

What kinds of tests?

Field tests will include innovative, technology-enhanced test items presented online. Print and braille versions will be available upon request.

What accommodations will be available?

Accommodations include text-to-speech audio, switch support and screen magnification along with a suite of tools and resources.

Who should participate?

Students with vision or motor disabilities in grades 3 through high school.

How long will these tests take students to complete?

Testing will take about one hour. Tests will include 14 technology-enhanced items in both math and English language arts.

How you can help

- Teachers register at ateassessments.org to participate with your eligible students
- Identify specific students who fit the target population
- By registering online to participate this information will go directly to the Principal Investigator of the ATEA project and you will be contacted

Parents will need to sign consent forms for students to participate.

Teachers will be asked to complete a survey about the capabilities of each student with a vision or motor disability who is participating in the testing. Topics include communication, sensory abilities, physical mobility and academic skills. The survey takes about 15 minutes to complete.



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The contents of this pamphlet were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education and you should not assume endorsement by the Federal government.

Your help is needed!

Calling All Teachers of students with vision or motor disabilities

Teachers register at ateassessments.org

October 20 to November 21, 2014

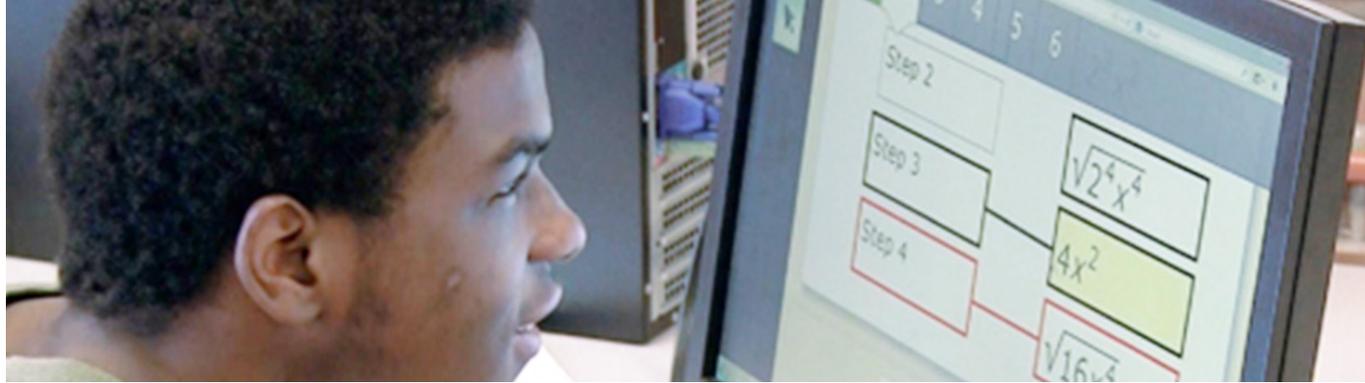
About the Grant

The Kansas State Department of Education (KSDE) received an Enhanced Assessment Grant from the US Department of Education to investigate the accessibility of computerized assessments for students who are blind, have low vision or have motor disabilities that affect eye-hand coordination and computer use. These are among the students who have historically received the most individualized and thus non-standardized accommodations when taking tests.

KSDE has contracted with the Center for Educational Testing and Evaluation (CETE) at the University of Kansas to conduct research activities and analyses. The \$1.75 million grant involves students in grades 3 through 12 in participating states.

Next-generation, computer-delivered tests, currently in development for both general education and special education students by six multi-state assessment consortia, will be implemented during the 2014-2015 school year. These assessments will represent a major shift in the application of technology and educational testing innovation in K-12 schools across the country.

Technology-enhanced (TE) items include items that require visual, motor and eye-hand coordination skills. Technology-enhanced items, unlike traditional multiple-choice items, can elicit cognitive activities such as categorizing, ordering, labeling and selecting. These tasks can be answered with different methods, such as dragging and dropping, clicking or touching, switches, step scanning, keyboard commands and constructed responses. A fundamental challenge in creating accessible items is to maintain the content and construct of original items while removing barriers to access for students with vision or motor disabilities.



Vision and Motor Skills Disabilities

The next-generation tests will use computers and tablets for test delivery. Vision and motor disabilities can be significant barriers to computerized testing:

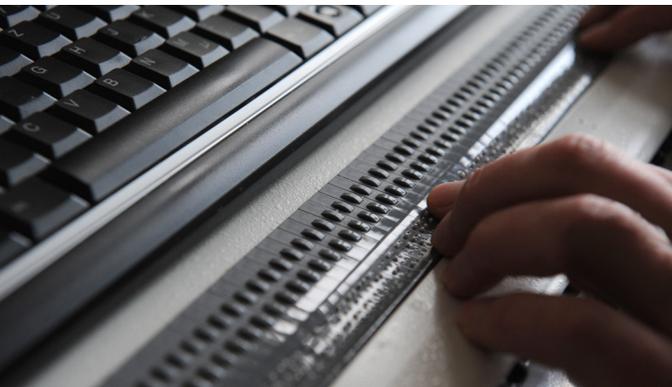
- Vision disabilities interfere with gaining visual information about the world, such as knowledge of distant objects and understanding spatial relationships.
- Blindness and low vision can hinder access to information presented on computer screens and interfere with responses requiring a mouse or touchscreen.
- Motor disabilities may limit opportunities to interact with educational technology and instructional materials.
- Motor disabilities can affect interactions with technology, such as touch screens, keyboards and mouse.

Project Activities

- reviews of sample TE test items by a panel of vision and motor experts
- reviews of demonstration items in both original and accessible formats by panels of teachers from five of the ATEA partner states
- cognitive labs with students of all ages in three ATEA partner states
- large-scale field tests in Kansas of various item formats with the general population held in spring 2014
- field tests in fall 2014 in as many states as possible where TE items in math and English language arts will be presented to students with vision and motor disabilities

Project Outcomes

The ATEA project will investigate the use of innovative, technology-enhanced features and accommodations for students with vision or motor disabilities. Investigating methods by which these students can interact with cutting edge technology-enhanced assessments will improve the quality of inferences that can be made about performance and inform educational planning. A further outcome will be to analyze score comparability for students with and without vision or motor disabilities. The ultimate result of this study will be a set of guidelines and recommendations for valid accessible assessments that provide the greatest score comparability and lead to sound inferences about achievement measured with technology-enhanced items and tasks for students with vision or motor disabilities.



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