ISBE
Illinois State Board of Education

I-Star
IEP Special Education Tracking and Reporting

I-Star IEP
Technical Assistance Webinar

December 6, 2016

Notice – This Webinar Is Being Recorded!

This webinar is being recorded.

Please do not provide any student information

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  - Computer speakers
  - Headset connected to a computer
  - Telephone

- **Tips for Speaking**
  - Make sure you have a microphone plugged in or the computer you are using has a microphone before raising your hand.
  - Make sure all audio settings in the computer are un-muted and speakers are turned down before talking.

- **Question & Answer**
  - Question & Answer Session will be held at the end of the Webinar.
  - Raise your hand to ask a question.
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- **Welcome / Introductions**
- **Topic of Discussion**
- **Question and Answer**
- **Key Dates/Information**

ISBE Key Team Members

- Donna Schertz

  Special Education Services Supervisor

- Connie Heinz

  Special Education Services

- Erin Cray

  Special Education Services

- Laura Quimby

  Assessment and Accountability

- *Natalia Foard*

  Information Technology

- *MaryAnn Hedlund*

  Information Technology

- *Jeremy Peck*

  Information Technology

- *Kabbi Reddy*

  Information Technology
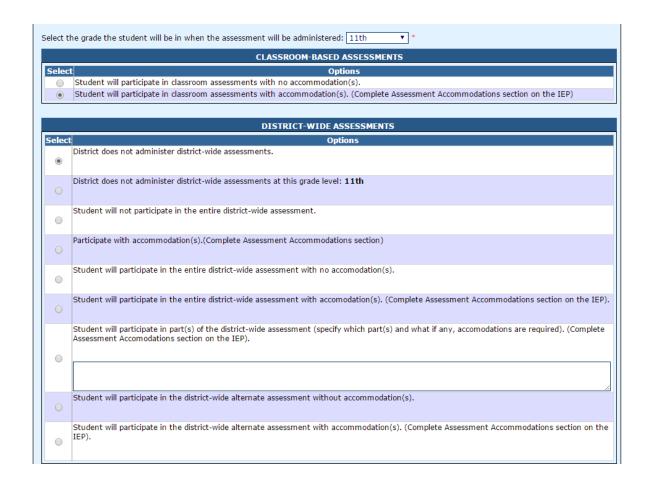
Presenters

- Donna Schertz

  Special Education Services Supervisor

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  Information Technology

- Student Assessment Pages

Topic of Discussion

- Class Assessments

- District Assessments

- State Assessments

STATE ASSESSMENTS

Scholastic Aptitude Test (SAT) (Grade 11 High School Only)

Select	Options
○	Not administered at student's current grade level.
○	Student will participate in the SAT with no accommodation(s).
○	Student will participate in the SAT with accommodation(s). (Complete SAT accomodations section)

Dynamic Learning Maps (DLM) (ELA/L, Math, Science) (Alternate assessment grades 3-8, and 11)

Select	Options
○	The DLM Participation Guidelines were met. (Complete the DLM Participation Guidelines and attach).
○	Student will participate in DLM with no accessibility features/accommodation(s).
○	Student will participate in DLM with accessibility features/accommodation(s). (Complete the DLM Accessibility Features and Accommodations form and attach)

• State Assessments

Dynamic Learning Maps (DLM) (ELA/L, Math, Science) (Alternate assessment grades 3-8, and 11)

Select	Options
◉	The DLM Participation Guidelines were met. (Complete the DLM Participation Guidelines and attach).
○	Student will participate in DLM with no accessibility features/accommodation(s).
◉	Student will participate in DLM with accessibility features/accommodation(s). (Complete the DLM Accessibility Features and Accommodations form and attach)

DLM Participation Guidelines
Students with the most significant cognitive disabilities may take the DLM if participation in the state's regular assessments is not appropriate, even with accommodations, and they meet all of the criteria below.

Select	Participation Criteria	Participation Criterion Descriptors	Reason(s)
○ Yes ○ No	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. *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.	
○ Yes ○ No	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.	
○ Yes ○ No	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 the alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	

- State Assessments

DLM Accessibility Features

Category 1: Support provided within KITE via the PNP Profile	Magnification	Allows screen magnification during testing. The magnification options are 2x, 3x, 4x, 5x.	Yes No
	Overlay Color	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.	Yes No
	Invert Color Choice	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.	Yes No
	Color Contrast	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.	Yes No
	Synthetic Spoken Audio(read aloud with highlighting)	**Text Only** Provides audio for the text and not for images.	Yes No
		Text and Graphics Provides audio for the text and an audio description of the images.	Yes No
		NonVisual Provides audio for the text, an audio description of the images, and an audio description of the layout.	Yes No
Category 2: Support Requires Additional Tools/Materials	Uncontracted Braille	Uncontracted (only available option)	Yes No
	Single Switch System	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.	Yes No
	Two-Switch System	Does not require activation in the PNP. Is used to emulate the tab key to move between choices, and the Enter key to select the choice when highlighted.	Yes No
	Individualized Manipulatives	Manipulatives that is familiar to the students to use while testing (i.e. unit cubes, interlocking blocks, counters, etc.)	Yes No
	Calculator	Permitted to use on math testlets unless it interferes with the construct of the testlet. The Test Information Page (TIP) for each math testlet will specify whether or not a calculator is permitted.	Yes No

DLM Accommodations

Category 3: Support provided by the Test Administrator Outside the DLM System	Human Read Aloud	If the student does not respond well to the synthetic voice, the test administrator may read the assessment to the student.	Yes No
	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.	Yes No
	Language Translation of Text (Math only)	Test administrators may translate the text for students who are English Language learners or respond best to a language other than English on the math assessment only.	Yes No
	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.	Yes No
	Partner-Assisted Scanning	A strategy in which test administrators assist students with scanning, or going through, students' answer choices. Test administrators read and/or point to each answer choice and the students indicate when their desired choice is presented.	Yes No
	Team-defined	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.	Yes No

- State Assessments

STATE ASSESSMENTS

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

Illinois Science Assessment (ISA) (Grades 5, 8, High School (Biology))

Select	Options
○	Not administered at student's current grade level.
○	Student will participate in science assessment with no accommodation(s).
○	Student will participate in science assessment with accommodation(s). (Complete Assessment Accommodations section on the IEP)

Physical Fitness Assessment (e.g. Fitness Gram©, Brockport©)

Select	Options
○	Will not participate in the physical fitness assessment (Explain):
○	Student will participate in Fitness Gram© with no accommodation(s).
○	Student will participate in Fitness Gram© with accommodation(s).
○	Student will participate in the Brockport© with no accommodation(s).
○	Student will participate in the Brockport© with accommodation(s).

Other. If applicable, list assessment to be given (e.g. KIDS)

Select	Options
○	Participate in
○	Participate with no accommodation(s).
○	Participate with accommodation(s). (Complete Assessment Accommodations section of the IEP)

STATE ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY

ELL Status is maintained in SIS and this checkbox is populated from that data.

☐ Yes ☑ No   The student is an English Learner (EL)

○ Participate in the ACCESS with no accommodation(s).   ○ Participate in the alternate ACCESS with no accommodation(s).
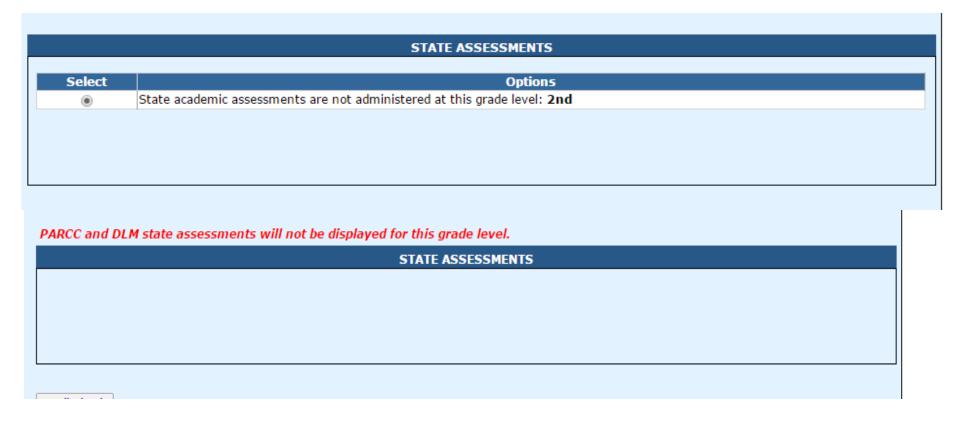
○ Participate in the ACCESS with accommodation(s).   ○ Participate in the alternate ACCESS with accommodation(s).

- Accommodations

Examples based on selected grade

- PARCC example

STATE ASSESSMENTS

Partnership for Assessment of Readiness for College and Career (PARCC) (grades 3-8)

Select	Options
○	The PARCC assessment is not appropriate. (Go to #2)
○	Student will participate in PARCC with no accessibility features turned on in advance and no accommodation(s).
◉	Student will 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)

Dynamic Learning Maps (DLM) (ELA/L, Math, Science) (Alternate assessment grades 3-8, and 11)

Select	Options
○	The DLM Participation Guidelines were met. (Complete the DLM Participation Guidelines and attach).
○	Student will participate in DLM with no accessibility features/accommodation(s).
○	Student will participate in DLM with accessibility features/accommodation(s). (Complete the DLM Accessibility Features and Accommodations form and attach)

Please select the type of Accessibility Features and Accomodations form used.

○ Paper-Based

◉ Computer-Based

- PARCC example

		No	ELA	MATH	PARCC Pre-ID SIS Code
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% (shile 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.	☐	☐	☐	
Answer Masking	The student electronically "covers" answer options, as needed.	☐	☐	☐	
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.	☐	☐	☐	
General Masking	The student creates a custom "mask" to cover portions of the test.	☐	☐	☐	
Text-to-Speech for the Mathematics Assessment	Text is read aloud to the student using embedded text-to-speech software.	☐	☐	☐	
Additional Assistive Technology	Guidelines will be provided at a later time.	☐	☐	☐	
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.	☐	☐	☐	
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.	☐	☐	☐	
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.	☐	☐	☐	
Screen Reader Version for ELA/Literacy, including items, response options, and passages.	The screen reader accommodation is intended to provide access to the PARCC ELA/Literacy assessments to students who are blind or have a visual impairment and have not learned(or are unable to use) braille.	☐	☐	☐	
ASL video for mathematics assessment for a student who is deaf or hard of hearing	The stduent 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.	☐	☐	☐	
Tactile Graphics	Students who are blind or visually impaired and read braille use tactile graphics.	☐	☐	☐	
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.	☐	☐	☐	
Additional Assistive Technology	Guidelines will be provided at a later time.	☐	☐	☐	
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.	☐	☐	☐	
	A student uses a calculation device (e.g.. four-function calculator. large key or other				

Let's Hear from You!

- Next webinar date: December 13, 2016

- Key Dates:
  - 2017 dates coming soon

- Website: **http://www.hbug.k12.il.us/**
  - ISBE Announcements
  - User Manual

- I-Star IEP listserv: I-Star-IEP-join@list.isbe.net

- Assistance Needed:
  - Help with mechanical/system errors: istar@isbe.net
  - Help with completing forms: Connie Heinz or Erin Cray at 217/782-5589