

Assessment Plan

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Background Information

Module

I am in the IDET program. Our capstone project is to build an online Canvas course that covers best practices in online education. My module specifically is making sure courses are accessible for all learners.

Instructional Approach

My educational philosophy focuses on learner engagement and the application of instructional theories that support diverse learning needs. Specifically, I incorporate **engagement strategies** that connect with **adult learning theory** and **Universal Design for Learning (UDL)**. These key aspects allow me to design instruction that is accessible and meaningful for all learners.

1. **Engagement:** Learners are more motivated when they can actively participate. Each assessment should actively engage learners cognitively, behaviorally, or affectively. This may include incorporating activities/components such as (but not limited to) discussions, projects, rigorous assessments, or storytelling. The goal is making sure students are taking an active part in the learning rather than being passive consumers of information.
2. **Adult Learning Theory (Andragogy):** Since my audience consists of adult learners, I focus on practical, relevant applications of the material. Adults tend to learn best when they can relate the content to their experiences and needs.
3. **Universal Design for Learning (UDL):** UDL is crucial in an online setting, ensuring that content is accessible to all learners, regardless of their abilities. I provide multiple means of representation (text, audio, video), engagement (interactive elements, discussions), and expression (assessments that allow for different ways of demonstrating understanding). This approach is key to creating an inclusive learning environment. This will also be a focus in the course as I teach the learners about utilizing UDL in their own online classes.

Context

This learning module is designed for pre-service teachers (Secondary Education undergraduate students) at the Urban Institute for Teacher Education (UITE). The learning will take place in an online Canvas course, the LMS used at the University of Utah and, therefore, UITE. The number of participants is roughly 15 students per year. It is a current estimate that this module would take 1-2 weeks.

When these students graduate, there is an increasingly large chance that they will be teaching partially remote or at least using an online LMS to support their in-person classrooms. Because these future instructors won't be physically present to assist their students with accessibility needs, this module focuses on proactive design—ensuring that learning materials are accessible from the start.

Module Description

This module is focused on building accessible content that benefits all learners, with a specific emphasis on creating content for online courses. The absence of an instructor in the classroom makes accessibility even more crucial, as learners need to independently navigate the materials.

Learning Objectives

- Learners will understand the principles of Universal Design for Learning (UDL) and how to apply them to online course materials.
- Learners will be able to identify common accessibility barriers in online content and implement strategies to overcome them.
- Learners will develop skills to create accessible documents, multimedia, and assessments that meet the needs of diverse learners.

Assessment Plan

General Learning Targets:	• Understanding accessibility principles and Universal Design for Learning (UDL) in online content. • Ability to create accessible course materials that cater to diverse learners in an online setting.
Timeframe:	2 weeks
Formative Assessments:	Week 1 • Critiquing/fixing accessibility examples (single assignment) Week 2 • Discussion about applying UDL principles (1 post, 2 replies)
Summative Assessments:	Week 1-2 • Portfolio – showcasing accessibility improvements for their own online course
Weights:	Formative assessments = 30% Summative assessments = 70%

Table of Specifications

Learning Objective	Assessment Component	Taxonomy Level	Assessment	Weight
• Learners will be able to identify common accessibility barriers in online content and implement strategies to overcome them.	Factual, Conceptual	Knowledge, Analysis	Activity: Review content for accessibility, make necessary revisions, and provide an explanation for those changes.	15%

Learners will understand the principles of Universal Design for Learning (UDL) and how to apply them to online course materials.	Conceptual	Understanding, Evaluation	Discussion: Reflect on how UDL and accessibility principles impact student success in remote settings, tying them back to your personal experience.	15%
- Learners will understand the principles of Universal Design for Learning (UDL) and how to apply them to online course materials. - Learners will be able to identify common accessibility barriers in online content and implement strategies to overcome them. - Learners will develop skills to create accessible documents, multimedia, and assessments that meet the needs of diverse learners.	Applied	Application, Creation, Evaluation	Portfolio: Redesign an online lesson applying UDL principles and creating accessible content.	70%

Formative Assessment #1

Brief Assessment Description

Activity: Review content for accessibility, make necessary revisions, and provide an explanation for those changes.

Implementation

This assessment will be delivered online via a Canvas assignment. I haven't had a chance to play around in Canvas (yet), so I'm not sure the best way to create the assignment, but it will either be built as a quiz or provided to students in a Google Drive so they can see the examples and then they will hand it in via a word document. It will be completed individually.

Analysis

I will score the assessment using the rubric to evaluate each learner's responses across three criteria: *Identification of Accessibility Issues*, *Solution Development & Application of Universal Design*, and *Justification of Accessibility Improvements*. I'll assign scores from 1 to 4 for each criterion, with a maximum score of 12 points. This process will allow me to determine both individual performance and trends across the group.

I will provide personalized feedback for each criterion in the rubric, focusing on strengths and areas of improvement. The most critical feedback will be on how to develop solutions to accessibility issues. On a group-level, I will look for overall trends to see if any areas need to be revisited.

Assessment

Instructions: Use Universal Design for Learning (UDL) to identify what makes the following examples hard to access. Then, explain how you would improve each one and why your changes make it easier for all learners to use or understand. See the attached rubric for how you will be graded. <i>*Note: For this assignment, actual examples will be provided (not the text description I give here).</i>	
Question No.	Description of the example provided:
1	A lesson is presented entirely in text format, using dense paragraphs with no headers, visuals, or bullet points.
2	A video without captions or player controls A video without captions or player controls.
3	An infographic that has colors that are difficult to see, both obviously and subtly.
4	An interactive eLearning slide that uses a color-coded navigation system without providing alternative ways to understand that content.
5	A lesson with lots of pictures that do not have descriptions or alt text included.

Rubric

Criteria	Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
Identification of Accessibility Issues	Thoroughly identifies all key accessibility issues within the content, demonstrating a deep understanding of Universal Design of Learning principles. Provides clear, specific examples.	Correctly identifies most key accessibility issues in the content, showing a good understanding of Universal Design of Learning principles. Examples are mostly specific and relevant.	Partially identifies accessibility issues in the content, but some key elements are missed or misunderstood. Examples may lack specificity.	Fails to identify major accessibility issues or misinterprets them. Examples are unclear or not relevant.
Solution Development & Application of Universal Design	Proposes creative, well-developed solutions grounded in Universal Design of Learning principles. Solutions are feasible, detailed, and address the identified issues effectively.	Proposes effective solutions based on Universal Design of Learning principles. Solutions address most identified issues and are generally feasible, with sufficient detail provided.	Proposes solutions that address some issues but lack detail or alignment with Universal Design principles. Solutions may not fully address the identified accessibility gaps.	Solutions are vague, overly simplistic, or do not align with Universal Design principles. Major issues remain unaddressed, or solutions are impractical.
Justification of Accessibility Improvements	Provides a comprehensive justification for how each solution improves accessibility. Clearly articulates the impact on diverse learners, demonstrating strong reasoning.	Justifies how each solution improves accessibility for most learners. Articulates the impact well, though reasoning could be slightly more detailed or clearer in places.	Offers a partial justification for how solutions improve accessibility, but reasoning may be unclear or weak. The connection to Universal Design of Learning principles is minimal.	Fails to provide a clear justification for the solutions or connect them to Universal Design of Learning. Explanation of impact on learners is missing or unclear.

Formative Assessment #2

Brief Assessment Description

Discussion: Reflect on how UDL and accessibility principles impact student success in remote settings, tying them back to your personal experience.

Implementation

This assessment will be delivered online via a Canvas assignment via a discussion post. It will be completed individually, but students will be expected to respond to two other students after the initial due date, ensuring some level of collaboration.

Analysis

I will score the assessment using the rubric to evaluate each learner's responses across four criteria: *Addressing the Prompt, Clarity and Organization, Depth of Reflection, and Timeliness and Engagement*. I'll assign scores from 1 to 4 for each criterion, with a maximum score of 16 points. This process will allow me to determine both individual performance and trends across the group.

I will provide personalized feedback for each criterion in the rubric. The most critical feedback will include practical and useful tips on how students can improve accessibility in their professional lives. At a group level, I will look for common trends in experiences with accessibility issues so that I can incorporate these insights into a subsequent lecture, making it more relevant to the students in the class.

Assessment

Discussion: Reflect on how Universal Design for Learning (UDL) and accessibility principles affect student success in remote learning, connecting these ideas to your own experiences as a student and teacher. Choose at least four of the questions below to incorporate in your response:

- Have you observed any specific challenges students face in remote learning that UDL could address?
- In what ways have you seen UDL principles used effectively in online settings, or where do you think improvements could be made?
- How might accessibility principles benefit not only students with disabilities but also the wider student population in remote environments?
- How has your understanding of UDL and accessibility changed your approach to designing or participating in remote learning?
- What strategies do you think are most important for making remote learning environments truly inclusive?

- What is one practical thing that you could easily change in your own online classroom to make it more accessible?

Your initial response is due by [date and time]. From [date range after the initial submission is due], you are required to respond to two other students. Your responses should be thoughtful and meaningful. To ensure that everyone receives feedback, please prioritize responding to students who have no responses or the fewest responses at the time you are posting.

See the attached rubric for how you will be graded.

Rubric

Criteria	Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
Addressing the Prompt	Thoroughly answers at least four of the provided questions, making strong connections to personal experience and demonstrating a deep understanding of UDL and accessibility.	Answers at least four questions from the prompt, providing clear insights and personal connections.	Answers three of the questions from the prompt but lacks depth or clear connections in some responses.	Answers fewer than three questions and lacks connection to the prompt or personal experience.
Clarity and Organization	Well-organized response that is easy to follow, with clear transitions between ideas and strong overall coherence.	Organized response that is mostly clear, with occasional lapses in flow or transitions.	Some organization present, but the response may lack coherence or have unclear transitions.	Poorly organized response with minimal structure, making it difficult to understand.
Depth of Reflection	Demonstrates insightful and critical reflection on personal experiences and UDL concepts, with thoughtful analysis of strategies and their implications.	Shows meaningful reflection on personal experiences and UDL concepts, with some analysis of strategies.	Reflection on personal experiences is present but lacks depth or analysis of strategies.	Minimal reflection on personal experiences or strategies; lacks analysis and detail.

Timeliness and Engagement	Completes the initial response on time and provides meaningful replies to at least two classmates by the response due date.	Completes the initial response on time and replies to two classmates, but responses may lack depth.	Completes the initial response but replies to only one classmate or misses the deadline for replies.	Misses deadlines for the initial response and/or fails to engage with classmates.
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(continue to next page for summative assessment)

Summative Assessment

Brief Assessment Description

Portfolio: Redesign an online lesson applying UDL principles and creating accessible content.

Implementation

This assessment will be delivered online via a Canvas assignment, but will be submitted to an external repository (wiki), that will be linked. It will be completed individually, but the final artifact will be shared with others to use as inspiration in their own classrooms.

Analysis

I will score the assessment using the rubric to evaluate each learner's responses across five criteria: *Lesson Selection and Relevance*, *Application of UDL Principles*, *Accessibility Enhancements*, *Implementation Guide*, and *Organization and Usability*. I'll assign scores from 1 to 4 for each criterion, with a maximum score of 20 points. This process will allow me to determine both individual performance and trends across the group.

I will provide personalized feedback for each criterion in the rubric. The most critical feedback will be specific feedback on the accessibility and usability of their final product for their own classroom. At a group level, I will evaluate final submissions for level of accessibility and understanding of UDL principles.

Assessment

For this portfolio assessment, you will redesign an online lesson from your own teaching experience by applying Universal Design for Learning (UDL) principles and creating accessible content. This project will not only help you enhance your lesson for your own students but also serve as a resource for your classmates to use as inspiration in their classrooms.

Submission:

Upload your redesigned lesson and guide to the class repository [insert link] by [date and time]. Provide feedback to at least two classmates' lessons between [date range after the initial submission is due].

The final deliverables will be a final redesigned lesson and implementation guide. See the attached rubric for how you will be graded.

Important Notes:

- The lesson you choose should be one that you are comfortable sharing with your peers. It should maintain professional quality while serving as an authentic resource for your own teaching context.
- Remember, this is an opportunity to make your lesson more inclusive and supportive for all learners while contributing to a broader professional community.

Complete the following steps:

Select an Existing Lesson:

- Choose an in-person lesson from your current student teaching. This should be a relatively small lesson (perhaps one that could be taught in a single day).
- The lesson should be relevant to your students and one that you plan to use in real-life settings.

Analyze the Current Lesson:

- Evaluate your existing lesson using UDL principles and accessibility guidelines.
- Identify barriers that may limit student engagement, access to materials, or comprehension of content when transitioned to an online format.

Redesign the Lesson Using UDL Principles:

- Redesign the lesson by applying UDL principles, ensuring multiple ways for engagement, representation, and expression. Include options like alt text for images, captions for videos, flexible reading formats, and diverse assessment methods.
- Enhance accessibility with clear navigation, instructions, and consistent formatting throughout the lesson.

Ensure Accessibility:

- Use accessibility tools (e.g., screen reader simulations, contrast checkers) to verify that the redesigned lesson meets accessibility standards (e.g., WCAG).

Create an Implementation Guide:

- Include a brief guide that explains how you applied UDL principles and ensured accessibility in your redesigned lesson.
- The guide should outline key changes made, strategies used, and the rationale for those changes.
- Include the learning objectives for the lesson.

Submit Your Redesigned Lesson:

- Upload the **final redesigned lesson** and **implementation guide** to the class repository by the due date.
- Ensure the lesson is organized, easy to understand, and ready to use by other educators.

Share and Reflect:

- Once submitted, review other lessons in the repository to get inspiration for your own classroom.

See the attached rubric for how you will be graded.

Rubric

Criteria	Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
Lesson Selection and Relevance	Selected lesson is highly relevant, appropriate for a one-day session, and aligned with real-life teaching objectives. Demonstrates strong potential for applying UDL principles.	Selected lesson is relevant, aligns with real-life objectives, and is appropriate for a one-day session, showing good potential for UDL application.	Selected lesson is somewhat relevant and appropriate for a one-day session, but lacks clear alignment with UDL application.	Selected lesson is not suitable for a one-day session or lacks relevance and alignment with UDL application.
Application of UDL Principles	UDL principles are comprehensively applied, providing diverse means of engagement, representation, and expression. Offers creative solutions like alt text, captions, flexible formats, and varied assessments.	UDL principles are clearly applied, incorporating multiple ways of engagement, representation, and expression, though some areas could be expanded.	UDL principles are applied to some extent, with a limited range of engagement, representation, or expression methods.	Minimal application of UDL principles, lacking variety in engagement, representation, and expression.
Accessibility Enhancements	Redesigned lesson includes comprehensive adjustments (e.g., alt text, captions, clear navigation) to enhance accessibility for diverse learners.	Redesigned lesson includes effective adjustments to enhance accessibility, though some areas may need further improvement.	Some adjustments are made to enhance accessibility, but they are inconsistent or limited in scope.	Minimal adjustments are made for accessibility, with significant areas still needing attention.
Implementation Guide	The guide is clear, detailed, and includes learning objectives, rationale for changes, and comprehensive explanation of UDL and accessibility strategies.	The guide is clear and includes learning objectives, with a good explanation of UDL and accessibility strategies, but lacks some detail or rationale.	The guide includes basic learning objectives and limited explanation of UDL and accessibility strategies, with unclear rationale for changes.	The guide is incomplete, lacks learning objectives, and has minimal explanation of UDL and accessibility strategies.

Organization and Usability	The redesigned lesson is exceptionally well-organized, clear, and user-friendly, making it a valuable resource for other educators.	The redesigned lesson is organized, clear, and mostly user-friendly, with some areas that could improve usability.	The redesigned lesson is somewhat organized but may be confusing or difficult for other educators to use.	The redesigned lesson lacks organization, clarity, and usability, making it challenging for educators to use.
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Communication Report

Primary Audience and Critical Aspects

The primary audience for the communication report is Dr. Connor Warner, the director of the Urban Institute for Teacher Education (UITE) at the University of Utah. As a key stakeholder, he is invested in the success of this project and plans to incorporate the finalized module into an existing UITE course to teach undergraduate students about accessibility. This communication report is essential for ensuring he understands how students will be assessed and the module's overall impact.

The critical aspects for Dr. Warner to understand include:

- **Universal Design for Learning (UDL) principles:** Their application in creating accessible online content.
- **Student Learning Outcomes:** What students learned, along with the (hypothetical) assessment results and their implications. The learning outcomes provided will be overarching themes that they learned and the overall percentage of students that could complete certain skills (as shown via assessment data).
- **Success Stories:** Examples of student achievements and the positive impact of the module.

Proposed Communication

A brochure is appropriate for this audience, as it can succinctly summarize the results. This is a great method of communication in this case because our stakeholder is very busy and has a hard time scheduling meetings. By sending him a brochure, he can look at the results in his own time and schedule a follow-up call as necessary.

(continue to next page to see the brochure)

Module Background: UDL Principles

In this module, students will learn about Universal Design for Learning, how it impacts accessibility, and how to apply it when building online courses.

REPRESENTATION

Teachers can make content more accessible by presenting it in different formats (e.g. text, video, audio).

ENGAGEMENT

Teachers can make content more accessible by providing opportunities for active participation through discussions, projects, and interactive tools.

EXPRESSION

Teachers can make content more accessible by allowing students to demonstrate their understanding in various ways (e.g. presentations, written assignments).

Inclusive online course design benefits all learners, not just those with disabilities. It fosters engagement, comprehension, and success in diverse learning environments.

THANK YOU



Contact me with any questions:
u6046157@uemail.utah.edu

UITE Capstone: Results

BUILDING ACCESSIBLE ONLINE LEARNING ENVIRONMENTS



A Communication Report

What UITE Students Can Now Do

Using the data, we've determined that students have learned how to...

• IDENTIFY BARRIERS

Students are able to recognize accessibility issues in course materials.

• APPLY UDL PRINCIPLES

Students have developed the ability to redesign in-person lessons for an online format, focusing on inclusivity and accessibility.

• CREATE ACCESSIBLE CONTENT

Students can ensure that multimedia resources meet accessibility standards.



Assessment Results

The following data backs up those results.

93%

of students successfully identified key accessibility barriers in sample lessons

97%

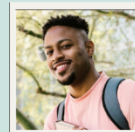
of students contributed to thoughtful reflections on UDL discussion posts.

86%

of students redesigned lesson plans to show comprehensive UDL and accessibility application.

Success Stories

We can provide real examples of students' redesigned lesson plans upon request.

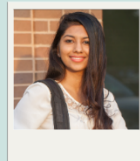


MULTIPLE MEANS OF REPRESENTATION

Kwesi redesigned an in-person biology lecture. For his online class, he created a narrated video, a detailed infographic, and a text-based article.

MULTIPLE MEANS OF ENGAGEMENT

Erin updated an English lesson plan where students could choose to participate in a live discussion, write a reflective journal entry, or create a digital storyboard.



MULTIPLE MEANS OF EXPRESSION

Tallulah allowed for her history students to demonstrate understanding through writing an essay, recording a video, or designing a digital timeline of events.

Note: All student images are stock photos and names are fake. Students' identities have been anonymized for the purposes of this report.

Revision Plans

Although I will provide insights into how to effectively analyze this data, I will not be conducting the analysis myself, as I am not the instructor and this project serves as part of my IDET capstone. However, I can create a detailed write-up with guidelines for analysis and recommendations on how to adjust the materials if necessary. Ultimately, the instructor or future course designer should focus on data trends, reliability, and validity when evaluating the course for revisions.

Once students complete the module and assessment results are available, the instructor or designer will use the data to guide instructional revisions. The first step will be to identify trends, such as recurring challenges or areas where students perform exceptionally well. Basic statistical analysis will be used to highlight these patterns and inform adjustments to better meet learning objectives. Based on these findings, the instructor or designer will refine the module, tweaking assessments and instructional content to align with the desired outcomes.

In addition to content revisions, the instructor or designer will evaluate the reliability and validity of the assessments. Consistency in performance across students is crucial, and the assessments must accurately measure students' ability to identify and address accessibility barriers while applying UDL principles effectively. If reliability or validity is lacking, the instructor or designer will revise the content, rubrics, or assessments to ensure they provide accurate and actionable results.