SBAC Accessibility Tools with a Continuous Improvement Mindset
Processes Supporting Access & Expression in Daily Learning

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Outcomes

Participants will:

- Understand general classroom accessibility options supporting comprehension and expression involving technology supports
- Make connections between daily classroom accessibility options and SBAC accessibility tools
- Describe processes to increase student understanding and use of accessibility tools in grades 3-12 classrooms through a continuous improvement mindset
Big Ideas

- Schools can increase comprehension and expression of Common Core standards by affording students with accessibility tools for daily learning.

- Application of Smarter Balanced accessibility tools can be better understood by students if they are used in daily classroom learning activities.

- Actions to help students learn about and apply accessibility tools throughout the school year can yield results for both daily learning and summative assessments.
Continuous Improvement
Continuous Improvement Cycle: Plan-Do-Study-Act (PDSA)

Plan- develop a plan to test a change

Do- carry out the test

Study- observe & learn from the consequences

Act- determine what modifications should be made to the test
Five step process being explored in Sonoma County to increase student use of accessibility tools for comprehension & expression...
Step 1:

Access & Understanding of Common Core Tasks

What content areas are students being asked to understand?

How are students being asked to express their comprehension?

How can I engage student metacognitive processes?
Welcome!

This site provides examples of test questions used on Smarter Balanced assessments in English language arts/literacy and math. Teachers, parents, students, administrators, and policymakers can experience these test items just as students encounter them.

These samples are not intended to be used as practice tests, but educators can use them to better understand how Smarter Balanced measures college- and career-ready content.

Browse Test Items

Learn More About Items
Sample Common Core Learning Areas for ELA & Math Organized by Grade, Subject, Claim and Question Type:

<table>
<thead>
<tr>
<th>Evidence-Based Selected Response</th>
<th>Matching Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equation</td>
<td>Multiple Choice</td>
</tr>
<tr>
<td>Grid Item- Drag &amp; Drop</td>
<td>Multi Select</td>
</tr>
<tr>
<td>Grid Item- Hot Spot</td>
<td>Short Answer</td>
</tr>
<tr>
<td>Grid Item- Graphing</td>
<td>Table Item</td>
</tr>
<tr>
<td>Hot Text</td>
<td>Writing Extended Response</td>
</tr>
</tbody>
</table>
About Test Items...

Smarter Balanced assessments use a variety of item types to accurately measure what students know and can do. To learn more and see an example item, select an item type below.

Evidence-Based Selected Response

This item presents students with a two-part question, parts A and B. Students select a correct response from four options in Part A and then identify textual support for that response in Part B.


Soaring on the Wings of the Wind

Listen to the presentation. Then answer the questions.

Part A

What is the most likely reason the author made the presentation?

A. to explain how a hot air balloon works
B. to show the advantages of being small
C. to tell how Americans feel about new experiences
D. to describe an important event in American history

Part B

Which sentence from the presentation best supports your answer in part A?

A. “Smoky hot air swelled the balloon and sent it up.”
B. “He was the first American to develop a method to lift a balloon using hot air.”
C. “The crowd yelled and clapped as Carnes sent the balloon up, time and again.”
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Developmental Perspectives on Self Learning
Surface Approach to Learning Questions

• I find I have to concentrate on just memorizing a good deal of what I have to learn.
• I am not sure what’s important in lessons, so I try to get down all I can.
• I tend to read very little beyond what is actually required.
• I concentrate on learning just those bits of information that I have to know to get by.
• I often seem to panic if I get behind in my work.
• Often I find myself wondering whether the work I am doing here is really worthwhile.
Strategic Approach to Learning Questions

- I think I am quite organized when it comes to studying for tests.
- I am pretty good at getting down to work whenever I need to.
- I organize my study time carefully to make the best use of it.
- Before starting work on an assignment or exam question, I think first how best to tackle it.
- I put a lot of effort into studying because I am determined to do well.
- When I have finished a piece of work, I check it through to see if it really meets requirements.
Deep Approach to Learning Questions

• When I am reading I stop from time to time to reflect on what I am trying to learn from it.
• When I am working on a new topic, I try to see in my own mind how all the ideas fit together.
• Often I find myself questioning things I hear in lessons or read in books.
• I usually set out to understand for myself the meaning of what we have to learn.
• I like to play around with ideas of my own even if they don’t get me far.
• It is important for me to be able to follow the argument, or to see the reason behind things.
Important areas of self awareness

• Goal Setting
• Continual monitoring
• Identifying what you know
•Identifying what you don’t know
• Adapting as necessary
Continuous Improvement
A Few Teaching Strategies to Support Improved Metacognitive Processing...

• Think Alouds for Metacognition

• Checklists

• Reciprocal Teaching
Step 2: Technology Connections

What technology is available to students in their current school setting?

PC
Mac
iPads/Tablets
Chromebooks
Assuming that each picture above is an example of technology being used effectively, what’s happening?
Step 2: Technology Connections

Built-In Options: All operating systems recognize the need for user access options. How can you increase use of “built in” features?

Starting points for thinking about device(s) you work with:

- Chromebook
- iOS (iPads)
- Mac OS X
- Windows
Step 2: Technology Connections

What technology tasks are students currently proficient with?

- Using pointing device or trackpad to operate device
- Reading English content from Internet web pages
- Reading Spanish content from Internet web pages
- Writing with a word processor

How can we promote continued development of technology skills?

[Examples of Technology Standards for Students]
Continuous Improvement
Step 2: Technology Connections

Table group sharing:

- What technology is available throughout the school year to students in my district/school?
- How do primary teachers in my district/school promote use of technology as a tool for reading & writing and/or data modeling?
- What are the basic technology skills for success with CAASPP summative assessments?
- Our district/school insures that the SBAC measures academic abilities not technology skills by....
Step 3: Accessibility Tool Use History

What accessibility options is the student using now for daily classroom work (tech & non-tech)?

What accessibility tools are worthy of additional work/trial teaching with students?

Consider accessibility tools using ideas from:

- California Department of Education’s [Matrix 1](#)
- SBAC’s [Accessibility Guidelines](#).
2017–18 California Student Assessment Accessibility for Mathematics

Available to all students

**Universal Tools**
*based on student preference and selection*

**EMBEDDED**
- Breaks
- Calculator (grades 6–8, grade 11)
- Digital notepad
- English glossary
- Expandable items
- Expandable passages
- Highlighter
- Keyboard navigation

**NON-EMBEDDED**
- Line reader
- Mark for review
- Math tools (e.g., embedded ruler, embedded protractor)
- Stikethrough
- Writing tools
- Zoom
- Breaks
- Scratch paper

*Embedded universal tools are delivered only as allowed.

**Designated Supports**
*by teacher recommendation*

**EMBEDDED**
- Color contrast
- Masking
- Mouse pointer (size and color)
- Text to speech
- Translations (glossary)
- Translations (Spanish stacked with test directions)
- Turn off any universal tool(s)

**NON-EMBEDDED**
- Amplification
- Color contrast
- Color overlay
- Magnification
- Noise buffers
- Read aloud
- Read aloud for Spanish stacked translation
- Scribe
- Separate setting

Available to students with an individualized education program (IEP) or Section 504 plan

**Accommodations**

**EMBEDDED**
- American Sign Language
- Braille
- Streamline

**NON-EMBEDDED**
- 100s number table (grades 4 & up)
- Abacus
- Alternate response options
- Braille (paper-pencil tests)
- Calculator (allowed items, grades 6–8, grade 11)
- Large-print versions of paper-pencil test (as available)
- Multiplication table (grades 4 & up)
- Print on demand
- Speech-to-text
- Word prediction

Available to students with an IEP

**Resources for the California Alternate Assessment**

Eligible pupils shall have any instructional supports and/or accommodations, including the language of instruction, used in the pupil's daily instruction in accordance with the pupil's IEP.

Administration of the California Alternate Assessments (CAAs) to eligible pupils shall be one-on-one (test examiner to pupil) according to the CAAASPP manual. Depending upon the pupil's disability or needs, the CAAs may or may not include the student's independent use of the testing interface. Since the CAAs are given to students one-on-one by a test examiner, some embedded resources are not provided. For example, while a Braille version of the test is not provided, the test may be presented using an embosser, or a refreshable display.
# 2017–18 California Student Assessment Accessibility for English Language Arts/Literacy

**Available to all students**

### Universal Tools

- **EMBEDDED**
  - Breaks
  - Digital notepad
  - English dictionary (W)
  - Expandable items
  - Expandable passages
  - Global notes (W)

- **NON-EMBEDDED**
  - Highlighter
  - Keyboard navigation
  - Line reader
  - Mark for review
  - Spellcheck (W)
  - Thesraurus (ELA performance task full write)

**Writing tools (specific items)**

**Designated Supports**

- **EMBEDDED**
  - Color contrast
  - Masking
  - Mouse pointer (size and color)
  - Text to speech (not reading passages)
  - Turn off any universal tool(s)

- **NON-EMBEDDED**
  - Amplification
  - Bilingual dictionary (W)
  - Color contrast
  - Color overlay
  - Magnification
  - Noise buffers
  - Read aloud (not reading passages)
  - Scribe (R, L)

**Available to students with an individualized education program (IEP) or Section 504 plan**

### Accommodations

- **EMBEDDED**
  - American sign language (L)
  - Audio transcript (ELA listening passages, includes braille transcript)
  - Braille
  - Closed captioning (L)
  - Streamline
  - Text to speech (reading passages)

- **NON-EMBEDDED**
  - Alternate response options

- Braille (paper-pencil tests)
- Large-print versions of paper-pencil test (as available)
- Print on demand
- Read aloud (reading passages)
- Scribe (W)
- Speech-to-text
- Word prediction

### Resources for the California Alternate Assessment

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Step 3: Accessibility Tool Use History

Helpful Resource for Understanding Embedded Accessibility Options- useful for teachers, specialists, administrators, students

- Educational Testing Service resource page with videotaped demonstrations
Step 3: Accessibility Tool Use History

What accessibility options might be useful to support comprehension/expression?

- What are the student’s academic strengths?
- What are the student’s challenges?
- What supports does the student currently use for reading and writing in their classroom?
- If the student had prescriptions for SBAC supports last year, how was the student made aware of the option(s) and its application?
Continuous Improvement
Step 3: Accessibility Tool Use History

Table Group Conversation: Choose one of the universal tools below. How might educators increase use and understanding of the tool to support student access & expression:

- Highlighter
- Scratch Paper
- Expandable Passages
- Strikethrough
Step 4: Trial Teaching of Accessibility Resources

Work in Sonoma County finds it takes four to six weeks to evaluate the effectiveness of accessibility tools through a period of trial teaching. The period involves a cycle of:

- Explanations
- Activities applying the accessibility resource in varied ways
- Observations
- Decision Point- Keep, Adapt, Drop?
Step 4: Trial Teaching of Accessibility Resources

Explanation-

- What is the purpose of the tool?
- How does it help support access/expression?
- Demonstration activity
The bar graph shows how many cups of lemonade Jaleen sold in July. Complete the table to show how many cups Jaleen sold each week.

<table>
<thead>
<tr>
<th>Week</th>
<th>Cups Sold</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
How can scratch paper support student access and expression?

The bar graph shows how many cups of lemonade Jaleen sold in July. Complete the table to show how many cups Jaleen sold each week.

**July Lemonade Sales**

<table>
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<td>1</td>
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<td>3</td>
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<td>4</td>
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</tbody>
</table>

Scratch Paper & Metacognitive Checklist

- Task: What’s the task?
- Data: What are the data elements?
- Question: How does the data relate to the question?
- Solution: How am I being asked to display the solution?
- Verification: Does the solution make sense?

Read the passage and answer the questions.

**Treasure in the Field**  
by Marilyn Bolchunas

Once there was a man who lived with his two young sons on a farm in Vietnam. Since the man had to tend the field, the boys took care of the house. That is, they were supposed to take care of the house.

Often the father returned home to find that nothing had been done—he even had to cook dinner.

"What have you been doing all day, Ta?" he would ask his older son.

"Studying, Father, and thinking," Ta would reply.

"And what have you been doing, Hai, my young son?" the father would ask.

"Watching the house for you," Hai would answer.

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<table>
<thead>
<tr>
<th><strong>2880</strong></th>
</tr>
</thead>
</table>

Which detail from the passage best shows that the old man's sons are lazy?

- **A** Since the man had to tend the field, the boys took care of the house.
- **B** "Oh, they would," the father replied again, "but they are still young."
- **C** Though they sometimes tended the field with him, they always made excuses to go home early.
- **D** The sons were sad, for they not only depended on their father, but they also loved him.
Scan the Page:
• What question(s) am I trying to answer?
• What do I already know about this topic?
• How does this topic relate to something I already know?

Which detail from the passage best shows that the old man's sons are lazy?

A) Since the man had to tend the field, the boys took care of the house.
B) "Oh, they would," the father replied again, "but they are still young."
C) Though they sometimes tended the field with him, they always made excuses to go home early.
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"Studying, Father, and thinking," Ta would reply.

"And what have you been doing, Hai, my young son?" the father would ask.

"Watching the house for you," Hai would answer.

A neighbor asked the old man, "Are your sons helping you?"

"Oh, they would," the father answered, "but they are young."

Some years later, the neighbor asked, "Aren't your sons helping you in the field?"
Some years later, the neighbor asked, "Aren't your sons helping you in the field?"

"Oh, they would," the father replied again, "but they are still young. I will let them enjoy life now. They will help me later on."

As the years went by, it became clear even to their father that the boys were lazy. Though they sometimes tended the field with him, they always made excuses to go home early.

Finally the father grew too old to work, and he took to his bed. The sons were sad, for they not only depended on their father, but they also loved him.

One day the old man called Ta and Hai to his side and said weakly, "I have a secret to tell you, my sons. Bend close."

Hai and Ta leaned over to hear the secret.

"A while ago," the old man said, "we learned that there is treasure buried in the field. It's still there, but you must dig for it."

The sons' eyes widened.

"Treasure in the field?" Ta said. "Where?" asked Hai.

"Dig for it, and you will find it," said their father. "But promise me that you will share it equally."

The sons promised and hurried out to begin. Day after day they dug. Their neighbor was astonished to see how long and hard the young men worked. As for Ta and Hai, they felt stronger and better than ever before.
After reading the passage apply the Strikethrough tool to narrow choices...

- Which answers don’t make sense given what I highlighted?
- What answer fits with what I highlighted?

Which detail from the passage **best** shows that the old man's sons are lazy?

- A. Since the man had to tend the field, the boys took care of the house.
- B. "Oh, they would," the father replied again, "but they are still young."
- C. Though they sometimes tended the field with him, they always made excuses to go home early.
- D. The sons were sad, for they not only depended on their father, but they also loved him.
Step 4: Trial Teaching of Accessibility Resources

Pairs working together- think aloud tool application:
____________________


2. Choose “Browse Test Items” and enter 2905
Read the passage and answer the questions.

**A Rainy Day at the Farmer's Market**

I heard the honking of the horn as my dad's truck pulled into the driveway. Immediately, I knew it was time to stop playing catch with my dog. My grandmother called, "Matthew! Your dad is home. Please come help him!"

I was disappointed. It was a cloudy Saturday, and I thought we would be able to skip the Farmer’s Market. I had hoped to do what I wanted today, but no such luck.

"Matthew!" Grandmother called again.

"I'll be right there!" I yelled.

"Please get the big umbrellas from the basement," Grandmother said. "It looks like it's going to rain."

Read the sentences from the passage.

Finally I saw Jose. I ran over and almost collapsed.

What does the use of the word **collapsed** suggest?

- A. Matthew is noisy.
- B. Matthew is very helpful.
- C. Matthew feels cheerful.
- D. Matthew feels very tired.
Continuous Improvement
Step 4: Trial Teaching of Accessibility Resources

What types of accessibility tools warrant additional understanding and practice among groups of students in your district or school?

Consider the needs of student groups that may be orange or red on the California School Dashboard for your district/school.
Step 5: Appropriation of Accessibility Tools

Once tools are selected and found to be helpful for student accessibility, tool use needs to be generalized for different learning tasks beyond the SBAC summative test. This is accomplished through a process of appropriation where educators provide different tasks for students involving the selected accessibility tool(s).
Step 5: Appropriation of Accessibility Tools

Helpful ‘crosswalk’ identifying similarities between SBAC assessment resources and classroom practices from the Smarter Balanced Consortium:

Step 5: Appropriation of Accessibility Tools

Useful technology based applications and extensions to support student access and expression- lots!

- Co:Writer
- Evernote
- Notability
- Speakit!
- Visor
- JAWS
- Google Dictionary
- Inspiration Maps
- Dragon Naturally Speaking
- Liner
Step 5: Appropriation of Accessibility Tools

Useful Chrome Extension accessible on PCs, Macs and Chromebooks:

Read&Write

Includes:

• Text-to-speech
• Dictation
• Word prediction
• Dictionaries
• Highlighter
• Vocabulary Tools

Read&Write for Google Chrome Introduction
Step 5: Appropriation of Accessibility Tools

Example of Text to Speech with Read&Write
Step 5: Appropriation of Accessibility Tools

Example of Dictionary & Picture Dictionary with Read&Write
# Step 5: Appropriation of Accessibility Tools

Read&Write electronic highlighter use applications from a local school...

## Highlighter Uses

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Detail</th>
<th>Example</th>
<th>All subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character</td>
<td>Plot</td>
<td>Setting</td>
<td>ELA</td>
</tr>
<tr>
<td>Beginning</td>
<td>Middle</td>
<td>End</td>
<td>ELA</td>
</tr>
<tr>
<td>Cause</td>
<td>Effect</td>
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</tr>
<tr>
<td>Problem</td>
<td>Solution</td>
<td>Conclusion</td>
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</tr>
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<td>Relevant Math info</td>
<td>Irrelevant Math info</td>
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<tr>
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<td>Noun</td>
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<tr>
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<td>Details</td>
<td>Concluding Sentence</td>
<td>Writing</td>
</tr>
<tr>
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<td>Predicate</td>
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<td>ELA</td>
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<td>1st to solve</td>
<td>2nd to Solve</td>
<td>3rd to Solve</td>
<td>Multi-Step Problem</td>
</tr>
</tbody>
</table>

*Ways to use the Highlighter Tools to Differentiate and Categorize*
Step 5: Appropriation of Accessibility Tools

Example of Read&Write ‘Word Prediction’ tool being used with a Google Document...

The Future World with Robots

Robots have many useful applications in today's world. As we look to the future robots will take on even more roles. Some of the work will...
Step 5: Appropriation of Accessibility Tools

Example of Speech to Text being used with a Google Document...

This is an example of speech to text with read and write. Read and write is a wonderful tool that has many associated resources TV guide and support learners composing their thoughts.
Continuous Improvement
Based on trial teaching results which accessibility tools should to be appropriated for daily classroom learning for students in your district/school?
In Summary...

- Schools can increase comprehension and expression of Common Core standards by affording students with accessibility tools for daily learning.

- Application of Smarter Balanced accessibility tools can be better understood by students if they are used in daily classroom learning activities.

- Actions to help students learn about and apply accessibility tools throughout the school year can yield results for both daily learning and summative assessments.
Session Resources

CDE CAASPP Accessibility Resource Page
https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp

Accessibility Resources from Sonoma COE
http://www.scoe.org/pub/htdocs/accessibility.html

Read&Write for Google Chrome- Getting Started
http://bit.ly/2Hx8WYJ

Slide Deck from this Session
http://bit.ly/2EGRm2G

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