



Inclusive Access to a Diploma:
Reimagining Proficiency
for Students with Disabilities



English Language Arts / English Language Development

Informational Oral Presentations

Performance Task | Teacher Document

Authors: Initiative Team
May 31, 2025



Funded by the California Department of Education, Special Education Division



Table of Contents

Inclusive Access to a Diploma: Reimagining Proficiency for Students with Disabilities Initiative Overview	1
Overview of the Performance Task	3
Administering the Performance Task and Embedding Resources for Students	4
Key Vocabulary Terms	4
Strategies for Supporting Students	4
Potential Alternative Means of Expression	7
PART 1. Informative Oral Presentations	8
Task Alignment to Key Elements of Big Ideas and Standards	8
Part 1. Teacher Directions	12
Part 4. Sample Student Responses	16





Inclusive Access to a Diploma: Reimagining Proficiency for Students with Disabilities Initiative Overview

Thank you for utilizing the materials developed for the *Inclusive Access to a Diploma: Reimagining Proficiency for Students with Disabilities* initiative. The strategy and materials developed for this performance task were created through a partnership between the California State Board of Education (SBE), the California Department of Education (CDE), and WestEd. The included performance task is one of many resources developed for this initiative. Senate Bill 101 provided funding to the development of these materials which focus strategically on providing students with disabilities options that would support their high school coursework completion. While the resources are aimed at supporting students with disabilities, LEA governing boards may consider adopting this initiative for all student demographics through Education Code 51225.3. Additionally, because this performance task is based on the general requirements for graduation, it should not be seen as a modification to coursework and is therefore able to be made available to all students with disabilities.¹

¹ This performance task may not be appropriate for some students with disabilities based on their needs. It is an IEP team decision whether students with disabilities are working toward coursework requirements tied to this initiative and congruent with a standard diploma that meets federal definitions, an alternate pathway to a diploma, or a certificate of completion.

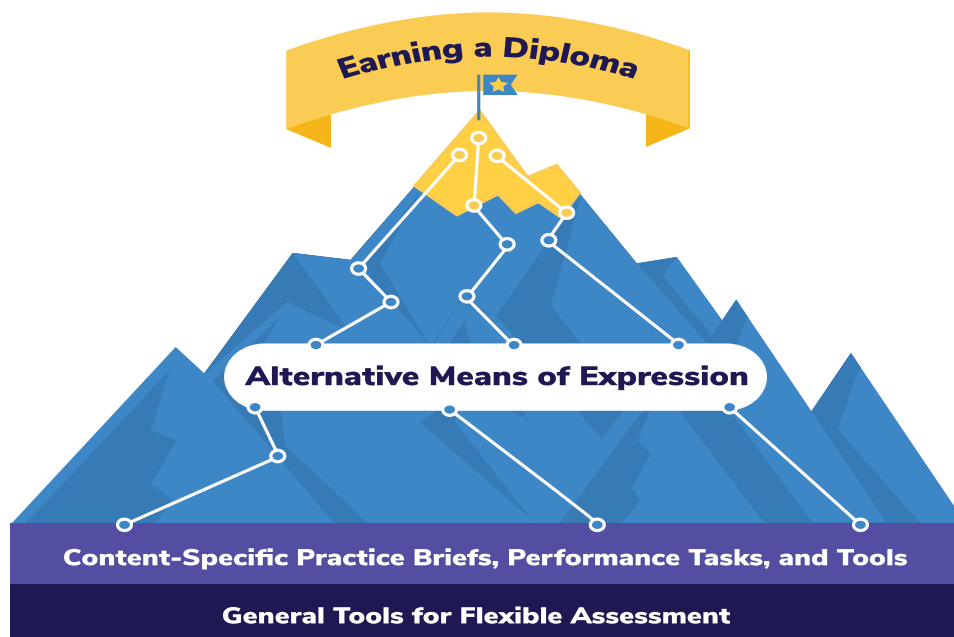




Multiple Routes to Proficiency

Figure 1 provides the conceptual framework for the *Inclusive Access to a Diploma: Reimagining Proficiency for Students with Disabilities* initiative. The graphic displays a mountain with the peak representing coursework requirements for earning a diploma, and the routes up the mountain representing different alternative means of expression made available to students for showing their understanding. The first bar at the foundation of the mountain represents the documents, materials, and resources—such as content-specific practice briefs, performance tasks, and assessment tools—serving as sample alternative means of expression. The second bar at the foundation of the mountain references the general tools, such as the Best Practice Guide, created through this initiative to support schools and districts in providing flexible assessment models.

Figure 1. Conceptual Framework for Inclusive Access to a Diploma Initiative





Overview of the Performance Task

This performance task evaluates students' understanding of the following key Big Idea within the grade nine English language arts (ELA) and English language development (ELD)-based course:

- **Informational Oral Presentations:** Planning and delivering oral presentations conveying information from credible sources

The task targets specific overlapping components of the associated Big Idea and offers accessible strategies and examples of how students can demonstrate proficiency with the concepts. Various tools and mediums are provided for teachers to customize the task to the unique needs, cultures, interests, and abilities of their students to promote an inclusive and relevant educational experience. As explained in the Practice Brief, “Selecting and Scaffolding Complex Texts,” the instructional sequencing of texts and tasks is a way to maintain the rigor of the grade nine ELA and ELD standards while also bolstering students' motivation and success. In this performance task, the texts and tasks are divided into parts and sequenced specifically to foster engagement and build a coherent experience for the students.

When preparing to administer this performance task, the teacher needs to distinguish between flexible and fixed elements based on what the Big Idea-aligned standards require to ensure students have multiple ways to demonstrate their knowledge without compromising the depth and rigor within the standards. Furthermore, when specifically focusing on students with disabilities, educators should always consult and embed supports defined within a student's Individualized Education Program (IEP) to ensure that all required accommodations and supplementary aids are provided during the assessment. For more information on the standards supporting each Big Idea please refer to the *ELA/ELD Guidance Document: Big Ideas and Standards Alignment*.





Administering the Performance Task and Embedding Resources for Students

Each part of this task is broken into a series of items for administration. This section provides guidance to the educator on how to administer each part of the task while supporting students in demonstrating their understanding of the Big Ideas in flexible ways. As you are planning to administer this performance task, review these recommendations as they offer associated key vocabulary, appropriate and inappropriate resources, and potential alternative means of expression.

Key Vocabulary Terms

The key vocabulary terms provided below are essential to the concepts within the Big Ideas, therefore unless otherwise noted, these vocabulary terms should have been pre-taught to students before completing these performance tasks. Ensure your students have encountered these terms before providing them with this performance task as they are not to be taught during the assessment:

- claim, counterclaim, evidence, reasoning, refute, fallacy, valid, theme, tone, analysis, rhetoric

Strategies for Supporting Students

The following sections describe appropriate and inappropriate resources to provide students as they complete a task.

Appropriate Resources

Appropriate resources maintain the rigor of the standards while also accommodating student difficulties such as confusion and anxiety or providing material resources specific accommodations identified in a student's IEP that the student could use to complete the task without compromising the standard or Big Idea:





- reading the item to the student
- answering clarifying questions related to the key vocabulary (for example, to clarify *theme*, a teacher could ask, “What idea seems to appear regularly as you read this text?” or for *evidence*, a teacher could say, “Where in the text can you find a sentence that supports your response to the question?”)
- helping the student to make sense of the item by asking questions such as, “What is this question asking you to figure out? What important information does the question give you? Are there any words you want to ask about or look up?”
- offering manipulatives and tools to support expressing knowledge and proficiency such as pictures or objects that represent a setting or a character in the text
- helping the student to access classroom or web-based resources that support a greater understanding of ELA/Literacy and ELD Big Idea terms
- providing multiple copies of the content
- providing a graphic organizer or sentence stems for students to take notes before any discussion
- providing a blank outline for students to plan their narrative prior to writing or a collaborative conversation
- providing a brainstorming template for students to jot down their ideas for writing or a collaborative conversation
- printing images or content on larger sheets
- allowing students to complete different parts or items over an extended period of time (versus completing an entire task or part in one sitting)
- providing multiple choices for where and how students can complete the performance task (for example, a quiet area in the classroom, at the student’s desk but with headphones projecting white noise, on a computer, or by hand)





Inappropriate Resources

This section describes resources that, when applied, modify the task by supporting the student in a facet of the task they need to do themselves to be proficient. These resources should be avoided as they may alter the rigor of the standards and negatively impact the student's ability to independently demonstrate proficiency:

- explaining to students how to use the resources such as a notetaking template or an outline for their writing
- reteaching the ELA/Literacy and ELD Big Idea concepts such as how to analyze a theme and gather evidence to support the analysis
- retelling students how to complete the concepts being assessed
- offering multiple comprehensive prompts for each question that lead the student to the answer



Potential Alternative Means of Expression

The following options provide various ways students might demonstrate their knowledge of the standards being assessed.²

When **creating an oral presentation**, students can present in the following ways or use the following tools:

- using notes or a brainstorming/outline template available to stay organized throughout the presentation
- creating a slide presentation and narrating key points
- creating a poster presentation and narrating key points
- using a screen casting from a multimedia device
- creating a podcast
- creating a video of the oral presentation
- using text-to-speech software to communicate key points of a presentation
- dictating to a scribe³

In addition to the alternative means of expression listed above, educators should consult a student's IEP to determine if any other accommodations or supplementary aids could be provided as appropriate resources in this performance task.

² As an important note, there will likely be other ways students can express their understanding beyond this list. For an option to be viable, it must allow for each element defined as necessary in a proficient response to be assessed.

³ In this situation, it is important for the scribe to be careful to record **only** what the student explicitly communicates, rather than making interpretations and “filling in the blanks” based on what they think the student meant.





PART 1. Informative Oral Presentations

Part 1 of this performance task outlines the following:

- associated standards that will be assessed
- assessment items
- rubrics that assess each item
- sample student responses

Teachers should familiarize themselves with the related standards, review the student tasks, explore each item’s rubric, and view the sample student responses to sufficiently prepare students to use this performance task to show proficiency in this task. The items for this part of the performance task cover all requirements for the *Informative Oral Presentations: Planning and Delivering Oral Presentations Conveying Information from Credible Sources* Big Idea.

Task Alignment to Key Elements of Big Ideas and Standards

Clusters of content standards exist within the Big Idea, allowing the Big Idea to demonstrate the central concepts and key understandings of the course content. The assessment categories provide the teacher with the key concepts being evaluated in each Big Idea as well as the associated content standards centered within the Big Idea of this task and come from the California ELA/Literacy and ELD Framework and are aligned to California-adopted ELA and ELD state standards.

Big Idea: Informative Oral Presentations—Planning and Delivering Oral Presentations Conveying Information from Credible Sources

Students will develop and deliver increasingly sophisticated presentations on complex and varied topics with attention to meaning and forms of language, (ELA/Literacy and





ELD Framework, p. 694). These presentations convey information from credible sources in a way that is clear, logical, and mindful of the audience. (ELA/Literacy and ELD Framework, p. 732). Students express their understanding and thinking in a variety of ways, which are both the products of students' learning and the ways in which they learn. Students continue to adapt their speech to a variety of contexts and tasks, demonstrating their command of English, (ELA/Literacy and ELD Framework, p. 694).

Related Standards

Evidence Statement 1: Students will selectively include information from sources, evaluate each source's usefulness, integrate information smoothly, and cite sources accurately.

- **ELA.W.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.⁴
- **ELA.W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **ELA.W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (*Item 1*)
- **ELD.PII.9-10.6.Br** (Connecting ideas) Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (for example, *While both characters strive for success, they each take different approaches through which to reach their goals*), or to establish cause (for

⁴ **ELA.W.9-10.7** and **ELA.W.9-10.8** are assessed in the writing portion of another performance task.





example, Women's lives were changed forever after World War II *as a result of joining the workforce*). (*Item 2*)

- **ELD.PII.9-10.7.Br** (Condensing ideas) Condense ideas in a variety of ways (for example, through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (for example, "Another issue that people may be concerned with is the amount of money that it will cost to construct the new building"). (*Item 2*)

Evidence Statement 2: Students will deliver clear, concise, and logical presentations with appropriate non-verbal cues and organized content that aligns with the presentation's purpose, audience, and task.

- **ELA.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (for example, argument, narrative, informative, response to literature presentations), audience, and task. (*Item 2*)
- **ELA.SL.9-10.5** Make strategic use of digital media (for example, textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (*Item 2*)
- **ELA.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades nine and ten Language standards 1 and 3 for specific expectations.) (*Item 2*)
- **ELD.PI.9-10.4.Br** (Adapting language choices) Adjust language choices according to the task (for example, group presentation of research projects), context (for example, classroom, community), purpose (for example, to persuade, to provide arguments or counterarguments), and audience (for example, peers, teachers, college recruiter). (*Item 1*)





- **ELD.PI.9-10.9.Br** (Presenting) Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas well supported by evidence and sound reasoning, and are delivered using an appropriate level of formality and understanding of register. (*Item 1*)
- **ELD.PII.9-10.1.Br** (Understanding text structure) Apply analysis of the organizational structure of different text types (for example, how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts, and narratives. (*Item 1*)
- **ELD.PII.9-10.2a.Br** (Understanding cohesion) Apply knowledge of a variety of language resources for referring to make texts more cohesive (for example, using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences. (*Item 2*)

Part 1. Teacher Directions

In Part 1, students use their research and summaries to create a plan to present their findings. Students have multiple mediums they can use to deliver their presentations. The primary focus of this Big Idea is for students to conduct their own research, create a clear plan for communicating their research, and carry out their plan effectively.

Part 1. Student Directions [Student Document, p. 1]

In Part 1, you will prepare and deliver an oral presentation. Item 1 focuses on assessing your strategies for preparing for presentation, targeting the ways you research and design your content. Item 2 assesses the quality of your delivery and execution of the plans you established in Item 1.





Item Directions

Using the research you have already conducted on your chosen multisided topic, create a presentation plan and design or select digital media such as text, graphics, audio, visual, or interactive elements to enhance your presentation. Then, to conclude this section of the task, you must deliver your presentation to an audience.

Item 1 Task [Student Document, p. 1]

Using research you have already conducted, create a presentation plan.

- **Review Your Research**
 - Look back at your chosen multisided topic and the research you have gathered.
- **Design Your Presentation**
 - Decide on the format and select digital media such as text, graphics, audio, visuals, or interactive elements to enhance your presentation.
- Include these **Key Elements**
 - Your central message or main idea.
 - The sources that support your message.

A Rubric for Assessing a Response to Item 1

The points below are derived from standards contained in the ELA/Literacy and ELD Framework, pp. 685–686 and p. 694, which outline the guidelines for grade nine ELA/Literacy and ELD courses. The following success criteria are used to assess proficiency in the performance task according to the related standards listed above for evidence statements 1 and 2 in the Task Alignment to Key Elements of Big Ideas and Standards section covering standards **ELA.W.9-10.2**, **ELD.PI.9-10.4.Br**, and **ELD.PII.9-10.1.Br** of this performance task.⁵

Rubric for Part 1, Item 1

⁵ **ELA.W.9-10.7** and **ELA.W.9-10.8** are addressed in the research portion of another performance task.





Criteria	Attempted	Approaching	Proficient
Purpose and Coherence	The student's presentation plan lacks a clear purpose or claims. The organization and ideas are underdeveloped or unclear.	The student's presentation plan has a vague purpose or claims and some organization and coherence, and ideas are developed but may lack depth or clarity.	The student's presentation plan is well-organized, goal-oriented, and coherent; the purpose or claims are clear; and the ideas are thoroughly developed, clear, and accurately convey complex information.
Sources	The student's information is inaccurate or unclear, lacks evidence and analysis, and has no tie to the presentation's purpose.	The student's information is mostly accurate and clear; includes some evidence and analysis; and is loosely tied to the purpose.	The student's information is accurate, clear, and detailed; it includes strong evidence across an array of insightful analyses; and supports the stated purpose.
Presentation Design	The student uses minimal, unclear, or unrelated visuals to the presentation content; and does not integrate them effectively.	The student's visuals are present and related to the presentation content but may lack clarity or full integration.	The student's visuals are clear, well-designed, and seamlessly integrated; they significantly enhance the presentation and understanding.

Item 2 Task [Student Document, p. 2]

You will present your findings to an audience of your peers. You can present live or create a video, depending on the format you choose.

- **Speak Clearly and Confidently**

- o Make sure your presentation is easy to follow and well-structured.

- **Use your time wisely** to cover key points and share visuals effectively.

- **Include the following in your presentation**

- o A clear purpose, claim, or central message.





- o Content-specific vocabulary related to your topic.
- o Logical organization with transitions and clear sentence structures to guide your audience through your points.

Remember: This part is about organizing and communicating your ideas effectively, using both your research and presentation tools to make an impact.

A Rubric for Assessing a Response to Item 2

The points below are derived from standards contained in the ELA/Literacy and ELD Framework, p. 694, which outlines the guidelines for grade nine ELA/Literacy and ELD courses. The following success criteria are used to assess proficiency in the performance task according to the related standards listed above for evidence statement 2 in the *Task Alignment to Key Elements of Big Ideas and Standards* section covering standards **ELA.SL.9-10.4**, **ELA.SL.9-10.5**, **ELA.SL.9-10.6**, **ELD.PI.9-10.9.Br**, and **ELD.PII.9-10.2a.Br**, of this performance task.

Rubric for Part 1, Item 2

Success Criteria	Attempted	Approaching	Proficient
Presentation Organization and Delivery	The student's presentation lacks clarity or logical organization, and the student's delivery is inadequate in eye contact, volume, or pronunciation. The student minimally adapts their speech to the context and task and has a limited command of formal English when required.	The student's presentation is generally clear and logical but may have minor issues with organization or delivery (eye contact, volume, and pronunciation). The student adapts their speech to the context and task but may lack consistency or full command of formal English when required.	The student's presentation is clear, concise, and logical, with appropriate eye contact, volume, and pronunciation, making it easy for listeners to follow. The student effectively adapts their speech to a variety of contexts and tasks, demonstrating a strong command of formal English when appropriate.
Organization	The student's	The student's	The student presents





Success Criteria	Attempted	Approaching	Proficient
of Evidence	presentation lacks a clear delivery of ideas and supporting evidence with minimal expression of complex ideas.	presentation delivers ideas and supporting evidence but may lack clarity in some parts with some expression of complex ideas.	ideas and supporting evidence clearly and concisely, effectively expressing complex ideas that are easy to follow.
Presentation Design	The student's visuals are minimal, unclear, or unrelated to the presentation content and not integrated effectively.	The student's visuals are present and related to the presentation content but may lack clarity or full integration.	The student's visuals are clear, well-designed, and seamlessly integrated, which significantly enhances the presentation and understanding.
Sentence Structure and Cohesion	<p>The student uses limited cohesive devices and language resources to connect ideas.</p> <p>The student has a limited variety in sentence structures with minimal connection between ideas.</p>	<p>The student uses some cohesive devices and language resources to connect ideas but may lack consistency.</p> <p>The student has some variety in sentence structures and attempts to connect ideas but may lack coherence.</p>	<p>The student has skillful use of cohesive devices and language resources, making the presentation clear and cohesive.</p> <p>The student uses varied and precise sentence structures that effectively connect and condense ideas.</p>

Part 1. Sample Student Responses

The content below provides a sample of proficient responses from a student. The text that leads with “Student Voice” is an example of how a student might respond to each item. This section should only serve as a model—different students will arrive at solutions in different ways.

Item 1 Task [Student Document, p. 1]

Using research you have already conducted, create a presentation plan.





- **Review Your Research**
 - Look back at your chosen multisided topic and the research you have gathered.
- **Design Your Presentation**
 - Decide on the format and select digital media such as text, graphics, audio, visuals, or interactive elements to enhance your presentation.
- Include these **Key Elements**
 - Your central message or main idea.
 - The sources that support your message.

Context on Student Response: The student response below was designed to be an example of a student-created presentation plan. It is important to remember that there will be many strategies students might deploy when creating a presentation; if their plan meets the criteria defined with the Item 1 rubric, it should be considered a viable proficient response.

Student Voice:

Presentation Purpose: Describe research I conducted to better understand why people in our community choose to drive instead of walking for short-distance trips.

Duration of Presentation: 5 minutes

Sources:

AARP. 2024. "Walk Audit Tool Kit." Accessed July 16, 2024.

<https://www.aarp.org/livable-communities/getting-around/aarp-walk-audit-tool-kit-download/>.

America Walks. 2024. "Benefits of Walkability." Accessed July 16, 2024.

<https://americawalks.org/resources/benefits-of-walkability/>.

LAist. 2023. "Want To Live In A Walkable, Bikeable City? Follow These Tips."

Presentation Design: Poster Session—I will create a poster that helps my audience visualize the key points of my presentation. Below are the key talking points I provide for each area of the poster. I will gesture to each of these areas when speaking and use my voice to describe each talking point. The notes below **are not**





a word-for-word script—some of my peers used this strategy but it was not my preference. Figure 2 below shows the poster I am using as my non-verbal cue for my listeners.

- **Star 1: Title of the Poster**—Why do people choose to drive instead of walking for short-distance trips? Describe my reasoning for choosing and researching this topic. I live in an urban area that is friendly to walkers but I still notice many of my friends and family driving.
- **Star 2: Research**—Describe the two sources I chose to help me better understand my research question. *LAist*. 2023. “Want To Live In A Walkable, Bikeable City? Follow These Tips” and AARP. 2024. “Walk Audit Tool Kit.” Accessed July 16, 2024. <https://www.aarp.org/livable-communities/getting-around/aarp-walk-audit-tool-kit-download/> and <https://americawalks.org/>.
- **Star 3: Learning 1 – Convenience**—People like the convenience of being able to go to multiple geographic locations, groups like going together, and not having to worry about walking pace.
- **Star 4: Learning 2 – Appeal**—Cultural norms in communities may lean toward driving because it is so common. People at times forget that walking is an option for some venues.
- **Star 5: Learning 3 – Safety**—Crossing the street, walking alone and feeling exposed, and so many cars on the street could all be contributing factors preventing those in my community from seeing walking as an option.
- **Star 6: Potential Solution and My Next Steps**—AARP provides several examples of ways streets could be made safer for pedestrians and therefore more friendly for walkers. **Options:** Creating barriers between cars and people, unique versions of a crosswalk, and other road designs support an increased likelihood of walking. **My next steps:** I am going to talk to my friends and family about my learnings and lead the charge to go on more walks in my community.



Figure 2. Sample Student-Generated Presentation Poster





Item 2 Task [Student Document, p. 2]

You will present your findings to an audience of your peers. You can present live or create a video, depending on the format you choose.

- **Speak Clearly and Confidently**
 - o Make sure your presentation is easy to follow and well-structured.
- **Use your time wisely** to cover key points and share visuals effectively.
- **Include the following in your presentation**
 - o A clear purpose, claim, or central message.
 - o Content-specific vocabulary related to your topic.
 - o Logical organization with transitions and clear sentence structures to guide your audience through your points.

Remember: This part is about organizing and communicating your ideas effectively, using both your research and presentation tools to make an impact.

Student Voice: (Student delivers the speech from Item 1)

Hello. The purpose of this presentation is to describe research I conducted to better understand why people choose to drive instead of walking for short-distance trips. Some of my research questions were, “Why is my neighborhood more friendly to cars than to people? What would make my neighborhood safer for pedestrians? Would better walking conditions lead to more people walking for short distances, like school, than using their cars?” I chose this topic because I would like to better understand why people often choose driving instead of walking. In my neighborhood, we have a lot of easily accessible shops and grocery stores but I notice my friends and family in my community still often choose to drive.





To answer my research questions, I used several sources including “Want To Live In A Walkable, Bikeable City? Follow These Tips” (LAist, 2023) and the “Walk Audit Tool Kit.” As a result of my research, I learned that many factors influence why people rely on cars for traveling short distances such as convenience, appeal, and safety. To communicate what I learned, I created this poster to help you visualize the key points in this presentation.

Convenience: Driving can be more convenient when someone wants to buy or move items or plans to stop at several locations. Driving can also be more convenient if a group of people needs to go somewhere. Everyone can arrive at the same time and the group doesn’t have to worry about different people’s walking pace.

Appeal: Driving seems to be the default way of getting around and it seems odd to walk. In fact, there are some places where it is rare to see people walking for transportation. There is the appeal of being alone and secure in one’s own car and the lack of appeal of walking alone on barren sidewalks in the middle of many busy lanes of zooming cars.

Safety: Pedestrian safety seems so simple and yet has many contributing factors. I learned pedestrian deaths have increased by 77 percent between the years 2010 and 2021 and probably have continued to increase today. Heavier and taller vehicles, such as SUVs, are contributing to dangers for pedestrians, and large multi-lane intersections also greatly impact safety. In this section of my poster, I printed a photo of an intersection only a mile away from our school. It is difficult for a car on the far-right side of the street to see a pedestrian who is crossing from the other side. Also, for pedestrians who may move more slowly, it would be difficult to cross four to six lanes before the light changes.

Considering the safety concerns for pedestrians, the resource AARP describes how streets could be designed to prioritize pedestrian safety. Pedestrians could have barriers such as parkways and bicycle lanes to protect them from cars. Also, “pedestrian islands” break up the distance for the person crossing the street and allow the person crossing to focus on one direction of traffic at a time. I also learned there are vibrant organizations across California and within my area that are actively working to promote safer streets such as Walk America.





Reference List

AARP. 2024. "Walk Audit Tool Kit." Accessed July 16, 2024.

<https://www.aarp.org/livable-communities/getting-around/aarp-walk-audit-tool-kit-download/>.

[*LAist*] Wessler, Sarah. "Want To Live In A Walkable, Bikeable City? Follow These Tips." *LAist* November 27, 2023. <https://laist.com/news/climate-environment/want-to-live-in-a-walkable-bikeable-city-follow-these-tips>.

