Summer Assessment Windows

• IREAD-3: May 29-July 20
• ISTEP+ ECAs: June 21-June 27 and August 23-29
• ISTEP+ Grade 10: July 23-August 17
Transition to ILEARN

- 32 webinars scheduled for May and June to support the transition
  - Educators, CTCs, STCs, and Central Office Staff attended
  - Over 1000 attendees so far attended these sessions
- May 15 Public Release—Complete!
  - Blueprints
  - Item Specifications
  - Sample items
  - Accessibility and Accommodations Framework
Quality assessment is a deliberative and collaborative process involving Indiana educators.
It started with a dream…and feedback!

• ISTEP+ Panel convened per IC 20-32-5
  • Educators, legislators, State Board members and staff, Department staff
  • Formalized recommendations for Indiana’s new assessment
    1. Use existing and reliable assessment tools, and supplement with IN content
    2. Reporting must be user-friendly and timely
    3. Equal access through accessibility for student populations
    4. Local determination of teacher evaluation use
    5. Continued analysis of defining college and career readiness
    6. Two-year transition to new assessment
    7. Communications plan to inform educators of the process
    8. Technical Advisory Committee (TAC), State Board, and IDOE collaborate on the new assessment
Then came legislation...

• HEA 1003 (2017) defined new assessment system
  • 3-8 and high school
  • Science: 4, 6, and Biology
  • Social Studies: 5 and optional U.S. Government
  • Use technology carefully when assessing the construct.
  • Integrate assessment literacy.
Then came the Request for Proposals....

- Indiana Department of Administration facilitated the process
- IDOE developed the requirements and scope of work
  - Successful summative delivery platform
  - Experience with computer adaptive
  - Integrating accessibility resources
  - Minimizing technology burden for schools
  - License quality content aligned to IN academic standards
  - Delivery of IREAD-3 test administrations
- Evaluation panel consisted of educators, CTCs, technology staff, IDOE, and State Board
- Identified American Institutes for Research (AIR)
Then came a little more legislation…

• HB 1426 (2018)
  • Defined role of State Board in overseeing graduation pathways
    • Established with Cohort of 2023 (optional opt in earlier)
  • Eliminated ECAs for ELA and Mathematics
    • Biology ECA remains intact
Guiding Principles

- Student-centered
- Accessible
- Transparent
- Indiana-aligned
- Evidence-based
- Technically sound
We are building ILEARN from the ground up, and educators are involved in every step!

- **Indiana Academic Standards**: Educators defined the knowledge and skills students should achieve at each grade level for each content area.
- **Blueprints**: Educators define essential content from the standards and appropriate proportions of the standards for the assessment.
- **Item Specifications**: Educators determine how each standard should be measured (e.g., evidence statements, item types, cognitive complexity, etc.).
- **Item Development**: Educators develop new items to ensure the assessment of the breadth and depth of Indiana Standards.
- **Item Acceptance**: Educators review items from licensed banks to determine alignment with Indiana Standards.
- **Data Review**: Educators review statistical data from field-test items to determine if the items can be used operationally.
- **Scoring**: Educators score open-ended items for field test (calibrate the scoring through range finding) and operational data.
- **Standard Setting**: Educators determine cut scores for each proficiency category.
## Implementing Improvements

### Computer Adaptive
- Math and ELA
- Unique student experience that always meets the blueprint
- Adapts on difficulty, not across grade levels unless content aligns at multiple grade levels

### Additional Student Supports and Accommodations
- Translations
- Glossaries
- Embedded Dictionary/Thesaurus
- Spell Check
- Rich Text Tools
- Accessible Calculator
- Intuitive Graphing Interfaces
- American Sign Language

### Improved Testing Times*
- Single testing window at the end of the year
- Decreased test length (average 2 hours shorter total at each grade level)
- Untimed sessions

### Improved Reporting Structures
- Individual student results in 12 days*
- Final results by July 1*
- More detailed student reports for computer adaptive tests
- Revised cut scores and proficiency levels (by educator committee)
- Immediate reporting for IREAD-3 (2019)

### Technology Setup and Requirements**
- Small IT and bandwidth footprint
- No local caching
- Secure Browser is the only required software
- Includes diagnostic tools
- “Sessionless” testing; no test tickets or seal codes
- Testing managed from examiner/teacher device

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*These times will begin in 2020 due to setting cut scores in Summer 2019. Final reporting will be available Aug 15 for 2019.

**Full system requirements will be available in the Indiana Portal. Session management policy and procedures will be available by Oct 1, 2018.
Test Blueprints

Blueprints indicate the intentional selection of standards and priorities for an assessment based on the purpose of that assessment.

Academic standards are prioritized and placed into reporting categories. These categories define how data is reported and determine the length of a test. (Each reporting category must be represented by at least 8 questions.)

Blueprints show Academic Standard priorities based on educator panel decisions. Content necessary to master for success in future learning is generally considered higher priority.

The proportion of content is reflected by ranges of items per standard. Ranges offer flexibility for CAT. Ranges beginning in 0 may not be assessed every year.

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**IEARN Blueprints**

**Grade 7 English/Language Arts (ELA)**

**(Beginning 2018–19 School Year)**

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Standard</th>
<th>Standard Item Range</th>
<th>Standard % of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Category</td>
<td>Standard</td>
<td>Min</td>
<td>Max</td>
</tr>
<tr>
<td>7 RL 1.1</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>7 RL 2.2</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>7 RL 2.3</td>
<td>0</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>7 RN 2.1</td>
<td>1–3</td>
<td>2–9</td>
<td></td>
</tr>
<tr>
<td>6-8 LH 2.1</td>
<td>1–3</td>
<td>2–9</td>
<td></td>
</tr>
<tr>
<td>6-8 LST 2.1</td>
<td>1–3</td>
<td>2–9</td>
<td></td>
</tr>
<tr>
<td>7 RN 2.2</td>
<td>1–3</td>
<td>2–9</td>
<td></td>
</tr>
<tr>
<td>6-8 LH 2.2</td>
<td>1–3</td>
<td>2–9</td>
<td></td>
</tr>
<tr>
<td>6-8 LST 2.2</td>
<td>1–3</td>
<td>2–9</td>
<td></td>
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<tr>
<td>7 RN 2.3</td>
<td>0–2</td>
<td>0–6</td>
<td>10–12</td>
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<tr>
<td>6-8 LH 2.3</td>
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<td>0–6</td>
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<td>0–6</td>
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<tr>
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<td>6-8 LH 3.1</td>
<td>0–2</td>
<td>0–6</td>
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<tr>
<td>6-8 LST 3.1</td>
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<td>0–6</td>
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<tr>
<td>7 RV 3.3</td>
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<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

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**Key Ideas and Textual Support/Vocabulary (29–36%)**

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**Indiana Department of Education**
### Item and Passage Specifications

<table>
<thead>
<tr>
<th>Content Standard</th>
<th>3.RN.3.2: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Limits</td>
<td>Items may ask students to identify or refer to structural elements (e.g., sequence, description, comparison, etc.) when discussing events, ideas, concepts, or information in a text. Items may ask students to determine how the author develops the structure and to describe the impact that a particular structure (chronology, problem/solution) has on a text.</td>
</tr>
<tr>
<td>Construct-Relevant Vocabulary</td>
<td>chronological order, problem and solution, structure</td>
</tr>
<tr>
<td>Recommended Response Mechanisms (Item Types)</td>
<td>Evidenced-Based Selected Response, Hot Text, Multiple Choice, Multi-Select</td>
</tr>
<tr>
<td>DOK</td>
<td>2 Evidence Statements</td>
</tr>
<tr>
<td></td>
<td>Students describe or identify the structure of a text or events, ideas, concepts, or information within a text.</td>
</tr>
<tr>
<td></td>
<td>Students identify examples of a particular structure.</td>
</tr>
<tr>
<td></td>
<td>Students describe or identify the structure of a text or section of text AND describe the impact of the structure on the text.</td>
</tr>
<tr>
<td></td>
<td>Students describe or identify the structure of a text or section of text AND select examples of the structure from the text.</td>
</tr>
</tbody>
</table>

**Sample Item**

How does the author offer solutions to the problem of [X] in the passage?

- A. By comparing [X] to [Y]
- B. By showing [X] in order
- C. By providing examples of [X]
- D. By explaining the process of [X]

*Indiana Department of Education*
Item Specifications: Third-Party Banks

Per the recommendations of the 2016 ISTEP+ Panel, the Department is using quality third-party item banks for portions of the ILEARN assessments. These item banks are accompanied by item specifications which will be utilized where alignment was confirmed by Indiana Educator Committee.

<table>
<thead>
<tr>
<th>Specification</th>
<th>Developer</th>
<th>Content Areas Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana Item Specifications</td>
<td>Developed by Indiana for Indiana standards and define custom item development</td>
<td>Mathematics, English/Language Arts, Science, Social Studies</td>
</tr>
<tr>
<td>ICCR Item Specifications</td>
<td>Developed by American Institutes for Research (AIR) for their Independent College-and-Career-Ready item bank</td>
<td>Mathematics, English/Language Arts, Science</td>
</tr>
<tr>
<td>Smarter Balanced Specifications</td>
<td>Developed by Smarter Balanced for their Smarter Balanced Item bank</td>
<td>Mathematics, English/Language Arts</td>
</tr>
</tbody>
</table>
Released Items Repository

Your Tests
Select the test you need to take.

- **English/Language Arts (ELA)**
  - Start 2018 English/Language Arts Grade 4 Released Items
  - This is opportunity 1 of 3

- **Mathematics**
  - Start 2018 Mathematics Grade 4 Released Items
  - This is opportunity 1 of 3

Next Step:
If you do not see the test you need to take, notify your Test Administrator and select Back to Login.

Choose Settings:
Review the following test settings. You can change the options, if necessary.

2018 Mathematics Grade 4 Released Items

![Choose Settings Panel](http://indiana.portal.airast.org/)

http://indiana.portal.airast.org/
Accessibility for all students is continually considered for our assessments.
Considering Accessibility from the Beginning

It’s Intentional…

• New Position at the IDOE: Assessment Specialist focused on Accessibility and Accommodations (kstein@doe.in.gov)

• Accessibility Focus Group
  o Comprised of Special Education and English Language Educators
  o National accessibility expert
  o PATINS staff expertise
  o IDOE will host bi-annual meetings to address accessibility for all state assessments.

• Collaboration between IDOE Departments
  o Special Education staff
  o English Learning and Migrant staff
Accessibility Framework

Universals Features

Universal features are available to **all** students as they access instructional or assessment content.

Designated Features

Designated features are those tools that are available for use by any student for whom the need has been indicated by an educator (or team of educators) who are familiar with the student’s characteristics and needs.

Accommodations

An accommodation is a change in the standardized testing materials or procedures that enables students with a disability or with limited English proficiency to participate in an assessment in a way that measures abilities. Accommodations are provided via IEPs, ILPs, or Section 504 Plans.
Transition to I AM
(Indiana’s Alternate Measure)

• Educator Meetings
  • June 14 and 15: Blueprints
  • Based on ILEARN content to ensure the development of a system of assessments to serve ALL student populations
  • July 12 and 13: Item Specifications

• Release of educator materials by October 1