






Illinois Alternate Assessment Participation Decision-Making Tool

Student: _____ Grade: _____ Date: _____

Part A – Determining Initial Eligibility

Directions: Complete the first two questions to determine if the student may be eligible for participation in the alternate assessment.

1. Does the student have a current Individualized Education Program (IEP)?		
<input type="checkbox"/> No, the student does not have an IEP.  Stop here. The student is not eligible for the alternate assessment.	<input type="checkbox"/> Yes, the student has a current IEP.  Proceed to the next statement.	
2. Review the student's Individuals with Disabilities Education Act (IDEA) category.		
Student meets state eligibility criteria under the following disability category designations: <input type="checkbox"/> Specific Learning Disability <input type="checkbox"/> Emotional Disability <input type="checkbox"/> Speech or Language Impairment (only)  Stop here. The student is not eligible for the alternate assessment.	Student meets state eligibility criteria under the following disability category designations: <input type="checkbox"/> Deafness/Hearing Impairment <input type="checkbox"/> Orthopedic Impairment <input type="checkbox"/> Other Health Impairment <input type="checkbox"/> Visual Impairment A student identified with these disability categories very rarely will be a student with a most significant cognitive disability and therefore rarely, if ever, qualify for the alternate assessment.  Proceed to Part B.	Student meets state eligibility criteria under the following disability category designations: <input type="checkbox"/> Autism <input type="checkbox"/> DeafBlind <input type="checkbox"/> Intellectual Disability <input type="checkbox"/> Developmental Delay <input type="checkbox"/> Multiple Disabilities <input type="checkbox"/> Traumatic Brain Injury A student with any of these disabilities may have a cognitive disability. However, fewer than half of the students in these categories may have a most significant cognitive disability that would qualify them for the alternate assessment.  Proceed to Part B.

Part B – Determining if the Student has a Most Significant Cognitive Disability

The alternate assessment is intended for students with the **most significant** cognitive disabilities. These students have intellectual functioning well below average (typically associated with an IQ below 55) that exists concurrently with impairments or deficits in adaptive functioning (e.g., communications, self-care, home living, social/interpersonal skills, use of community resources, self-directions, functional academic skills, work leisure, health and safety).

Intellectual Functioning
The reference to "typically associated with an IQ of below 55" is to help distinguish between students with cognitive disabilities and significant cognitive disabilities from students with the <u>most</u> significant cognitive disabilities. This means that many students with cognitive disabilities will not qualify for the Alternate Assessment of the Illinois Learning Standards Aligned to the Essential Elements. By default, they must take our regular state assessment with or without accommodations. The inclusion of the words "typically associated with" allows for some district/school flexibility. It is by no means an absolute requirement.
Does the student have intellectual functioning well below average (typically an IQ of below 55)?
<input type="checkbox"/> Yes. The student has intellectual functioning well below average (typically an IQ of below 55). Proceed to the Adaptive Functioning section.
<input type="checkbox"/> No. The student does not have intellectual functioning well below average. Stop here. The student is not eligible for the alternate assessment.

Adaptive Functioning

Directions: Select the column in each of three adaptive skills domains (Conceptual, Social, and Practical) that best describes the student's daily functioning. After reviewing all available data, if the team still is struggling to decide between two columns, presume competence and select the column to the left. (For example, if the team is trying to decide between Column 2 or Column 3, select Column 2.)

Conceptual Domain			
The Conceptual Domain covers skills that are needed to communicate, apply academic skills, and manage and accomplish tasks.			
Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student is on grade level academically in all content areas, and The student has age appropriate receptive and expressive communication skills, including conversation skills (verbally or through a communication device), and The student expresses and makes independent choices, exhibits self-control and takes responsibility for choices at an age-appropriate level.	The student has difficulty learning academic content aligned to the Illinois Learning Standards but is making progress with appropriate supports and interventions as specified in the IEP, and After learning new content, the student may need additional practice with direct instruction to generalize the new skills into daily living activities, and The student has some age-appropriate receptive and expressive	The student has difficulty learning grade-level academic content across all subject areas and may require multiple tiers of intervention, accommodations, or modifications, and The student may need instruction aligned to Illinois Alternate Learning Standards Aligned to the Essential Elements to build base skills to get back to grade level, and The student may struggle to generalize skills outside the classroom, even with	The student has significant difficulty with learning academic content and may require instruction that is designed by clustering grade-level standards into life-applied units of study with intensive accommodations for access, and The student requires significantly modified curriculum and instruction using Illinois Alternate Learning Standards Aligned to the Essential Elements and likely is unable to apply or

	<p>communication skills (verbally or through a communication device); uses and understands simple, nonverbal communication; and can follow simple, age-appropriate directions and routines with prompting, and</p> <p>The student may have been referred for an initial evaluation during elementary school due to academic difficulties.</p>	<p>assistance and practice, and</p> <p>The student has difficulty communicating wants, needs, thoughts, and ideas but receptively understands messages, and</p> <p>The student struggles to follow directions and routines without significant assistance, and</p> <p>The student may have been referred for an evaluation in preschool or kindergarten based on developmental differences.</p>	<p>generalize skills outside the classroom setting, and</p> <p>The student may be unable to clearly express wants and needs and may not seem to understand the messages conveyed by others. The student likely requires maximum adult assistance to communicate, and</p> <p>The student requires layers of supports (accommodations, scaffolding and assistive technologies) to follow directions and daily routine activities, and</p> <p>The student was most likely identified with developmental delays as an infant or toddler and received early intervention services early childhood programs.</p>
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Social Domain

The Social Domain covers behaviors needed to engage in interpersonal interactions, act with social responsibility, and use leisure time. This includes social competence, self-esteem, gullibility, naïveté (wariness), social problem-solving, following rules/obeying laws, and avoiding being victimized.

Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The student displays age-appropriate social, communication, and leisure skills, and</p> <p>The student can initiate and maintain friendships and express and recognize emotions with peers who are the same age, and</p> <p>The student engages in play and recreational activities without additional support.</p>	<p>The student may have difficulty with social interactions (e.g., may misinterpret peers' social cues or others may consider the student's actions as immature), and</p> <p>The student's communication and language and conversation skills are more concrete or immature than peers who are the same age, and</p> <p>The student may have challenges in regulating emotion and behavior in an age-appropriate manner, and these challenges may be noticed by peers and adults.</p>	<p>The student has social, behavior, and communication skills markedly different from peers who are the same age, and</p> <p>The student is able to be understood but uses a mode for communication that is much less complex than peers who are the same age, and</p> <p>The student may use behaviors to communicate, and</p> <p>The student may not perceive or interpret social cues accurately, and</p>	<p>The student often uses behaviors to communicate, and</p> <p>The student's communication skills are very limited in terms of vocabulary and grammar, and</p> <p>The student may be in the process of developing a mode of communication, may be described as nonverbal, or uses very limited non-symbolic communication, and</p> <p>The student requires significant adult assistance to communicate with peers or adults and may require layers of support (e.g.,</p>

		<p>The student often needs significant support to engage in social situations and/or use communication skills, and</p> <p>The student may be easily persuaded to do things that go against the rules or safe boundaries when coaxed to do so.</p>	<p>simple speech, visuals, gestures, etc.) to communicate, and</p> <p>The student may not yet show understanding of symbolic communication with speech or gesture.</p>
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Practical Domain

The Practical Domain covers behaviors needed to address personal and health needs; take care of home, classroom, or work settings; and function in a school or community.

Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The student is able to follow safety rules and functions in the community and classroom setting similarly to peers who are the same age, and</p> <p>The student independently performs self-care activities, such as eating, dressing, and taking care of personal hygiene.</p>	<p>The student often functions age-appropriately in personal care daily living activities and using community resources, and</p> <p>The student displays recreational skills typically on the same level as peers, although some additional support may be needed, and</p> <p>The student may need support in navigating the school and community and may need reminders about being mindful of safety hazards.</p>	<p>The student may need support to care for personal needs (e.g., eating, dressing, toileting needs), may have needed an extended period of explicit teaching in these areas, and may require prompting or cues, and</p> <p>The student often requires additional support and learning opportunities for recreational skills, and</p> <p>The student requires intensive support to safely navigate the school and community.</p>	<p>The student requires significant support and direct instruction across all activities of daily living (e.g., meals, dressing, bathing, toileting needs) or may be dependent on others for all aspects of physical care, health, and safety, and</p> <p>The student requires intensive teaching and ongoing support for recreational and navigation skills, not because of physical ability but because of significant cognitive needs. The student requires supervision at all times.</p>

Determining Most Significant Cognitive Disability

Students with a most significant cognitive disability will have significant deficits in ALL adaptive skills domains.

<p><input type="checkbox"/> The student's daily functioning skills do not align within column 4 of ALL three adaptive skills domains above.</p> <div style="text-align: center;">  <p>Stop here. The student is not eligible for participation in the alternate assessment.</p> </div>	<p><input type="checkbox"/> The student's daily functioning skills align only within column 4 of ALL three adaptive skills domains above. The student has a most significant cognitive disability.</p> <div style="text-align: center;">  <p>Proceed to Part C.</p> </div>
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Part C – Determining if the Student Requires Extensive Direct Individualized Instruction

Directions: Select the column that best describes the student's curriculum, instruction, supports, accommodations, modifications, and assistive technology needs. After reviewing all available data, if the team still is struggling to decide between two columns, presume competence and select the column to the left. (For example, if the team is trying to decide between Column 2 or Column 3, select Column 2.)

Curriculum, Instruction, and Assessment			
This section describes the student's daily learning needs as outlined in the IEP.			
Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The student's present levels of performance on the IEP indicate that skills are closely aligned with grade-level standards, concepts, and skills with present-level data showing skill gaps represented within the Illinois Learning Standards, and</p> <p>The student assessed at Level 4 (Advanced) on a previous alternate assessment.</p>	<p>The student's IEP includes annual goals and objectives aligned to the Illinois Learning Standards and may include short-term learning objectives aligned to the Illinois Learning Standards Aligned to the Essential Elements in prescriptive area(s) of data-determined need, and</p> <p>Instruction and assessment are aligned to grade-level targets that build in complexity from the Illinois Learning Standards Aligned to the Essential Elements toward achievement of learning aligned to Illinois Learning Standards, and</p> <p>The student's IEP requires Specially Designed Instruction that is standards-based and includes explicit instruction in all content areas on grade-level standards.</p>	<p>The student's IEP includes goals and objectives that target modified grade-level standards within the Illinois Learning Standards Aligned to the Essential Elements with a range of complexities, and</p> <p>Instruction and assessments are aligned to modified grade-level targets aligned to the Illinois Learning Standards using differentiation and universal design to build base skills, and</p> <p>The student's IEP requires Specially Designed Instruction that is standards-based and includes life-applied grade-level learning. The student requires both accommodations and modifications.</p>	<p>The student's IEP includes present level of performance statements that align learner data with grade-level standards through the Illinois Learning Standards Aligned to the Essential Elements and building emerging and engagement skills, and</p> <p>Instruction and assessments are based on student data, likely showing skill gaps within the level 1 – emerging skill level area and difficulty with engagement, and</p> <p>The student's IEP requires Specially Designed Instruction that is standards-based and also includes life-applied grade-level learning. The student requires extensive accommodations and modifications.</p>
Accommodations/Modifications			
This section describes the accommodations and modifications needed for the student to participate meaningfully in daily instructional and assessment activities.			
Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The student's IEP outlines a list of accessibility features that are presented as universal tools and supports in Illinois assessment manuals, which are provided during instruction and</p>	<p>The student's IEP outlines a list of accessibility features that are presented as universal tools and supports in Illinois assessment manuals and accommodations that are provided during instruction</p>	<p>The student's IEP outlines a list of accessibility features that are presented as universal tools and supports in Illinois assessment manuals and accommodations that are provided during instruction</p>	<p>The student's IEP outlines individualized supports, accommodations, and modifications and materials beyond those that are presented as universal tools and supports in Illinois assessment manuals to</p>

assessment to support access.	and assessment to support access.	and assessment to support access, and The student requires additional individualized accommodations, modifications, and scaffolds not allowed on Illinois state tests. These also are provided during instruction and assessment to support access.	meet the cognitive and physical task demands of instruction and assessment. These additional supports address the communication, motor, and/or sensory needs of the learner and provide the learner opportunities to show what he or she knows and can do.
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Assistive Technology

This section describes the use of assistive technologies needed for the student to actively engage and participate meaningfully and productively in daily activities in school, home, community, and work environments.

Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The student's IEP team has determined the student does not need any assistive technology, or</p> <p>The student had an assistive technology evaluation completed and it was determined that no assistive technology is required as indicated in the check box on the IEP.</p>	<p>The student requires assistive technology supports and services. The IEP team is in the process of learning about assistive technology and determining specific supports for the student, or</p> <p>The student's IEP includes assistive technology in the Educational Accommodations and Supports, Goals and Objectives/Benchmarks, Consideration of Special Factors, Specially Designed Instruction, and/or Statewide and District Testing as presented in the Assistive Technology Consideration section of the IEP document.</p>	<p>The student's IEP outlines required assistive technology supports and services, and</p> <p>An assistive technology assessment was used or is in the process of being used to identify individualized, assistive technology to support academic instruction, communication, daily living, seating/positioning, mobility, sensory, and/or motor needs, etc., and/or</p> <p>The student currently is learning to use or is independently using assistive technology as a scaffold to access learning in his or her environment.</p>	<p>The student's IEP describes complex physical, sensory, or medical needs that require multiple assistive technology supports and services across most of the assistive technology domains. It may be challenging to determine access for the use of assistive technologies, and</p> <p>The student currently requires person-dependent supports or scaffolds that may be replaced with assistive technology once feature matching can be determined.</p>

Determining Whether the Student Requires Extensive, Direct Individualized Instruction and Substantial Supports

The characteristics of students who qualify for the alternate assessment will only fall into columns 3 or 4.

<input type="checkbox"/> The student's characteristics in the columns above in Part C include some characteristics from columns 1 and 2.  Stop here. The student is not eligible for participation in the alternate assessment.	<input type="checkbox"/> The student's characteristics in the columns above in Part C are in Columns 3 or 4 only. The student requires extensive, direct individualized instruction with Illinois Learning Standards Aligned to the Essential Elements learning targets and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.
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Proceed to Part D.

Part D – Additional Considerations

The decision to participate in the alternate assessment is made after reviewing the entire decision-making tool and the collection of evidence used in parts A, B, and C. The decision to participate in the alternate assessment is NOT made based solely on any of the following considerations:

- Disability category, educational environment, or instructional setting.
- Student's instructional reading level is below grade level.
- Expected poor performance on the general education assessment.
- Administration decision or anticipated impact of student scores on the accountability system.
- Anticipated disruptive behavior or emotional duress if taking general assessments.
- Poor attendance or extended absences.
- The fact the student is an English learner or other social, cultural, or economic differences.
- Need for accommodations (such as assistive technology or augmentative and alternative communication) to participate in the general assessment.

Based on the review of evidence in parts A, B, and C and ensuring the decision is not based solely on any of the considerations above, does the student meet all criteria for participation in the alternate assessment?

- ☐ Yes. The student meets all criteria in parts A, B, and C and will participate in the alternate assessment.
- ☐ No. The student does not meet all criteria in parts A, B, and C and is not eligible for participation in the alternate assessment.

GLOSSARY

Accommodation: Changes in how learning occurs or how a test is administered that does not substantially alter what is learned or what the test measures; includes changes in presentation format, response format, test setting, or test timing. Appropriate accommodations are made to provide equal opportunity to demonstrate knowledge.

Adaptive skills: Practical, everyday skills needed to function and meet the demands of one's environment, including the skills necessary to effectively and independently take care of oneself and interact with other people (American Association on Intellectual and Developmental Disabilities, 2017).

Assistive technology: An assistive technology device is any item, piece of equipment, or product system whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted or the replacement of that device (IDEA 2004). Visit ISBE's [Special Education Assistive Technology](#) webpage and the [Illinois Assistive Technology Guidance Manual](#) for more information about assistive technology.

Assistive technology consideration in the IEP: IEP teams are required to “consider” the assistive technology needs of every student receiving special education services. The need for assistive technology should be detailed under the “Supplementary Aids, Accommodations, and Modifications” section of the IEP. After graduation, assistive technology supports/services should be detailed in the “Transition Services” section of the IEP.

Augmentative and alternative communication: Augmentative and alternative communication includes all forms of communication (other than speech) that are used to express thought, needs, wants, and ideas (American Speech-Language-Hearing Association, 2017).

English learner: English learners are students whose primary or home language is other than English who need language assistance to effectively participate in school instructional programs.

Illinois Learning Standards: The Illinois Learning Standards establish expectations for what all students should know and be able to do in each subject at each grade. The standards emphasize depth over breadth, building upon key concepts as students advance. The standards promote student-driven learning and the application of knowledge to real world situations to help students develop deep conceptual understanding. The Illinois Learning Standards, which are intentionally rigorous, prepare students for the challenges of college and career.

Illinois Learning Standards Aligned to the Essential Elements: The Illinois Learning Standards Aligned to the Essential Elements are alternate learning standards and include specific statements of knowledge and skills linked to the grade-level expectations identified in the Illinois Learning Standards. The purpose of the Illinois Learning Standards Aligned to the Essential Elements is to build a bridge from the content in the Illinois Learning Standards to academic expectations for students with the most significant cognitive disabilities.

Modes for communication: Modes for communication can include, but are not limited to, sign language, bilingualism, cued speech, verbal therapy, braille, assistive technology devices, and written language.

Modification: A modification changes what a student is taught or expected to learn. Modifications to grade-level learning change the expectation to learn the full breadth and/or depth of content. Modifications during testing are changes in the standards being measured on the test or in the conditions in which a student takes the test that result in changes in what the assessment is designed to measure by reducing or changing the expectations for the student. Modifications are not permitted during state testing. The alternate assessment is a different assessment, both in content and expectation; it is not a modified assessment.

Significant cognitive disability: Significant cognitive disability is not a disability category under IDEA. Students with a most significant cognitive disability are those students who meet all the criteria in Part B of this tool. Students are eligible to participate in the alternate assessment if they meet all of the criteria in sections A through D of this tool.

Specially Designed Instruction: Specially Designed Instruction is “... adapting, as appropriate to the needs of an eligible child under this part, the content, methodology or delivery of instruction (i) to address the unique needs of the child that result from the child’s disability; and (ii) ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children” ([34 CFR Sec. 300.39\(b\)\(3\)](#)).

Universal tools: Universal tools are features or preferences that are either built into the assessment system or provided externally by test administrators. Universal tools are available for all students taking Illinois state assessments. These features are available for all students, so they are not classified as accommodations.

Unless otherwise stated in the definitions below, the following 14 special education eligibility categories are found at [34 CFR 300.8\(c\)](#). Please note in definitions of disability categories below that most categories typically do NOT include intellectual impairment and therefore will rarely align with the participation criteria for the alternate assessment.

Autism	<ul style="list-style-type: none"> Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (c)(4) of this section. A child who manifests the characteristics of autism after age 3 could be identified as having autism if the criteria outlined in bullet one of this section are satisfied.
Deaf-blindness	Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.
Deafness	Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.
Developmental Delay	Developmental delay means a significant delay in physical development, intellectual development, communication development, social or emotional development, or adaptive development (may include children from 3 through 9 years of age), per 34 CFR 300.8(b) .
Emotional Disability	<p>An emotional disability means a condition exhibiting one or more of the following characteristics over a long period of time and to a degree that adversely affects a child's educational performance:</p> <ul style="list-style-type: none"> An inability to learn that cannot be explained by intellectual, sensory, or health factors. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. Inappropriate types of behavior or feelings under normal circumstances or a general pervasive mood of unhappiness or depression. A tendency to develop physical symptoms or fears associated with personal or school problems. Emotional disability includes schizophrenia. <p>Emotional disability does not apply to children who are socially maladjusted unless it is determined that they have an emotional disability also.</p>
Hearing Impairment	Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.
Intellectual Disability	Intellectual disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental

	period, that adversely affects a child’s educational performance. The term “intellectual disability” was formerly termed “mental retardation.”
Multiple Disabilities	Multiple disabilities means concomitant impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.
Orthopedic Impairment	Orthopedic impairment means a severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by a congenital anomaly; impairments caused by disease (e.g., poliomyelitis, bone tuberculosis); and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).
Other Health Impairment	Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that — <u>(i)</u> Is due to chronic or acute health problems, such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and <u>(ii)</u> Adversely affects a child’s educational performance.
Specific Learning Disability	Specific learning disability — <u>(i)</u> General. Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen; think; speak; read; write; spell; or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. <u>(ii)</u> Disorders not included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.
Speech or Language Impairment	Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child’s educational performance.
Traumatic Brain Injury	Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child’s educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.
Visual Impairment	Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness.