

MEMORANDUM

To: State Board of Education

From: Risa Regnier, Assistant Superintendent for School Support Services

Date: May 1, 2013

Re: Preliminary approval of proposed licensure exams and cut scores

In August 2011 following an Request for Proposals, Pearson was selected as the new vendor for educator licensure tests. Pearson succeeds Educational Testing Service (ETS), which has been Indiana's licensure test vendor since the mid 1980s.

Pearson has developed 61 content and pedagogy exams based on Indiana's educator standards that were adopted in December 2010. According to the process in REPA for approval of new tests and cut scores, the Board must:

515 IAC 8-2-2 Minimum acceptable scores

...

(b) Prior to taking final action to approve examinations and determine minimum acceptable scores, the board shall do the following:

(1) Provide public notice of the proposed action at least thirty (30) days prior to taking final action.

The public notice shall include the following:

(A) A summary of each examination the board proposes to approve.

(B) The proposed minimum acceptable scores for each examination.

(C) The time period in which the board will accept public comments.

(2) Accept and consider public comment.

(c) In taking final action to approve the examinations and minimum acceptable score, the board shall establish the effective date of the approved examinations and minimum acceptable scores that shall be not sooner than six (6) months after the date of the final action.

The Office of Educator Licensing and Development is requesting that the Board preliminarily approve the 61 proposed tests so they may be posted for public comment for the 30-day period. We also request that the Board preliminarily adopt the **Panel Based Cut Score** for 60 of the proposed tests so they may

also be posted for public comment. The Computer Education exam requires a supplemental score setting process so its proposed cut score will be brought to the Board at a later date.

The Department will post the summary blue print for each test and the proposed cut scores for online comment as we do for public comment during rulemaking. Following the comment period a summary of the public feedback will be compiled and considered; recommendations for final action will be brought to the Board in July.

Evaluation Systems group of Pearson has established a secure location for your review of standard setting materials for the developmental (pedagogy) and content area assessments that are part of the Indiana CORE Assessments for Educator Licensure program. You may wish to review these materials prior to the Board meeting on May 1st.

Please use the following instructions to access the materials.

1. Use the following URL to access the secure site: <https://www.educationreports.net>
2. You will be prompted to enter a Username (IND101) and Password (East\$bog). Note: the username and password are case sensitive.
3. You will be required to agree to a confidentiality statement to proceed with the review.
4. Select "Download" and you will be directed to a folder that includes materials for your review.
5. Click on the header "Name" to sort the files so that they appear alphabetically.
6. You may select and review any and all files included in the folder. Once sorted alphabetically, the folder is organized in the following manner. The first file (_One_Page_Summary.pdf) provides a high-level overview of the standard setting process. The second file (_PassingScores_SBOE_Review.pdf) provides a table of the results of the standard setting meetings. For each test field, the table includes the panel-recommended passing score and passing scores a ± 1 and ± 2 standard errors of measurement. The remaining files provide the test design and assessment blueprint for each developmental (pedagogy) and content area assessment.
7. The assessment blueprint for each field is based upon and closely aligned with the REPA Educator Standards for that field. You will find an electronic link to the Standards for that licensure area on each blueprint.
8. Once your review is complete, return to the main menu and exit the system.
9. If you have any difficulties accessing the system or reviewing the files, please contact Nancy Hahn by phone(413-256-2816) or email nancy.hahn@pearson.com.



**Indiana
CORE
Assessments**
for educator licensure

**Developmental (Pedagogy) and Content Area Assessments
Standard Setting Summary**

Background. The Developmental (Pedagogy) and Content Area Assessments, developed for the state of Indiana by Evaluation Systems group of Pearson, are designed to measure knowledge and skills needed to perform effectively in Indiana classrooms.

The Developmental (Pedagogy) Area assessments are aligned with the Indiana School Setting Developmental Standards, and the Content Area Assessments are aligned with the Indiana Content Standards for Educators. The Indiana School Setting Developmental Standards and the Content Standards for Educators were approved by the Professional Standards Advisory Board in December 2010.

Evaluation Systems group of Pearson used the approved Indiana educator standards to prepare an Assessment Blueprint for each test field. The Assessment Blueprints describe the content eligible to be included on each test and were reviewed and approved by the Indiana Department of Education. Test items were developed to match the assessment blueprint and were reviewed by committees of Indiana educators and teacher educators.

Standard Setting Process. Evaluation Systems group of Pearson conducted Standard Setting Meetings on March 11 – 20, 2013, to gather passing score recommendations from panels of Indiana educators and teacher educators.

Standard Setting Panels

- Indiana educators and teacher educators were invited to participate as members of a standard setting panel for each assessment. Over 550 Indiana educators and teacher educators attended the standard setting meeting.

Standard Setting Procedures

- An industry-accepted method for conducting Standard Setting on licensure tests, was employed to gather standard setting judgments.
- Panel members were asked to “take the test” to gain an understanding of the knowledge and skills expected of candidates.
- Following this activity, panel members were trained in making standard setting judgments. Training included a discussion of a candidate who is at the acceptable level of knowledge and skills needed to be effective in an Indiana classroom.
- Panel members participated in two rounds of standard setting.
 - In the first round, panel members reviewed each item and provided an estimate of how candidates who have the acceptable level of knowledge and skills would perform on the item.
 - During the second round, panel members were provided their first round ratings and the distribution of other panel member ratings. They were given the opportunity to review and revise their ratings based on the information provided.

Standard Setting Results. Evaluation Systems group of Pearson provided the final results of the standard setting judgments to IDOE.

**Indiana CORE Assessments for Educator Licensure
Panel Recommended Passing Scores with SEM Adjustments**

Test Code	Assessment Name	Total Possible Score Points	Standard Error of Measurement (SEM)	Panel-based Passing Score -2.0 SEM	Panel-based Passing Score -1.0 SEM	Panel Recommended Passing Score	Panel-based Passing Score +1.0 SEM	Panel-based Passing Score +2.0 SEM
004	Early Childhood Education	80	4.05	49	53	57	61	65
005	Elementary Education	80	4.28	44	48	52	57	61
006	Secondary Education	80	4.25	45	49	53	57	62
007	P – 12 Education	80	4.36	41	45	50	54	58
008	Business	80	4.15	47	51	55	60	64
009	Career and Technical Education – Agriculture	80	4.24	45	49	53	58	62
010	Career and Technical Education – Business and Information Technology	80	4.18	46	51	55	59	63
011	Career and Technical Education – Family and Consumer Sciences	80	4.18	47	51	55	59	63
012	Career and Technical Education – Marketing	80	4.11	48	52	56	60	64
013	Computer Education ¹	80	--	--	--	--	--	--
014	Early Childhood Generalist Subtest 1: Reading and English Language Arts	40	2.90	23	26	29	31	34
015	Early Childhood Generalist Subtest 2: Mathematics	40	2.89	23	26	29	32	34
016	Early Childhood Generalist Subtest 3: Science, Health, and Physical Education	32	2.60	18	20	23	25	28
017	Early Childhood Generalist Subtest 4: Social Studies and Fine Arts	32	2.63	17	20	23	25	28

¹ Additional standard setting activities will be conducted for this field before a passing score is recommended.

Test Code	Assessment Name	Total Possible Score Points	Standard Error of Measurement (SEM)	Panel-based Passing Score -2.0 SEM	Panel-based Passing Score -1.0 SEM	Panel Recommended Passing Score	Panel-based Passing Score +1.0 SEM	Panel-based Passing Score +2.0 SEM
060	Elementary Education Generalist Subtest 1: Reading and English Language Arts	40	2.82	24	27	29	32	35
061	Elementary Education Generalist Subtest 2: Mathematics	40	2.81	24	27	30	32	35
062	Elementary Education Generalist Subtest 3: Science, Health, and Physical Education	32	2.53	18	21	24	26	29
063	Elementary Education Generalist Subtest 4: Social Studies and Fine Arts	32	2.65	17	20	22	25	27
018	Engineering and Technology Education	80	4.37	41	45	49	54	58
019	English Learners	80	4.09	48	53	57	61	65
020	Middle School English Language Arts	80	3.97	51	55	59	63	67
021	English Language Arts	80	4.21	46	50	54	58	63
022	Exceptional Needs – Blind or Low Vision	80	4.18	46	51	55	59	63
023	Exceptional Needs – Deaf or Hard of Hearing	80	3.98	51	55	59	63	67
024	Exceptional Needs – Intense Intervention	80	4.19	46	50	55	59	63
025	Exceptional Needs – Mild Intervention	80	4.23	45	49	54	58	62
064	Exceptional Needs – Mild Intervention Reading Instruction	32	2.70	16	19	21	24	27
026	Fine Arts – General Music	40	3.07	20	23	26	29	32
027	Fine Arts – Instrumental Music	40	3.07	19	23	26	29	32
028	Fine Arts – Vocal Music	40	2.93	22	25	28	31	34
029	Fine Arts – Theatre Arts	80	4.44	38	42	46	51	55

Test Code	Assessment Name	Total Possible Score Points	Standard Error of Measurement (SEM)	Panel-based Passing Score -2.0 SEM	Panel-based Passing Score -1.0 SEM	Panel Recommended Passing Score	Panel-based Passing Score +1.0 SEM	Panel-based Passing Score +2.0 SEM
030	Fine Arts – Visual Arts	80	4.20	46	50	54	59	63
032	High Ability	80	4.30	43	47	52	56	60
033	Journalism	80	4.26	44	49	53	57	61
034	Middle School Mathematics	80	4.07	49	53	57	61	65
035	Mathematics	80	4.33	42	47	51	55	60
036	Middle School Science	80	4.26	44	49	53	57	62
037	Middle School Social Studies	80	4.47	36	40	45	49	54
038	Reading	80	4.22	45	50	54	58	62
039	School Administrator – Building Level ²	MCQ: 52	3.50	26	30	33	37	40
		CRI: 8	1.00	4	5	6	7	8
040	School Administrator – District Level ²	MCQ: 52	3.57	24	27	31	35	38
		CRI: 8	1.00	4	5	6	7	8
041	School Counselor	80	4.18	46	51	55	59	63
042	School Librarian	80	4.00	50	54	58	62	66
043	Science – Chemistry	80	4.28	44	48	52	57	61
044	Science – Earth/Space Science	80	4.32	43	47	51	56	60
045	Science – Life Science	80	4.28	44	48	52	57	61
046	Science – Physical Science	80	4.09	49	53	57	61	65

² Assessment includes a multiple-choice section and a constructed-response section. Passing Score recommendations are provided for each test section.

Test Code	Assessment Name	Total Possible Score Points	Standard Error of Measurement (SEM)	Panel-based Passing Score -2.0 SEM	Panel-based Passing Score -1.0 SEM	Panel Recommended Passing Score	Panel-based Passing Score +1.0 SEM	Panel-based Passing Score +2.0 SEM
047	Science -- Physics	80	4.34	42	46	50	55	59
048	Social Studies -- Economics	56	3.67	27	31	34	38	42
049	Social Studies -- Geographical Perspectives	56	3.55	30	34	38	41	45
050	Social Studies -- Government and Citizenship	56	3.73	25	29	32	36	40
051	Social Studies -- Historical Perspectives	56	3.64	28	32	35	39	43
052	Social Studies -- Psychology	56	3.54	31	34	38	41	45
053	Social Studies -- Sociology	56	3.71	26	29	33	37	41
054	World Languages -- Chinese (Mandarin) ²	MCQ:21	2.22	9	12	14	16	18
		CRI: 40	2.00	25	27	29	31	33
055	World Languages -- French ²	MCQ: 52	3.21	32	35	38	42	45
		CRI: 16	1.00	11	12	13	14	15
056	World Languages -- German ²	MCQ: 52	3.37	29	33	36	39	43
		CRI: 16	1.00	9	10	11	12	13
057	World Languages -- Japanese ²	MCQ: 21	2.13	11	13	15	17	19
		CRI: 40	2.00	26	28	30	32	34
058	World Languages -- Latin ²	MCQ: 23	2.34	10	13	15	17	20
		CRI: 40	2.00	23	25	27	29	31
059	World Languages -- Spanish ²	MCQ: 52	3.34	30	33	36	40	43
		CRI: 16	1.00	10	11	12	13	14
065	Virtual Instruction ³	60	--	--	--	--	--	--

³ Assessment is currently being developed. Standard setting activities are scheduled to be conducted for this field in fall 2013.

Test Design and Assessment Blueprint

Field 005: Elementary Education

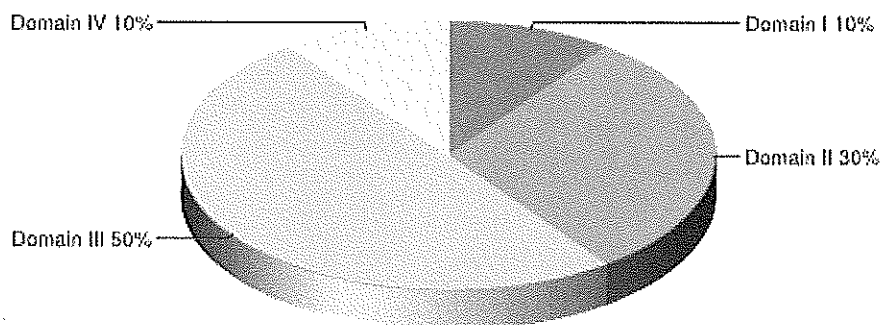
The test design below describes general testing information. The assessment blueprint that follows is a detailed outline that explains the knowledge and skills that this test measures.

Test Design

Format	Computer-based test (CBT)
Number of Questions	100 multiple-choice questions
Time*	105 minutes
Passing Score	To be determined by the Indiana State Board of Education

*Does not include 15-minute CBT tutorial

Assessment Blueprints



Domain		Objectives	Standards	Approximate Test Weight
I	Student Development and Diversity	0001	1	10%
II	Learning Processes and Environments	0002–0003	2, 5	30%
III	Instruction and Assessment	0004–0005	3–4	50%
IV	The Professional Environment	0006	6	10%

Each objective in the assessment blueprint corresponds to one or more of the REPA Indiana Educator Standards for this field. Those standards can be accessed in the PDF below.

Domain I—Student Development and Diversity

0001 Student Development and Diversity (Standard 1)

Domain II—Learning Processes and Environments

0002 Learning Processes (Standard 2)

0003 Learning Environment (Standard 5)

Domain III—Instruction and Assessment

0004 Instructional Planning and Delivery (Standard 3)

0005 Assessment (Standard 4)

Domain IV—The Professional Environment

0006 The Professional Environment (Standard 6)