

Texas Teacher STaR Chart

Ponder ISD
2009-2010



Overview

- Teacher STaR Chart submission is required by TEA.
- Individual teacher results are confidential.
- Aggregate data is available to the principal.
- Principal submits campus STaR Chart



Overview

- Data is requested by lawmakers.
- Impacts technology funding for years.
- Data is available to the general public.
- Required for NCLB Title IID



Overview

- Questions are based on the strands within the Texas Long-Range Plan for Technology.
 - Teaching & Learning
 - Educator Preparation & Development
 - Leadership, Administration, and Instructional Support
 - Infrastructure for Technology



Overview

- Teacher responses should be as realistic as possible.
- Teachers should base their responses on their own perceptions.
- If you have general budget or planning questions, contact your principal.



Overview

- If you have technical questions, contact Richard Hooper.



Why STaR Chart

- The goal for every teacher and campus is to achieve Target Tech status
- It allows for teacher self-reflection and growth planning
- It provides a needs assessment for technology planning



How To Access STaR Chart

- Go to <http://starchart.esc12.net>
- A link is provided on the PISD Technology webpage
- It should be completed by Friday, December 4th



[Login](#)[Data Search](#)[FAQs](#)[History](#)[Resources](#)[Training](#)[Texas Teacher STaR Chart](#)[Texas Campus STaR Chart](#)[TEA IMET](#)[SBEC Standards](#)[Links](#)[Glossary](#)[Contact Us](#)

Click login
to begin.



Teacher STaR Chart

School Technology and Readiness. A Teacher Tool for Planning and Self-Assessing aligned with the *Long-Range Plan for Technology, 2006-2020*.

Instructional Materials and Educational
Technology Division
Texas Education Agency

Texas Education Agency

Statewide STaR Chart Summary Data is now available for review on the website. Researchers, technology planning teams, and interested citizens may review:

- STaR Chart Summaries for districts and campuses for multiple years
- STaR Chart Comparison Summary
- Texas STaR Chart Graphs

By using this site and its products, you agree to the [TEA Copyright and terms of service](#)
Email comments to [STaR Chart webmaster](#)



Texas Education Agency

User Info

Login

Username:

Password:

Login

Further Info

Forgot your Password?

Enter your StarChart username below. We will send the password via email to the address associated with your account.

StarChart Username:

Send Password



Enter your assigned STaR Chart username.

(ie. MARY.SMITH)

User Info

Login

Username:

Password:

Login

Further Info

Forgot your Password?

Enter your StarChart username below. We will send the password via email to the address associated with your account.

StarChart Username:

Send Password

If you are a returning teacher, enter your STaR Chart password from last year and press "Login".

User Info

Login

Username: Password:

Further Info

Forgot your Password?

Enter your StarChart username below. We will send the password via email to the address associated with your account.

StarChart Username:

If you are a returning teacher and do not remember your password, enter your assigned STaR Chart username here, press “Send Password”, and it will be immediately emailed to your Ponder ISD email.

User Info

Login

Username:

Password:

Login

Further Info

Forgot your Password?

Enter your StarChart username below. We will send the password via email to the address associated with your account.

StarChart Username:

Send Password

If you are a new teacher at this campus, or had a name change since last year enter the word "password" here and press "Login" to set up your new account.



User Info
Sample
Teacher

Ponder El

[logout](#)
Further Info
Initial Account Update For: Sample Teacher

Welcome to StarChart. Please complete your account setup by specifying the information below. Once you click UPDATE, we will send an email (to the email address you specify) which will contain a clickable link. Click this link to return to our site. Login there with your revised password. This will complete your registration and allow you to enter your StarChart.

 Email:

 Email Retyped:

 Subject Area You Teach:

 Grade(s) You Teach:

 Password:

 Password Retyped:

Passwords should be 4 to 20 characters long.



If you are a new teacher at this campus, or had a name change since last year you will need to enter your profile information here and the press "Update". You will then need to check your email.

The screenshot shows the Microsoft Outlook interface. The left pane displays the 'Mail' folder structure, including 'Inbox (54)', 'Deleted Items (294)', and various subfolders like 'eInstruction (13)', 'Junk E-mail [2]', and 'Technology'. The main pane shows the 'Inbox' with a list of emails. The selected email is from 'StarChart@esc12.net' with the subject 'From StarChart...'. The email content is displayed in the right pane, showing the sender's name, email address, and a message that includes a hyperlink and instructions to complete registration. An orange arrow originates from the text below and points to the hyperlink in the email body.

From StarChart...
StarChart@esc12.net
To: Hooper, Richard
Click on this link:
<http://starchart.esc12.net/login.aspx?id=7a88cb7c91aa4c9ebeb37adbc17786a8>
This link will return you to the StarChart site. Login using your revised Password to complete your registration.

An email will immediately be sent to you. Check your email. You must click on the hyperlink in the email to complete your account setup. It will take you back to the STaR Chart website.

User Info	Login
	Username: <input type="text" value="sample.teacher"/>
	Password: <input type="password" value="....."/>
	<input type="button" value="Login"/>
Further Info	Forgot your Password?
	Enter your StarChart username below. We will send the password via email to the address associated with your account.
	StarChart Username: <input type="text"/>
	<input type="button" value="Send Password"/>



You will now be returned to the STaR Chart login webpage and will need to enter your assigned username and the password you created moments earlier.

Once logged in, all teachers will see their "My Page".

It displays each of the 24 question titles separated by the strand along with the teacher's response.

If not answered yet, it will say "Not Specified".



● MyPage ● Update Contact Info ● Change Password

User Info

Sample Teacher
Ponder El
[logout](#)

Further Info

MyPage For: Sample Teacher

[Print Friendly Version](#)
[Click here to begin entering your STArchart ==>](#)

TEACHING & LEARNING

Patterns of Classroom Use	X	--Not Specified--
Frequency/ Design of Instructional Setting Using Digital Content	X	--Not Specified--
Content Area Connections	X	--Not Specified--
Technology Applications (TA) TEKS Implementation (TAC Chapter 126)	X	--Not Specified--
Student Mastery of Technology Applications (TA) TEKS	X	--Not Specified--
Online Learning	X	--Not Specified--

Educator Preparation and Development

Professional Development Experiences	X	--Not Specified--
Models of Professional Development	X	--Not Specified--
Capabilities of Educators	X	--Not Specified--
Technology Professional Development Participation	X	--Not Specified--
Levels of Understanding and Patterns of Use	X	--Not Specified--
Professional Development for Online Learning	X	--Not Specified--

LEADERSHIP, ADMINISTRATION, AND INSTRUCTIONAL SUPPORT

Leadership and Vision	X	--Not Specified--
Planning	X	--Not Specified--
Instructional Support	X	--Not Specified--
Communication and Collaboration	X	--Not Specified--
Budget	X	--Not Specified--
Leadership and Support for Online Learning	X	--Not Specified--

INFRASTRUCTURE FOR TECHNOLOGY

Students per Classroom Computers	X	--Not Specified--
Internet Access Connectivity Speed	X	--Not Specified--

Once logged in, returning teachers should update their profile by clicking "Update Contact Info".

MyPage **Update Contact Info** Change Password

User Info

Sample Teacher
Ponder El
logout

Further Info

MyPage For: Sample Teacher

[Print Friendly Version](#)

[Click here to begin entering your STaRchart ==>](#)

Begin

TEACHING & LEARNING

Patterns of Classroom Use	X	--Not Specified--
Frequency/ Design of Instructional Setting Using Digital Content	X	--Not Specified--
Content Area Connections	X	--Not Specified--
Technology Applications (TA) TEKS Implementation (TAC Chapter 126)	X	--Not Specified--
Student Mastery of Technology Applications (TA) TEKS	X	--Not Specified--
Online Learning	X	--Not Specified--

Educator Preparation and Development

Professional Development Experiences	X	--Not Specified--
Models of Professional Development	X	--Not Specified--
Capabilities of Educators	X	--Not Specified--
Technology Professional Development Participation	X	--Not Specified--
Levels of Understanding and Patterns of Use	X	--Not Specified--
Professional Development for Online Learning	X	--Not Specified--

LEADERSHIP, ADMINISTRATION, AND INSTRUCTIONAL SUPPORT

Leadership and Vision	X	--Not Specified--
Planning	X	--Not Specified--
Instructional Support	X	--Not Specified--
Communication and Collaboration	X	--Not Specified--
Budget	X	--Not Specified--
Leadership and Support for Online Learning	X	--Not Specified--

INFRASTRUCTURE FOR TECHNOLOGY

Students per Classroom Computers	X	--Not Specified--
Internet Access Connectivity Speed	X	--Not Specified--

User Info

**Sample
Teacher**
Ponder El
[logout](#)

Further Info**Update Account Info For: Sample Teacher**Email: Subject Area You Teach: Grade(s) You Teach:

Update your teaching area and grade level(s) and then press the "Update" button.

You will be returned to the "My Page" screen automatically.

User Info

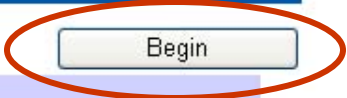
Sample Teacher
Ponder El
[logout](#)

Further Info

MyPage For: Sample Teacher

[Print Friendly Version](#)

[Click here to begin entering your STaRchart ==>](#)



Click the "Begin" button to start completing the STaR Chart.

TEACHING & LEARNING

Patterns of Classroom Use	X	--Not Specified--
Frequency/ Design of Instructional Setting Using Digital Content	X	--Not Specified--
Content Area Connections	X	--Not Specified--
Technology Applications (TA) TEKS Implementation (TAC Chapter 126)	X	--Not Specified--
Student Mastery of Technology Applications (TA) TEKS	X	--Not Specified--
Online Learning	X	--Not Specified--

Educator Preparation and Development

Professional Development Experiences	X	--Not Specified--
Models of Professional Development	X	--Not Specified--
Capabilities of Educators	X	--Not Specified--
Technology Professional Development Participation	X	--Not Specified--
Levels of Understanding and Patterns of Use	X	--Not Specified--
Professional Development for Online Learning	X	--Not Specified--

LEADERSHIP, ADMINISTRATION, AND INSTRUCTIONAL SUPPORT

Leadership and Vision	X	--Not Specified--
Planning	X	--Not Specified--
Instructional Support	X	--Not Specified--
Communication and Collaboration	X	--Not Specified--
Budget	X	--Not Specified--
Leadership and Support for Online Learning	X	--Not Specified--

INFRASTRUCTURE FOR TECHNOLOGY

Students per Classroom Computers	X	--Not Specified--
Internet Access Connectivity Speed	X	--Not Specified--

User Info**Sample Teacher**
Ponder El[logout](#)**Further Info**[TL-1](#)[TL-2](#)[TL-3](#)[TL-4](#)[TL-5](#)[TL-6](#)[EP-1](#)[EP-2](#)[EP-3](#)[EP-4](#)[EP-5](#)[EP-6](#)[L-1](#)[L-2](#)[L-3](#)[L-4](#)[L-5](#)[L-6](#)[INF-1](#)[INF-2](#)[INF-3](#)[INF-4](#)[INF-5](#)[INF-6](#)**TL-1 : Patterns of Classroom Use**

Patterns of Classroom Use

I occasionally use technology to supplement instruction, streamline management functions, and present teacher-centered lectures.

 Early

My students use software for skill reinforcement.

[more...](#) Developing

I use technology to direct instruction, improve productivity, model technology skills, and direct students in the use of applications for technology integration.

My students use technology to communicate and present information.

[more...](#) Advanced

I use technology in teacher-led as well as some student-led learning experiences to develop higher order thinking skills and provide opportunities for collaboration with content experts, peers, parents, and community.

My students evaluate information, analyze data and content to solve problems.

[more...](#) Target

My classroom is a student-led learning environment where technology is seamlessly integrated to solve real world problems in collaboration with business, industry, and higher education.

Learning is transformed as my students propose, assess, and implement solutions to problems.

[more...](#)

Read each of the four statements to choose which statement most accurately represents your overall opinion.

Click the "more" link to get a more detailed example if needed.

User Info

Sample Teacher
Ponder El

[logout](#)

Further Info

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[INF-2](#)

[INF-3](#)

[INF-4](#)

[INF-5](#)

[INF-6](#)

TL-1 : Patterns of Classroom Use

Patterns of Classroom Use

I occasionally use technology to supplement instruction, streamline management functions, and present teacher-centered lectures.

Early

My students use software for skill reinforcement.

Teacher uses technology to complete tasks such as gradebook and attendance; e-mail; produce documents; manage curriculum and administrative tasks; and present electronic information to students.

Developing

I use technology to direct instruction, improve productivity, model technology skills, and direct students in the use of applications for technology integration.

My students use technology to communicate and present information.

[more...](#)

Advanced

I use technology in teacher-led as well as some student-led learning experiences to develop higher order thinking skills and provide opportunities for collaboration with content experts, peers, parents, and community.

My students evaluate information, analyze data and content to solve problems.

[more...](#)

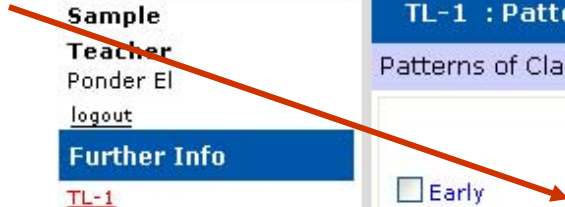
Target

My classroom is a student-led learning environment where technology is seamlessly integrated to solve real world problems in collaboration with business, industry, and higher education.

Learning is transformed as my students propose, assess, and implement solutions to problems.

[more...](#)

A more detailed explanation is now displayed.



User Info
Sample
Teacher

Ponder El

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TL-1 : Patterns of Classroom Use

Patterns of Classroom Use

I occasionally use technology to supplement instruction, streamline management functions, and present teacher-centered lectures.

 Early

My students use software for skill reinforcement.

Teacher uses technology to complete tasks such as gradebook and attendance; e-mail; produce documents; manage curriculum and administrative tasks; and present electronic information to students.

 Developing

I use technology to direct instruction, improve productivity, model technology skills, and direct students in the use of applications for technology integration.

My students use technology to communicate and present information.

[more...](#)
 Advanced

I use technology in teacher-led as well as some student-led learning experiences to develop higher order thinking skills and provide opportunities for collaboration with content experts, peers, parents, and community.

My students evaluate information, analyze data and content to solve problems.

[more...](#)
 Target

My classroom is a student-led learning environment where technology is seamlessly integrated to solve real world problems in collaboration with business, industry, and higher education.

Learning is transformed as my students propose, assess, and implement solutions to problems.

[more...](#)

The expectations for each statement increase as you move down the list.

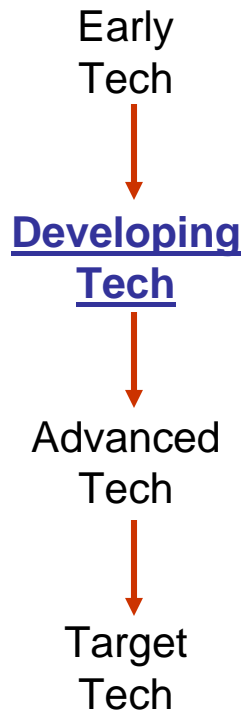
Early Tech


Developing Tech

Advanced Tech

Target Tech

The expectations for each statement increase as you move down the list.



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● MyPage ● Update Contact Info ● Change Password [Next](#)

User Info

Sample Teacher
Ponder El
[logout](#)

Further Info

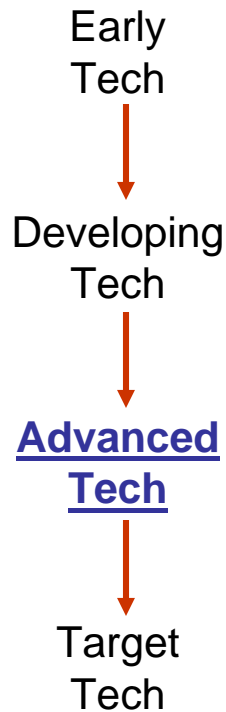
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TL-1 : Patterns of Classroom Use

Patterns of Classroom Use

<input type="checkbox"/> Early	I occasionally use technology to supplement instruction, streamline management functions, and present teacher-centered lectures. My students use software for skill reinforcement. more...
<input type="checkbox"/> Developing	I use technology to direct instruction, improve productivity, model technology skills, and direct students in the use of applications for technology integration. My students use technology to communicate and present information. Teacher uses technology to present information to students, to model teacher directed activities, and to complete administrative functions. Teacher directs students to use productivity software applications for technology integration projects with assistance from adopted TA instructional materials. Teacher uses available online library databases and digital diagnostic/assessment tools.
<input type="checkbox"/> Advanced	I use technology in teacher-led as well as some student-led learning experiences to develop higher order thinking skills and provide opportunities for collaboration with content experts, peers, parents, and community. My students evaluate information, analyze data and content to solve problems. more...
<input type="checkbox"/> Target	My classroom is a student-led learning environment where technology is seamlessly integrated to solve real world problems in collaboration with business, industry, and higher education. Learning is transformed as my students propose, assess, and implement solutions to problems. more...

The expectations for each statement increase as you move down the list.



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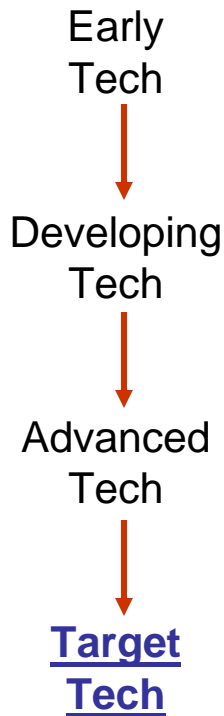
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TL-1 : Patterns of Classroom Use

Patterns of Classroom Use

<input type="checkbox"/> Early	I occasionally use technology to supplement instruction, streamline management functions, and present teacher-centered lectures. My students use software for skill reinforcement. more...
<input type="checkbox"/> Developing	I use technology to direct instruction, improve productivity, model technology skills, and direct students in the use of applications for technology integration. My students use technology to communicate and present information. more...
<input type="checkbox"/> Advanced	I use technology in teacher-led as well as some student-led learning experiences to develop higher order thinking skills and provide opportunities for collaboration with content experts, peers, parents, and community. My students evaluate information, analyze data and content to solve problems. Teacher structures classroom learning to student experiences based on inquiry and higher level thinking processes using age appropriate graphics, animation, multimedia, and/or video. Curriculum activities are integrated with technology allowing all students solve problems and make decisions.
<input type="checkbox"/> Target	My classroom is a student-led learning environment where technology is seamlessly integrated to solve real world problems in collaboration with business, industry, and higher education. Learning is transformed as my students propose, assess, and implement solutions to problems. more...

The expectations for each statement increase as you move down the list.



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TL-1 : Patterns of Classroom Use

Patterns of Classroom Use

<input type="checkbox"/> Early	I occasionally use technology to supplement instruction, streamline management functions, and present teacher-centered lectures. My students use software for skill reinforcement. more...
<input type="checkbox"/> Developing	I use technology to direct instruction, improve productivity, model technology skills, and direct students in the use of applications for technology integration. My students use technology to communicate and present information. more...
<input type="checkbox"/> Advanced	I use technology in teacher-led as well as some student-led learning experiences to develop higher order thinking skills and provide opportunities for collaboration with content experts, peers, parents, and community. My students evaluate information, analyze data and content to solve problems. more...
<input type="checkbox"/> Target	My classroom is a student-led learning environment where technology is seamlessly integrated to solve real world problems in collaboration with business, industry, and higher education. Learning is transformed as my students propose, assess, and implement solutions to problems. Teacher and students use appropriate technologies as a natural and necessary way of gaining knowledge and understanding. Students have increased control of their learning. Students work with teachers, businesses, higher education, and their community to solve real-world problems.

User Info

Sample

Teacher

Ponder El

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[INF-1](#)

[INF-2](#)

[INF-3](#)

[INF-4](#)

[INF-5](#)

[INF-6](#)

TL-1 : Patterns of Classroom Use

Patterns of Classroom Use

<input type="checkbox"/> Early	<p>I occasionally use technology to supplement instruction, streamline management functions, and present teacher-centered lectures.</p> <p>My students use software for skill reinforcement.</p> <p>more...</p>
<input type="checkbox"/> Developing	<p>I use technology to direct instruction, improve productivity, model technology skills, and direct students in the use of applications for technology integration.</p> <p>My students use technology to communicate and present information.</p> <p>more...</p>
<input type="checkbox"/> Advanced	<p>I use technology in teacher-led as well as some student-led learning experiences to develop higher order thinking skills and provide opportunities for collaboration with content experts, peers, parents, and community.</p> <p>My students evaluate information, analyze data and content to solve problems.</p> <p>more...</p>
<input type="checkbox"/> Target	<p>My classroom is a student-led learning environment where technology is seamlessly integrated to solve real world problems in collaboration with business, industry, and higher education.</p> <p>Learning is transformed as my students propose, assess, and implement solutions to problems.</p> <p>Teacher and students use appropriate technologies as a natural and necessary way of gaining knowledge and understanding. Students have increased control of their learning. Students work with teachers, businesses, higher education, and their community to solve real-world problems.</p>

Click in the box next to your choice.

Your answer will be recorded and it will automatically advance you to the next question.

User Info
Sample
Teacher

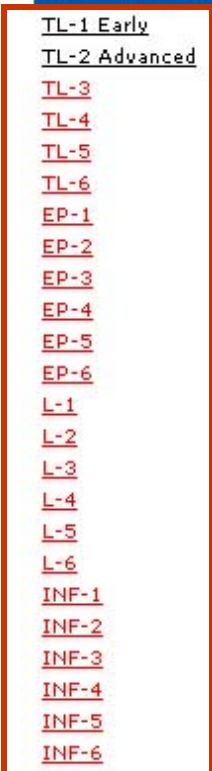
Ponder El

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TL-2 : Frequency/ Design of Instructional Setting Using Digital Content


Frequency/ Design of Instructional Setting Using Digital Content

- Early
 I occasionally use technology to supplement or reinforce instruction in my classroom, library, or lab.
[more...](#)
- Developing
 I have regular weekly access and use of technology and digital resources for curriculum activities in my classroom, library, or lab.
[more...](#)
- Advanced
 I have regular weekly access and use of technology and digital resources in various instructional settings such as in my classroom, library, lab, or through mobile technology.
[more...](#)
- Target
 My students and I have on-demand access to all appropriate technology and digital resources anytime/anywhere for technology integrated curriculum activities on the campus, in the district, at home, or key locations in the community.
[more...](#)

To jump between questions, use the links on the left.



Or use the previous and next buttons.

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● MyPage ● Update Contact Info ● Change Password

User Info Previous Next

Sample Teacher
Ponder El
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TL-2 : Frequency/ Design of Instructional Setting Using Digital Content

Frequency/ Design of Instructional Setting Using Digital Content

<input type="checkbox"/> Early	I occasionally use technology to supplement or reinforce instruction in my classroom, library, or lab. more...
<input type="checkbox"/> Developing	I have regular weekly access and use of technology and digital resources for curriculum activities in my classroom, library, or lab. more...
<input checked="" type="checkbox"/> Advanced	I have regular weekly access and use of technology and digital resources in various instructional settings such as in my classroom, library, lab, or through mobile technology. more...
<input type="checkbox"/> Target	My students and I have on-demand access to all appropriate technology and digital resources anytime/anywhere for technology integrated curriculum activities on the campus, in the district, at home, or key locations in the community. more...

If you log out before completing all of the questions, your “My Page” will display which questions have been answered and which have not.

Click “Continue” to finish answering questions.

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Sample

Teacher

Ponder El

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Continue

TEACHING & LEARNING

Patterns of Classroom Use	1	Early Tech
Frequency/ Design of Instructional Setting Using Digital Content	3	Advanced Tech
Content Area Connections	X	--Not Specified--
Technology Applications (TA) TEKS Implementation (TAC Chapter 126)	X	--Not Specified--
Student Mastery of Technology Applications (TA) TEKS	X	--Not Specified--
Online Learning	X	--Not Specified--

Educator Preparation and Development

Professional Development Experiences	X	--Not Specified--
Models of Professional Development	X	--Not Specified--
Capabilities of Educators	X	--Not Specified--
Technology Professional Development Participation	X	--Not Specified--
Levels of Understanding and Patterns of Use	X	--Not Specified--
Professional Development for Online Learning	X	--Not Specified--

LEADERSHIP, ADMINISTRATION, AND INSTRUCTIONAL SUPPORT

Leadership and Vision	X	--Not Specified--
Planning	X	--Not Specified--
Instructional Support	X	--Not Specified--
Communication and Collaboration	X	--Not Specified--
Budget	X	--Not Specified--
Leadership and Support for Online Learning	X	--Not Specified--

INFRASTRUCTURE FOR TECHNOLOGY

Students per Classroom Computer	X	--Not Specified--
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Your Star Chart is complete. [Click here to update your chart ==>](#)

TEACHING & LEARNING

Patterns of Classroom Use	1	Early Tech
Frequency/ Design of Instructional Setting Using Digital Content	2	Developing Tech
Content Area Connections	3	Advanced Tech
Technology Applications (TA) TEKS Implementation (TAC Chapter 126)	1	Early Tech
Student Mastery of Technology Applications (TA) TEKS	2	Developing Tech
Online Learning	1	Early Tech

Educator Preparation and Development

Professional Development Experiences	2	Developing Tech
Models of Professional Development	2	Developing Tech
Capabilities of Educators	2	Developing Tech
Technology Professional Development Participation	1	Early Tech
Levels of Understanding and Patterns of Use	2	Developing Tech
Professional Development for Online Learning	1	Early Tech

LEADERSHIP, ADMINISTRATION, AND INSTRUCTIONAL SUPPORT

Leadership and Vision	3	Advanced Tech
Planning	2	Developing Tech
Instructional Support	2	Developing Tech
Communication and Collaboration	4	Target Tech
Budget	2	Developing Tech
Leadership and Support for Online Learning	2	Developing Tech

INFRASTRUCTURE FOR TECHNOLOGY

Students per Classroom Computers	1	Early Tech
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Once every question has been answered, it will return to your "My Page" and it will state that it has been completed.

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Your Star Chart is complete. Click here to update your chart ==>

TEACHING & LEARNING

Patterns of Classroom Use	1	Early Tech
Frequency/ Design of Instructional Setting Using Digital Content	2	Developing Tech
Content Area Connections	3	Advanced Tech
Technology Applications (TA) TEKS Implementation (TAC Chapter 126)	1	Early Tech
Student Mastery of Technology Applications (TA) TEKS	2	Developing Tech
Online Learning	1	Early Tech

Educator Preparation and Development

Professional Development Experiences	2	Developing Tech
Models of Professional Development	2	Developing Tech
Capabilities of Educators	2	Developing Tech
Technology Professional Development Participation	1	Early Tech
Levels of Understanding and Patterns of Use	2	Developing Tech
Professional Development for Online Learning	1	Early Tech

LEADERSHIP, ADMINISTRATION, AND INSTRUCTIONAL SUPPORT

Leadership and Vision	3	Advanced Tech
Planning	2	Developing Tech
Instructional Support	2	Developing Tech
Communication and Collaboration	4	Target Tech
Budget	2	Developing Tech
Leadership and Support for Online Learning	2	Developing Tech

INFRASTRUCTURE FOR TECHNOLOGY

Students per Classroom Computers	1	Early Tech
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You can press the "Update" button to make changes if you wish.

Questions

- Contact Richard Hooper or your campus principal if you have questions.

