ID:** [_____]  **Please click to check if State ID is correct**

**Enter the requested accommodation(s)** [text box]

**Enter the reason for the accommodation(s)** [text box]

Please confirm the requested accommodation is listed in the student's IEP, Section 504 plan, or EL plan.    ○ Yes ○ No

Indicate whether the student currently uses this accommodation in the classroom and with local assessments.    ○ Yes ○ No

Indicate the length of time the student has familiarity with, practiced with, and/or utilized this accommodation for classroom purposes and/or assessment. [_____]

Comments (any other relevant information to consider this non-routing request). [text box]

**Submit this request to OPI**

# Rules that Apply to Accommodations

- Decisions about how to assess must be made by a student's IEP Team under IDEA, the placement team under Section 504, or the individual or team designated by a district to make that decision under Title II of the ADA, as applicable, based on each student's individual abilities and needs.
- Students with disabilities must have equal opportunity to participate in the state assessments and receive accommodations and support per their educational plan.
- Ensure that testing plans do not deny a student with a disability or an English learner the opportunity to participate in the assessment or any benefits from participation in the assessment.

# Student Comfortability with Systems
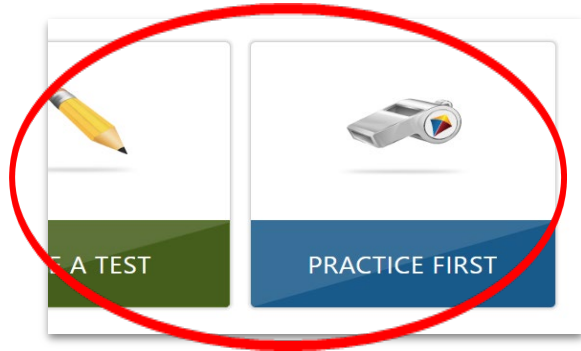
SYSTEM

**Practice and Training Test Administration**

The practice test allows students to practice taking tests online and using test tools.

E A TEST

PRACTICE FIRST

## WIDA

For full information on ACCESS for ELLs, see the Test Administrator Manual.

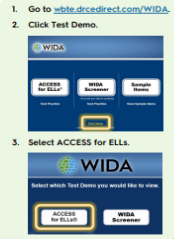### Preparing Students for ACCESS for ELLs Online

**Test Demo**

Watch the test demo before you go through the sample items. The test demo takes about 15 minutes to introduce the features of the test platform and introduce the item types students will see. Item types include multiple choice, hotspot, and drag-and-drop. Review the demo at least once before showing it to students.

Students do not need to click or interact as the test demo plays, so you can have students watch the demos on their own or you can show the demo to a group of students all at once.

There are two modules of the test demo that don't play automatically. These modules cover handwriting responses to the Writing test and using test accommodations. When these topics are applicable to your students, select and play them from the menu on the left.

Allow students to re-watch the test demo as needed. Many schools schedule a time for students to watch the demo and then immediately try out what they've learned by completing the sample or practice items.

1. Go to wbte.drcedirect.com/WIDA.
2. Click Test Demo.
3. Select ACCESS for ELLs.
4. Select the demo appropriate to the grade level of your student.

**Free ACT Official Online Practice Test**

- Take official ACT practice tests in all 4 subject areas
- Know exactly what you missed and what you didn't with a score report
- Access related resources to improve your skills based on what you missed
- Retake the test as many times as you want

Get the ACT Online Practice Test

# Testing Tools Available to YOU!

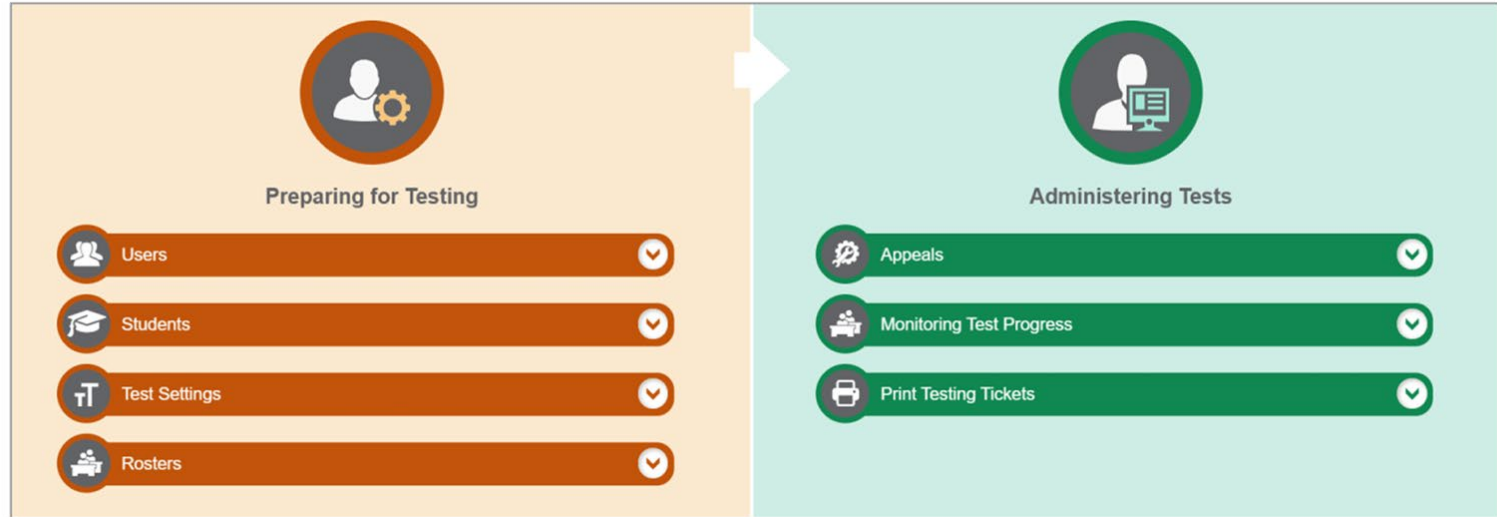| Sample Items | Practice/Training Tests | Interims |
|---|---|---|
| Meant to provide exposure to content expectations and/or showcase what it is like. | Intended for students and TAs and students to become familiar with the item types, format, and functionality of the online test. | Optional tests administered throughout the year - help teachers monitor student progress and provides actionable data about student knowledge and abilities to help target instruction to meet students' individual learning needs. |

# TIDE Settings

# Questions?

**We are here to help. Contact us.**

**OPI Assessment Help Desk**
**Phone:** 1.844.867.2569
**E-mail:** OPIAssessmentHelpDesk@mt.gov