



DYNAMIC
LEARNING MAPS



Partnership for Assessment of
Readiness for College and Careers

Understanding the Changes with Assessments and the IEP

*Reviewing our knowledge on the goal pages,
assessment pages, and accessibility
features and accommodations form*



Illinois State Board of Education

CLASSROOM AND DISTRICT ASSESSMENTS



Classroom and District Assessments

ASSESSMENT

CLASSROOM-BASED ASSESSMENTS

- ☐ Student will participate in classroom assessments with no accommodation(s).
- ☐ Student will participate in classroom assessments with accommodations(s). (Complete Assessment Accommodations section on the IEP)

DISTRICT ASSESSMENTS

- ☐ District does not administer district-wide assessments.
- ☐ District does not administer district-wide assessments at this grade level. _____

Student will:

- ☐ Participate in the entire district-wide assessment with no accommodation(s).
- ☐ Participate in the entire district-wide assessment with accommodation(s). (Complete Assessment Accommodations section on the IEP)
- ☐ Participate in part(s) of the district-wide assessment (specify which part(s) and what, if any, accommodations are required). (Complete Assessment Accommodations section on the IEP).
- ☐ Participate in the district-wide alternate assessment without accommodation(s).
- ☐ Participate in the district-wide alternate assessment with accommodation(s). (Complete Assessment Accommodations section on the IEP)



Classroom and District Assessment Accommodations

ASSESSMENT ACCOMMODATIONS

If the student will participate in assessments with accommodations, other than PARCC and DLM, document any needed accommodations for the content area(s) in the section below.

Classroom-Based Assessments

District-Based Assessments



Partnership for Assessment of
Readiness for College and Careers

Illinois State Board of Education

STATE ASSESSMENTS: PARCC COMPUTER-BASED ASSESSMENT



PARCC Accessibility Features and Accommodations Form

- PARCC assessment is available for the 2014-2015 school year as a computer-based or a paper-based format.
- Districts had to take the I-TRAx survey to help determine the format that will fit each district's need.
- Since the accessibility features are turned on in advance, they and the accommodations have to be identified through SIS.



PARCC Assessment

STATE ACADEMIC ASSESSMENTS

Indicate below which state academic assessment(s) this student will take and, if applicable, if accessibility feature(s) and/or accommodation(s) are needed.

☐ State academic assessments are not administered at this grade level: _____

1. **Partnership for Assessment of Readiness for College and Careers (PARCC) (grades 3-8, and high school)**

PARCC is provided for English Language Arts/Literacy and Mathematics at grades 3-8 and high school. For high school administration, a student currently enrolled in Integrated Math 3 or Algebra 2 will take the mathematics assessment and a student currently enrolled in English 3 will take the English Language Arts assessment.

☐ The PARCC assessment is not appropriate. (specify)

Student will:

☐ Participate in PARCC with no accessibility features turned on in advance and no accommodation(s).

☐ Participate in PARCC assessment with accessibility features turned on in advance and/or accommodation(s).
(Complete the *PARCC Accessibility Features and Accommodations* form and attach).



PARCC Computer-based Accessibility Features and Accommodations Form

Accessibility Features For All	
Audio Amplifications	The student raises or lowers the volume control, as needed, using headphones. Student must be tested in a separate seating if unable to wear headphones.
Eliminate Answer Choices	The student "crosses out" possible answer choices (for multiple choice items only).
Flag Items for Review	The student highlights items to review later.
Highlight Tool	The student highlights text as needed to recall and/or emphasize.
Line Reader Tool	The student uses onscreen tool to assist in reading by raising and lowering the tool for each line of text onscreen.
Magnification/Enlargement Device	The student enlarges text and graphics onscreen up to 400% (while preserving clarity, contrast, and color).
Notepad	The student writes and edits notes using embedded Notepad application.
Pop-up Glossary	The student is able to view definitions of pre-selected, construct-relevant words by selecting a hyperlink onscreen via a pop-up text box.



PARCC Computer-based Accessibility Features and Accommodations Form

Accessibility Features Turned on in Advance		No	Yes
Answer Masking	The student electronically "covers" answer options, as needed.	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Background/Font Color (Color Contrast)	The student changes the onscreen background and/or font color based on need preference. Refer to manual for visual of the color choices.	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
General Masking	The student creates a custom "mask" to cover portions of the test.	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Text-to-Speech for the Mathematics Assessment	Text is read aloud to the student using embedded text-to-speech software.	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math



PARCC Computer-based Accessibility Features and Accommodations Form

Presentation Accommodations		No	Yes
Additional Assistive Technology	Guidelines will be provided in Winter 2013.	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Braille Edition or ELA/Literacy and Mathematics Assessments	Refreshable braille displays must be used in conjunction with screen reader software. For students with visual impairments who are unable to take the computer-based test with a refreshable braille display, a contracted braille form will be available.	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Closed-captioning of Multimedia Passages on the ELA/Literacy Assessments.	Students who are deaf or hard-of-hearing view captioned text on multimedia (i.e., video) on ELA/Literacy assessments.	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Descriptive Video	Students who are blind or visually impaired listen to narrated audio description of key visual elements in multimedia (i.e., video) passages on ELA/Literacy assessments.	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Tactile Graphics	Students who are blind or visually impaired and read braille use tactile graphics.	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Text-to-Speech or video of a human interpreter for the ELA/Literacy assessments, including items, response options, and passages*	The accommodation is intended to provide access to printed or written texts in the PARCC ELA/Literacy assessments to a very small number of students with disabilities who would otherwise be unable to participate in the assessment because their disability severely limits or prevents them from decoding printed text.	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math



PARCC Computer-based Accessibility Features and Accommodations Form

ASL video for mathematics assessments for a student who is deaf or hard of hearing	The student views an embedded video of a human interpreter for the Mathematics assessment. If a deaf student does not use ASL, an actual human interpreter and separate test setting will be required.	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
ASL video of test directions for a student who is deaf or hard of hearing	The student views an embedded video of a human interpreter for test directions. If a deaf student does not use ASL, an actual human interpreter and separate test setting will be required.	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math



PARCC Computer-based Accessibility Features and Accommodations Form

Response Accommodations		No	Yes
Additional Assistive Technology	Guidelines will be provided in Winter 2013.	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Braille Notetaker	Student who is blind or has a visual impairment will use an electronic braille notetaker. For PARCC assessments, grammar checker, Internet, and stored file functionalities must be turned off.	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Calculation Device and Mathematics Tools (on non-calculator sessions of Mathematics Assessments)*	The student uses a calculation device (e.g., four-function calculator, large key or other adapted calculator), arithmetic table (including addition/subtraction and/or multiplication/division charts) and/or manipulatives (IEP or 504 plan must specify which device or manipulative) on the non-calculator session of the Mathematics test.	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Scribing or Speech-to-text for the Mathematics assessments and for selected response items on the English Language Arts/Literacy Assessments*	The student dictates responses either verbally, using a speech-to-text device, an augmentative/assistive communication device, or by signing, gesturing, pointing, or eye-gazing.	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Scribing or Speech-to-text for constructed response on the English Language Arts/Literacy Assessments*	The student dictates responses either verbally, using a speech-to-text device, an augmentative/assistive communication, or by signing, gesturing, pointing, or eye-gazing.	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Word Prediction on the ELA/Literacy Performance-based Assessment	The student uses word prediction software that provides a bank of frequently or recently used words onscreen as a result of the student entering in the first few letters of a word. Please refer to manual for further guidance.	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math



PARCC Computer-based Accessibility Features and Accommodations Form

Timing and Scheduling Accommodations		No	Yes
Extended time	A maximum of up to one school day is allowed to complete one test session during the prescribed testing window.	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Unique Accommodations		No	Yes
Unique Accommodations	A unique accommodation is an accommodation that is not listed in the PARCC Accessibility Features and Accommodations Manual and does not change the construct being measured by the assessment. The IEP team will need to complete the unique accommodations form and submit it to the Illinois State Board of Education.	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math



PARCC Computer-based Accessibility Features and Accommodations Form

		PBA Unit 1	PBA Unit 2	PBA Unit 3	EOY Unit 1	EOY Unit 2
GRADE 3 ELA	Unit Time	75	75	60	75	-
	<i>Est. Time on Task</i>	50	50	40	50	-
GRADE 3 MATH	Unit Time	75	75		75	75
	<i>Est. Time on Task</i>	50	50		50	50
GRADES 4-5 ELA	Unit Time	75	90	60	75	-
	<i>Est. Time on Task</i>	50	60	40	50	-
GRADES 4-5 MATH	Unit Time	80	70		75	75
	<i>Est. Time on Task</i>	55	50		50	50



**Partnership for Assessment of
Readiness for College and Careers**

Illinois State Board of Education

STATE ASSESSMENTS: PARCC PAPER-BASED ASSESSMENT



PARCC Paper-based Accessibility Features and Accommodations

Accessibility Features		Comparable Computer-Based Accessibility Features
Auditory Aids	Student uses amplification devices, noise buffers, or white noise machines	Audio Amplification Headphones or Noise Buffers
Visual Aids/Organizers	Student uses highlighters, template place marker, masking device, colored overlays, or pointer.	Flag Items for Review, Line Reader tool, Highlight Tool
Magnification/Enlargement Device	Magnification or enlargement devices to increase the font or graphic size.	Large Monitor, Zoom Tool, Magnification/Enlargement Device
General Administration Directions Clarified(by test administrator)	Test administrator clarifies general administration instructions only.	General Administration Directions clarified(by test administrator)
General Administration Directions read aloud and repeated as needed (by test administrator)	Test administrator may read general administration directions aloud to the student and repeat as necessary.	General Administration Directions Read Aloud and Repeated as needed(by test administrator)
Blank Paper(provided by test administrator)	May be provided blank sheet(s) of paper to plan and organize item responses.	Blank Paper(provided by test administrator)
Redirect student to the test(by test administrator)	Test administrator redirects the student's attention to the test.	Redirect Student to the Test(by test administrator)
Spell Checker	Student uses a spell checking device that meets test specifications.	Spell Checker



PARCC Paper-based Accessibility Features and Accommodations

Accessibility Features Turned on in Advanced		Comparable Computer-Based Accessibility Features	No	Yes
Human Read-aloud for the Mathematics Assessments	Text is read aloud by a human reader.	Text to Speech for the Mathematics Assessments	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Visual Aids/Organizers	Student uses highlighters, template place marker, masking device, colored overlays, or pointer.	Answer masking, Background/Font Color(Color Contrast), General Masking	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math



PARCC Paper-based Accessibility Features and Accommodations

Presentation Accommodations		Comparable Computer-Based Accessibility Features	No	Yes
Assistive Technology	Guidelines provided later	Currently researching hardware devices	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Large Print Edition Test	Provided to students with visual impairments. Responses must be transcribed verbatim. Responses not transcribed will not be scored.	Magnification/Enlargement Device	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Braille Edition of ELA/Literacy and Mathematics Assessments	A contracted form is provided. Responses must be transcribed verbatim. Responses not transcribed will not be scored.	N/A	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math



PARCC Paper-based Accessibility Features and Accommodations

Presentation Accommodations		Comparable Computer-Based Accessibility Features	No	Yes
Human Interpreter for the Mathematics Assessments for a student who is deaf or hard of hearing*	Text is signed by human interpreter for the Mathematics Assessment.	ASL Video for the Mathematics Assessment for a student who is deaf or hard of hearing	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Human read-aloud for the ELA/Literacy assessments*	Refer to the <i>PARCC Accessibility Features and Accommodations Manual</i> .	Text-to-Speech or video of a human interpreter for the ELA/Literacy Assessment, including items, response options, and passages	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math



PARCC Paper-based Accessibility Features and Accommodations

Response Accommodations		Comparable Computer-Based Accessibility Features	No	Yes
Assistive Technology	Guidelines will be provided later.	Currently researching hardware devices	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Braille Notetaker	Records answers using an electronic braille notetaker. Responses must be transcribed verbatim. Responses not transcribed will not be scored.	N/A	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Braille Writer	A manual or electronic device, slate and stylus, for writing braille. Device prints in braille but does not save. Responses must be transcribed verbatim. Responses not transcribed will not be scored.	Refreshable Braille Display for ELA/Literacy N/A for Mathematics	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Answers recorded in test book	Records answers directly in the test book. Responses must be transcribed verbatim. Responses not transcribed will not be scored.	N/A	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math



PARCC Paper-based Accessibility Features and Accommodations

Calculation device and mathematics tools (on non-calculator sessions)*	Refer to <i>PARCC Accessibility Features/Accommodations Manual</i> .	Calculation device and mathematics tools(on non-calculator sessions of mathematics assessments)	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Monitor Test Response	Monitors proper placement of student responses on a test book/answer sheet.	N/A	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Scribing or Speech-to-text for the Mathematics and for selected responses only(not constructed responses) on the ELA/Literacy Assessment*	Dictates response either verbally, using a speech-to-text device, an augmentative/assistive communication device, by signing, gesturing, pointing, or eye-gazing. Tested in a separate room. Responses must be transcribed verbatim. Responses not transcribed will not be scored.	Scribing or Speech-to-Text(i.e. dictation/transcription or signing) for the Mathematics assessments; and for selected responses (not constructed response) on the ELA/Literacy Assessments	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Scribing or Speech-to-text for constructed responses on the ELA/Literacy Assessment*	Dictates response either verbally, using a speech-to-text device, an augmentative/assistive communication device, by signing, gesturing, pointing, or eye-gazing. Tested in a separate room. Responses must be transcribed verbatim. Responses not transcribed will not be scored.	Scribing or Speech-to-Text(i.e. dictation/transcription) for constructed responses on the ELA/Literacy Assessments	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math
Word prediction on the ELA/Literacy Performance-based Assessment	Uses word prediction software that provides a bank of frequently or recently used words as a result of the student entering the first few letters of a word.	Word prediction on the ELA/Literacy Performance-Based Assessment	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Math



PARCC Paper-Based Accessibility Features and Accommodations

Timing and Scheduling Accommodations		Comparable Computer-Based Accessibility Features	
Extended Time	A maximum of up to one school day is allowed.	Extended Time	<input type="checkbox"/> ELA <input type="checkbox"/> Math



**Partnership for Assessment of
Readiness for College and Careers**

Illinois State Board of Education

IEP ASSESSMENT PAGE: PARCC



PARCC State Assessment Page

STATE ACADEMIC ASSESSMENTS

Indicate below which state academic assessment(s) this student will take and, if applicable, if accessibility feature(s) and/or accommodation(s) are needed.

☐ State academic assessments are not administered at this grade level: _____

1. **Partnership for Assessment of Readiness for College and Careers (PARCC) (grades 3-8, and high school)**

PARCC is provided for English Language Arts/Literacy and Mathematics at grades 3-8 and high school. For high school administration, a student currently enrolled in Integrated Math 3 or Algebra 2 will take the mathematics assessment and a student currently enrolled in English 3 will take the English Language Arts assessment.

☐ The PARCC assessment is not appropriate. (specify)

Student will:

- ☐ Participate in PARCC with no accessibility features turned on in advance and no accommodation(s).
- ☐ Participate in PARCC assessment with accessibility features turned on in advance and/or accommodation(s).
(Complete the *PARCC Accessibility Features and Accommodations* form and attach).



Illinois State Board of Education

STATE ASSESSMENTS: DYNAMIC LEARNING MAPS



Dynamic Learning Maps

- DLM is being administered as a year-end assessment for the 2014-2015 school year.
- It is for grades 3-8 and 11.
- Instructionally embedded for grades 3-12.
- Computer-based format



DLM Accessibility Features:

Display Enhancements

Accessibility Features			Yes	No
Display Enhancements	<i>Magnification</i>	Allows screen magnification during testing. The magnification options are 2x, 3x, 4x, 5x.	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Overlay Color</i>	The overlay color is the background color of the test; the default color is white. During testing there are other alternate colors options: blue, green, pink, gray, and yellow. The font will remain black.	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Invert Color Choice</i>	The invert color will cause the test background to appear black with white/gray lettering. Use with “contrast color” to change the display to a different color scheme.	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Color Contrast</i>	The contrast color section provides several background and lettering color schemes: white background with green font, white background with red font, black background with gray font, black background with yellow font.	<input type="checkbox"/>	<input type="checkbox"/>



DLM Accessibility Features: Language and Braille

Accessibility Features			Yes	No
Language and Braille	<i>Braille</i>	Uncontracted (only available option)	<input type="checkbox"/>	<input type="checkbox"/>



DLM Accessibility Features: Audio and Environment Supports

Accessibility Features			Yes	No
Audio and Environment Support	<i>Text Only*</i>	Provides audio for the text and not for the images.	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Text and Graphics*</i>	Provides audio for the text and an audio description of the images.	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Graphics Only*</i>	Provides an audio description of the images.	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Nonvisual*</i>	Provides audio for the text, an audio description of the images, and an audio description of the layout.	<input type="checkbox"/>	<input type="checkbox"/>
	<i>*Found in the DLM Accessibility Manual as aspects of "Read Aloud with Highlighting"</i>			
	<i>Single Switch System</i>	Is activated using a switch set up to simulate the "Enter" key on the keyboard. On the PNP, educators can set scan speed, indicate whether scanning should begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.	<input type="checkbox"/>	<input type="checkbox"/>



DLM Accommodations

Accommodations		Yes	No
Human Read Aloud	If the student does not respond well to the synthetic voice, the test administrator may read the assessment to the student.	<input type="checkbox"/>	<input type="checkbox"/>
Signed interpretation of text	Signing is not provided via the computer. For students who sign, test administrators may sign the content to the student using American Sign Language (ASL), Exact English, or a personalized sign system.	<input type="checkbox"/>	<input type="checkbox"/>
Test administrator enters responses for student	If a student is unable to independently and accurately record his/her own responses into the system, the student may indicate the selected responses through normal response types and/or forms of communication such as eye gaze, and the test administrator will keys in the student's response.	<input type="checkbox"/>	<input type="checkbox"/>
Team-defined	<p>Any accommodations that are not addressed may be implemented IF the accommodation does not negate the purpose of the assessment. Any accommodation used during testing should be familiar to the student through previous use in the student's instructional program.</p> <p>List the team defined accommodations below:</p>	<input type="checkbox"/>	<input type="checkbox"/>



DYNAMIC™
LEARNING MAPS

Illinois State Board of Education

IEP ASSESSMENT PAGE: DLM



DLM State Assessment Page

STATE ACADEMIC ASSESSMENTS

Indicate below which state academic assessment(s) this student will take and, if applicable, if accessibility feature(s) and/or accommodation(s) are needed.

2. **Dynamic Learning Maps (DLM) (Alternate assessment for grades 3-8, and 11)**

- ☐ The DLM Participation Guidelines were met. (Complete the DLM Participation Guidelines and attach).

If met, the student will:

- ☐ Participate in DLM with no accessibility features/accommodation(s).
- ☐ Participate in DLM with accessibility features/accommodation(s). (Complete the *DLM Accessibility Features and Accommodations* form and attach)



DLM Participation Guidelines

Participation Criteria	Participation Criterion Descriptors	Yes	No	Reason(s) for Yes or No Response
1. The student has a significant cognitive disability.	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	<input type="checkbox"/>	<input type="checkbox"/>	
2. The student's instruction is linked to grade level content and reflective of the Common Core Essential Elements.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level Common Core Essential Elements and address knowledge and skills that are appropriate and challenging for this student.	<input type="checkbox"/>	<input type="checkbox"/>	
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.	The student: a. requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and b. uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	<input type="checkbox"/>	<input type="checkbox"/>	



Illinois State Board of Education

SCIENCE ASSESSMENT



Science Assessment

3. Illinois Science Assessment (grades 4, 7, & 11 only)

- ☐ Not administered at student's current grade level.
- ☐ Participate in science assessment with no accommodation(s).
- ☐ Participate in science assessment with accommodation(s). (Complete Assessment Accommodations section of the IEP)



Science Assessment

Science Assessment



Illinois State Board of Education

OTHER ASSESSMENTS



Other Assessments

4. Other (optional by district). If applicable, list assessment to be given (e.g. ACT/Work Keys, KIDS)

- ☐ Participate in _____
- ☐ Participate with no accommodation(s).
- ☐ Participate with accommodation(s). (Complete Assessment Accommodations section on the IEP)



Other Assessments

Other Assessment (e.g. ACT/WORK KEYS, KIDS)



Illinois State Board of Education

ACCESS FOR ENGLISH LEARNERS



Access for English Learners

STATE ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY

The state assessments of language proficiency for English Learners (EL) in grades K-12 include: Accessing Comprehension and Communication in English State to State (ACCESS) and the Alternate ACCESS.

☐ Yes ☐ No English learner (EL). If "NO", skip to next section

If yes, the student will:

- ☐ Participate in the ACCESS with no accommodation(s).
- ☐ Participate in the ACCESS with accommodation(s) (Complete Assessment Accommodations section of the IEP).
- ☐ Participate in the alternate ACCESS with no accommodation(s).
- ☐ Participate in the alternate ACCESS with accommodation(s) (Complete Assessment Accommodations section of the IEP).



ACCESS for English Learners

ACCESS/Alternate ACCESS



Illinois State Board of Education

ALIGNING THE GOALS TO THE STANDARDS



Federal Regulation

34 CFR 300.320

- 1) A statement of the child's present levels of academic achievement and functional performance, including—
 - (i) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
- (2)(i) A statement of measurable annual goals, including academic and functional goals designed to—
 - (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress the general education curriculum; and
 - (B) Meet each of the child's other educational needs that result from the child's disability



State Regulation

The content of each child's IEP shall conform to the requirements of 34 CFR 300.320. The additional requirements of this Section shall also apply.

a) Each IEP shall include –

- 1) A statement of measurable annual goals that reflect consideration of the State Goals for Learning and the Illinois Learning Standards (see 23 Illinois Administrative Code 1), as well as benchmarks or short-term objectives developed in accordance with the child's present levels of educational performance



New Illinois Learning Standards

- The New Illinois Learning (Common Core) Standards (NILS) are the new standards for English Language Arts/Literacy and Mathematics.
- IEP goals that reference English Language Arts/Literacy or Mathematics will cite the standard in the following way - NILS.**2.RF.3.**
(**grade**, **content area**, **standard objective #**)



New Illinois Learning Standards

- **PLAAF:** Curtis is a 9th grader with a learning disability in the area of reading comprehension. His recent score on the W-J III was 5.5 G.E. for reading comprehension. After reading a passage, he has difficulty listing the events in chronological order and answering literal and inferential questions. Curtis states that he reads so quickly that he does not understand what he reads. After reading a text, he answers story comprehension questions with 50% accuracy. (short excerpt from a well-developed PLAAFP)
- **NILS.ELA-Literacy.9-10.RL.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
- **Final IEP Goal:** Using self monitoring strategies (such as re-reading for understanding), Curtis will read a selected text, and correctly answer comprehension questions with 80% accuracy in 3 out of 4 consecutive trials by June, 2014. (**NILS.ELA-Literacy.9-10.RL.10**)



Essential Elements

- Dynamic Learning Maps (DLM) Essential Elements were developed to build a bridge between content in the NCLS and academic expectations for students with the most significant intellectual disabilities
- Essential Elements are specific statements of the content and skills linked to NCLS with grade level specific expectations.



Essential Elements

NILS 4.RL.1 – Refer to details and examples in text when explaining what the text says explicitly and when drawing inferences from the text

Essential Elements –EE.4.RL.1 - Use details from the text to recount what the text says

IEP Goal: Given a content area passage orally read to the student, student will use communication device and give 2 factual details answering who, what, where, or when about the passage with 100% accuracy 4 out of 5 trials by June, 2015
(NILS.4.RL.1)



Resources

- PARCC

<http://www.parcconline.org>

- DLM

<http://www.dynamiclearningmaps.org>

- IEPQ (IEP Quality Project)

<https://iepq.education.illinois.edu/>



Contacts

- Jessica Dare Student Assessment-Springfield
jdare@isbe.net
(866) 317-6034
- Sarah Fies Special Education Services-Chicago
sfies@isbe.net
(312) 814-5560
- Laura Quimby Special Education Services-Springfield
lquimby@isbe.net
(217) 782-5589