

Updating the *Usability, Accessibility, and Accommodations Guidelines*

Rachel Kachchaf
Trisha Klein
Vitaliy Shyyan



K-12 Member Leads
May 30, 2019



Agenda

- Process for Updating UAAG
- UAAG Survey Results
 - Recommended New Policies
 - Recommended Changes: Editorial & Clarification
- Next Steps

UAAG Survey Timeline

TASK	Date	Status
Survey Opens	March 18 – April 16	Complete
UAAG Committee Meetings	May 16 & May 23	Complete
K-12 Leads Meeting: Summarize results	May 30	In Progress
Motions Open for Review	May 30 – June 10	In Progress
Vote at K-12 leads meeting	June 11	Planned
Updated UAAG Published	June 27	Planned

Process for Updating the Guidelines

- Staff requests feedback on UAAG via online survey
 - Members and external groups
 - Completed once a year
- UAAG Committee and staff review results
 - Seek advice from external experts, advisory committees, new research
 - Examine impact (e.g., validity, feasibility, risk)
- Recommended additions/changes presented to Governing States for a vote

UAAG Survey Results

- Responses
 - 11 members
 - CA, CT, DE, HI, MI, MT, NV, OR, SD, VT, WA
- Types of requests
 - New resources/changes to existing resources
 - Clarification
 - Support for implementation
- 2 meetings with UAAG Committee to discuss requests and make recommendations

Recommended Updates

- New policies (2)
- New resource (1)
- Changes to existing policies for clarification (2)

New Policies (2)



New Policies: Illustration Glossaries

- Designated support for Mathematics
- Functionality mirrors existing embedded translated glossaries
- Based on the work by Solano-Flores
- Work complete to add illustration glossaries to Practice Test, Interim Assessments, and Summative Assessments
- For use on online and paper-pencil assessments

Usability, Accessibility, and Accommodations Guidelines

Motion #1

Motion: Governing States approve the following **embedded Designated Support for Mathematics** for inclusion in the *UAAG*

Resource	Description	Recommendations for Use
Illustration Glossaries (for math items)	Illustration glossaries are a language support. The illustration glossaries are provided for selected construct-irrelevant terms for math. Illustrations for these terms appear on the computer screen when students select them. Students with the illustration glossary setting enabled can view the illustration glossary. Students can also adjust the size of the illustration and move it around the	Illustration glossaries for specific items are available for students who are: <ul style="list-style-type: none">• advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities),• deaf or hard of hearing but who are not proficient in American Sign Language (ASL). The use of this support may result in the student needing additional overall time to complete the assessment.

Usability, Accessibility, and Accommodations Guidelines

Motion #2

Motion: Governing States approve the following **non-embedded Designated Support for Mathematics** for inclusion in the *UAAG*

Resource	Description	Recommendations for Use
Illustration Glossaries (for math items, paper/pencil assessment)	Illustration glossaries are a language support. The illustration glossaries are provided for selected construct-irrelevant terms for math. Illustrations for these terms appear in a supplement to the paper pencil test and are identified by item number.	Illustration glossaries for specific items are available for students who are: <ul style="list-style-type: none">• advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities),• deaf or hard of hearing but who are not proficient in American Sign Language (ASL). The use of this support may result in the student needing additional overall time to complete the assessment.

Updating Existing Policies (2)



Updates to Existing Policies:

- Braille
- Medical Device to Medical Support

Usability, Accessibility, and Accommodations Guidelines

Motion #3

Motion: Governing States approve the following clarification edits to the **non-embedded Accommodation, Braille**

Resource	Description	Recommendations for Use
Braille	<p>A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille is available; Nemeth and UEB Technical codes are available for math.</p>	<p>Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. Due to limitations with refreshable braille technology and math braille codes, refreshable braille is available only for ELA. For math, braille will be presented via embosser; embosser-created braille can be used for ELA also. Alternative text descriptions are embedded in the assessment for all graphics. The type of braille presented to the student (contracted or non-contracted) is set in ART, or member's comparable platform. The use of this accommodation may result in the student needing additional overall time to complete the assessment.</p>

Usability, Accessibility, and Accommodations Guidelines

Motion #4

Motion: Governing States approve the following clarification edits to the **non-embedded Designated Support**

Resource	Description	Recommendations for Use
Medical Device Supports	Students may have access to an electronic device medical supports for medical purposes (e.g., Glucose Monitor). The device medical support may include a cell phone and should only support the student during testing for medical reasons.	Educators should follow local policies regarding medical devices supports and ensure students' health is the highest priority. Device Electronic medical support settings must restrict access to other applications or the test administrator must closely monitor the use of the device medical support to maintain test security. Use of electronic devices medical supports may require a separate setting to avoid distractions to other test takers and to ensure test security.

Motion Summary

Motion	Type	Description
1	New policy	Illustration Glossary – embedded
2	New Policy	Illustration Glossary – non-embedded
3	Clarification	Braille – UEB addition
4	Clarification	Medical Device to Medical Supports

Next Steps



UAAG Survey Timeline

TASK	Date	Status
Survey Opens	March 18 – April 16	Complete
UAAG Committee Meetings	May 16 & May 23	Complete
K-12 Leads Meeting: Summarize results	May 30	In Progress
Motions Open for Review	May 30 – June 10	In Progress
Vote at K-12 leads meeting	June 11	Planned
Updated UAAG Published	June 27	Planned

Other Recommended Next Steps

1. Begin the phase out EBAE in 20-21
2. Production of TTS Spanish
3. Continue conversations with UAAGC on specific resources:
 1. Human Interpreter
 2. Manipulatives

Next Steps: EBAE Phase out

- Decision-making process to date
- EBAE added to field test items for 19-20
- Practice test 19-20
 - ELA: UEB
 - Math: UEB with Nemeth, UEB with UEB Technical
- Interim assessments (including FIAB)
 - 20-21 include EBAE
 - 21-22 UEB only
- Summative assessment 20-21 UEB only
 - Including paper pencil/hard copy
 - Braille Hybrid adaptive test (HAT)

New Resource: Text-to-Speech Spanish

- Supports students who are learning content in both English and Spanish
- Current policy for Read Aloud for Spanish
- Logistics:
 - More recent technology supports TTS in two languages
 - Additional functionality needed in TIMS
 - Communication for implementation to test delivery vendors
 - Anticipate adding policy to UAAG in 2021
 - Implementation supports for members
- UAAGC recommends moving forward with producing the content for TTS in Spanish

Thank you

