Checklist for Universal Design of Tests

- ☐ **Alternative Format/Large print -** Available in large print format for students with low-vision or who process better when less information is presented at once (recommended minimum 16 point with sans-serif font).

- ☐ **Alternative Format/Audio -** Except for tests of visual interpretation, handwriting or keyboard the test can be delivered to the student in a spoken format. Allow for different response styles (e.g. spoken, typed, large handwriting). In audio format, (e.g. foreign language, music) student can control pace, volume, and pitch of audio, except when testing rate of interpretation.

- ☐ **About content** – Test is not about ability of the student to figure out unusual formats or response methods or ability to interpret language (e.g. story problems for math skills, not a test of reading skills.)

- ☐ **White space** - Include enough white space for easy visual interpretation on the test/response form (e.g. line spacing at minimum "space and a half"). Make it easy to separate documents by having margins at least 1 inch wide.

- ☐ **12 words** - Each line of text should be no more than 12 words, even when printed in standard font sizes (not large-print). Long lines of text can be difficult to follow for students with visual deficits.

- ☐ **Answer spaces** - Keep answer spaces near the test items, and clearly associated with just one test item (e.g. items line up to response blanks, line spacing clearly separates questions.

- ☐ **User informed of time** - User is informed well before the test that a timed response is required so that sufficient time is given to indicate more time needed.

- ☐ **Left-aligned** - Helps students process the questions

- ☐ **Alternative text descriptions** – Provide alternative text descriptions for tables, graphs, or pictures (except where graphic interpretation is being tested).

More information and resources can be found at the U. S. Office of Special Education Programs website, "Tool Kit on Teaching and Assessing Students With Disabilities", http://www.osepideasthatwork.org/udl/assessment.asp.

"It is important to remember that the goal of universal design is to support all users, not only those with disabilities. As such, any testing solutions that reduce construct irrelevancy will improve the validity of decisions made upon test scores. To this extent we must be willing to embrace assessment techniques that provide students with the best opportunity to demonstrate their knowledge and skills, even at the expense of presentation "consistency"; in fact, consistency has been little more than illusion given the extreme diversity in the ways in which individual students develop and demonstrate knowledge and skills."

From the article:
Dolan, R. P., Hall, T. E., Banerjee, M., Chun, E., & Strangman, N. (2005). Applying principles
of universal design to test delivery: The effect of computer-based read-aloud
on test performance of high school students with learning disabilities. *Journal of Technology, Learning, and Assessment, 3*(7). Available from http://www.jtla.org

(2010) Hirschman, A., Smith, R. O. & Anson, D.