Illinois Alternate Assessment

Annual Conference on Best Practices for Nonpublic Special Education Programs

November 16, 2009
Introductions

Pearl Schneider – IAA Coordinator, ISBE

Jessica Dare – IAA Special Education Consultant, ISBE
What are we going to discuss today?

- Overview of IAA enhancements
- Calendar of Events
- Test Preparation
- Task Administration
- Online Scoring
- Materials Management
Reading, Mathematics, Science, and Writing administered Spring 2010

- Grades 3, 5, 6, 8, & 11 Writing
- Grades 3-8 & 11 Reading and Mathematics
- Grades 4, 7, & 11 Science
Overview of IAA Enhancements

- Scripted tasks
  - Consistent administration
  - Built-in rubric (more accurate scoring)

- All art and text is embedded in the task
  - Less prep time for teachers

- Expanded coverage of IL Learning Standards

- Single point of contact for all questions

- Simplification of online scoring process
2009-2010 IAA Calendar of Events

- **October 31 – December 21, 2009**
  - Profile update window for Assessment Network (ONLY opportunity to update contact and shipping info before Spring 2010 testing!!)

- **November 16, 2009**
  - IAA Training Webinars registration opens

- **December 2-3, 2009**
  - IAA Teacher/Coordinator Training Webinars

- **January 4, 2010**
  - IAA Regional Training registration opens via the Assessment Network website

- **January 8, 2010**
  - Last day for districts to update SIS with information to be included in the pre-id file to Pearson (used for initial shipment of materials and SchoolSuccess)
January 19-29, 2010
- IAA Regional Trainings for New Teachers and Coordinators

January 29, 2010
- SchoolSuccess user ID & password emailed to coordinator

February 1, 2010
- SchoolSuccess website opens to allow teacher account creation/classroom setup

February 8, 2010 – Test materials delivered to districts

Feb 8 – March 15, 2010: Additional Orders
- Available on Assessment Network website
February 22 – March 19, 2010: Single Test Administration Window

March 19, 2010: SchoolSuccess website closes at 11:59 p.m.

March 24, 2010: Pre-scheduled pick-up via FedEx
- Materials picked up from the original delivery destination
- Materials must be returned to IAA Coordinator prior to this date
- To change pickup date, contact Pearson
Test Preparation
IAA Preparation Resources

- Test booklets:
  Detailed Teacher Instructions
  Artwork to use and/or adapt
  Required concrete objects

- Updated Implementation Manual

- IAA Rubric
If necessary for the student’s access to the test, use:

- Enlarged art
- Hand-held manipulatives (coins, string, blocks, etc)
- Visual aids and assistive technology as needed
- Tactile forms of print and/or raised-line materials
- Computer graphics as needed
- Extra time and additional breaks for test taking in a quiet setting
- Professional staff familiar to the student to administer the task WHILE THE TEACHER SCORES.
How to Assess

- Identify the student’s primary mode of communication and administer each task in this mode.
  - Verbal
  - Nonverbal
  - Sign Systems
  - Communication Books
  - Assistive Technology
  - Language issues (e.g., ELL)
How to Assess

- Use sample items to familiarize the student with the test format

- Discuss/explain to the student what he/she will be asked to do during the assessment.

- Provide the student with easy access to communication device(s), if typically used.

- Review content-related pictures, words or voice output on the student’s communication system prior to beginning.

- Ensure that hearing aid(s) and/or FM systems are in good working order.

- Eliminate competitive sounds or visual distractions that may divert the student.

- Position the student to sustain attention.

- Determine the best focal distance for the student to view/manipulate the materials.
How to Assess

- Avoid cuing answers through body language, voice, or position of objects.

- Maintain the wording or content of the task. Stay true to the student task as written in the test booklets.

- Maintain the wording or content of the answer choices. Present the answer choices in order.
Task Administration
Task Layout

To ensure precise administration and scoring:

Rubric procedures have been embedded in the teacher administration instructions.
IAA Scoring Rubric

**Score Levels**

4 - The student correctly performs the primary task without assistance or with a single repetition of instructions or refocusing. The teacher can repeat the instructions without change one time (no additional prompting and no indication of right or wrong answer).

3 - The student correctly performs the primary task with the general prompt.

2 - The student correctly performs the primary task with a specific prompt.

1 - The student does not perform the primary task at Level 2 or provides an incorrect response despite Level 2 support.
Built-In Task Characteristics:

- Specific texts, symbols, and artwork are embedded in the task.
- The General Prompt is embedded in the task (in the event it is needed).
- All tasks follow the same rubric “template” for teacher administration instructions.
- Flexibility in presentation of tasks and how the student responds will be maintained.
Task Administration

2010 IAA Task Layout:

• Page facing teacher – instructions and text
• Page facing student – task and/or answer options
Sample of Teacher Instructions (Embedded General Prompt)

<table>
<thead>
<tr>
<th>Score</th>
<th>Instruction Details</th>
</tr>
</thead>
</table>
| 4 | • Present the primary task to the student. Say:  “Primary Task.”  
  • Point to each option and say: “Choice A,” “Choice B,” “Choice C”  
  The student receives a score of 4 for a correct response.  
  If the student does not respond or responds incorrectly, repeat the primary task *only once* exactly as it appears.  
  If the student responds correctly after the second presentation of the primary task, the student receives a score of 4.  
  If the student again chooses an incorrect answer or does not respond, move to Level 3. |
| 3 | • Say the general prompt to the student: “General Prompt.”  
  • Re-present the primary task and answer options.  
  The student receives a score of 3 for a correct response.  
  If the student does not respond or responds incorrectly, move to Level 2. |
| 2 | • Indicate the correct answer and re-present the primary task, and answer options.  
  The student receives a score of 2 for a correct response.  
  If the student does not respond or responds incorrectly, move to Level 1.  
  If the student does not respond or responds incorrectly at Level 2, the student receives a score of 1. |

Answer: Correct answer
Sample of Teacher Instructions (General Prompt on 3\textsuperscript{rd} page)

<table>
<thead>
<tr>
<th>Score</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Present the primary task to the student. Say: \textit{Primary Task.} Point to each option and say: \textit{Choice A, Choice B, Choice C}</td>
</tr>
<tr>
<td>3</td>
<td>Turn the page to present the general prompt. Re-present the primary task and answer options.</td>
</tr>
<tr>
<td>2</td>
<td>Indicate the correct answer and re-present the primary task, and answer options.</td>
</tr>
<tr>
<td>1</td>
<td>If the student does not respond or responds incorrectly at Level 2, the student receives a score of 1.</td>
</tr>
</tbody>
</table>

Answer: Correct answer
Grade 7 Science

- Present the primary task to the student. Say: **“Earth moves around the Sun in a path called an orbit. How much time does it take for Earth to complete one orbit of the Sun?”**
- Point to each option and say: **“One day,” “One week,” “One year”**

The student receives a score of 4 for a correct response.
If the student does not respond or responds incorrectly, repeat the primary task *only once* exactly as it appears.
If the student responds correctly after the second presentation of the primary task, the student receives a score of 4.
If the student **again** chooses an incorrect answer or does not respond, move to Level 3.

- Say the general prompt to the student: **“Each time Earth makes one orbit of the Sun, you have a birthday.”**

- Re-present the primary task and answer options.

The student receives a score of 3 for a correct response.
If the student does not respond or responds incorrectly, move to Level 2.

- Indicate the correct answer and re-present the primary task, and answer options.

The student receives a score of 2 for a correct response.
If the student does not respond or responds incorrectly, move to Level 1.

If the student does not respond or responds incorrectly at Level 2, the student receives a score of 1.

Correct answer: One year
Grade 3 Mathematics

- Present the primary task to the student. Say: “Here is a table titled ‘Snack Choices.’ The choices are yogurt, crackers, and apples. How many students chose crackers?”
- Point to each option and say: “1,” “4,” “6”

The student receives a score of 4 for a correct response.
If the student does not respond or responds incorrectly, repeat the primary task only once exactly as it appears.
If the student responds correctly after the second presentation of the primary task, the student receives a score of 4.
If the student again chooses an incorrect answer or does not respond, move to Level 3.

- Turn the page to provide the general prompt.
- Re-present the primary task and answer options.

The student receives a score of 3 for a correct response.
If the student does not respond or responds incorrectly, move to Level 2.

- Indicate the correct answer and re-present the primary task, and answer options.

The student receives a score of 2 for a correct response.
If the student does not respond or responds incorrectly, move to Level 1.

If the student does not respond or responds incorrectly at Level 2, the student receives a score of 1.

Correct answer: 6
<table>
<thead>
<tr>
<th>Snack</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yogurt</td>
<td>4</td>
</tr>
<tr>
<td>Crackers</td>
<td>6</td>
</tr>
<tr>
<td>Apples</td>
<td>1</td>
</tr>
</tbody>
</table>
• Say: “Here is a different table, titled ‘Favorite Class.’ The classes are Art and Music. Five students chose art as their favorite class.”
• Turn back to the primary task page and re-present the primary task and answer options.
## Favorite Class

<table>
<thead>
<tr>
<th>Class</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>5</td>
</tr>
<tr>
<td>Music</td>
<td>7</td>
</tr>
</tbody>
</table>
Below is a list of materials that will be needed to present certain tasks in this section of the test.

Task 1
- long balloon
- plastic soda straw
- string
- tape
**Grade 11 Science**

- A materials list and procedure for this task appear on the next page.
- Present the primary task to the student. Say: “**Watch what happens when we let the air out of the balloon.**” (Release the balloon.) “**What can we do to make the balloon travel farther down the string?**”
- Point to each option and say: “**Use a longer string.**” “**Put more air in the balloon.**” “**Use a smaller balloon.**”

<table>
<thead>
<tr>
<th>4</th>
<th>The student receives a score of 4 for a correct response. If the student does not respond or responds incorrectly, repeat the primary task <strong>only once</strong> exactly as it appears. If the student responds correctly after the second presentation of the primary task, the student receives a score of 4. If the student again chooses an incorrect answer or does not respond, move to Level 3.</th>
</tr>
</thead>
</table>
| 3 | Say the general prompt to the student: “**A long car trip will use more gas than a short car trip.**”
- Re-present the primary task and answer options.

The student receives a score of 3 for a correct response. If the student does not respond or responds incorrectly, move to Level 2.

| 2 | Indicate the correct answer and re-present the primary task, and answer options.

The student receives a score of 2 for a correct response. If the student does not respond or responds incorrectly, move to Level 1. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>If the student does not respond or responds incorrectly at Level 2, the student receives a score of 1.</td>
</tr>
</tbody>
</table>

Correct answer: Put more air in the balloon
Use a longer string.

Put more air in the balloon.

Use a smaller balloon.
Materials:
- long balloon
- plastic soda straw
- string and tape

Procedure:
Thread a long piece of string through the straw. Fasten the string across a portion of the classroom or between two desks. Blow up the balloon, but do not completely fill the balloon. Hold the end of the balloon so the air will not escape. Fasten the balloon to the straw with tape. (See diagram below.)

Return to the first page to administer the primary task.
Sample Score of 4

Brian, 4th Grade Reading
## Grade 4 Reading

- Present the primary task to the student. Say: “Read this sentence with me. ‘The ___ barked at the cat.’ Which word best completes the sentence?”
- Point to each option and say: “dog,” “pig,” “car”

The student receives a score of 4 for a correct response. If the student does not respond or responds incorrectly, repeat the primary task only once exactly as it appears. If the student responds correctly after the second presentation of the primary task, the student receives a score of 4. If the student again chooses an incorrect answer or does not respond, move to Level 3.

- Turn the page to provide the general prompt.
- Re-present the primary task and answer options.

The student receives a score of 3 for a correct response. If the student does not respond or responds incorrectly, move to Level 2.

- Indicate the correct answer and re-present the primary task, and answer options.

The student receives a score of 2 for a correct response. If the student does not respond or responds incorrectly, move to Level 1.

- If the student does not respond or responds incorrectly at Level 2, the student receives a score of 1.

Correct answer: dog
The ___ barked at the cat.
Sample Score of 3

Charles, 7th Grade Science
# Grade 7 Science

- Present the primary task to the student. Say: **“Earth moves around the Sun in a path called an orbit. How much time does it take for Earth to complete one orbit of the Sun?”**
  - Point to each option and say: **“One day,” “One week,” “One year”**
  
  The student receives a score of 4 for a correct response.
  If the student does not respond or responds incorrectly, repeat the primary task *only once* exactly as it appears.
  If the student responds correctly after the second presentation of the primary task, the student receives a score of 4.
  If the student again chooses an incorrect answer or does not respond, move to Level 3.

- Say the general prompt to the student: **“Each time Earth makes one orbit of the Sun, you have a birthday.”**

- Re-present the primary task and answer options.
  
  The student receives a score of 3 for a correct response.
  If the student does not respond or responds incorrectly, move to Level 2.

- Indicate the correct answer and re-present the primary task, and answer options.
  
  The student receives a score of 2 for a correct response.
  If the student does not respond or responds incorrectly, move to Level 1.

- If the student does not respond or responds incorrectly at Level 2, the student receives a score of 1.

Correct answer: One year
Sample Score of 2

Sarah, 3rd Grade Writing
Grade 3 Writing

- Present the primary task to the student. Say: "Here is a sentence with the ending punctuation missing. ‘Kelly had a big bowl of ice cream___’ Choose the correct ending punctuation."
- Point to each option and say: "Exclamation point," "Question mark," "Period"

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The student receives a score of 4 for a correct response. If the student does not respond or responds incorrectly, repeat the primary task <em>only once</em> exactly as it appears. If the student responds correctly after the second presentation of the primary task, the student receives a score of 4. If the student again chooses an incorrect answer or does not respond, move to Level 3.</td>
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<td>3</td>
<td>Say the general prompt to the student: &quot;<strong>The correct ending punctuation for the sentence depends on the type of sentence. Exclamations end with an exclamation point, questions end with a question mark, and statements end with a period.</strong>&quot;</td>
</tr>
<tr>
<td></td>
<td>Re-present the primary task and answer options. The student receives a score of 3 for a correct response. If the student does not respond or responds incorrectly, move to Level 2.</td>
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<td>Indicate the correct answer and re-present the primary task, and answer options. The student receives a score of 2 for a correct response. If the student does not respond or responds incorrectly, move to Level 1.</td>
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</table>

Correct answer: period
Kelly had a big bowl of ice cream.
Sample Score of 1

Jaida, 3rd Grade Math
### Grade 3 Mathematics

- Present the primary task to the student. Say: "**Here is a table titled 'Snack Choices.' The choices are yogurt, crackers, and apples. How many students chose crackers?**"  
- Point to each option and say: "1," "4," "6"

The student receives a score of 4 for a correct response.  
If the student does not respond or responds incorrectly, repeat the primary task *only once* exactly as it appears.  
If the student responds correctly after the second presentation of the primary task, the student receives a score of 4.  
If the student *again* chooses an incorrect answer or does not respond, move to Level 3.

- Turn the page to provide the general prompt.  
- Re-present the primary task and answer options.  

The student receives a score of 3 for a correct response.  
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- Indicate the correct answer and re-present the primary task, and answer options.  

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**Correct answer:** 6
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- **Say:** “Here is a different table, titled ‘Favorite Class.’ The classes are Art and Music. Five students chose art as their favorite class.”
- Turn back to the primary task page and re-present the primary task and answer options.
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</tbody>
</table>
Online Scoring Tool

http://www.iaapearson.com
SchoolSuccess – Two Types of Access

- Coordinators will have access to the administrative interface to create teacher accounts and assign students to teacher classrooms. Coordinators will also be able to run various reports to monitor the score entry progress of their teachers.

- Teachers will have access to a teacher interface where they can enter scores for student’s assigned to their classrooms.
Welcome to IAA Online

This is the online system for collecting and reporting assessment information for the Illinois Alternate Assessment.

In order to begin, log in above with your user name and password.

For the spring 2009 administration, the Illinois State Board of Education has clarified the administration of the items, and incorporated additional items for each state goal. The new number of tasks is shown in the table below, and will vary by grade and subject.

<table>
<thead>
<tr>
<th>Number of Performance-Based Tasks by Grade and Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>Grade 3</td>
</tr>
<tr>
<td>Grade 4</td>
</tr>
<tr>
<td>Grade 5</td>
</tr>
<tr>
<td>Grade 6</td>
</tr>
<tr>
<td>Grade 7</td>
</tr>
<tr>
<td>Grade 8</td>
</tr>
<tr>
<td>Grade 11</td>
</tr>
</tbody>
</table>

Need Assistance?

- Call 1-668-234-4849, Monday-Friday, from 7:00 am-7:00 pm CST; or
- Chat online with a Technical Support representative.

Notes: If you are an IAA District Coordinator and have not received a valid user ID and password, please email your request to IAA.pearson@support.pearson.com, or contact the Customer Support Center at 1-800-623-7990, ext. Code 814 for assistance.
Welcome to IAA

Click on a link below or the heading name above to:

- **Enter Scores** to enter scores for students.
- **Resources** to review materials regarding IAA.
- **Edit Your Profile** if you need to update your contact information.
- **Change Your Password** if you need to change your password.

Days remaining for Score Entry
(April 3, 2006)
72

Alerts
There are no alerts at this time

Live Online Support

Phone Support
1-888-234-4849
Monday-Friday, from 7:00 am-7:00 pm CST
1. Click on the + symbol next to the district name, to display all active schools.
2. Select the school where you will be creating a teacher from the list.
3. Select the “Create Teacher” tab.
4. Enter the required information and click “Add”.
1. Click the + symbol next to the school name where you are creating a classroom.
2. Click the + symbol next to the Teachers folder, and select a teacher from the list.
3. Select the “Create Classroom” tab.
4. Enter the required information and click “Create”.
1. Click on the + symbol next to the Students folder.
2. Select “Active”.
3. Select the students that are being assigned to a classroom.
4. Click the Transfer button.
5. Select the school* and classroom you are assigning the student to.
6. Click “Continue”.

*Replace the asterisk (*) with the actual school name.
1. Click the + symbol next to the school name where you are creating a student.
2. Click the + symbol next to the Students folder, and select “Active” from the list.
3. Click the + symbol next to “Create New Student”.
4. Enter the required information and click “Add”.
Scores for IAA Classroom

To begin score entry or to edit scores, please select a student from the list below.

If a student is not showing up on your list of students, please contact your IAA Coordinator to have them assigned to your classroom.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student Grade</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>One, Child</td>
<td>Grade 3</td>
<td>X</td>
<td>X</td>
<td>N/A</td>
<td>X</td>
</tr>
<tr>
<td>Three, Child</td>
<td>Grade 5</td>
<td>X</td>
<td>X</td>
<td>N/A</td>
<td>X</td>
</tr>
</tbody>
</table>
Enter Scores for Child One

NOTE: This student's information cannot be modified. Please contact your SIS or CPS coordinator to notify them of any corrections that need to be made for student information that does not match what is on your answer sheet.

First name: Child  
Middle Initial:  
Last name: One  
Grade: Grade 3  
SIS ID: 96976543

Teacher's name  
First:  
MI:  
Last:  
Teacher's phone:  
EXT:  

Reason student did not participate:  
Select reason for not administering assessment (if applicable):  
Reference implementation manual (page 12) for the definition of each reason

1 Form number:  
Select form number:  

1 How familiar are you with the student?  
(You must select an answer):  
How did the student perform on this test, compared to their typical classroom performance?
(You must select an answer) 

Clear All Scores

**Writing**

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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<td>7</td>
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<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
See 2010 Score Sheet handout for highlights and changes:

- Accommodations Gathering
- Score recording layout improvements
Sections are provided for Accommodations listed in the student’s IEP and those actually used during IAA testing. These accommodations include the following:

1. Environment...
2. Opportunity for student to stand, move,...
3. Tactile stimulus...
4. Large print
5. Visual presentation assistance...
6. Auditory assistance...
7. Signing test items for math, science, writing...
8. Assistive technology...
9. Visual response assistance...
10. Other...
11. None
Materials Management
• What are you going to receive?
• When will you get it?
• Where will it be sent?
• What you should do with it?
• How can you get more if you need it?
• How do you return it?
Box 1 (Coordinator Box)

- Packing List
- Memo
- Duplicate copies of school checklists
- Spring 2010 Coordinator Kit
  - (1) IAA Implementation Manual
  - Red Pearson Return Labels
  - FedEx Return Labels

Remaining Boxes (1 per testing location)

- Packing List
- (1) IAA Implementation Manual
- Test book Security Checklist
- (1) test booklet per student
Materials will arrive by February 8\textsuperscript{th} – based on these distribution rules...

- Typical Model: materials packaged by testing school and shipped to district
- Co-ops: materials packaged by testing school and shipped to co-op central office
- CPS: materials packaged by and shipped to school
- Exception locations: materials packaged by and shipped to central office
Upon receipt of materials, you should...

- Save boxes used to deliver materials for return shipment
- Assign books as needed using test book security checklist
- If necessary, request additional orders (AO) via Pearson’s online Assessment Network (www.pearsonaccess.com/il/)
Ordering Additional Materials

- **URL:** [www.pearsonaccess.com/il/](http://www.pearsonaccess.com/il/)
- Under **ORDERS** tab select **IAA Spring 2010 Additional Orders**
- Order the same form number you received in your initial distribution
- Additional Orders are approved by Pearson and usually shipped the next day
Return Test Materials (Teachers)

- Gather used and unused test books
- Sort test books by grade
- Place test books in box (placing the highest grade at bottom followed by remaining grades in descending order).
Return Test Materials (Coordinators)

- Affix the **red** return label to each box and sequentially number the boxes (e.g., box 1 of 2)

- Fax a copy of your test book security checklist, if you have unreturned books

- IAA Coordinators will need to ensure that each box in district shipment has a FedEx return label

- FedEx will pick-up materials from the original point of delivery on March 24th beginning at 8am

- Contact Pearson for assistance with FedEx
Additional Resources
Additional Resources

- Useful links available via ISBE website [www.isbe.net/assessment/iaa](http://www.isbe.net/assessment/iaa):  
  - IAA Implementation Manual  
  - Home School RCDTS codes  
  - Frameworks for IAA Reading, Mathematics, Science, and Writing  
  - IAA Scoring Rubric  
  - IAA Online Scoring User’s Guide  
  - Sample Tasks and Videos  
  - Regional Training Presentation
Important Websites

- Assessment Network (profile updates) = www.pearsonaccess.com/il
- SchoolSuccess (online scoring) = www.iaapearson.com
- ISBE IAA website info (IAA resources) = http://www.isbe.net/assessment/iaa.htm
Contact Information

For IAA policy and test administration questions:

Pearl Schneider – IAA Coordinator (ISBE)
pschneid@isbe.net
Jessica Dare – IAA Special Education Consultant (ISBE)
jdare@isbe.net
(217) 782-4823 – Office
(866) 317-6034 – Toll-free

For Material Ordering, Distribution and Online Scoring questions:

Pearson Customer Support Center
IAA_pearson@support.pearson.com
(888) 705-9413
Operators available Monday – Friday, 7:00 AM to 7:00 PM CST
Questions?