



# INDIANA DEPARTMENT OF EDUCATION

Dr. Suellen Reed, Superintendent of Public Instruction  
Room 229, State House  
Indianapolis, Indiana 46204-2798  
Voice: 317-232-6611 Fax: 317-232-8004  
Web site: <http://www.doe.state.in.us>

Inquiries may be directed to the following individuals regarding the various components of the ISTEP+ program and the ISTEP+ Graduation Qualifying Examination:

## Center for Assessment and Research

Wesley Bruce, Assistant Superintendent ..... 232-9050  
E-mail - [wbruce@doe.state.in.us](mailto:wbruce@doe.state.in.us)

### Division of School Assessment

Michele Walker, Director ..... 232-9050  
E-mail - [mwalker@doe.state.in.us](mailto:mwalker@doe.state.in.us)

Vacant, Assessment Consultant ..... 232-9050

Vacant, Assessment Consultant ..... 232-9050

Jennifer Zych NAEP Coordinator, Assessment Consultant ..... 232-9053  
E-mail - [jzych@doe.state.in.us](mailto:jzych@doe.state.in.us)

Trish Wlodarczyk, Core 40 End of Course Assessment Consultant ..... 232-0816  
E-mail - [twlodarc@doe.state.in.us](mailto:twlodarc@doe.state.in.us)

### Division of School Accreditation, Assistance, and Awards

Gary Wallyn, Director ..... 232-9060  
E-mail - [gwallyn@doe.state.in.us](mailto:gwallyn@doe.state.in.us)

## Office of Financial Management, Analysis, and Reporting

Debbie Hinline, Director ..... 232-0839  
E-mail - [hinline@doe.state.in.us](mailto:hinline@doe.state.in.us)

## Division of Educational Information Systems

Anne Brinson, Associate Superintendent ..... 232-0807  
E-mail - [abrinson@doe.state.in.us](mailto:abrinson@doe.state.in.us)

Karla Carr, STN Contact ..... 232-0819  
E-mail - [kcarr@doe.state.in.us](mailto:kcarr@doe.state.in.us)

## Division of School Data Reporting

Mary Tiede Wilhelmus ..... 232-9177  
E-mail - [mtw@doe.state.in.us](mailto:mtw@doe.state.in.us)

## Center for School Improvement and Performance

Phyllis Usher, Assistant Superintendent ..... 232-9101  
E-mail - pusher@doe.state.in.us

### Office of Program Development

Dorothy Winchester, Director ..... 232-9170  
E-mail - dwinches@doe.state.in.us

Mary Andis, Language Arts Consultant ..... 232-9138  
E-mail - mandis@doe.state.in.us

Michael Roach, Mathematics Curriculum Consultant ..... 232-9102  
E-mail - mroach@doe.state.in.us

Christopher McGrew, Social Studies Curriculum Consultant ..... 232-9158  
E-mail - cmcgrew@doe.state.in.us

Becky Carter, Science Curriculum Consultant ..... 232-9153  
E-mail - bcarter@doe.state.in.us

## Center for Community Relations and Special Populations

Linda Miller, Assistant Superintendent ..... 232-0520  
E-mail - lmiller@doe.state.in.us

### Division of Language Minority and Migrant Programs

Darlene Slaby, Director ..... 232-0555  
E-mail - dslaby@doe.state.in.us

### Division of Compensatory Education/Title I

Lee Ann Kwiatkowski, Director ..... 232-0540  
E-mail - lkwiat@doe.state.in.us

### Division of Exceptional Learners

(Special Education and Gifted and Talented)

Bob Marra, Associate Superintendent ..... 232-0570  
E-mail - rmarra@doe.state.in.us

## Indiana State Board of Education

Jeffery Zaring, Administrator ..... 232-6622  
E-mail - jzaring@doe.state.in.us

### Communications Office

Jason Bearce, Director ..... 232-6618  
E-mail - jbearce@doe.state.in.us

# Table of Contents

<b>Chapter 1:</b>	Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) .....	1
1.1.0	Introduction and Background .....	1
1.2.0	Structure and Content of ISTEP+ in September 2006 .....	2
1.3.0	Structure and Content of the GQE and GQE First Edition Retest in September 2006 and March 2007 .....	3
1.4.0	Scoring Process of the Applied Skills Assessment Books .....	3
1.4.1	Requesting A Rescore of an Applied Skills Book .....	3
1.5.0	Acquiring Additional Information about ISTEP+ .....	3
<b>Chapter 2:</b>	ISTEP+: Ethical Test Preparation .....	5
2.1.0	Introduction .....	5
2.1.1	ISTEP+ and Indiana School Curricula .....	5
2.2.0	ISTEP+ Test Preparation: How to Assist Students Properly .....	5
2.3.0	Proper ISTEP+ Test Administration .....	6
2.3.1	Display of Reference Materials .....	7
2.3.2	Students Who Proceed to Another Subtest Without Permission .....	7
2.4.0	Proper ISTEP+ Testing Materials Security .....	8
2.4.1	Recommendations for Corporation Policies .....	9
2.5.0	Security Violations .....	10
2.5.1	Consequences of a Violation .....	10
2.6.0	Disposal and Return of ISTEP+ Testing Materials Following Administration .....	10
<b>Chapter 3:</b>	The Grades 3-9 ISTEP+ Assessment Program .....	13
3.1.0	The Purpose of ISTEP+ Assessments in Grades 3-9 .....	13
3.2.0	Students Affected by ISTEP+ .....	13
3.2.1	General Education Students with Disabilities: Special Accommodations .....	13
3.2.2	Illness During Testing .....	14
3.2.3	Students Eligible to Receive Special Education Services: Special Accommodations .....	14
3.2.4	Aggregate Test Results and Special Accommodations .....	15
3.2.5	Requesting a Rescore of a Student's Test .....	15
3.2.6	Students with Individualized Education Programs: ISTEP+ .....	15
3.2.7	Students Whose Primary Language is a Language Other Than English .....	16
3.2.8	Limited English Proficient (LEP) Students: Demonstrating Language Proficiency .....	17
3.2.9	LEP Students: Testing Accommodations .....	17
3.2.10	Homebound Students .....	17
3.2.11	Nonpublic Schools and Home-Schooled Students .....	17
3.2.12	Students in Correctional Facilities .....	18
3.2.13	Expelled Students .....	18
3.3.0	ISTEP+ Administration Schedule .....	19
3.3.1	Exceptions to Required ISTEP+ Testing Dates .....	20
3.4.0	ISTEP+ Test Security .....	20
<b>Chapter 4:</b>	The Grade 10 and Retest ISTEP+/GQE Assessment Program .....	21
4.1.0	Graduation Qualifying Exam: Purpose .....	21
4.1.1	Grade 10 ISTEP+ Graduation Qualifying Exam (GQE), GQE Retest, and GQE-First Edition .....	21
4.2.0	Special Features of the ISTEP+/Graduation Qualifying Exam (GQE) .....	21
4.2.1	Graduation Examination Requirement .....	21
4.2.2	Indiana's Academic Standards .....	22
4.2.3	Grade Level Standards Measured by the Grade 10 GQE .....	22
4.2.4	Demonstration of Mastery of Indiana Academic Standards .....	22

4.3.0	Students Affected by the GQE .....	25
4.3.1	General Education Students .....	25
4.3.2	General Education Students with Disabilities: Special Accommodations .....	26
4.3.3	Illness During Testing .....	26
4.3.4	Students Eligible to Receive Special Education Services: Special Accommodations .....	26
4.3.5	Aggregate Test Results and Special Accommodations .....	27
4.3.6	Requesting a Rescore of a Student's Test .....	27
4.3.7	Students with Individualized Education Programs: GQE .....	28
4.3.8	Students Whose Primary Language is a Language Other Than English .....	28
4.3.9	Limited English Proficient (LEP) Students: Demonstrating Language Proficiency .....	29
4.3.10	LEP Students: Testing Accommodations .....	29
4.3.11	Homebound Students .....	29
4.3.12	Nonpublic Schools and Home-Schooled Students .....	30
4.3.13	Students in Correctional Facilities .....	30
4.3.14	Expelled Students .....	30
4.3.15	In-State Student Transfers .....	30
4.3.16	Out-of-State Student Transfers .....	31
4.3.17	Alternative Education Students .....	31
4.3.18	Adult Education Students .....	32
4.3.19	Students Having Fulfilled All Other Graduation Requirements Besides the GQE .....	33
4.4.0	Graduation Qualifying Examination (GQE) Administration .....	33
4.4.1	Graduation Qualifying Examination (GQE) Schedule .....	33
4.4.2	Make-up Graduation Qualifying Examination (GQE) .....	34
4.4.3	Retesting Opportunities .....	34
4.4.4	ISTEP+/GQE Test Security .....	35
<b>Chapter 5:</b>	<b>Indiana Academic Standards .....</b>	<b>37</b>
5.1.0	Introduction .....	37
5.2.0	Indiana's Academic Standards .....	37
5.3.0	ISTEP+/GQE Standards-Based Scores .....	37
5.4.0	Vertical Scaling .....	37
<b>Chapter 6:</b>	<b>Technical Aspects of ISTEP+ .....</b>	<b>39</b>
6.1.0	Introduction .....	39
6.1.1	Test Score Referencing: A Question of Meaning .....	39
6.1.2	Criterion-Referencing: Setting a Goal for Performance .....	39
6.1.3	Referencing ISTEP+ .....	39
6.2.0	Reliability and Validity .....	39
6.2.1	Reliability: A Question of Accuracy .....	39
6.2.2	Content Validity .....	40
<b>Appendix A:</b>	<b>Indiana Code of Ethical Practices and Procedures .....</b>	<b>41</b>
<b>Appendix B:</b>	<b>Forms .....</b>	<b>47</b>
<b>Appendix C:</b>	<b>Testing Accommodations Guidance .....</b>	<b>51</b>
<b>Appendix D:</b>	<b>ISTAR: Indiana Standards Tool for Alternate Reporting .....</b>	<b>59</b>
<b>Appendix E:</b>	<b>ISTEP+ Legislation .....</b>	<b>63</b>
<b>Appendix F:</b>	<b>Important Fall 2006 - Spring 2007 Dates .....</b>	<b>79</b>
<b>Appendix G:</b>	<b>ISTEP+ Academic Standards and Writing Applications and and Language Conventions Rubrics .....</b>	<b>83</b>
<b>Appendix H:</b>	<b>Definitions of Relevant Terms .....</b>	<b>109</b>
<b>Appendix I:</b>	<b>2003 ISTEP+ Reliability and Validity Report .....</b>	<b>113</b>
<b>Appendix J:</b>	<b>Approved Bilingual Dictionary List .....</b>	<b>119</b>

# Chapter One ... Indiana Statewide Testing for Educational Progress-Plus (ISTEP+)

This manual provides an overview of Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) for the 2006-2007 school year, including information about both the Grade 10 Graduation Qualifying Exam (GQE) and the Graduation Qualifying Exam Retest (both GQE Retest and GQE-First Edition Retest). **The Indiana State Board of Education (State Board) has established the period September 18 – September 29, 2006, as the fall testing window for ISTEP+.**

Students who first entered Grade 9 in fall 2003 will be administered either the Grade 10 GQE or the GQE Retest. Students who entered Grade 9 before fall 2003 will be administered the GQE-First Edition Retest. Each of these assessments is to be administered on the same dates of **September 19, 20, and 21**. Schools and corporations must take steps to ensure that students are administered the correct version of the examination.

The State Board has set **March 13, 14, and 15, 2007**, for the spring GQE Retest. The GQE-First Edition Retest will only be administered in the fall of 2006.

## 1.1.0 Introduction and Background

ISTEP was created by the Indiana General Assembly in 1987 and was administered for the first time in 1988. In its original form, ISTEP consisted of a multiple-choice component administered in March and a writing component administered in December. ISTEP originally was given in Grades 1, 2, 3, 6, 8, 9, and 11. The General Assembly subsequently eliminated the writing portion of the test and testing in Grades 1 and 11. Minor changes were made in test forms between 1987 and 1995, but the general structure and content of ISTEP did not change significantly prior to passage of new legislation in 1995.

Indiana Statewide Testing for Educational Progress (ISTEP) was created by the Indiana General Assembly in 1987 and was administered for the first time in 1988.

The 1995 law that changed ISTEP to ISTEP+ required a norm-referenced test (NRT) to allow comparisons of Indiana student achievement with national norms as well as a criterion-referenced component. The criterion-referenced component included a basic skills assessment with multiple-choice questions and an applied skills assessment containing short answer or essay questions along with the solving of arithmetic or mathematical problems.

The law required that ISTEP+ must provide criterion-referenced scores based on questions that measure student achievement relative to the academic standards established by the State Board of Education. The criterion-referenced component has always been by far the most important part of ISTEP+. Today, it is the only component.

The State Board established in 1995 that, beginning with the 1996-97 school year, ISTEP+ would be administered to Grades 3, 6, 8, and 10 in the fall rather than in the spring. The board enacted this

change to enable schools to implement more flexible instructional approaches and programs to remediate students during the school year in which ISTEP+ is administered as well as in the summer.

**The State Board of Education decided that beginning with the 1996-97 school year, ISTEP+ would be given in the fall rather than the spring. The reason? To allow schools more flexible instructional and remedial approaches, as a retest is administered again in the spring.**

In November 2000, the State Board adopted the Indiana Academic Standards that represent learning outcomes deemed necessary for successful performances in school, at work, and in the community. In 2002, the Grades 3, 6, and 8 ISTEP+ tests were modified to reflect these new standards. The standards were incorporated into new Grade 4, 5, 7, and 9 tests in fall 2003. In fall 2004, the Grade 10 GQE was revised to also reflect the new standards.

### **1.2.0 Structure and Content of ISTEP+ in September 2006**

Because of the implications of ISTEP+ scores for students, schools, and districts under the No Child Left Behind Act of 2001 and P.L.221-1999, test administrators must be accurate and methodical in test preparation and administration and in reporting student demographic characteristics. Testing personnel should note the following regarding the administration of the fall 2006 ISTEP+ and GQE:

- 1) Grades 3-9 ISTEP+ consist of one Basic and Applied Skills Response Book for English/ language Arts and Mathematics. A sample of students will also receive a separate Applied Skills II booklet.
- 2) Grades 5 and 7 ISTEP+ consist of an additional Basic and Applied Skills Response Book for Science.
- 3) The Grade 10 GQE and the GQE Retest consists of a Basic Skills Book, an Answer Book, and two Applied Skills I Books. A sample of students in Grade 10 will also receive an Applied Skills II booklet. GQE Retest students will not be administered the Applied Skills II booklet.
- 4) The GQE-First Edition Retest consists of a Basic Skills Book, an Answer Book, and two Applied Skills I Books. GQE-First Edition retest students will not be administered Applied Skills II booklets.
- 5) The GQE-First Edition retest students must ONLY use calculators provided with the test, unless otherwise stated in special education students' IEPs.
- 6) The mathematics portion of the test in Grades 7, 8, 9, and 10 and GQE Retest has the following structure:
  - a) Students may use calculators for a portion of the test. They may use either a calculator supplied by the classroom teacher or their own calculator. Contact the school's Test Coordinator or go to <<http://www.doe.state.in.us/istep>> for a list of electronic devices that are NOT permitted for use on any portion of ISTEP+.
  - b) The test will include gridded response items. The scoring guide that accompanies the practice test may be useful in identifying the ways in which an answer may be gridded correctly. Blank grids and practice tests are also available at <<http://www.doe.state.in.us/istep>>.
  - c) The test will include a reference sheet of formulas for students to use while testing. Students will choose the formula(s) most applicable to solving each problem. Please note that Grades 7 and 8 will use a different reference sheet than Grades 9 and 10. Both reference sheets can be found at <<http://www.doe.state.in.us/istep>>.

**Please note that students must use a #2 pencil when taking all portions of ISTEP+ and GQE. Responses written in pen will not be scored.**

### **1.3.0 Structure and Content of GQE Retest and GQE-First Edition Retest in September 2006 and March 2007**

The content of the Fall 2006 GQE Retest will be different from the GQE-First Edition Retest. The structure for both tests will include: 1) Basic Skills book in English/language arts and mathematics; 2) Answer Book; 3) Applied Skills assessment book for English/language arts; and 4) Applied Skills assessment book for mathematics. **Since the content of the two assessments differs, it is imperative that students take the correct assessment. Only students who entered Grade 9 BEFORE fall 2003 are permitted to take the GQE-First Edition Retest. If a student who entered Grade 9 in fall 2003 is administered the GQE-First Edition Retest and passes, the scores WILL NOT count as meeting the Indiana Academic Requirement for graduation, and the student must retest with the correct assessment. Students who entered Grade 9 in fall 2003 and who still need to pass the GQE MUST ONLY be administered the Grade 10 GQE in September and the GQE Retest in March.**

### **1.4.0 Scoring Process of the Applied Skills Assessment Books**

Indiana's test contractor, CTB/McGraw-Hill (CTB), employs qualified readers in English/language arts and mathematics. Each applicant must hold a minimum of a bachelor's degree from an accredited college or university. Teaching experience in English or mathematics is preferred, and many past readers have held Indiana teacher licenses. "Table leaders," who meet the qualifications for a reader and have additional training and experience, supervise the readers. Many table leaders have extensive experience with ISTEP+. Readers must complete a rigorous training program and qualify for scoring by demonstrating their competence in scoring. The entire scoring process is monitored continually. Readers are monitored during scoring to ensure reliability. Readers with unacceptable levels of reliability are retrained or replaced.

For the GQE, reliability is further assured by having all responses to items read a minimum of two times—once each by two independent readers. A third reader is involved when the two independent scores are not identical. If the third reader agrees with either of the first two scores, the agreed-upon score is established as the final score. In unusual cases where no agreement among the three readers occurs, the response is sent to a supervisor or table leader for scoring, and the supervisor's judgment is final.

#### **1.4.1 Requesting A Rescore of an Applied Skills Book**

Under IC 20-32-5, a student's parent or guardian may request a rescoring of a student's responses to a test, including a student's essay. For additional information about the rescoring and the testing window, see sections 3.2.5 and 4.3.6 entitled "Requesting a Rescore of a Student's Test."

### **1.5.0 Acquiring Additional Information about ISTEP+**

**Answers to any ISTEP+** questions not provided in this manual may be found in the following documents distributed by the Indiana Department of Education and available on its ISTEP+ InfoCenter Website: <<http://www.doe.state.in.us/istep>>:

- C Guide to Test Interpretation
- C Indiana Educator
- C Future Test Dates

- C ISTEP+ Samplers
- C ISTEP+ Released Applied Skills Items
- C ISTEP+ Teacher's Scoring Guides

In addition, a list of the Indiana Academic Standards for the different grades and content areas can be found at <<http://www.indianastandards.org>>.

For other information or answers to questions, call the ISTEP+ Hot Line at 1-888-54-ISTEP (1-888-544-7837).

Each public school corporation, accredited nonpublic school, or charter school is required to designate an ISTEP+/GQE Corporation Test Coordinator, who serves as the liaison between the corporation and the Indiana Department of Education. All questions regarding a school's assessment programs should be directed to the ISTEP+ Test Coordinator.

# Chapter Two ... ISTEP+ Ethical Test Preparation

## 2.1.0 Introduction

This chapter examines the issues that surround test preparation and proper ISTEP+ administration. The following general topics are addressed: 1) ISTEP+ and its intent; 2) proper test preparation activities; 3) proper test administration; and 4) proper ISTEP+ testing material security. Included are lists of “do’s” and “don’ts” regarding test preparation and test administration.

## 2.1.1 ISTEP+ and Indiana School Curricula

While ISTEP+ meets a variety of educational needs, the program is designed to permit inferences to be made about student achievement from previous grades in skill and knowledge areas critical to the success of Indiana students. These areas are defined in the Indiana Academic Standards (see Appendix G) in mathematics, English/language arts, and science. Classroom instruction should address these critical learning areas. Quality instruction leads to better learning, which will be reflected in higher ISTEP+ scores. Narrowing the curricula, however, only to align to the content of ISTEP+ or any other test is weak pedagogical practice and erodes the measurement processes.

## 2.2.0 ISTEP+ Test Preparation: How to Assist Students Properly

The Department of Education’s policy about test preparation is that **any activity in the school or classroom that creates an excessive focus on the specific test content of ISTEP+ for the purpose of artificially raising test scores, whether overt or inadvertent, is inappropriate.** Such inappropriate actions are just cause for the Indiana Department of Education to review the school’s accreditation status (511 IAC 6.1-1-4). The critical question is, “When is instruction excessively focused on ISTEP+?” The *Indiana Code of Ethical Testing Practices and Procedures* (the Code) was created to assist in answering this question. The Code, a document with which every Indiana educator should be familiar, is included as Appendix B of this manual. The State Board adopted the Code in June 1995. The Department subsequently distributed it to all school corporations and building administrators. For more detailed information, go to <http://www.doe.state.in.us/istep/pdf/ethical3.pdf>.

In hopes of further clarifying the Code, the Department offers the following:

### It is considered APPROPRIATE to:

- Review with all students at the beginning of the school year all standards and concepts taught in previous years.
- Incorporate and review English/language arts and mathematics standards when reviewing other subject areas.
- Review ISTEP+ objectives as part of a general review of critical curricula.
- Have students complete the ISTEP+ Practice Test that is included with regular ISTEP+ materials at a time suggested by the *ISTEP+ Examiner’s Manual*.

## It is considered INAPPROPRIATE to:

- Teach ISTEP+ test content (that has not been previously covered) during the time period immediately preceding the examination (“cramming”).
- Review ISTEP+ related standards and concepts with only those students to be tested.
- Review only the Academic Standards tested by ISTEP+.
- Review only those ISTEP+ objectives on which students performed poorly on previous examinations.
- Call students’ attention to the fact that a similar question will be on the approaching ISTEP+ test.
- Use current, past, or parallel ISTEP+ items as test preparation materials except when those items have been released specifically for test review purposes by the Department of Education.
- Make minor alterations in ISTEP+ test items (such as changing the order of multiple-choice answers) and use such materials for review or instruction.
- Develop and use elaborate ISTEP+ review materials (workbooks, worksheets, etc.).
- Set aside blocks of time to teach **only** the content and skill proficiencies measured on ISTEP+.

### 2.3.0 Proper ISTEP+ Test Administration

ISTEP+ is to be administered only by professional educators who hold a valid Indiana teaching license. The license **must** be an instructional, administrative, or school services license. Personnel not properly trained and certified (e.g., teacher’s aides, secretaries, parents, or substitute teachers who do not hold one of the above mentioned licenses) **may only serve as proctors, not as test administrators**. In no case may they be allowed to remain in the testing situation unsupervised by a testing administrator.

ISTEP+ test administrators should be thoroughly familiar with the tests to be administered and with the procedures to be followed during testing. This includes familiarization with the *ISTEP+ Examiner’s Manuals* (paying specific attention to the icons representing reading comprehension and calculator usage), the *Indiana Code of Ethical Testing Practices and Procedures*, and all applicable portions of the current Program Manual. Test Coordinators<sup>1</sup> should distribute tests and appropriate manuals in a secure group setting. If this or any other aspect of the Test Coordinator’s role is delegated to other personnel, they should be fully aware of proper test security practices and procedures. At the end of the orientation, the test administrators should collect all tests and related materials. **Under no circumstances may a staff member take test materials away from the orientation session, and no tests can be circulated without strict supervision.** Prior to the release of specific items by the state, all ISTEP+ materials are considered secure.

Test Coordinators should review carefully the changes in test administration procedures noted in the *Fall 2006 ISTEP+ Examiner’s Manual*. Test administrators are required by law to be familiar with the testing accommodations approved for students with disabilities and for students with Limited English Proficiency. Any deviations from standardized conditions during testing (e.g., sudden illness, school emergencies) must be documented and reported to the Test Coordinator and building principal.

## In no event is it appropriate to:

- Coach students by indicating in any way (e.g., facial expressions, gestures, or the use of body language) that an answer choice is correct or incorrect, should be reconsidered, or should be checked.

---

<sup>1</sup> “Test Coordinators”, as used in this document, includes Corporation Test Coordinators, Nonpublic School Test Coordinators, and Charter School Test Coordinators.

- Allow students to use any type of mechanical or technical devices (calculators, computers) unless the test directions allow such use or the device is documented as a necessary and allowable testing accommodation (see Appendix C).
- Answer students' factual questions regarding test items or vocabulary.
- Read any parts of the test to students (**except** as indicated in the test directions or documented as an acceptable IEP, 504 Plan, or LEP Individual Learning Plan accommodation. **In no case** may the reading comprehension questions be read to the student.)
- Alter students' answers, other than to check and erase stray marks or to darken answer "bubbles" after testing.

### 2.3.1 Display of Reference Materials

Please note that **new guidelines** are in effect regarding the display of reference materials during testing at all grades. Testing spaces must be appropriately prepared for administration of ISTEP+/GQE. Specifically, the following kinds of materials **should be covered or removed from walls or bulletin boards** during testing in all rooms or areas in which students will be assessed:

- 1) All posted materials such as wall charts, visual aids, posters, graphic organizers, and instructional materials that relate specifically to the content being assessed. This includes, but is not limited to, the following items:
  - Multiplication tables
  - Tables of mathematical facts or formulas
  - Fraction equivalents
  - Writing aids
  - Punctuation charts
  - Spelling or vocabulary lists
  - Phonics charts
- 2) All reference materials that a reasonable person might conclude offers students in that classroom or space an unfair advantage over other students.
- 3) All support materials that teachers might remove if they were giving their own unit tests in those subject areas.

You may discuss concerns about the appropriateness of specific displays with your Corporation Test Coordinator.

### 2.3.2 Students Who Proceed to Another Subtest Without Permission

When students have completed one subtest of a test and then proceed to the next subtest without receiving specific instructions from a test administrator to do so, the test has been mis-administered. The standard consequence of mis-administering a test is the invalidation of that test. In order to be fair to the students and given the nature of this problem, the following guidelines have been developed to help provide direction for the test administrator.

- If a test administrator discovers that a student has proceeded to another subtest without proper instructions to do so and has only accessed questions in the test booklet after turning the page once to start the next subtest, the test administrator must immediately stop the student and take the test booklet from the student. The student will be allowed to finish the remaining portion of the partially completed subtest when all other students are scheduled to complete that subtest, but the student may not change the answers to questions he or she has already attempted.
- If a test administrator discovers that a student has proceeded to another subtest without

proper instructions to do so, and has accessed questions beyond the initial page(s) in the next subtest, i.e., turned more than one page, the test administrator must immediately stop the student and take the test booklet from the student. The subtest must then be invalidated, and the student will not be allowed to complete the subtest. The student may, however, be allowed to complete any other subtests that have not been attempted.

## **2.4.0 Proper ISTEP+ Testing Materials Security**

The purpose of this section is to describe what constitutes unethical practices related to the security of test booklets before, during, and after ISTEP+ and GQE test administration. Currently, CTB ships test books to each Indiana school corporation, nonpublic, and charter school about three (3) weeks prior to the start of the test window. These booklets remain in corporations and schools up to one week after the test window ends. This results in these booklets being in the corporation or schools for approximately six or seven weeks. This length of time makes security of the ISTEP+ tests a critical responsibility. School corporation, nonpublic, and charter school administrators should carefully consider what test materials will be distributed to schools and must ensure the conditions under which they will be stored.

Violating the security procedures for the ISTEP+ and GQE assessments is unethical. The following guidelines are included as a reference for school personnel seeking clarification of ethical practices:

### **The school must:**

- Account for all test booklets and keep them in a secure location.
- Turn in a test book for each student.
- Follow security regulations for distribution and return of secure test materials as directed, accounting for all secure test materials before, during, and after testing.
- Report any missing test booklets or other irregularities to the Corporation Testing Coordinator.
- Return all used and unused (including damaged<sup>2</sup> and large print or Braille) test booklets to CTB/McGraw-Hill.

### **It is a violation of ISTEP+ test security to:**

- Give examinees access to test questions prior to testing.
- Copy, reproduce, or use in any manner any portion of any secure test booklet, for any reason.
- Share an actual ISTEP+ and GQE test instrument in a public forum.
- Deviate from the prescribed administration procedures specified in the ISTEP+/GQE Examiner's Manual in order to boost student performance.
- Make answer keys available to examinees.
- Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this section.
- Score student responses on ISTEP+ before returning the tests to CTB. After testing is completed, test booklets are to be returned to the corporation offices, packaged, and kept secure until they are picked up.

The above information has also been provided at the end of this chapter as a chart that can be copied and distributed to school staff members.

---

<sup>2</sup> ISTEP+ test books that have been contaminated with blood, vomit, or other body fluids should not be returned to CTB. Please refer to the ISTEP+ Test Coordinators Manual for further instructions on how to handle these documents.

## 2.4.1 Recommendations for Corporation Policies

Each local school corporation, nonpublic, or charter school should develop and adopt a corporation test security policy. This policy should specify that secure materials not be delivered to school buildings more than one week (preferably less) in advance of test administration. Teachers and other school staff may not have access to secure materials (except for the ISTEP+ Examiner's Manual) more than 24 hours in advance of test administration. The policy should provide for the security of the materials during testing and the storage of all secure tests and test materials before, during, and after testing. All materials should be stored at a central location under lock and key.

The following is designed to provide direction when developing a security policy.

- 1) Each school corporation, charter school and accredited nonpublic school must ensure that all appropriate staff have knowledge of "The Indiana Code of Ethical Testing Practices and Procedures," and understand how to secure, administer, and handle the ISTEP+ tests while in their possession.

School responsibilities shall include, but not be limited to, the following:

- A. Communicating to all appropriate staff at least once annually the standards for determining what is ethical or appropriate practice contained in "The Indiana Code of Ethical Testing Practices and Procedures" as well as any additional local standards;
- B. Clearly defining and communicating at least once annually for all appropriate staff how standards and procedures will be monitored.
- C. Clearly communicating to all appropriate staff the purpose(s) of each statewide, corporationwide, and schoolwide assessment.
- D. Clearly defining and communicating at least once annually for all appropriate staff all security procedures established for each assessment.
- E. Providing any other information and professional development necessary to ensure that all appropriate staff have the knowledge and skills necessary to make ethical decisions related to preparing students for an assessment, administering the assessment, and interpreting the results from assessment.
- F. Establishing a testing schedule that will ensure that all ISTEP+ assessments at a grade level in any school will be administered to students at the same time.
- G. Establishing an access policy for test materials that allows all appropriate staff to have access to test administration manuals prior to the administration of the test, but prohibits the unsupervised reviewing of any secure test questions before, during, or after the assessment administration.
- H. Establishing a process that will ensure that all student ISTEP+ tests are secure when they are not being administered.
- I. Establishing procedures for reviewing practices and materials used in the school or corporation to prepare students for assessments and communicating these procedures at least once annually to all appropriate staff.
- J. Periodically reviewing materials and practices related to preparing students for assessments, administering assessments, securing assessments, and interpreting the results from assessments.
- K. Providing channels of communication that allow teachers, administrators, students, parents, and other community members to voice their concerns about practices they consider inappropriate.
- L. Establishing procedures for investigating any complaint, allegation, or concern about inappropriate testing practices, insuring protection of both the rights of individuals and the integrity of the assessment.

- 2) Each school corporation, charter school, and accredited nonpublic school shall investigate any complaints of inappropriate testing practices or testing irregularities. Investigations must include, but not be limited to, the following:
  - A. A formal process by which all complaints are documented and can be tracked to their resolution.
  - B. Within one (1) school day from receipt of a verified complaint, allegation, or concern about inappropriate testing practices or a report of testing irregularity, an initial inquiry to determine whether there is credible evidence that such an event has occurred.
  - C. If any evidence of an inappropriate testing practice or testing irregularity exists, a report to the Division of School Assessment must be sent within the next seven (7) calendar days.
  - D. Protection for the integrity of any ongoing assessments.
  - E. A final written report to the Division of School Assessment within four (4) weeks, unless a written request for a timeline extension has been granted.
  - F. The final report must clearly indicate any recommendations or findings that would impact the reliability or validity of student scores and specifically detail actions that the corporation, charter school, or nonpublic school recommends the state to take.

The Indiana Department of Education reserves the right to require further investigation or to carry out its own investigation and will be the sole determiner of when an investigation has been concluded.

## **2.5.0 Security Violations**

Any person who knowingly or carelessly violates or permits another person to violate Indiana Department of Education guidelines for test administration has committed an ethical violation. Those persons responsible for ISTEP+ materials must maintain strict control over tests and related materials. Tests are printed with unique bar codes to assist with inventory purposes.

Allegations of violations must be substantiated through a formal signed report (see Appendix B).

### **2.5.1 Consequences of a Violation**

Participation in the ISTEP+ is a legal standard for school accreditation. If school personnel knowingly or carelessly commit or permit a violation of test security, the Indiana Department of Education has just cause to review the accreditation status of the school, which could result in the school being placed on probationary accreditation status (511 IAC 6.1-1-4). Violations could also result in license suspension or revocation of any school personnel involved (IC 20-28-5-7).

### **2.6.0 Disposal and Return of ISTEP+ Testing Materials Following Administration**

***Note: ISTEP+ and GQE test booklets and supplies are secure materials. It is the responsibility of school officials to adhere to all guidelines for the proper disposal and return of test materials following ISTEP+ and GQE administration. Duplication of test materials constitutes a serious breach of test security. Prior exposure of students to test questions necessitates the invalidation of scores and denies students the right to participate in testing.***

**ISTEP+ ALL GRADES**

*To be kept at testing sites and distributed to students*

- Mathematics manipulatives
- Calculators
- Paper bands

*To be returned to the corporation and destroyed upon IDOE notification*

- Unused GISs and SGLs
- Examiner's Manuals
- Test Coordinator's Manual
- Unused return shipping labels
- Practice Tests
- Gridded-response Practice Booklets
- Stack cover cards

**ISTEP+ GRADES 3 - 9**

*To be returned to CTB/McGraw Hill*

- Used and unused Response Books
- Used and unused Book IIs

**ISTEP+ Grade 10 GQE, GQE Retest, and GQE-First Edition Retest**

*To be returned to CTB/McGraw Hill*

- Used and unused Basic Skills tests
- Used and unused Basic Skills Answer Booklets
- Used and unused Applied Skills Books I and II

<b>TEST PREPARATION FOR ISTEP+</b>		
<b>Is this an ethical practice?</b>	<b>YES</b>	<b>NO</b>
Developing instructional objectives based on the Indiana Academic Standards	X	
Making changes in instruction that enhance student skills, learning, and achievement	X	
Training students in appropriate test taking strategies	X	
Motivating students to perform well on the assessment by talking to students, their parents, and other teachers	X	
Using released ISTEP+ items for professional development purposes, instructional purposes, and as examples in the classroom	X	
Providing to all concerned adequate notice of upcoming assessments	X	
Developing curricula or instructional objectives based upon specific ISTEP+ items		X
Preparing student guides or classroom assessments that are based solely on specific items from ISTEP+, such that they may be considered a comparable or alternative form of the state assessment		X
Copying English/language arts or mathematics items from the assessment and using them for, or incorporating them into, language arts or mathematics instruction (except the released applied skills items)		X
Presenting items from any part of the test before test administration		X
Making a copy of any portion of ISTEP+ (except the released applied skills items) for use in instructional planning, classroom instruction, or assessment		X
Sharing the actual ISTEP+ test (except the released applied skills items) with parents, teachers, or others in a public forum, which is a violation of test security and could result in the invalidation of students' test results		X
Buying, developing, or promoting the use of any extensive test practice/ preparation materials that serve as a parallel form of ISTEP+ or that may contain specific ISTEP+ items or tasks (except for released applied skills items).		X

# Chapter Three ... The Grades 3 - 9 ISTEP+ Assessment Program

## 3.1.0 The Purpose of ISTEP+ Assessments in Grades 3-9

ISTEP+ measures the academic performance of students in English/language arts and mathematics in Grades 3-9 and in science in Grades 5 and 7. The assessments consist of two major components: the **Basic Skills Assessment** (multiple choice) and the **Applied Skills Assessment** (essay and short answer). The Basic and Applied Skills assessments are criterion-referenced and designed to measure students' mastery of Indiana Academic Standards.

## 3.2.0 Students Affected by ISTEP+

All Indiana students in Grades 3-10 (see Chapter 4 for Grade 10 GQE, GQE Retest, and GQE-First Edition Retest information) are required to participate fully in the ISTEP+ assessment program under standardized conditions as explained in the ISTEP+ *Examiner's Manual*. Such participation is required by state and federal legislation. Although most students will participate in ISTEP+, certain students with significant cognitive disabilities will participate in statewide assessment through an alternate assessment that is designed to assess these students on alternate achievement standards (see 3.2.6). The Indiana Standards Tool for Alternate Reporting, ISTAR, is the only alternate assessment that is recognized in Indiana for the purpose of statewide accountability for students with significant cognitive disabilities.

Beginning with the 2006-07 ISTEP+ test administration cycle, all limited English proficient (LEP) students who have been enrolled in U.S. schools for one year or more will participate fully in the ISTEP+ assessment program. LEP students in their first year of enrollment in U.S. schools are required to participate in the math and science assessments but have the option of participating in the English/language Arts ISTEP+ assessment or substituting the LAS Links English Language Proficiency Assessment to meet this requirement (see 3.2.6). In the event that newly-enrolled LEP students do not have an existing LAS Links English Proficiency Assessment score, a LAS Links Placement Test score of "not proficient" or "approaching proficient" qualifies them for this option provided they take the LAS Links English Proficiency Assessment in the spring.

The test results of first-year LEP students who take the ISTEP+ English/language arts assessment are not included in AYP determinations. If these students take the LAS Links English language proficiency assessment, or the ISTEP+ English/language arts assessment, then they can be counted as participants toward meeting the 95 percent assessment participation requirement for English/language arts AYP determinations.

## 3.2.1 General Education Students with Disabilities: Special Accommodations

While the General Assembly requires all students to participate in ISTEP+, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004 (CIDEA or IDEA 2004) provide for the reasonable accommodation of

persons with disabilities in order to support their participation in public education programs. Accommodations authorized by a student's 504 Plan and implemented for classroom assessments also may be appropriate for use during ISTEP+ testing. Approved accommodations, such as allowing for extended testing time or testing in an alternative location, are listed in Appendix C. Modifications of test content or of the academic standards being assessed are **not** allowed in standardized testing situations. Students **may not** be administered shorter versions of the test, offered a reduced number of possible responses, or provided with simplified directions. Under no circumstances may a student have portions of the reading comprehension subtest read to him or her.

School corporations may provide testing accommodations to a student with a temporary disability, such as a broken arm, when that condition prevents the student from participating in ISTEP+ in the manner in which the student customarily would participate. Such an accommodation would be considered a 504 Plan and should be documented in the student's permanent record and reported on the *Student Information Questionnaire*. Please refer to Appendix C for additional guidance.

### 3.2.2 Illness During Testing

Schools must have a clear and consistent policy that defines "excused illness." The testing window (September 18 - 29, 2006) will generally allow enough time for a student in Grades 3-9 to make up a missed portion of the exam due to an illness.

It is expected that the vast majority of students will complete ISTEP+ testing. Under no circumstances may a student who is legitimately ill be required to attempt the test, and *no tests may be given after the end of the ISTEP+ testing window* established by the Indiana State Board of Education.

**Section 504 of the Rehabilitation Act of 1973 provides for the reasonable accommodation of persons with disabilities in order to support their participation in public education programs.**

If a student is unable to complete either the English/language arts or the mathematics portion of the exam, the school should invalidate and document the part that is not completed, fill out an invalidation form, distribute it to the appropriate personnel, and provide notification to the parent. Please note that even though the test has been invalidated, it should be returned for scoring.

### 3.2.3 Students Eligible to Receive Special Education Services: Special Accommodations

Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004 (CIDEIA or IDEA 2004) provide for the reasonable accommodation of persons with disabilities in order to support their participation in public education programs. Testing accommodations are intended to "level the playing field," while holding all students to the same high standards of achievement. The student's special education case conference committee will have addressed relevant content and achievement standards and documented appropriate testing accommodations in that student's Individualized Education Program (IEP). Accommodations approved and implemented for classroom assessments, such as using a calculator or scribe, may be appropriate for use during ISTEP+ and GQE testing. A list of approved accommodations is provided in Appendix C. Modifications of test content or of the academic standards being assessed are *not* allowed in standardized testing situations. Students may *not* be administered shorter versions of the test, offered a reduced number of possible responses, or provided with simplified directions. Under no circumstances may students have portions of the reading comprehension component read to them.



Please refer to Appendix C for additional guidance, consult with the Test Coordinator, or contact the Division of Exceptional Learners at 1-877-851-4106. Regional workshops that review the documenting, scoring, and reporting of accommodations during ISTEP+ and GQE are scheduled for fall 2006.

### **3.2.4 Aggregate Test Results and Special Accommodations**

The fall 2006 ISTEP+ test and spring 2007 GQE retest results will be reported at the state, corporation, and school level for any of the following groups with ten or more students:

- General education
- Limited English Proficient (LEP)
- Gender
- Special Education
- Socioeconomic Status (SES)
- Ethnicity

To see a copy of the fall 2003 State Disaggregation Summary Report, go to:  
<<http://www.doe.state.in.us/istep/2003/summary.html>>.

### **3.2.5 Requesting a Rescore of a Student's Test**

According to IC 20-32-5-9: "A student's parent or guardian may request a rescoring of a student's responses to a test, including a student's essay." The appropriate practice for a teacher to request a rescore of a student's response should include a review of the student's Applied Skills Image response with the rubric used to score the item. The rubrics are distributed with the Applied Skills Images and are found in the Teacher's Scoring Guides. A rescore should not be requested solely based on the student's scale score. A Rescore Request Form, which includes a preprinted list of students who did not achieve a passing score, will be delivered to corporations and schools with the Applied Skills Imaged Student Responses. Names of other students seeking rescoring of test questions may be listed on this form. The items to be rescored must be identified by circling them for each student, in each subject, on the form. The form then should be sent by facsimile to CTB at (800) 428-2329. A confirming facsimile from CTB, indicating that the Rescore Request has been received, will follow. It should be stressed that the scores obtained through the rescoring will be final. Rescoring may have a positive, a negative, or no effect on the final score. Parents should also be aware that scores resulting from the rescore process are unlikely to be more than a few points different from the original score. Rescores must be requested within the published rescore window.

### **3.2.6 Students with Individualized Education Programs: ISTEP+**

Federal law (IDEA 2004) and state law requires that all students participate in Indiana's assessment system. For most students with special needs, this means participation in ISTEP+ with or without accommodations. For students with the most significant cognitive disabilities, however, the case conference committee may determine that ISTEP+ is not an appropriate assessment instrument. In these cases, the alternate assessment, Indiana Standards Tool for Alternate Reporting (ISTAR), will be utilized to assess these students on alternate achievement standards.

ISTAR is the only alternate assessment that is recognized in Indiana for the purpose of statewide accountability. ISTAR is a Web-based system that utilizes teacher ratings to measure the progress of students on functional achievement indicators and academic standards that are appropriate to the student's achievement level, without regard to the student's age. Students who have a complete ISTAR assessment will count as participating in the assessment system for purposes of federal and state school accountability determinations. Although meant to be a continuous process throughout the year, ISTAR assessment ratings must be updated and completed during the time

frame of August 1 through October 31 of each testing year. Only ISTAR assessment ratings that have been completed correctly and within the required time frame will be reported for the purpose of school accountability determinations.

The decision that ISTEP+ is not appropriate and that a student will only be assessed using ISTAR should be based on empirical evidence of a severe cognitive disability, the intensity of instruction that is required to accomplish the most basic functions, and the selection of curricular outcomes that are best measured with functional achievement standards and academic standards other than age-appropriate grade level academic standards. The decision to exclude the student from ISTEP+ should not be based on excessive or extensive absences; social, cultural, or economic differences; the mere existence of an IEP; special education placement or services; emotional, behavioral, or physical challenges; anticipated scores on ISTEP+; or concern for local AYP calculations. Students who participate in ISTAR in lieu of ISTEP+ are those who are not expected to receive an Indiana high school diploma. Performance on ISTAR alone will not allow a student to receive a high school diploma.

It may be determined by a case conference committee that a student would benefit from participation in both ISTEP+ and ISTAR. In this case, ISTAR is considered a supplemental assessment to ISTEP+, not an alternate to ISTEP+. Student performance, therefore, will be measured in ISTEP+ for the purposes of school accountability determinations. Assessment decisions made by the case conference committee must be documented in the student's Individualized Education Program (IEP).

For more information on ISTAR, please visit: <<http://www.istar.doe.state.in.us>> and see Appendix D.

### **3.2.7 Students Whose Primary Language is a Language Other Than English**

All students are required to participate in the ISTEP+ assessment program, and no student can receive an Indiana high school diploma unless that student demonstrates mastery of the Indiana Academic Standards tested on the GQE. This includes all students whose primary language is not English: Limited English Proficient (LEP) students, migrant students, foreign exchange students, and foreign students not participating in a foreign exchange program. Since English is mandated as the official language of instruction in Indiana, ISTEP+ and the GQE assess a student's achievement using the English language. Schools **may not** exempt students from ISTEP+ and GQE testing based on their level of English language proficiency.

Beginning with the 2006-07 test administration cycle, the ISTAR alternate assessment is no longer an option for limited English proficient (LEP) students. Instead, LEP students who have been enrolled in U. S. schools for one year or more will participate fully in the ISTEP+ assessment program. Those LEP students in their first year of enrollment in U.S. schools are required to participate in the math and science ISTEP+ assessments but have the option of participating in the English/language arts portion of ISTEP+ or substituting the LAS Links Language Proficiency Assessment. In the event that newly-enrolled LEP students do not have an existing LAS Links English Proficiency Assessment score, a LAS Links Placement Test score of "not proficient" or "approaching proficient" qualifies them for this option provided they take the LAS Links English Proficiency Assessment in the spring. Schools will be required to submit to the IDOE Division of Assessment an electronic list of all students (by STN and corresponding student name) falling into this category and must highlight those students who are coming from out-of-state. It should also be noted that under Federal Flexibility, the students' ISTEP+ scores will not be used as part of the AYP calculation for schools, and schools will be credited for participation.

### 3.2.8 Limited English Proficient (LEP) Students: Demonstrating Language Proficiency

All students who have been identified as LEP are required by federal law to be tested annually to determine their level of English language proficiency. Upon enrollment, and annually thereafter, the enrolling school must determine the student's level of English proficiency by administering the LAS Links English Language Proficiency Assessment. For more information about Indiana's English Language Proficiency Assessment, please contact the Division of Language Minority and Migrant Programs at 317-232-0555.

### 3.2.9 LEP Students: Testing Accommodations

Testing accommodations are permitted for LEP students. Decisions about testing accommodations are made on an individual basis and are a documented subset of the instructional accommodations received in the classroom. Assessment accommodations should be a subset of classroom accommodations in that they should be individualized and appropriate for each student. The translation of test directions or test content into a language other than English is **not** permissible. All accommodations must be reported on the Student Information Questionnaire and must also be documented in each LEP student's Individual Learning Plan. Please refer to Appendix C for additional guidance as well as a list of allowable accommodations, or contact the Corporation Test Coordinator.

### 3.2.10 Homebound Students

Students who are normally enrolled in a public school but who physically are unable to attend school and who receive current instruction in their homes qualify for ISTEP+ testing under conditions similar to general education students. If such a student requires special testing accommodations, refer to Sections 3.2.1 *General Education Students with Disabilities: Special Accommodations* and 3.2.3 *Students Eligible to Receive Special Education Services: Special Accommodations* (see Appendix C).

### 3.2.11 Nonpublic Schools and Home-Schooled Students

Students enrolled in accredited nonpublic schools must participate in ISTEP+. If a student has dual enrollment in an accredited nonpublic school and a public school, the student will participate in ISTEP+ testing in the accredited nonpublic school.

Students in nonpublic schools that are **not accredited**, including home-schooled students, **may not** participate in ISTEP+ testing in their nonpublic school. If the student has dual enrollment in a public school and a nonpublic school that is not accredited, the student is a public school student and **must** participate in ISTEP+ testing in the public school. To qualify for dual enrollment, the student must receive educational services from the school corporation; that is, the student must be enrolled in at least one course or curriculum program that is part of the public school's regular instructional day. The student must be included in the school corporation's ADM count on a full time equivalency basis as provided in IC 21-3-1.6-1.2. Students participating in activities, but not enrolled, and students participating only in extracurricular activities or an occasional day of testing do not meet the enrollment requirement.

Note: A student who has dual enrollment status is subject to required participation in ISTEP+ testing at the public school unless the student participates in ISTEP+ testing at the nonpublic school.

### **3.2.12 Students in Correctional Facilities**

If a student is in a local juvenile or adult facility that does not have an educational program, the student will receive educational services from the local school corporation, which includes participation in ISTEP+ testing. The school corporation must administer ISTEP+ in the secure facility and follow all test administration requirements. The Department of Correction (DOC) will test students in DOC facilities.

### **3.2.13 Expelled Students**

Except for a special education student who has been removed from the student's regular school setting and who is entitled to continue to receive educational services, a public school is not required to provide any services to a student who has been expelled. However, if the school provides any educational services (alternative education, special education, "last chance" program, etc.) to a student who has been expelled or who faces expulsion, the school must provide ISTEP+ testing to the student. A school **may** provide ISTEP+ testing to a student who has been expelled and who receives no other educational services. Some schools have placed conditions on such testing (testing at an alternative site, having a parent or guardian present to ensure good behavior, etc.). If a student is tested through an alternative education program, then the student's scores will be aggregated with the school corporation's results.

### 3.3.0 ISTEP+ Administration Schedule

ISTEP+ Testing Times for Grades 3-9, Grade 10 GQE, GQE Retest, and Retest GQE-First Edition										
<i>All Times Reflect Actual Student Testing Time in Minutes</i>										
Grade	Test 1: ELA Basic Skills	Test 2: ELA Basic Skills	Test 3: ELA Applied Skills	Test 4: ELA Applied Skills	Test 5: Math Basic Skills	Test 6: Math Basic Skills	Test 7: Math Applied Skills	Test 8: Math Applied Skills		
3*	30	29	55	X	(TEST 4) 30	(TEST 5) 33	(TEST 6) 55	X		
4*	30	32	55	55	32	30	35	35		
5	30	30	55	55	33	33	40	40		
6	31	29	55	55	35	35	40	40		
7*	32	31	55	55	38	38	40	40		
8*	34	31	55	55	38	38	40	40		
9*	42	42	55	55	45	45	45	45		
9* and GQE	Test 1: ELA Basic Skills Sept. 20	Test 2: ELA Basic Skills Sept. 20	Test 3: Math Basic Skills Sept. 20	Test 4: Math Basic Skills Sept. 20	Test 1: ELA Applied Skills Sept. 21	Test 2: ELA Applied Skills Sept. 21	Test 1: Math Applied Skills Sept. 22	Test 2: Math Applied Skills Sept. 22		
9*	42	42	45	45	55	55	45	45		
10* GQE Retest* (Entered Gr. 9 in fall 2003)	42 (Sept. 19)	42 (Sept. 19)	45 (Sept. 19)	45 (Sept. 19)	55 (Sept. 20)	55 (Sept. 20)	45 (Sept. 21)	45 (Sept. 21)		
GQE-First Edition (Entered Gr. 9 before fall 2003)	55 (Sept. 19)	40 (Sept. 19)	26 (Sept. 19)	26 (Sept. 19)	55 (Sept. 20)	55 (Sept. 20)	55 (Sept. 21)	55 (Sept. 21)		
<b>Science</b>										
	Test 1 Science Basic Skills	Test 2 Science Basic Skills	Test 3 Science Applied Skills	Students in a sample of schools with Grades 3-10 will also be administered an additional 55 minute Book II test in either English/language arts or mathematics. Or for Grades 5 and 7, a 45-minute Book II test in Science.						
5	40	40	40							
7	40	40	40							

\* Grades 3 and 4 Practice Tests: Add additional 30 minutes. Grades 7-10 and GQE Retest Gridded Practice Test: Add additional 20 minutes.  
NOTE: Approximately 5 additional minutes for instructions will be needed for each subtest.

### 3.3.1 Exceptions to Required ISTEP+ Testing Dates

In general, no public or other educational institution administering ISTEP+ may administer ISTEP+ on dates outside the testing window (September 18 - 29, 2006) established by the State Board. However, the State Board has allowed the Department limited authority to grant exceptions to established testing dates under the following guidelines:

#### The Department shall:

- Not approve requests that provide for administration more than one week prior to the established period.
- Not approve requests for late administration.
- Approve only requests based on long-standing community tradition or extraordinary or emergency circumstances.

Those wishing to request early administration of ISTEP+ should forward a written request to the Assistant Superintendent, Center for Assessment, Research, and Information Technology, Indiana Department of Education, Room 229, State House, Indianapolis, IN 46204-2798. The request should adhere to the State Board guidelines cited above.

### 3.4.0 ISTEP+ Test Security

The ISTEP+ Test Coordinator is responsible for the test security of all test materials and the prevention of unauthorized circulation of copies of the test. All ISTEP+ test materials **must** be kept in locked storage when not in use. School corporations and schools are encouraged to set up check-in and check-out steps to document and account for materials during testing. Schools should pack and return all materials, as described in the *2006 Test Coordinator's Manual*, and return the materials to the corporation office as soon as possible after testing is completed. Failure to keep the ISTEP+ testing materials secure may result in the invalidation of students' tests and reduction of accreditation status. For complete information regarding ISTEP+ security, please see Chapter 2.

# Chapter Four ... The Grade 10 and Retest ISTEP+/GQE Assessment Program

## 4.1.0 Graduation Qualifying Exam: Purpose

The **High School Graduation Qualifying Examination (GQE)** was added by Public Law 340-1995, (see Appendix E for the text of the ISTEP statute) in response to concerns of schools, parents, employers, and members of the higher education community that students were graduating from high school without the necessary skills to be successful in our expanding technological society. The GQE was developed to ensure that graduates receiving a high school diploma have mastered and are able to apply basic knowledge and skills in reading, writing, and mathematics.

### 4.1.1 Grade 10 ISTEP+ Graduation Qualifying Exam (GQE), GQE Retest, and GQE-First Edition Retest

**Students must demonstrate a mastery of Grade 9 skills to pass the Graduation Qualifying Exam.**

The Grade 10 ISTEP+ assessment measures the academic performance of students in English/language arts and mathematics and consists of one major component: the ISTEP+ High School Graduation Qualifying Examination (GQE). **Students who entered Grade 9 in fall 2003 must demonstrate mastery of the Indiana Academic Standards adopted in November 2000. The Grade 10 GQE and the GQE Retest will assess students on skills from the K-9 English/Language Arts Standards and the K-8 and Algebra I Mathematics Standards.** Students must demonstrate mastery of these skills in order to be eligible to receive a high school diploma.

**Students who entered Grade 9 BEFORE fall 2003 will continue to be assessed with the GQE-First Edition Retest based on the Indiana Essential Skills adopted in 1991 and 1992.** The GQE-First Edition Retest will be made available to these students through the fall of 2006. If students at this time still have not received a high school diploma, these students will then be held to the Standards assessed by the Grade 10 GQE.

## 4.2.0 Special Features of the ISTEP+ and Graduation Qualifying Examination (GQE)

### 4.2.1 Graduation Examination Requirement

Every graduating Indiana student must demonstrate mastery of the academic standards assessed by the GQE. **The most straightforward way to meet this requirement is to: (1) attain scores at or above the passing scale scores in English/language arts and mathematics on the Grade 10 GQE and GQE Retest for students who entered Grade 9 in or after fall 2003 and the GQE-First Edition Retest for students who entered Grade 9 before fall 2003; and (2) meet all state and local graduation requirements.**

In addition, a student may demonstrate mastery of the academic standard in two other ways:

- By otherwise demonstrating mastery under statutory provisions in IC 20-32-4.
- By successfully completing all components of the Core 40 curriculum with a C or higher in each course, as stated in IC 20-32-4 and 511 IAC 5-3-2.

Students who do not pass either English/language arts or mathematics on the Grade 10 GQE will have two opportunities during Grade 11 and two opportunities during Grade 12 to retake the portion of the examination not passed (See 4.4.3).

**// The most straightforward way to demonstrate mastery of the academic standards assessed by the GQE is to attain scores at or above the passing scale scores in the English/language arts and mathematics portions of the exam. //**

## 4.2.2 Indiana's Academic Standards

The passing scores on the GQE are in alignment with the Indiana Academic Standards. More precisely, they should be thought of as the level of achievement students are expected to demonstrate in English/language arts and mathematics. **The State Board has adopted the following definition:**

*The student who scores at or above the Indiana Academic Standard in English/language arts or mathematics demonstrates mastery of the standards. Students who do not score at or above the Indiana Academic Standard in all likelihood need remedial assistance to be successful at the current grade level.*

The State Board of Education, on the basis of recommendations from Indiana teachers, the Technical Advisory Committee, and the Education Roundtable, set the passing scores on the Grade 10 GQE in January 2005. The passing scores on the GQE-First Edition Retest were set in December 1997 by the State Board on the basis of recommendations from Indiana teachers and the State Standards Task Force, a body representing education, business, and labor. The standards reflect what students at each grade level should know and be able to do.

## 4.2.3 Grade Level Standards Measured by the Grade 10 GQE

The Grade 10 GQE is administered in the fall of the year and is based on the Indiana Academic Standards that were adopted in November 2000. The test is aligned to the K-9 English/Language Arts Standards and the K-8 and Algebra I Mathematics Standards. Since these are the skills that a student should have learned by the end of Grade 9, not what the student will be learning in Grades 10, 11, and 12, the graduation test is considered to be a graduation **qualifying** examination rather than an exit exam.

**The GQE is based on Grade 9 standards and assesses skills that a student should have learned by the end of Grade 9, NOT what the student *will* be learning in Grades 10, 11, and 12.**

## 4.2.4 Demonstration of Mastery of Indiana Academic Standards

Indiana law **does not require that all students achieve a passing score on the Graduation Qualifying Examination in order to receive a high school diploma. Rather, the law requires that students demonstrate mastery**

**of the standards that are tested on the GQE.** The statute provides three ways in which students can demonstrate mastery of these Indiana Academic Standards. The first is to achieve passing scores on the GQE in both English/language arts and mathematics. In addition, IC 20-32-4 as amended by P.L. 193-1999, provides that *(for full text see Appendix E)*:

A student who does not achieve a passing score on the graduation examination may be eligible to graduate if **all** of the following occur:

- (1) The principal of the school the student attends certifies that the student will, within one month of the student's scheduled graduation date, complete all components of the Core 40 curriculum with a grade of C or better.
- (2) The student otherwise satisfies all state and local graduation requirements.

If a student neither achieves a passing score on the GQE nor meets these Core 40 requirements, the law further provides that the student may be eligible to graduate if the student does **all** of the following:

- (1) Takes the GQE in each subject area in which the student did not receive a passing score at least one time every school year after first taking the exam.
- (2) Completes remediation opportunities provided to the student by the student's school.
- (3) Maintains a school attendance rate of at least ninety-five percent (95%) with excused absences not counting against the student's attendance.
- (4) Maintains at least a "C" average or the equivalent in the courses comprising the 24 credits required for graduation by the State Board.
- (5) Obtains a written recommendation from a teacher of the student in each subject area in which the student has not received a passing score. The recommendation must be supported by the principal of the student's school, as well as by documentation that the student has attained the academic standard in the subject area based upon tests other than the GQE or classroom work.
- (6) Otherwise satisfies all state and local graduation requirements.

**In the case of a student with a disability (as defined in IC 20-35-1-2, Appendix E), the student's case conference committee may determine that the student is eligible to graduate if it determines that all of the following have occurred:**

- (1) The student's teacher of record, in consultation with a teacher in each subject area in which the student has not achieved a passing score, makes a written recommendation to the case conference committee. The recommendation must be supported by the principal of the student's school, as well as by documentation that the student has attained the academic standard in the subject area based upon tests other than the GQE or classroom work.
- (2) The student meets all of the following requirements:
  - (A) Retakes the graduation examination in each subject area in which the student did not achieve a passing score as often as required by the student's Individualized Education Program.
  - (B) Completes remediation opportunities provided to the student by the student's school to the extent required by the student's Individualized Education Program.
  - (C) Maintains a school attendance rate of at least ninety-five percent (95%) to the extent required by the student's Individualized Education Program with excused absences not counting against the student's attendance.
  - (D) Maintains at least a "C" average or the equivalent in the courses comprising the 24 credits specifically required for graduation by the State Board.
  - (E) Otherwise satisfies all state and local graduation requirements.

**Public Law 181-2006 (House Enrolled Act 1347) retroactively allows schools an additional option, beginning in the current 2005-2006 school year, to allow students to graduate without passing the Graduation Qualifying Examination (GQE). The Core 40 and teacher recommendation/principal concurrence options remain in place.**

**Students considered for this new waiver of the requirement to pass the GQE to graduate must still meet the first five criteria of the existing waiver process. When addressing the sixth criteria, however, schools have the option of using a “written recommendation” from a teacher [IC 20-32-4-4(6)(B)] or using the new “workforce readiness” option [IC 20-32-4-4(6)(A)].**

SECTION 11. IC 20-32-4-4, AS ADDED BY P.L.105-2005, SECTION 4, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2005 (RETROACTIVE)]: Sec. 4. Beginning with the 2005-2006 school year, a student who does not achieve a passing score on the graduation examination and who does not meet the requirements of section 1 of this chapter may be eligible to graduate if the student does all the following:

- (1) Takes the graduation examination in each subject area in which the student did not achieve a passing score at least one (1) time every school year after the school year in which the student first takes the graduation examination.
- (2) Completes remediation opportunities provided to the student by the student’s school.
- (3) Maintains a school attendance rate of at least ninety-five percent (95%) with excused absences not counting against the student’s attendance.
- (4) Maintains at least a “C” average or the equivalent in the courses comprising the credits specifically required for graduation by rule of the state board.
- (5) Otherwise satisfies all state and local graduation requirements.
- (6) Either:
  - (A) completes:
    - (i) the course and credit requirements for a general diploma, including the career academic sequence;
    - (ii) a workforce readiness assessment; and
    - (iii) at least one (1) career exploration internship, cooperative education, or workforce credential recommended by the student’s school; or
  - (B) obtains a written recommendation from a teacher of the student in each subject area in which the student has not achieved a passing score on the graduation examination. The written recommendation must be concurred in by the principal of the student’s school and be supported by documentation that the student has attained the academic standard in the subject area based on:
    - (i) tests other than the graduation examination; or
    - (ii) classroom work.

In order to help schools determine who is eligible for this new GQE waiver option [IC 20-32-4-4(6)(A) above] in the 2005-2006 school year, the following information may be helpful:

- 1) A “career academic sequence,” referenced in IC 20-32-4-4(6)(A)(i), is a flexible sequence of electives designed to help students explore and prepare for specific career areas or groups of related occupations. Any combination of electives, determined locally, may qualify for a career academic sequence. See Career Clusters & Pathways Grid for more information.
- 2) A “workforce readiness assessment” referenced in IC 20-32-4-4(6)(A)(ii) for the 2005-2006 school year, may include the Work Keys assessments offered free of charge through Indiana’s Work One Centers. Locations of regional Work One Centers may be found at <[http://www.in.gov/dwd/employers/workforce\\_svcs\\_regional\\_map.html](http://www.in.gov/dwd/employers/workforce_svcs_regional_map.html)>. For the 2005-

2006 school year, schools and school corporations may select alternative workforce readiness assessments.

- 3) Career Exploration Internship and Cooperative Education courses are defined by the Indiana Department of Education. Course descriptions are available at < <http://doe.state.in.us/publications/courses2.html>>.
- 4) A “workforce credential recommended by the student’s school” referenced in IC 20-32-4-4(6)(A)(iii) is any assessment, state or national certification, or other credential that assesses a student’s ability to transition to the workforce. Examples include state and national certifications (e.g. Microsoft Office Certification, ProStart Certification, etc), a Work Keys assessment, a Work Ethics Certificate, Certificates of Technical Achievement, etc.

### **4.3.0 Students Affected by the GQE**

**The Graduation Qualifying Exam applies to any student who expects to graduate and receive an Indiana High School Diploma.**

**A general guide to help determine which test students should take is:**

- **Students who entered Grade 9 in or after fall 2003 (i.e., meet the State Board Definition of a Grade 10 Student 511 IAC 5-3-4 by or after fall 2004) will take the Grade 10 GQE or the GQE Retest.**
- **Students who entered Grade 9 before fall 2003 (i.e., met the State Board Definition of a Grade 10 Student in 511 IAC 5-3-4 by or before fall 2004) will take the GQE-First Edition Retest.** Such students may include:
  - 1) A student who enters, by promotion or transfer, Grade 12.
  - 2) A student who has not passed the GQE during an earlier administration.

Students who entered Grade 9 before fall 2003, but are likely on track to complete high school significantly later than fall 2006, may want to consider taking the GQE Retest instead of the GQE-First Edition.

### **4.3.1 General Education Students**

Indiana Code 20-32-5 requires all Grade 10 students to participate in the GQE. In general, State Board of Education rule 511 IAC 5-3-4 provides that:

A student is considered to be in Grade 10 for purposes of initially taking the graduation examination if prior to an administration the student meets any one of the following criteria:

- (1) The student has been enrolled in high school during a majority of each of two semesters or three trimesters.
- (2) The student has earned at least 10 credits that apply toward high school graduation.
- (3) The student meets the locally adopted definition of Grade 10 for determining class standing.

If a student is considered to be in Grade 10 because of having been enrolled a majority of either two semesters or three trimesters but does not have at least 10 credits and does not meet the local definition

of Grade 10, then the student's school may delay the initial administration of the graduation examination for no more than one year for the student if all of the following criteria are met:

- (1) The student's parent agrees to the delay.
- (2) An educational program is developed specifically for the student.
- (3) The educational program will take more than four years for the student to complete.

For the complete text and a list of what the educational program must include, see Appendix E.

**If it is decided that it is appropriate to delay the administration of the graduation examination one year, the student must be assessed with the Grade 9 ISTEP+ exam.**

### **4.3.2 General Education Students with Disabilities: Special Accommodations**

While the General Assembly requires all students to participate in GQE testing, Section 504 of the Rehabilitation Act of 1973, the American Disabilities Act of 1990, and the Individuals With Disabilities Education Act of 2004 (IDEA) provide for the reasonable accommodation of persons with disabilities in order to support their participation in public education programs. Accommodations authorized by a student's 504 Plan and implemented for classroom assessments also may be appropriate for use during GQE testing. Approved accommodations, such as allowing for extended testing time or testing in an alternative location, are listed in Appendix C. Modifications of test content or of the academic standards being assessed are **not** allowed in standardized testing situations. Students may **not** be administered shorter versions of the test, offered a reduced number of possible responses, or provided with simplified directions. Under no circumstances may a student have portions of the reading comprehension subtest read to them.

**Special education students earning credit toward an Indiana high school diploma must take the Graduation Qualifying Exam.**

School corporations may provide testing accommodations to a student with a temporary disability, such as a broken arm, when that condition prevents the student from participating in ISTEP+ in the manner in which the student customarily would participate. Such an accommodation would be considered a 504 plan and should be documented in the student's permanent record and reported on the *Student Information Questionnaire*. Please refer to Appendix C for additional guidance.

### **4.3.3 Illness During Testing**

The GQE specifies that specific portions be given on specific days (September 19, 20, and 21, 2006, and March 13, 14, and 15, 2007). If a student is ill or absent on one of these designated days, the student may not make up the portion of the exam missed at a later date. Schools are urged to have a clear and consistent policy that defines "excused absence." Under no circumstances may a student who is legitimately ill be required to attempt the test. In addition, no portions of the GQE may be given on days other than those designated.

**If a student is only able to take a portion of the GQE, the test should still be returned for scoring.**

### **4.3.4 Students Eligible to Receive Special Education Services: Special Accommodations**

Special education students earning credit toward a high school diploma must take the GQE.

Section 504 of the Rehabilitation Act of 1973, the American Disabilities Act of 1990, and the Individuals With Disabilities Education Act of 2004 (IDEA) provide for the reasonable accommodation of persons with disabilities in order to support their participation in public education programs. Testing accommodations are intended to “level the playing field,” while holding all students to the same high standards of achievement. The student’s special education case conference committee will have addressed relevant content and achievement standards and documented appropriate testing accommodations in that student’s Individualized Education Program (IEP). Accommodations approved and implemented for classroom assessments, such as using a calculator or scribe, also may be appropriate for use during GQE testing. A list of approved accommodations are provided in Appendix C. Modifications of test content or of the academic standards being assessed are **not** allowed in standardized testing situations. Students may **not** be administered shorter versions of the test, offered a reduced number of possible responses, or provided with simplified directions. Under no circumstances may a student have portions of the reading comprehension subtest read to them.

Please refer to Appendix C for additional guidance, consult with the Test Coordinator, or contact the Division of Exceptional Learners at 1-877-851-4106. Regional workshops that review the documenting, scoring, and reporting of accommodations during ISTEP+ and GQE are scheduled for fall 2005.

### **4.3.5 Aggregate Test Results and Special Accommodations**

The fall 2006 ISTEP+ test and spring 2007 GQE retest results will be reported at the state, corporation, and school level for any of the following groups with ten or more students:

- General education
- Limited English Proficient (LEP)
- Gender
- Special Education
- Socioeconomic Status (SES)
- Ethnicity

To see a copy of the Fall 2004 State Disaggregation Summary Report, go to: <<http://www.doe.state.in.us/istep/2004/welcome.html>>.

### **4.3.6 Requesting a Rescore of a Student’s Test**

According to IC 20-32-9: “A student’s parent or guardian may request a rescoring of a student’s responses to a test, including a student’s essay.” The appropriate practice for a teacher to request a rescore of a student’s response should include a review of the student’s Applied Skills Image response with the rubric used to score the item. The rubrics are distributed with the Applied Skills Images and are found in the Teacher’s Scoring Guides. A rescore should not be requested solely based on the student’s scale score. A Rescore Request Form, which includes a preprinted list of students who did not achieve a passing score, will be delivered to corporations and schools with the Applied Skills Imaged Student Responses. Names of other students seeking a rescoring of test questions may be listed on this form. The items to be rescored must be identified by circling them for each student, in each subject, on the form. The form then should be sent by facsimile to CTB at 1-800-428-2329. A confirming facsimile from CTB, indicating that the Rescore Request has been received, will follow. It must be stressed that the scores obtained through the rescoring will be final. Rescoring may have a positive, a negative, or no effect on the final score. Parents should also be aware that scores resulting from the rescore process are unlikely to be more than a few points different from the original score. Rescores must be requested within the published rescore window.

### 4.3.7 Students with Individualized Education Programs: GQE

Federal law (IDEA 2004) and state law require that all students participate in Indiana's assessment system. For most students with special needs, this means participation in the GQE, either with or without accommodations. For students with the most significant cognitive disabilities, however, the case conference committee may determine that the GQE is not an appropriate assessment instrument. In these cases, the alternate assessment, Indiana Standards Tool for Alternate Reporting (ISTAR), will be utilized to assess these students on alternate achievement standards.

ISTAR is the only alternate assessment that is recognized in Indiana for the purpose of statewide accountability. ISTAR is a web-based system that utilizes teacher ratings to measure the progress of students on functional achievement indicators and academic standards that are appropriate to the student's achievement level, without regard to the student's age. Students who have a complete ISTAR assessment will count as participating in the assessment system for purposes of federal and state school accountability determinations. Although meant to be a continuous process throughout the year, ISTAR assessment ratings must be updated and completed during the time frame of August 1 through October 31 of each testing year. Only ISTAR assessment ratings that have been completed correctly and within the required time frame will be reported for the purpose of school accountability determinations.

The decision that the GQE is not appropriate and that a student will only be assessed using ISTAR should be based on empirical evidence of a significant cognitive disability, the intensity of instruction that is required to accomplish the most basic functions, and the selection of curricular outcomes that are best measured with functional achievement standards and academic standards other than age-appropriate grade level academic standards. The decision to exclude the student from the GQE should not be based on excessive or extensive absences; social, cultural, or economic differences; the mere existence of an IEP; special education placement or services; emotional, behavioral, or physical challenges; anticipated scores on ISTEP+; or concern for local AYP calculations. Students who participate in ISTAR in lieu of the GQE are those who are not expected to receive an Indiana high school diploma. Performance on ISTAR alone will not allow a student to receive a high school diploma.

***If the case conference committee determines that the student will not participate in the GQE and will only participate in ISTAR, then they must also document this in the student's Individualized Education Program (IEP) and must be absolutely certain that the parent and student fully understand that the student will not be eligible for a high school diploma if he or she does not take the GQE.***

It may be determined by a case conference committee that a student would benefit from participation in both the GQE and ISTAR. In this case, ISTAR is considered a supplemental assessment to GQE, not an alternate to the GQE. Student performance, therefore, will be measured on the GQE for the purposes of school accountability determinations. Assessment decisions made by the case conference committee must be documented in a student's Individualized Education Program (IEP).

For more information on ISTAR, please visit: <<http://www.istar.doe.state.in.us/>> and see Appendix D.

### 4.3.8 Students Whose Primary Language is a Language Other Than English

All students are required to participate in the ISTEP+ assessment program, and no student can receive

If an adult education student has previously qualified for special services or currently has an IEP or 504 Plan, any accommodations employed in performance on other tests would be applied to the GQE; however, the test may not be modified. Students are not to receive shortened tests, are not allowed to choose from a reduced number of possible answers, are not to have the reading comprehension portions read to them, and may not receive simplified instructions. A complete discussion concerning accommodations is located in Section 4.3.2. and Appendix C.

### **4.3.19 Students Having Fulfilled All Other Graduation Requirements Besides the GQE**

The door is always open for those students who have completed their formal high school careers but still need to pass one or more sections of the GQE in order to receive their diplomas. There is no limit to the number of times they can take the GQE after leaving high school; the state will pay for the test and its scoring. They will take the GQE at designated locations only, following the same testing schedule as students currently enrolled in school. For information, please refer to the Department of Education's Web site at <<http://www.doe.state.in.us/istep>>.

### **4.4.0 Graduation Qualifying Examination (GQE) Administration**

#### **4.4.1 Graduation Qualifying Examination (GQE) Schedule**

The Grade 10 GQE, GQE Retest, and the GQE-First Edition Retest **must** be given on September 19, 20, and 21, 2006. This procedure minimizes test security problems and facilitates the scoring process.

**It is important to remember that all test materials are secure documents. This is particularly true of the Grade 10 GQE, GQE Retest, and the GQE-First Edition Retest documents. It is recommended that all GQE documents be packaged and sent to the corporation office as soon as possible after testing is completed.**

\* These times in the table which follows are approximate. See the Examiner's Manual of the Graduation Qualifying Exam for accurate session lengths.

<b>Test</b>	<b>Date</b>	<b>Grade 10 GQE GQE Retest</b>	<b>GQE-First Edition Retest</b>
Test 1: ELA Basic Skills	September 19	42 minutes	55 minutes
Test 2: ELA Basic Skills	September 19	42 minutes	40 minutes
Test 3: Mathematics Basic Skills	September 19	45 minutes	26 minutes
Test 4: Mathematics Basic Skills	September 19	45 minutes	26 minutes
Test 1: ELA Applied Skills	September 20	55 minutes	55 minutes
Test 2: ELA Applied Skills	September 20	55 minutes	55 minutes
Test 1: Mathematics Applied Skills	September 21	45 minutes	55 minutes
Test 2: Mathematics Applied Skills	September 21	45 minutes	55 minutes

## 4.4.2 Make-up Graduation Qualifying Examination (GQE)

**There is no make-up for the GQE.** If a student is absent on any of the scheduled **GQE** testing dates (September 19, 20, and 21, 2006), **make-up testing is not permitted.** This is due to test security concerns and test scoring requirements. Unless the student can take the scheduled portion of the exam on the scheduled date, there will be no make-up examinations (i.e., a student who is absent in the morning could technically make up the portion missed during the afternoon of that portion's scheduled date, if the school can assure no contact with other students). A Grade 10 student who is absent will have to wait until the fall of his or her junior year to retake the GQE. A Grade 11 or Grade 12 student who is absent will have to wait for the next scheduled administration of the GQE.

## 4.4.3 Retesting Opportunities

The **GQE** normally will be available for the student five times during the regular course of the student's high school career: once in Grade 10, twice in Grade 11, and twice in Grade 12. A student may take the exam until he or she meets the Indiana Academic Standards in English/language arts and mathematics. **Retests will include only the subject area(s) in which the student did not attain a score at or above the Indiana Academic Standard.**

**Students will have five opportunities to meet each subject area performance standard established for the GQE by the State Board before completion of Grade 12.**

No student will be eligible to receive a diploma without demonstrating mastery of the academic standards tested on the GQE. Students, parents, and school officials should also be aware that the General Assembly has established in IC 20-32-4 that students who do not achieve a passing score must retake the GQE **at least once** in each succeeding school year as a condition for graduating. Students eligible to take the fall and spring GQE retest include:

- Grade 11 and Grade 12 students who have not met the Indiana Academic Standards in English/language arts or mathematics.
- Grade 11 and Grade 12 transfer students from within the state who have not met the Indiana Academic Standards in English/language arts or mathematics.
- Grade 11 and Grade 12 transfer students from other states.
- Grade 11 and Grade 12 students who have taken the GQE, but received a score of "undetermined."
- Adult students as defined in 4.3.18.

**The GQE-First Edition Retest will be administered to students who entered Grade 9 before fall 2003 on the same dates and at the same times that the Grade 10 GQE and the GQE Retest is administered.** Retest students taking only one section of either the GQE-First Edition Retest or the GQE Retest (i.e., mathematics or English/language arts) will take that portion of the test at the same time Grade 10 students are administered the corresponding session of the Grade 10 GQE.

Although the Fall 2006 GQE-First Edition Retest and the GQE Retest will be administered at the same time as the Grade 10 GQE, these scores will be reported separately, **and the three sets of documents also must be kept separate.** To accomplish this, physically separate the tests and send them to CTB for scoring with three different cover sheets (called "Group Information Sheets"). **Detailed requirements for identifying and monitoring both the Grade 10 GQE, the GQE Retest, and the GQE-First Edition Retest will be provided in the Test Coordinator's manual**

whether students have met the graduation requirements established by law relative to the GQE. The Department of Education and its contractor have designed a system of reports and labels to facilitate school corporations', nonpublic schools', and charter schools' ability to convey information about a student's status. (Labels will be provided that clearly indicate whether students met or did not meet standards.) **The key for this system to function smoothly is for testing school corporations to assure that a student's status relative to the GQE is made a part of the student's permanent record so that this information, along with information regarding course completion, and other information, is routinely transferred to receiving school corporations.** This information can be transmitted using the labels that will be provided with other ISTEP+ reports, through modifications in the transcripts designed and used by school corporations, nonpublic schools, and charter schools, or through other mechanisms. If there is doubt about a transfer student's status, the receiving school corporation, nonpublic school, and charter school should contact the sending school corporation or school.

In the spring of 2007, Grade 10 students who transfer from a private or home school that did not offer the GQE in fall will be eligible to participate in the spring administration of the test.

#### **4.3.16 Out-of-State Student Transfers**

All students who have moved from another state to Indiana are subject to the Indiana graduation examination requirements. Any student entering an Indiana high school and who entered Grade 9 before fall 2003 will be eligible to take any administration of the GQE-First Edition Retest, including the spring administration.

Graduation examinations in other states may be given at different grade levels and measure different knowledge and skills than the **Indiana Graduation Qualifying Examination**. A student may be eligible to graduate without passing the exam if the student successfully demonstrates attainment of Indiana Academic Standards under the provision of IC 20-32-4. One of the criteria includes presentation of written documentation that the student has attained the academic standards based on tests other than the Indiana **GQE** or on classroom assignments. Results from another state's graduation test could be considered as documentation but are not to be substituted for participation in Indiana's GQE (See Section 4.2.4 *Demonstration of Mastery of Indiana Academic Standards*).

**A public school is not required to provide any services to a student who has been expelled.**

#### **4.3.17 Alternative Education Students**

Any alternative education student desiring to receive an Indiana high school diploma must take the **GQE**.

Examination materials for alternative education program students are delivered to school corporations along with materials for other students. The examination is administered to these students in facilities owned or used by the school. This includes the alternative education program location or a high school facility. With the exception of accommodations for a student with disabilities, administration must be consistent for every administration of the graduation test. Alternative education program students must take the examination under the same conditions and on the same days as students in the general education program, although the time of day may be adjusted so the test is given during the hours in which the alternative education program customarily operates.

**Scores for students in an alternative education program will be aggregated and reported back to the school corporation that operates the program, which will not necessarily be the home-school corporation.**

**Under Indiana law, every student who intends to graduate from high school must take the graduation exam.** IC 20-10.30-8-7 indicates that organizers of alternative education programs may receive waivers of State Board rules, including “waivers of certain high school graduation requirements.” The GQE is a statutory requirement and is **not subject to waiver** under this provision.

Every Indiana resident has the right to pursue a high school diploma. If an alternative education student completes all the graduation course requirements but does not pass the graduation test, the student may still receive a high school diploma if the student successfully completes Core 40 requirements or demonstrates mastery of Indiana Academic Standards under the provision of IC 20-32-4 (see Section 4.2.4). Otherwise the student is entitled to continue to receive educational services until graduation requirements are met (just as a student could, in the past, continue to receive educational services until course requirements were met).

If mastery of Grade 9 academic standards is demonstrated through alternative means, the principal must concur with the teacher recommendation that a student has attained the Indiana Academic Standards as measured by the graduation examination. For the alternative education student, it is still the principal of the high school that grants the diploma who must concur with the teacher recommendation that a student has met the academic performance standards measured by the test.

### **4.3.18 Adult Education Students**

The GQE requirement applies to all students who expect to be graduated from an Indiana high school. Therefore, all students in an adult secondary education program who intend to receive an Indiana high school diploma must take the GQE.

An adult education student should be administered the Grade 10 GQE at the time in the student’s academic career that is equivalent to Grade 10. This may be determined by using the credit equivalency that determines Grade 10 standing in the general education program or by administering the examination following the completion of Level I high school English and mathematics courses. If the adult education student has attained enough credits to be considered of equal standing to either Grade 11 or Grade 12, or if the adult education student has participated in the GQE at some earlier administration, then the student should be administered the GQE-First Edition Retest instead of the Grade 10 GQE.

All graduation examination materials for the adult education student will be delivered to the school corporation, nonpublic, or charter school with ISTEP+ materials for other students. The examination will be administered to adult education students in facilities owned or used by the school. This may include the adult education program location or a high school.

Adult education students must take the examination under the same conditions as students in the general education program. The graduation examination must be administered on the same days as students in the general education program, although the time of day may be adjusted so the test is given during hours in which the adult education program is normally conducted.

Every Indiana resident has the right to pursue a high school diploma. An adult education student may be eligible to graduate without passing the GQE, but every student who intends to receive an Indiana high school diploma must take the examination. The adult education student may graduate if the student successfully completes Core 40 or successfully demonstrates attainment of the Indiana Academic Standards under the provision of IC 20-32-4 (see Section 4.2.4). Otherwise, the student is entitled to continue to receive educational services until graduation requirements are met (just as students could, in the past, continue to receive education services until course requirements were met).

If an adult education student has previously qualified for special services or currently has an IEP or 504 Plan, any accommodations employed in performance on other tests would be applied to the GQE; however, the test may not be modified. Students are not to receive shortened tests, are not allowed to choose from a reduced number of possible answers, are not to have the reading comprehension portions read to them, and may not receive simplified instructions. A complete discussion concerning accommodations is located in Section 4.3.2. and Appendix C.

### **4.3.19 Students Having Fulfilled All Other Graduation Requirements Besides the GQE**

The door is always open for those students who have completed their formal high school careers but still need to pass one or more sections of the GQE in order to receive their diplomas. There is no limit to the number of times they can take the GQE after leaving high school; the state will pay for the test and its scoring. They will take the GQE at designated locations only, following the same testing schedule as students currently enrolled in school. For information, please refer to the Department of Education’s Web site at <<http://www.doe.state.in.us/istep>>.

### **4.4.0 Graduation Qualifying Examination (GQE) Administration**

#### **4.4.1 Graduation Qualifying Examination (GQE) Schedule**

The Grade 10 GQE, GQE Retest, and the GQE-First Edition Retest **must** be given on September 19, 20, and 21, 2006. This procedure minimizes test security problems and facilitates the scoring process.

**It is important to remember that all test materials are secure documents. This is particularly true of the Grade 10 GQE, GQE Retest, and the GQE-First Edition Retest documents. It is recommended that all GQE documents be packaged and sent to the corporation office as soon as possible after testing is completed.**

\* These times in the table which follows are approximate. See the Examiner’s Manual of the Graduation Qualifying Exam for accurate session lengths.

<b>Test</b>	<b>Date</b>	<b>Grade 10 GQE GQE Retest</b>	<b>GQE-First Edition Retest</b>
Test 1: ELA Basic Skills	September 20	42 minutes	55 minutes
Test 2: ELA Basic Skills	September 20	42 minutes	40 minutes
Test 3: Mathematics Basic Skills	September 20	45 minutes	26 minutes
Test 4: Mathematics Basic Skills	September 20	45 minutes	26 minutes
Test 1: ELA Applied Skills	September 21	55 minutes	55 minutes
Test 2: ELA Applied Skills	September 21	55 minutes	55 minutes
Test 1: Mathematics Applied Skills	September 22	45 minutes	55 minutes
Test 2: Mathematics Applied Skills	September 22	45 minutes	55 minutes

## 4.4.2 Make-up Graduation Qualifying Examination (GQE)

**There is no make-up for the GQE.** If a student is absent on any of the scheduled **GQE** testing dates (September 19, 20, and 21, 2006), **make-up testing is not permitted.** This is due to test security concerns and test scoring requirements. Unless the student can take the scheduled portion of the exam on the scheduled date, there will be no make-up examinations (i.e., a student who is absent in the morning could technically make up the portion missed during the afternoon of that portion's scheduled date, if the school can assure no contact with other students). A Grade 10 student who is absent will have to wait until the fall of his or her junior year to retake the GQE. A Grade 11 or Grade 12 student who is absent will have to wait for the next scheduled administration of the GQE.

## 4.4.3 Retesting Opportunities

The **GQE** normally will be available for the student five times during the regular course of the student's high school career: once in Grade 10, twice in Grade 11, and twice in Grade 12. A student may take the exam until he or she meets the Indiana Academic Standards in English/language arts and mathematics. **Retests will include only the subject area(s) in which the student did not attain a score at or above the Indiana Academic Standard.**

**Students will have five opportunities to meet each subject area performance standard established for the GQE by the State Board before completion of Grade 12.**

No student will be eligible to receive a diploma without demonstrating mastery of the academic standards tested on the GQE. Students, parents, and school officials should also be aware that the General Assembly has established in IC 20-32-4 that students who do not achieve a passing score must retake the GQE **at least once** in each succeeding school year as a condition for graduating. Students eligible to take the fall and spring GQE retest include:

- Grade 11 and Grade 12 students who have not met the Indiana Academic Standards in English/language arts or mathematics.
- Grade 11 and Grade 12 transfer students from within the state who have not met the Indiana Academic Standards in English/language arts or mathematics.
- Grade 11 and Grade 12 transfer students from other states.
- Grade 11 and Grade 12 students who have taken the GQE, but received a score of "undetermined."
- Adult students as defined in 4.3.18.

**The GQE-First Edition Retest will be administered to students who entered Grade 9 before fall 2003 on the same dates and at the same times that the Grade 10 GQE and the GQE Retest is administered.** Retest students taking only one section of either the GQE-First Edition Retest or the GQE Retest (i.e., mathematics or English/language arts) will take that portion of the test at the same time Grade 10 students are administered the corresponding session of the Grade 10 GQE.

Although the Fall 2006 GQE-First Edition Retest and the GQE Retest will be administered at the same time as the Grade 10 GQE, these scores will be reported separately, **and the three sets of documents also must be kept separate.** To accomplish this, physically separate the tests and send them to CTB for scoring with three different cover sheets (called "Group Information Sheets"). **Detailed requirements for identifying and monitoring both the Grade 10 GQE, the GQE Retest, and the GQE-First Edition Retest will be provided in the Test Coordinator's manual**

**and other documents at the time test materials are delivered. In addition, procedures will be explained at pre-test workshops.**

To summarize, students will have five opportunities to meet each subject area performance standard established for the GQE by the State Board before completion of the 12th grade. Students may also choose to continue to pursue a secondary education by continuing to enroll in high school or an adult education program and continuing to retake the GQE.

**The State Board has set March 13, 14, and 15, 2007, for administration of the Spring 2007 GQE-First Edition Retest.**

#### **4.4.4 ISTEP+/GQE Test Security**

The school corporation's ISTEP+ Test Coordinator is responsible for the test security of all test materials and the prevention of unauthorized circulation of copies of the test. Test security requirements apply to private school officials as well. All GQE test materials **must** be kept in locked storage when not in use. Corporations and schools are encouraged to set up check-in/check-out procedures to document and account for materials during testing. Schools should pack and return all materials, as described in the *2006 Test Coordinator's Manual*, and return the materials to the corporation office as soon as possible after testing is completed. Failure to keep the GQE testing materials secure may result in the invalidation of students' tests and a reduction of accreditation status. For complete information regarding ISTEP+ security, please see Chapter 2.



# Chapter Five ... Indiana Academic Standards

## 5.1.0 Introduction

Appendix E supplies the statutes and administrative codes that guide the statewide development and administration of the ISTEP+ and GQE assessment programs. Appendix G lists the Academic Standards for mathematics and English/language arts in Grades K-10 and in science for Grades K-7.

## 5.2.0 Indiana's Academic Standards

In 2000, the State Board of Education adopted world-class academic standards in English/language arts and mathematics. These challenging standards outline what all students should know and be able to do at each grade level. The ISTEP+ statewide assessment will measure progress toward these standards in Grades 3-10 in fall 2006. Science will be assessed in Grades 5 and 7 for all schools. These tests assess cumulative mastery of academic standards from previous years. For example, testing in Grade 3 measures mastery of Indiana Academic Standards for Grades K-2, Grade 6 measures K-5 standards, and Grade 8 measures K-7 standards.

## 5.3.0 ISTEP+/GQE Standards-Based Scores

The GQE-First Edition Retest will continue to have one academic standard, or “pass” score, for English/ language arts and one for mathematics. GQE-First Edition Retest scores will be reported as scale scores relative to the Indiana Academic Standard adopted in 1997 in English/language arts and in mathematics. For students tested in Grades 3 through 10, however, standards setting committees have recommended cut scores to be used in defining mastery (pass and pass+) and nonmastery (did not pass) of academic standards in mathematics and in English/language arts. Based on defensible performance level descriptions, these scores have established the boundaries for the levels of comprehensive understanding of tested content.

## 5.4.0 Vertical Scaling

Vertical scaling is the psychometric step needed to link all statewide assessments so that longitudinal growth may be measured from grade level to grade level. In fall 2002, the ISTEP+ assessment program initiated a vertical scaling project that resulted in grade-to-grade alignment of test scores. To construct the scale, test items drawn from each grade level's academic standards were developed and then administered to representative samples of students from across Indiana in Grades 3-10. Student responses were ordered sequentially, one level at a time, to create a vertical scale that connects all on-level tests for those grades.



# Chapter Six ... Technical Aspects of ISTEP+

## 6.1.0 Introduction

The following material is intended as a primer to aid those who are called upon to explain to others such issues as referencing, reliability, and validity. We have provided a general overview to aid in the promotion of a better basic understanding of ISTEP+ and assessment in general. For further information, see also Appendix I for the 2003 ISTEP+ Reliability and Validity Report submitted by CTB/McGraw Hill.

### 6.1.1 Test Score Referencing: A Question of Meaning

A test score, in and of itself, has very little meaning. For a score to derive meaning, it must be referenced to some outside criterion agreed to and understood by those who are to interpret the results. Depending on the criterion selected, we can determine how a student performed in comparison to other students or in comparison to a standard that defines success or mastery.

### 6.1.2 Criterion-Referencing: Setting a Goal for Performance

Criterion-referenced tests seek to yield information about what a particular child can or cannot do within a given subject area. Once an area of learning has been defined, test items can be written and selected in such a way that scores take on meaning in terms of knowledge of a particular subject matter. If we identify the score that corresponds to mastery of the subject area, we can tell how a student's performance compares to mastery.

### 6.1.3 Referencing ISTEP+

Among other things, ISTEP+ is intended to diagnose individual student knowledge relative to the **Indiana Academic Standards**. This purpose requires information about individual students and their respective mastery of the Indiana English/language arts, mathematics, and science content, and ISTEP+ provides information that is criterion-referenced against Indiana Academic Standards.

## 6.2.0 Reliability and Validity

### 6.2.1 Reliability: A Question of Accuracy

In order for a test to be useful, it must be reliable. A test administered over and over to the same student (assuming no learning has taken place between test administration) should produce similar (although not identical) scores. Reliability also can be demonstrated in other ways. Giving the examinee two halves of a test with the items selected at random and comparing scores is another means. Reliability is a measure of accuracy, and ISTEP+ items are subjected to tests of reliability.

## **6.2.2 Content Validity**

Content validity, unlike its psychometric counterpart, asks the question: “Are we really measuring that which is important or valued in the curricula?” ISTEP has been continually evolving since its inception in 1987 to measure more accurately that which is important and valued by Indiana educators and curriculum experts. All criterion-referenced reports indicate critical concepts and knowledge identified by the Indiana State Board of Education as Indiana Academic Standards. The Department’s curriculum and assessment staff, working with educators from around the state, continually strive for the best match possible between that which should be taught and that which is tested.

# **Appendix A**

## **Indiana Code of Ethical Practices and Procedures**

**Prepared by the Indiana Department of Education and  
The Ethical Testing Practices Committee with assistance from  
CTB/McGraw-Hill Publishing Company**

**Adopted June 1995**



# Introduction

The purpose of this document is to give Indiana school personnel a code of procedures and activities that are appropriate and expected parts of a testing program. The topics discussed include test security, pre-test activities, testing conditions, and post-test activities.

This code reflects general ethical principles and standards as presented in various documents and position statements sponsored by a number of organizations including the American Educational Research Association, the American Psychological Association, the Association for Assessment in Counseling, and the National Council on Measurement in Education.

The code is generally applicable to all systematic assessment programs, including traditional standardized multiple-choice tests and those using alternative procedures such as performance assessment.

The code is not intended to apply to assessments given by teachers for classroom use (whether those assessments are teacher-made, obtained from texts, published, standardized, or are Indiana statewide classroom assessment tools).

## Test Security

It is essential that all test materials remain secure. All administrators, teachers, support staff, students, and parents are responsible for test security.

Corporation test coordinators<sup>1</sup> direct the management of the testing program and have a responsibility to do the following:

- Inventory and track materials.
- Securely store tests before distribution to test sites and, after their return, control distribution to and from test sites.
- Control the storage, distribution, administration, and collection of tests.
- Ensure that no tests are copied.

School personnel at the building site have a responsibility to do the following:

- Code the tests prior to testing.
- Inventory and track materials.
- Securely store tests before and after testing sessions.
- Control distribution within the building.
- Ensure that no tests are photocopied.
- Ensure that students do not copy any materials.
- Ensure that students use only those reference materials allowed by the testing procedures.
- Ensure that students do not receive copies of the test ahead of time.
- Ensure that students do not learn of specific test items prior to the test.
- Ensure that students do not exchange information during testing except when the procedures so specify.
- Ensure that answer documents are not altered after testing.

---

<sup>1</sup> “Corporation test coordinators”, as used in this appendix, includes Corporation Test Coordinators, Nonpublic School Test Coordinators, and Charter School Test Coordinators.

Test security is the responsibility of the entire school community. Breaches of test security are first addressed by the building principal. Unresolved issues are subsequently referred to the test coordinator and the school corporation superintendent.

## **Pre-test Activities**

The most significant consideration in pre-test activities, apart from security issues, relates to how valid the assessment scores will be as estimates of student achievement in the domains being assessed. The test should not determine the specifics of what is to be taught; rather, it should measure a reasonable sample of what the curriculum specifies the students should be taught. The following five points address basic considerations regarding the match between what is taught and what is assessed, as well as other issues related to pre-test activities. In addition, appended to this code are expanded descriptions of the issues of test-curriculum match and their appropriate resolution (see Appendix E).

### *1 Test Curriculum Match*

The assessments should have a reasonably close relationship to what is being taught to students; i.e., there should be a good test-curriculum match. In Indiana, the basic curriculum to which assessments are matched is defined by the Indiana Academic Standards in the various content domains. This means that those who develop or select the assessments should ensure that the assessments represent a reasonable sample of the Indiana Academic Standards.

Meeting this standard of a test-curriculum match is above all the responsibility of the administrators or other authorities sponsoring the assessment. For Indiana statewide assessments, the sponsors are the State Board of Education and the Indiana Department of Education. These sponsors should specify what it is they are assessing (e.g., reading capabilities) and ensure that the items and tasks in the assessment do sample those domains as they are defined in the Indiana Academic Standards.

The sponsors should do what they can to ensure consistency between the assessment schedule and the schedule of the instructional program as planned and implemented by the curriculum planners, the district and building administrators, and the teachers. In brief, coordination and communication are essential.

Failure to match assessments and curriculum will usually lead to results that are subject to misinterpretation, and that will have negative consequences for students, teachers, and the instructional program.

### *2 Classroom Instruction and the Test*

Students should be given instruction, experience, and practice with the Academic Standards. This does not mean, however, that the curriculum should be narrowed to fit the assessment, and it especially does not mean that teachers should be pressured to focus on those subsets of essential skills that are expected to be included in an upcoming assessment. Such pressure and such action by teachers may be considered unethical behavior.

### *3 Practicing Test-Taking Skills*

Teachers should give students practice with various item formats of assessments they will be taking, but only enough practice to ensure that the assessment will measure the students' knowledge and understanding and not their test-taking skills. One or two brief sessions of practice with items or tasks similar to those likely to appear on the test would be appropriate. However, spending any substantial time on such practice is counter-productive and should be avoided.

Since the goal of teaching is to increase learning rather than to increase test scores, student attention and effort should be directed to learning the Academic Standards. Teachers should engage students in the

types of activities that represent the Academic Standards, such as writing and reading extensively and applying mathematical processes and reasoning to solving problems.

School personnel should not buy, develop, or promote the use of any extensive test practice materials that closely parallel assessment items or tasks.

Students should not be given practice on items or tasks known to be part of the assessment.

#### *4 Reasonable Notice to Those Taking the Test*

Reasonable notice of upcoming assessments should be provided to all concerned, including teachers, students, and parents. However, using this notice to get probable low-scoring students not to participate, thereby raising aggregate scores, can be considered unethical behavior.

#### *5 Preparing for the Test*

The test coordinator and responsible building personnel should make appropriate arrangements, including provision for adequate facilities, materials, and training of test administrators and proctors. Test administrators must study the appropriate administrative manual prior to administering the test.

Any needed modifications of testing conditions must be planned for in advance.

### **Testing Conditions**

#### *1 Testing Procedures*

Test administrators must follow the procedures in the manuals, including procedures referring to testing conditions, timing, and instructions.

Failure to follow the specified procedures will invalidate the results.

Students with special needs might require variations in the testing conditions. Test administrators must make a record of any students for whom testing conditions are modified.

#### *2 Testing in the Classroom*

Test administrators must provide the necessary chairs, desks, lighting, and so forth, to allow students to do their best work. All school personnel involved in administering the test must assume responsibility for the quality of testing conditions.

#### *3 Testing Materials*

Test administrators must provide complete sets of materials for all students, including booklets, answer sheets, pencils, and other materials such as rulers, calculators, scratch paper, manipulatives, and experimental materials as required. This condition must be met before students begin the test.

#### *4 Directions*

When reading directions aloud, test administrators must ensure that all students understand what is expected of them on the test and that students have the opportunity to ask questions as needed. Examiners and proctors must not answer questions about specific test items, but they may repeat initial instructions about item format, scoring rules, and timing.

#### *5 Monitoring*

Test administrators must monitor the testing session to ensure that all students have the opportunity to succeed. It is not acceptable for test administrators to leave the room, to read, or to ignore what is happening.

All proctors should be trained to understand the testing procedures and their responsibilities as proctors.

Test administrators and proctors must ensure that all students:

- Follow instructions.
- Respond in the appropriate places in answer documents.
- Do not exchange answers.
- Do not interfere with or distract others.
- Use only permitted materials and devices.

## **Post-test Activities**

### *1 Collecting Test Materials and Completing Reports*

When testing has concluded, test administrators will collect and check all materials and follow test security procedures.

Test administrators will account for all materials and deliver them to the test coordinator.

Test administrators will write a report of all incidents and events that might invalidate any scores, including disruptions, illness, and possible cheating.

The test coordinator will account for all materials from all test sites.

### *2 Use of Information*

Strict confidentiality of individual student scores will be maintained.

Individual scores will be available to authorized personnel, parents, legal guardians, and students only. Appropriate interpretative guides will be provided with all test scores. Scores will be interpreted in context using all relevant data.

**Note:** A chart version of this information is available on the Web at [www.doe.state.in.us/istep](http://www.doe.state.in.us/istep).

# **Appendix B**

## **Forms**



## **ISTEP+ Testing Irregularities and Security Violations Form**

This form has been designed to allow individuals who have concerns about the administration of the ISTEP+ testing program to lodge a complaint. All complaints that are supported by evidence will be further investigated. At the very least, the corporation or non-public school against which the complaint is lodged will be notified of the concern, and the Department of Education will review with them appropriate test administration procedures.

**NATURE OF COMPLAINT:**

**SCHOOL CORPORATION INVOLVED:**

What did they do that you believe is a violation of the ISTEP+ law or of the professional ethics associated with ISTEP+ administration?

How did you learn about this?

**EVIDENCE**

What evidence do you have that this has occurred?

(1) Witnesses, names, and telephone numbers:

(2) If you were involved directly, as a parent or a school employee, please explain your involvement:

(3) Please include any other evidence you have that this infraction has taken place. Although the Department does not have jurisdiction over all concerns, we are always willing to work with local school corporations and nonpublic schools to clarify appropriate procedures for testing. Frequently, the alleged infraction can be corrected by providing corporations with additional information about correct test administration procedures. Thank you for your expression of concern.

Signature:

Printed name:

Address:

Phone Number:

Please return the completed form to: **INDIANA DEPARTMENT OF EDUCATION  
DIVISION OF SCHOOL ASSESSMENT  
ROOM 229, STATE HOUSE  
INDIANAPOLIS, IN 46204-2798**

**Fax Number: 317-233-2196**

# **Appendix C**

## **Testing Accommodations Guidance**



## Testing Accommodations Guidance

A major goal of educational policy makers is to ensure educational opportunities for all students. It is equally important to measure the real progress of all students in attaining academic standards. Therefore, the participation of students with disabilities and students who are Limited English Proficient in ISTEP+ assessments and the inclusion of their scores in related reports are important. While participation of these students with disabilities in ISTEP+ assessments will vary for individual students, all students who expect to receive a high school diploma—including students with disabilities—are subject to the graduation examination requirements.

One significant issue to be addressed by educators as they attempt to increase overall participation in state and local assessment reports is the individualized determination of necessary accommodations and the effects of those on test results. The effect of assessment accommodations may have a different impact upon the general validity of assessment depending, along with other things, upon whether the test is referenced to national norms or to specific educational criteria.

Since the purpose of accommodation is to achieve parity and not to provide an unfair advantage or disadvantage to a particular student, the Indiana Department of Education is studying the impact of accommodations on test results in order to minimize any unintended effects.

The following guidance regarding testing accommodations for students with disabilities and Limited English Proficient students is available for Indiana school corporations.

### **What is an accommodation?**

An accommodation is a change in testing materials or procedures (i.e., timing or scheduling, response format, setting or environment, and presentation format) that enables students to participate in assessment in a way that measures their abilities rather than their disabilities or language deficiencies. The purpose of testing accommodations is to “level the playing field” or to achieve parity with non-disabled, non-language deficient peers in the test-taking situation.

### **Which students will require accommodations?**

Students in special education, students with acute or chronic physical disabilities (as documented in a Section 504 Plan), and students who are Limited English Proficient (LEP) may be entitled to the assessment accommodations specified in their Individualized Education Programs (IEPs), Section 504 plans, or Individualized Learning Plans (ILPs). However, it is important to realize that ISTEP+/GQE assessments use different criteria for determining eligibility for accommodations for students with disabilities and students who are Limited English Proficient, in accordance with state and federal laws. Consult the charts in this section and collaborate with students, teachers, parents, and test coordinators to determine which, if any, accommodations are appropriate for individual students.

### **How will schools document accommodations used during ISTEP+?**

Accommodated conditions will be documented in the ISTEP+ test booklet on the *Student Information Questionnaire*. Charts 1-5 at the end of this document offer specific guidance.

### **Will the results of tests taken by accommodated students with disabilities and students who are Limited English Proficient be included in aggregate ISTEP+ results?**

The results of ISTEP+ are reported according to the following categories:

1. All students who tested.
2. General education 504 students who tested with accommodations.

3. General education students who tested without accommodations.
4. Special education students who tested with accommodations.
5. Special education students who tested without accommodations.
6. Limited English Proficient students who tested with accommodations.
7. Limited English Proficient students who tested without accommodations.
8. Non-Limited English Proficient Students who tested with accommodations.
9. Non-Limited English Proficient Students who tested without accommodations.

**What about standards and assessments for students enrolled in special education who are not expected to earn a high school diploma?**

The case conference committee must identify the student as needing to meet alternate achievement standards and that ISTAR is the appropriate assessment for meeting those standards, and this needs to be listed in the student's assessments as a part of developing the student's Individualized Education Program.

**Proposed Federal guidelines are as follows:**

A student with a disability, whose intellectual functioning and adaptive behavior are three or more standard deviations below the mean, will generally be eligible to participate in Indiana's alternate assessment, the Indiana Standard Tool for Alternate Reporting (ISTAR). Proposed federal regulations for the NCLB limit alternate assessment participation to one percent of the students in the grade levels tested. These students will generally be eligible to receive a Certificate of Completion upon completion of their public school program. The Certificate of Completion is not an academic credential as is a diploma. Students receiving a Certificate of Completion may pursue a GED or continue to work toward a diploma. The State Board of Education does not recognize any differentiated diploma other than the Academic Honors diploma.

**Which accommodations will be allowed during the ISTEP+ assessment? Are any accommodations prohibited? Are there any testing accommodations that do not have to be documented during ISTEP+ testing?**

Generally, an accommodation is acceptable on ISTEP+, including the Graduation Qualifying Examination, if a student with disabilities or a Limited English Proficient (LEP) student uses the accommodation in testing situations that occur throughout the student's educational program; however, the test may not be modified. *Students are not to receive shortened tests, are not allowed to choose from a reduced number of possible answers, are not to have the reading comprehension portions read to them, and cannot receive simplified instructions.* Charts 1-5 at the end of this document offer specific guidance.

**How may scribes be used?**

Scribing is an accommodation for students unable to fill in and/or write answers directly in the test book. When a student's IEP or 504 Plan indicates that a response is to be **scribed**, the scribe must ensure that the administration is one-on-one so as not to interfere with the standardized testing of other students. Ideally the scribe will be someone who has been working with the student for at least three school months. Since ISTEP+ is administered in the fall, and this may not be possible, the scribe should attempt, before testing, to gather information regarding the student's level of vocabulary and spelling abilities from those who are familiar with the student's academic background.

During administration, the student must read the test directions, questions, and response options himself/herself unless the student is also receiving the oral presentation accommodation (please note that the oral presentation accommodation is never an appropriate accommodation for the reading comprehension sections). The following directions describe the procedures for marking or writing answers in the test booklet by item type.

- For multiple choice or gridded items, the student must point to or otherwise indicate the response option he or she has chosen. The scribe will then darken the bubble(s) corresponding to that response option.
- For constructed response items, the student must dictate his or her response to the scribe, the scribe should then ask the student to spell aloud any word he or she thinks is not within the range of the student's vocabulary or spelling abilities. The scribe may not coach a student on the meaning or spelling of a word or read any portion of the reading comprehension passages. The scribe should write down exactly what the student dictates, without capitalization or punctuation inserted. Every time the student pauses, the scribe should begin writing on a new line. No presumption is made about whether a pause is indicative of the use of a comma, period, or other punctuation. When the student has finished dictating, the written text is presented for the student to indicate capitalization and punctuation. The student may then also choose to instruct the scribe to make any other changes the student feels necessary. The scribe must record responses in the student's test book. Each scribed response should begin with the word "scribe" in the response field. The final document is then sent in for scoring as described in the *Fall 2006 Test Coordinator's Manual*.

### **How does transcribing differ from scribing?**

Unlike scribing, transcribing occurs after the administration of a test when either the student provided answers to multiple choice items in the large print test books, or the original test booklet of a student is unreadable (e.g., pages are severely torn). In an unused test booklet, the transcriber must copy the student's marks or responses to constructed response items exactly, including all errors in grammar, mechanics, and spelling. In these instances, transcribing is NOT considered an accommodation. Transcriptions must take place in a secure environment and, whenever possible, under the direction of the School Testing Coordinator. Please note that all test materials, including the damaged test booklet, and large print test booklets must be returned to the Corporation Testing Coordinator for return to CTB/McGraw Hill. See the Test Coordinator's Manual for specific directions on how to handle, transcribe, and return damaged and large print books.

### **How and where should the use of accommodations be documented?**

As noted above, accommodations are limited to those documented in the student's Individualized Education Program (IEP), Section 504, or Individual Learning Plan (ILP). In addition, those accommodations listed in Charts 2 and 4 as "permitted and documented" **must** be indicated on the *Student Information Questionnaire* found on the ISTEP+ answer document.

Limited English Proficient students are only permitted to use a limited number of the accommodations listed below.

**Chart 1: Accommodations for Students with Disabilities or Section 504 Plans**  
(Permitted but not documented on the ISTEP+ *Student Information Questionnaire*)

Timing and Scheduling	Response Format	Setting and Environment	Presentation Format
<ul style="list-style-type: none"> <li>• Time of day for administration is altered.</li> <li>• Student provided additional breaks as necessary.</li> <li>• Test administered in several sessions.</li> <li>• Additional breaks between tests, if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is allowed to circle the answers to questions rather than "bubble" them; answers are then bubbled in by another.</li> <li>• Student uses an answer sheet which has been enlarged (no extra time).</li> <li>• Student uses word processor/electronic Braille writer (without access to spell check or grammar check).</li> </ul>	<ul style="list-style-type: none"> <li>• Student is provided special lighting conditions.</li> <li>• Student is provided preferential seating.</li> <li>• Student is given access to special furniture.</li> <li>• Student is tested in small group setting.</li> <li>• Student is tested individually.</li> <li>• Student is allowed to use a slant board to hold testing materials at correct angle.</li> <li>• Student is provided pencil grip or specialized writing instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is given access to a visual magnification device.</li> <li>• Student is provided auditory amplification device and/or noise buffers.</li> <li>• Student uses a large print version of the assessment.</li> <li>• Student has directions read to him or her.</li> <li>• Student has test administered by a familiar test administrator.</li> </ul>

**Chart 2: Accommodations for Students with Disabilities or Section 504 Plans**  
(Permitted and documented on the ISTEP+ *Student Information Questionnaire*)

Timing and Scheduling	Response Format	Setting and Environment	Presentation Format
<ul style="list-style-type: none"> <li>• Student provided extended testing time for each test session (e.g., 50% more time, double time).</li> </ul>	<ul style="list-style-type: none"> <li>• Student responds orally; answer sheet filled in by another person.</li> <li>• Student signs responses to an interpreter.</li> <li>• Student has access to a scribe to write out response for essay questions.</li> <li>• Student has access to a calculator but still must show his or her work for a given problem.</li> <li>• Student uses a talk assistive technology device.</li> </ul>		<ul style="list-style-type: none"> <li>• Student uses a Braille version of the assessment.</li> <li>• Questions are signed to the student by an interpreter.</li> <li>• Questions are read to the student (except those that measure Reading Comprehension).</li> <li>• Student uses a talk assistive technology device.</li> <li>• Student is provided with additional examination examples.</li> </ul>

**Chart 3: Accommodations for Limited English Proficient Students (Levels 1-4\*).**  
(Permitted but not documented on the ISTEP+ *Student Information Questionnaire*)

Timing and Scheduling	Response Format	Setting and Environment	Presentation Format
<ul style="list-style-type: none"> <li>• Student provided additional breaks as necessary.</li> <li>• Test administered in several sessions.</li> <li>• Additional breaks between tests, if necessary.</li> </ul>		<ul style="list-style-type: none"> <li>• Student is tested in a small group setting.</li> <li>• Student is tested individually.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has directions read to him or her.</li> <li>• Student has test administered by a familiar test administrator.</li> </ul>

**Chart 4: Accommodations for Limited English Proficient Students (Levels 1-4\*)**  
 (Permitted and documented on the ISTEP+ *Student Information Questionnaire*)

Timing and Scheduling	Response Format	Setting and Environment	Presentation Format
<ul style="list-style-type: none"> <li>• Student is provided extended testing time for each test session. (A timeframe, such as 50% more time or double time, should be set. Do not let the assessment go on indefinitely if the student is not making progress.) <i>Note: This accommodation is available for ALL LEP students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Student uses an approved bilingual word-to-word dictionary. (A list of approved bilingual dictionaries can be found in Appendix J of this manual.) <i>Note: The student's Individual Learning Plan must document use of a bilingual word-to-word dictionary in class.</i></li> </ul>		<ul style="list-style-type: none"> <li>• All test questions are read to the student (except those that measure Reading Comprehension).</li> <li>• Math and Science test items and answer options are read verbatim (in English) to student.</li> </ul>

\*Note: English proficiency levels are determined on the state-approved LAS Links English Proficiency Assessment. Students scoring at an "Overall" level of 5 (fluent) are not eligible for any accommodations on ISTEP+. For students who do not have a proficiency score, administer the LAS Links Placement Test to determine the student's level of proficiency. Only LEP students who place as "Not Proficient" or "Approaching Proficient" on the Placement Test may be considered for the accommodations approved for Proficiency Levels 1-4 . If you have any questions about identifying a student's level of English proficiency, please contact the Division of Language Minority and Migrant Programs at 317-232-0555 or 800-382-9962.

**Chart 5: Accommodations Prohibited During the ISTEP+ Assessment for All Students**

Timing and Scheduling	Response Format	Setting and Environment	Presentation Format
<ul style="list-style-type: none"> <li>• Student is provided unlimited time for each test section.</li> </ul>	<ul style="list-style-type: none"> <li>• Student responds in a language other than English, response is then transcribed into English for scoring purposes.</li> </ul>		<ul style="list-style-type: none"> <li>• Language in the directions is reduced in complexity.</li> <li>• Word problems in the mathematical assessment use language which is reduced in complexity.</li> <li>• Student is provided color-coded prompts for mathematical problems.</li> <li>• Assessment is provided in a language other than English.</li> </ul>



# **Appendix D**

**ISTAR:**

**Indiana Standards Tool for Alternate Reporting**



# Guidelines for Determining Participation in the Alternate Assessment Based on Alternate Achievement Standards in Lieu of ISTEP+

*The SEA must establish and ensure implementation of clear and appropriate guidelines for Case Conference Committees to apply in determining when a child's significant cognitive disability justifies assessment based on alternate achievement standards. 34 CFR 200.6(a)(2)(iii)(A)(1)*

## INTRODUCTION

Students with the most significant cognitive disabilities may be assessed with an alternate assessment based on alternate achievement standards. The instrument used to assess a student on alternate achievement standards is the Indiana Standards Tool for Alternate Reporting, known as ISTAR.

The case conference committee (CCC) determines, based on the three criteria listed below and on the student's individual and unique needs, whether a student with a significant cognitive disability will be assessed on Indiana's Academic Standards or on alternate achievement standards. If the CCC determines that a student will be assessed on alternate achievement standards using ISTAR, the individualized education program (IEP) must describe the reasons it is not appropriate for the student to take ISTEP+, identify ISTAR as the alternate assessment, and include information in support of each of the criteria.

## CRITERIA (All three criteria must be satisfied for a student to be eligible to be assessed on alternate achievement standards using the ISTAR.)

1. **Evidence of a Significant Cognitive Disability:** There is empirical evidence (e.g., formal testing results, M-team evaluation results, etc.) of a significant cognitive disability that prevents the acquisition of Indiana's Academic Standards necessary to attain a high school diploma.
2. **Intensity of Instruction:** The student is unable to acquire, maintain, generalize, and apply academic skills across environments even with extensive/intensive, pervasive, frequent, and individualized instruction in multiple settings.
3. **Curricular Outcomes:** The goals and objectives listed in this student's IEP focus on progress within functional achievement indicators, and the student's present level of educational performance significantly impedes participation and completion of the general education curriculum even with significant program modifications

## EXCLUSIONS

The CCC's determination that the student will be assessed on alternate achievement standards through ISTAR cannot be based on factors other than cognitive functioning. Specifically, the determination cannot be based on factors such as:

1. Excessive or extensive absences.
2. Social, cultural, or economic differences.
3. The mere existence of an IEP or identification in a specific disability category.
4. A specific special education placement or services.
5. Emotional, behavioral, or physical challenges.
6. Anticipated scores on ISTEP+.
7. Concern for AYP calculations.



# **Appendix E**

## **ISTEP+ Legislation**



# **The Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) and the Graduation Qualifying Examination**

## **IC 20-18-2-6 “Graduation examination” defined**

Sec. 6., “Graduation examination” means the test designated by the board under the ISTEP program.

## **IC 20-18-2-10 “ISTEP program” defined**

Sec. 10. “ISTEP program” refers to the Indiana statewide testing for educational progress program developed and administered under IC 20-32-5.

## **IC 20-28-5-7 License revocation and suspension**

Sec 7. On the written recommendation of the state superintendent, the board may suspend or revoke a license for:

- (1) immorality;
- (2) misconduct in office;
- (3) incompetency; or
- (4) willful neglect of duty.

For each suspension or revocation, the board shall comply with IC 4-21.5-3.

## **IC 20-31-3 Adoption of Academic Standards**

Sec. 1. The state board shall adopt clear, concise, and jargon free state academic standards that are comparable to national and international academic standards. These academic standards must be adopted for each grade level from kindergarten through grade 12 for the following subjects:

- (1) English/language arts.
- (2) Mathematics.
- (3) Social studies.
- (4) Science.

For grade levels tested under the ISTEP program, the academic standards must be based in part on the results of the ISTEP program.

Sec. 2. The department shall develop academic standards for the following subject areas for each grade level from kindergarten through grade 12:

- (1) English/language arts.
- (2) Mathematics.
- (3) Social studies.
- (4) Science.
- (5) Other subject areas as determined by the department.

Sec. 3. The department shall revise and update academic standards:

- (1) for each grade level from kindergarten through grade 12; and
- (2) in each subject area listed in section 2 of this chapter; at least once every six (6) years. This revision must occur on a cyclical basis that coincides with the textbook adoption cycle established in IC 20-20-5-6.

Sec. 4. The state superintendent shall appoint an academic standards committee composed of subject area teachers during the period when a subject area is undergoing revision.

Sec. 5. An academic standards committee shall submit recommendations on academic standards for a subject area to the education roundtable established by IC 20-19-4-2 for review by the education roundtable.

Sec. 6. The curriculum program of each grade level from kindergarten through grade 12 in a school in a school corporation must be consistent with the following standards:

- (1) The academic standards developed under this section.
- (2) The student competencies developed for the Core 40 college preparation curriculum models established under IC 20-30-10.

Sec. 7. The department shall do the following:

- (1) Distribute the academic standards established under this chapter to each school corporation for distribution by the school corporation to the parent of each student in the school corporation.
- (2) Survey parents of students, members of the business community, representatives of higher education, and educators on the importance and applicability of academic standards.

## **IC 20-32**

### **ARTICLE 32. STUDENT STANDARDS, ASSESSMENTS, AND PERFORMANCE**

#### **IC 20-32-2-2 “Academic standards”**

Sec. 2., “Academic standards” refers to the statewide academic standards developed under IC 20-31-3 indicating the skills and knowledge base expected of a student at a particular grade level for a particular subject area.

#### **IC 20-32-2-3 “Student” defined**

Sec. 3. “Student” means any individual who is enrolled in:

- (1) a public school;
- (2) an accredited nonpublic school; or
- (3) another nonpublic school that has requested and received from the state board specific approval of the school’s educational program.

#### **IC 20-32-4 Graduation Requirements**

Sec. 1. A student must meet:

- (1) the academic standards tested in the graduation examination; and
- (2) any additional requirements established by the governing body of the student’s school corporation; to be eligible to graduate.

Sec. 2. A student who does not meet the academic standards tested in the graduation examination shall be given the opportunity to be tested during each semester of each grade following the grade in which the student is initially tested until the student achieves a passing score.

Sec. 3. A student who does not achieve a passing score on the graduation examination may be eligible to graduate if all of the following occur:

- (1) The principal of the school the student attends certifies that the student will within one (1) month of the student’s scheduled graduation date successfully complete all components of the Core 40 curriculum as established by the board under IC 20-30-10-1.
- (2) The student otherwise satisfies all state and local graduation requirements.

Sec. 4. A student who does not achieve a passing score on the graduation examination and who does not meet the requirements of section 3 may be eligible to graduate if the student does all of the following:

- (1) Takes the graduation examination in each subject area in which the student did not achieve a passing score at least one (1) time every school year after the school year in which the student first takes the graduation examination.
- (2) Completes remediation opportunities provided to the student by the student’s school.
- (3) Maintains a school attendance rate of at least ninety-five percent (95%) with excused absences not counting against the student’s attendance.
- (4) Maintains at least a “C” average or the equivalent in the courses comprising the credits specifically required for graduation by rule of the state board.
- (5) Obtains a written recommendation from a teacher of the student in each subject area in which the student has not achieved a passing score. The recommendation must:
  - (A) be concurred in by the principal of the student’s school; and
  - (B) be supported by documentation that the student has attained the academic standard in the subject area based on:
    - (i) tests other than the graduation examination; or
    - (ii) classroom work.

- (6) Otherwise satisfies all state and local graduation requirements.
- Sec. 5. (a) This section applies to a student who is a child with a disability (as defined in IC 20-35-1-2).
- (b) If the student does not achieve a passing score on the graduation examination, the student's case conference committee may determine that the student is eligible to graduate if the case conference committee finds the following:
    - (1) The student's teacher of record, in consultation with a teacher of the student in each subject area in which the student has not achieved a passing score, makes a written recommendation to the case conference committee. The recommendation must:
      - (A) be concurred in by the principal of the student's school; and
      - (B) be supported by documentation that the student has attained the academic standard in the subject area based upon:
        - (i) tests other than the graduation examination; or
        - (ii) classroom work.
    - (2) The student meets all of the following requirements:
      - (A) Retakes the graduation examination in each subject area in which the student did not achieve a passing score as often as required by the student's individualized education program.
      - (B) Completes remediation opportunities provided to the student by the student's school to the extent required by the student's individualized education program.
      - (C) Maintains a school attendance rate of at least ninety-five percent (95%) to the extent required by the student's individualized education program with excused absences not counting against the student's attendance.
      - (D) Maintains at least a "C" average or the equivalent in the courses comprising the credits specifically required for graduation by rule of the state board.
      - (E) Otherwise satisfies all state and local graduation requirements.

**IC 20-32-5-1 Purposes of program**

Sec. 1. The purposes of the ISTEP program developed under this chapter are as follows:

- (1) To assess the strengths and weaknesses of school performance.
- (2) To assess the effects of state and local educational programs.
- (3) To compare achievement of Indiana students to achievement of students on a national basis.
- (4) To provide a source of information for state and local decision makers with regard to educational matters, including the following:
  - (A) The overall academic progress of students.
  - (B) The need for new or revised educational programs.
  - (C) The need to terminate existing educational programs.
  - (D) Student readiness for postsecondary school experiences.
  - (E) Overall curriculum development and revision activities.
  - (F) Identifying students who may need remediation under IC 20-32-8.
  - (G) Diagnosing individual student needs.
  - (H) Teacher training and staff development activities.

**IC 20-32-5-3 Contents of ISTEP**

Sec 3. To carry out the purposes described in section 1 of this chapter, each English/language arts and mathematics test developed for use under the ISTEP program test must include the following:

- (1) A method of testing basic skills appropriate for the designated grade level, including multiple choice multiple choicemultiple choice questions.
- (2) A method of testing Applied Skills Applied Skillssapplied skills appropriate for the designated grade level, including short answer or essay questions and the solving of arithmetic or mathematical problems.
- (3) A method of testing and grading that will allow comparison with national and international academic standards.

**IC 20-32-5-4 Duties of board, state superintendent, and department**

Sec. 4. (a) The state board shall:

- (1) authorize the development and implementation of the ISTEP program; and
  - (2) determine the date on which the statewide testing is administered in each school corporation.
- (b) The state superintendent is responsible for the overall development, implementation, and monitoring of the ISTEP program.
- (c) The department shall prepare detailed design specifications for the ISTEP program that must do the following:
- (1) Take into account the academic standards adopted under IC 20-31-3.
  - (2) Include testing of students' higher level cognitive thinking in each subject area tested.

**IC 20-32-5-5 General language arts essay questions; scoring rubric; anchor paper**

Sec. 5. The department shall make general language arts essay scoring rubrics available to the public at least four (4) months before the administration of a test. An essay question, a scoring rubric, or an anchor paper used in the ISTEP program must comply with the following:

- (1) For an essay question, have a prompt that is taken from:
  - (A) a textbook on the state textbook adoption list included in IC 20-20-5; or
  - (B) a source other than a source listed in clause (A) that is approved by the ISTEP program citizens' review committee established under IC 20-32-6..
- (2) Not seek or compile information about a student=s:
  - (A) personal attitudes;
  - (B) political views;
  - (C) religious beliefs;
  - (D) family relationships; or
  - (E) other matters listed in IC 20-30-5-17(b).

The ISTEP program citizens' review committee shall determine whether an essay question or a scoring rubric complies with this subdivision.

**IC 20-32-5-6 through 32-5-16 Scores and test results; testing schedule; children with disabilities**

Sec. 6 The scoring of student responses under an ISTEP test:

- (1) must measure student achievement relative to the academic standards established by the state board;
- (2) must adhere to scoring rubrics and anchor papers; and
- (3) may not reflect the scorer's judgment of the values expressed by a student in the student's responses.

Sec. 7. This subsection applies to reports of scores in mathematics and English language arts. Reports must:

- (1) provide scores indicating student performance relative to each of the academic standards:
  - (A) established by the state board; and
  - (B) assessed by the test;
- (2) be related to passing scores established by the state board; and
- (3) contain the information listed in subdivisions (1) and (2) for the following levels:
  - (A) Individual student.
  - (B) Classroom.
  - (C) School.
  - (D) School corporation.
  - (E) Indiana.

Sec. 8. Reports of student scores must be:

- (1) returned to the school corporation that administered the test; and
- (2) accompanied by a guide for interpreting scores.

Sec. 9. (a) After reports of student scores are returned to a school corporation, the school corporation shall promptly do the following:

- (1) Give each student and the student's parent the student's ISTEP program test scores.
- (2) Make available for inspection to each student and the student's parent the following:
  - (A) A copy of the essay questions and prompts used in assessing the student.

(B) A copy of the student's scored essays.

(C) A copy of the anchor papers and scoring rubrics used to score the student's essays.

A student's parent may request a rescoring of a student's responses to a test, including a student's essay.

(b) A student's ISTEP program scores may not be disclosed to the public.

Sec. 10. After a school receives score reports, the school shall schedule a parent/teacher conference with the following:

(1) A parent of a student who requests a parent/teacher conference on the scores of the student.

(2) The parent of each student who does not receive a passing score on the test. The conference must include a discussion of:

(A) the student's test scores, including subscores on academic standards; and

(B) the proposed remediation plan for the student.

Sec. 11. Each school corporation shall compile the total results of the ISTEP program tests in a manner that will permit evaluation of learning progress within the school corporation. The school corporation shall make the compilation of test results available for public inspection and shall provide that compilation to the parent of each student tested under the ISTEP program.

Sec. 12. The department shall develop a format for the publication by school corporations in an annual performance report required by statute of appropriate academic information required by the department, including ISTEP program test scores, in a manner that a reasonable person can easily read and understand.

Sec. 13. The school corporation shall provide the ISTEP program test results on a school by school basis to the department upon request.

Sec. 14. Upon request by the commission for higher education, the department shall provide ISTEP program test results to the commission for those students for whom the commission under 20 U.S.C. 1232(g) has obtained consent.

Sec. 15. (a) The state superintendent shall develop an ISTEP program testing schedule in which:

(1) each student in grades 3, 6, 8, and 10 must be tested; and

(2) each student in grade 10 must take a graduation examination.

(b) The state board shall adopt rules to establish when a student is considered to be in grade 10 for purposes of initially taking the graduation examination.

Sec. 16. (a) A student who is a child with a disability (as defined in IC 20-35-1-2) shall be tested under this chapter with appropriate Special Accommodations in testing materials and procedures unless the individuals who develop the child's individualized education program determine that testing or a part of the testing under this chapter is not appropriate for the student and that an alternate assessment will be used to test the student's achievement.

(b) Any decision concerning a student who is a child with a disability (as defined in IC 20-35-1-2) regarding the student's:

(1) participation in testing under this chapter;

(2) receiving accommodations in testing materials and procedures;

(3) participation in remediation under IC 20-32-8; or

(4) retention at the same grade level for consecutive school years;

shall be made in accordance with the student's individualized education program in compliance with the ISTEP program manual and federal law.

### **IC 20-32-5-17 Nonpublic schools**

Sec. 17. (a) If a nonpublic school seeks accreditation as authorized under IC 20-17-2-8(a)(5), the governing body of the nonpublic school is entitled to acquire at no charge from the department:

(1) the ISTEP program test; and

(2) the GQEScoring reports used by the department.

(b) The nonpublic school seeking accreditation must:

(1) administer the ISTEP program test to its students at the same time that school corporations administer the test; and

(2) make available to the department the results of the ISTEP program testing.

### **IC 20-32-5-18 Innovative testing methods; pilot program**

- Sec. 18. (a) The department shall establish a pilot program to examine innovative testing methods.
- (b) The department shall select a representative sample of school corporations determined through an application procedure to participate in the pilot program under this section.
- (c) The types of methods authorized under this program include the following:
- (1) Recently developed techniques for measuring higher order thinking skills.
  - (2) Performance testing of academic standards that are difficult to measure by a written test format.
  - (3) Expanded subject area assessment using student writing samples.
- (d) The funds necessary to implement a pilot program under this section shall be expended from the research and development program under IC 20-20-11.

#### **IC 20-32-5-19 Use of state funds**

Sec. 19. If state funds appropriated for remediation are available under IC 20-32-8 at the end of a state fiscal year, the funds:

- (1) do not revert to the state general fund; and
- (2) must be transferred to the 4R's technology program for use under IC 20-20-13-9.

#### **IC 20-32-5-20 Duties of contractor scoring tests**

Sec. 20. (a) The contractor that the department engages for scoring tests shall identify locations in Indiana that provide a supply of labor and other resources necessary to provide scoring services for the program.

- (b) The contractor shall relocate to Indiana the contractor's facilities for scoring the applied skills parts of tests given under section 6 of this chapter.

#### **IC 20-32-5-21 National and international assessments**

Sec. 21. (a) The board may require schools to participate in national or international assessments.

- (b) The board may establish an assessment to be administered at the conclusion of each Core 40 course in English/language arts, mathematics, social studies, and science. However, participation in a Core 40 assessment established under this section must be voluntary on the part of a school corporation.
- (c) The board may establish a diagnostic reading assessment for use in grades 1 and 2 to promote grade level reading competency by grade 3. However, participation in a reading assessment established under this subsection must be voluntary on the part of a school corporation.

#### **IC 20-32-5-22 Rules**

Sec. 22. The board shall adopt rules under IC 4-22-2 to implement this chapter.

#### **IC 20-32-6 ISTEP program citizen's review committee**

Sec. 1. As used in this section, "committee" refers to the ISTEP program citizens' review committee.

Sec. 2. The ISTEP program citizens' review committee is established.

Sec. 3. The committee has fifteen (15) members, appointed as follows:

- (1) The governor and state superintendent shall appoint seven (7) lay members.
- (2) The speaker of the house of representatives shall appoint four (4) members, selected as follows:
  - (A) Two (2) members of the house of representatives from different political parties.
  - (B) Two (2) persons who:
    - (i) are not members of the general assembly; and
    - (ii) have an interest in education.
- (3) The president pro tempore of the senate shall appoint four (4) members, selected as follows:
  - (A) Two (2) members of the senate from different political parties.
  - (B) Two (2) persons who:
    - (i) are not members of the general assembly; and
    - (ii) have an interest in education.

Sec. 4. Each member of the committee who is not a state employee is entitled to the minimum salary per diem provided by IC 4-10-11-2.1(b) and reimbursement for traveling expenses and other expenses actually incurred in connection with the member's duties as provided in the state travel policies and procedures established by the Indiana department of administration and approved by the budget agency.

- Sec. 5. Each member of the committee who is a state employee but who is not a member of the general assembly is entitled to reimbursement for traveling expenses and other expenses actually incurred in connection with the member's duties as provided in the state travel policies and procedures established by the Indiana department of administration and approved by the budget agency.
- Sec. 6. Each member of the committee who is a member of the general assembly is entitled to receive the same per diem, mileage, and travel allowances paid to members of the general assembly serving on interim study committees established by the legislative council.
- Sec. 7. The state superintendent shall:
- (1) convene the committee before a pilot test is conducted; and
  - (2) present items listed in section 8 of this chapter to the committee for the committee's review.
- Sec. 8. The committee shall review each of the following that the department proposes for use in the ISTEP program:
- (1) Essay questions and prompts.
  - (2) Scoring rubrics. The committee must review an item listed in subdivision (1) or (2) before the item is used in a test.
- Sec. 9. The committee must reach a consensus on each item listed in section 8 of this chapter before the item may be used in the ISTEP program.
- Sec. 10. The department shall make available anchor papers for review by the committee as soon as the department selects the anchor papers.

### **IC 20-32-8 Remediation**

#### Chapter 8. Remediation

- Sec. 1. As used in this chapter, "grant" refers to a grant under the remediation grant program established under this chapter.
- Sec. 2. As used in this chapter, "program" refers to the remediation grant program established under this chapter.
- Sec. 3. As used in this chapter, "student" means any individual who is enrolled in a school corporation.
- Sec. 4. (a) The remediation grant program is established to provide grants to school corporations for the following:
- (1) Remediation of students who score below academic standards.
  - (2) Preventive remediation for students who are at risk of falling below academic standards.
  - (3) For students in a freeway school or freeway school corporation who are assessed under a locally adopted assessment program under IC 20-26-15-6(7):
    - (A) remediation of students who score below academic standards under the locally adopted assessment program; and
    - (B) preventive remediation for students who are at risk of falling below academic standards under the locally adopted assessment program.
- Sec. 5. The department shall do the following:
- (1) Subject to section 6 of this chapter, develop a formula to be approved by the state board, reviewed by the budget committee, and approved by the budget agency for the distribution of grants to school corporations.
  - (2) Distribute grant funds according to the formula.
  - (3) Determine standards for remediation programs to be funded under the program.
  - (4) Administer the program.
- Sec. 6. The formula the department develops under this chapter must provide the following:
- (1) Each school corporation must be able to qualify for a grant.
  - (2) A maximum grant amount must be determined for each school corporation.
  - (3) The amount that a school corporation may receive per student must be related to:
    - (A) the percentage of students scoring below state achievement standards; or
    - (B) for a freeway school or freeway school corporation having a locally adopted assessment program, the percentage of students falling below achievement standards under the locally adopted assessment program. The school corporation having the highest percentage of students scoring below state achievement standards must be entitled to the highest grant amount per student.

- (4) The actual grant to a school corporation must be the lesser of:
    - (A) two hundred percent (200%) of the amount appropriated by the governing body of the school corporation under section 7 of this chapter; or
    - (B) the maximum grant amount determined for the school corporation under subdivision (2).
  - (5) The amount distributed to school corporations under the program may not exceed the appropriation by the general assembly for the remediation grant program.
- Sec. 7. A school corporation qualifies to receive a grant when the governing body of the school corporation appropriates money from the general fund of the school corporation for a:
- (1) remediation program; or
  - (2) preventive remediation program;
- that meets the state board of education's standards for funding under the program, and, if the program is a preventive remediation program, that has been approved by the state board.
- Sec. 8. The governing body of a school corporation may establish a remediation program or a preventive remediation program under this chapter for all students who fall below the academic standards adopted under IC 20-31-3. The governing body shall spend money under this chapter for direct remediation or direct preventative remediation services for students.
- Sec. 9. If the governing body decides to establish a remediation program or preventive remediation program under this chapter, the governing body must:
- (1) subject to section 10 of this chapter, determine the type of program that best fits the needs of the students of the school corporation; and
  - (2) adopt guidelines for:
    - (A) procedures for determining student eligibility for a program; and
    - (B) implementation of the program.
- Sec. 10. If the governing body decides to offer a preventive remediation program, the governing body shall consider including a reading recovery program.
- Sec. 11. Notwithstanding the requirements of this chapter, any decisions made with regard to:
- (1) attendance in a remediation program;
  - (2) ISTEP program testing; and
  - (3) the grade level placement for a student who is a child with a disability (as defined in IC 20-35-1-2) shall be made in accordance with the individualized education program, state law, and federal law.
- Sec. 12. The department shall develop curriculum guidelines for use by each school corporation in developing its remediation program under this chapter.
- Sec. 13. The state board shall adopt rules under IC 4-22-2 to implement this chapter.

## **Compulsory Documentation**

### **IC 20-33-2-13 High school transcripts; required contents**

- Sec. 13. (a) A school corporation shall record or include the following information in the official high school transcript for a student in high school:
- (1) Attendance records.
  - (2) The student's latest ISTEP program test results under IC 20-32-5.
  - (3) Any secondary level and post secondary level certificates of achievement earned by the student.
  - (4) Immunization information from the immunization record the student's school keeps under IC 20-34-4-1.
- (b) A school corporation may include information on a student's high school transcript that is in addition to the requirements of subsection (a).

## **Home Schooled Students Enrolled in Public Schools**

### **IC 21-3-1.6-1.2 Full-time equivalency of pupil; consideration in school corporation's ADM count**

- Sec. 1.2. (a) This section applies only to a pupil who:
- (1) is enrolled in a public school and a nonpublic school;
  - (2) has a legal settlement in a school corporation; and

- (3) receives instructional services from the school corporation.
- (b) A pupil described in subsection (a) may be considered in a school corporation's ADM count on a full-time equivalency basis as determined under subsection (c).
- (c) For purposes of this section, full-time equivalency is calculated as follows.

STEP ONE: Determine the result of:

- (1) the number of days instructional services will be provided to the pupil, not to exceed one hundred eighty (180); divided by
- (2) one hundred eighty (180).

STEP TWO: Determine the result of:

- (1) the pupil's public school instructional time (as defined in IC 20-10.1-2-1(b)), rounded to the nearest one-hundredth (0.01); divided by
- (2) the actual public school regular instructional day (as defined in IC 21-10.1-2-1 (b)), rounded to the nearest one-hundredth (0.01).

STEP THREE: Determine the result of:

- (1) the STEP ONE result; multiply by
- (2) the STEP TWO result.

STEP FOUR: Determine the lesser of one (1) or the result of:

- (1) the STEP THREE result; multiplied by
- (2) one and five hundredths (1.05).

- (d) If the computation for a pupil under subsection 8 results in a fraction, the fraction must be rounded to the nearest one-hundredth (0.01).

## Indiana Administrative Code

### 511 IAC 5-2-4 Accommodations

- IAC 5-2-4 Accommodations** Sec. 4. (a) The case conference committee may determine that a testing accommodation is necessary for a student, who is a student with a disability under 511 IAC 7, to take the test. The accommodation must be documented in the student's individualized education program as defined in 511 IAC 7, the student's permanent educational record, and on the appropriate ISTEP document.
- (b) For a student who has an unusual condition that significantly impairs the student's ability to take the test, but to whom subsection (a) does not apply, the building principal or principal's designee shall ensure that determinations about testing accommodations are made. Examples of these conditions range from temporary disabling conditions, such as a broken arm, to chronic conditions that affect motor ability, such as cerebral palsy. The accommodation must be documented in the student's permanent educational record and on the appropriate ISTEP document.
  - (c) The building principal or principal's designee may determine that a testing accommodation is necessary for a student whose primary language is a language other than English and who is a student with limited English proficiency. The accommodation must be documented in the student's permanent educational record and on the appropriate ISTEP document.
  - (d) Subject to the requirements of federal law, IC 20-1-6, and the ISTEP program manual, testing accommodations include, but are not limited to:
    - (1) adaptive equipment;
    - (2) braille;
    - (3) increased testing time;
    - (4) large print; and
    - (5) a test assistant to fill in the answers indicated by the student on the answer document.

*(Indiana State Board of Education; 511 IAC 5-2-4; filed May 4, 1988, 8:40 a.m.: 11 IR 3038; readopted filed Oct 12, 2001, 12:55 p.m.: 25 IR 937; filed Dec 2, 2001, 12:30 p.m.: 25 IR 1147; filed Jun 17, 2003, 9:30 a.m.: 26 IR 3645)*

### **511 IAC 5-2-5 Responsibilities**

**IAC 5-2-5 Responsibilities** Sec. 5. (a) The state board of education shall, on or before March 1, set the achievement standards for English/language arts and mathematics for each of the grade levels participating in the ISTEP program.

(b) The department of education shall perform the following:

(1) Develop proficiency statements for the following subject areas:

- (A) English/language arts;
- (B) mathematics;
- (C) social studies;
- (D) science.

(2) Develop design specifications for the ISTEP program which must:

- (A) take into account the state educational proficiency statements; and
- (B) include testing of students' higher level cognitive thinking in each subject area tested.

(3) On or before January 1, announce at a public meeting of the board the dates of:

- (A) test administration;
- (B) test pick-up from the school corporation for scoring;
- (C) test results returned to the department of education;
- (D) test results returned to the school corporation; and
- (E) writing sample results returned to the school corporation.

(4) Develop an ISTEP program manual to assist in the understanding and administration of the testing program; and

(5) Provide workshops to assist in the interpretation of ISTEP results.

(c) The school corporation shall perform the following:

(1) Report to the department the number of students enrolled in the school corporation by grade level who did not take the test and the reasons for not taking the test.

(2) Compile the aggregate results of the ISTEP tests in a manner that permits evaluation of the learning progress within the corporation.

(3) Make the compilation of test results available for public inspection.

(4) Provide the compilation of test results to the parent or guardian of each student tested under the ISTEP program.

(5) Provide ISTEP program test results on a school by school basis to the department upon request.

(6) Provide each student tested and the parent or guardian of each student tested with the student's ISTEP scores.

(7) Maintain confidentiality of individual student ISTEP scores as required under federal and state law.

*(Indiana State Board of Education; 511 IAC 5-2-5; filed May 4, 1988, 8:40 am: 11 IR 3038; readopted filed Oct 12, 2001, 12:55 p.m.: 25 IR 937)*

### **Rule 3. Graduation Examination**

#### **511 IAC 5-3-1 Definitions**

Sec. 1. (a) The definitions in this section apply throughout this rule.

(b) "Attendance rate" means the number of instructional days a student is present divided by the number of instructional days provided by the school during a specific period. Exceptions to compulsory attendance and excused absences shall be included as instructional days present for the purpose of this calculation.

(c) "Board" means the Indiana state board of education.

(d) "Educational proficiency standard" means the knowledge and skills that are:

- (1) expected of a student for a particular subject area; and
- (2) demonstrated by achieving a passing score on the graduation examination.

(e) "Graduation examination" means the test designated by the board under the ISTEP program which each student, beginning with the class of students who expect to graduate during the 1999-2000

school year, must pass to be eligible to graduate.

- (f) "Principal" means a properly certified person who is assigned as the chief administrative officer of the school where the student attends.
- (g) "Student" means any individual enrolled in a school accredited or approved by the board.
- (h) "Subject area" means an academic course of study for which the department of education has developed educational proficiency statements and which the board has included in the graduation examination.
- (i) "Teacher" means a properly certified, licensed person assigned to instruction of a student in a subject area. (*Indiana State Board of Education; 511 IAC 5-3-1; filed Aug 20, 1997, 3:20 p.m.: 21 IR 82*)

#### **511 IAC 5-3-2 Completion of Core 40**

Sec. 2. A student who does not receive a passing score on the graduation examination may be eligible to graduate if the principal of the school the student attends certifies that the student will within one (1) month of the student's scheduled graduation date complete all components of the Core 40 curriculum established under IC 20-30-10-1 with a grade of "C" or higher in all required and directed elective courses. (*Indiana State Board of Education*)

#### **511 IAC 5-3-4 Definition of Grade 10**

Sec. 4. (a) A student is considered to be in Grade 10 for purposes of initially taking the graduation examination if the student meets any one of the following criteria prior to an administration of the graduation examination:

- (1) The student has been enrolled in high school during a majority of each of:
    - (A) two (2) semesters, or
    - (B) three (3) trimesters.
  - (2) The student has earned at least 10 credits that apply toward high school graduation.
  - (3) The student meets the definition of Grade 10 that has been adopted by the student's school for determining class standing.
- (b) If a student is considered to be in Grade 10 under the definition in subsection (a)(1), but is not considered to be in Grade 10 under the definitions in subsection (a)(2) or subsection (a)(3), the student's school may delay the initial administration of the graduation examination for no more than one (1) year for the student if all of the following criteria are met:
- (1) The student's parent agrees to the delay.
  - (2) The school, in consultation with the student's parent, has developed an educational program specifically for the student.
  - (3) The educational program will take more than four (4) years for the student to complete.
  - (4) The educational program includes:
    - (A) a written plan for the school to make available to the student the courses necessary for the student to:
      - (i) demonstrate the academic standard measured by the graduation examination, and
      - (ii) earn a high school diploma; and
    - (B) other provisions, as determined by the school.
- (c) The definitions in subsection (a)(1) and subsection (a)(2) determine when a student will initially take the graduation examination. The definitions are not synonymous with class standing. (*Indiana State Board of Education*)

#### **511 IAC 6.1-1-4 Accreditation requirements**

Sec. 4. A school must meet the following accreditation requirements to be accorded full accreditation status:

- (1) Compliance with the following legal standards:
  - (A) Health and safety requirements listed under 511 IAC 6.1-2.
  - (B) Minimum time requirements listed under 511 IAC 6.1-3.
  - (C) Staff-student ratio requirements listed under 511 IAC 6.1-4.
  - (D) Curriculum offering requirements listed under 511 IAC 6.1-5 and 511 IAC 6.1-5.1.
  - (E) Instructional staff requirements listed under 511 IAC 6.1-6.

- (F) ISTEP participation requirements in accordance with IC 20-32, and 511 IAC 5-2.
  - (G) Mandatory annual assessment requirements in accordance with 511 IAC 6.2-6.
  - (H) Accurate and timely submission of all reports required of schools.
  - (I) Production of an annual performance report that meets the requirements of IC 20-20-8 and in the case of a:
    - (i) public school, is published in accordance with IC 20-20-8-3; or
    - (ii) nonpublic school, is disseminated to school constituents.
  - (J) Strategic and continuous school improvement and achievement planning requirements under IC 20-31-5-1 and 511 IAC 6.2-3.
- (2) Assignment to one (1) of the following categories of school improvement and performance under 511 IAC 6.2-6-4:
- (A) Exemplary.
  - (B) Commendable.
  - (C) Academic progress.

**511 IAC 6-7-6.1 Required and elective credits; 2000-2001 school year**

- Sec. 6.1. (a) Beginning with students who enter high school in the 2000-2001 school year a minimum of forty (40) credits is necessary for high school graduation. Twenty-four (24) of the credits shall be earned in the areas of study specified in subsection (b), and sixteen (16) of the credits shall be earned from courses in these and other areas of study listed in subsection (b) and 511 IAC 6.1-5.1.
- (b) The twenty-four (24) required credits consist of the following:
- (1) Language arts 8 credits
  - (2) Social studies 4 credits
  - (3) Mathematics 4 credits
  - (4) Science 4 credits
  - (5) Additional credits in the areas above or in technology competency 2 credits
  - (6) Health and education 1 credit
  - (7) Basic physical education 1 credit
- (c) Courses that may be counted toward the required credits prescribed in subsection (b) are subject to the following provisions:
- (1) A minimum of six (6) credits of the language arts requirement shall be from the English language arts area of study and is to provide a balance of writing, reading, listening, speaking, grammar, literature, and media studies. Two (2) credits may be from business technology, family and consumer sciences, technology education, or vocational-technical courses having predominately language arts content. For students who successfully complete a Level III foreign language course, two (2) credits of the language arts requirement may be waived.
  - (2) The social studies requirement shall include two (2) credits in United States history, one (1) credit in United States government, and one (1) credit in another social studies course or in global economics or consumer economics.
  - (3) For students who enter high school after June 30, 2004, mathematics credits must include two (2) credits in Algebra I or Integrated Mathematics I unless a student has completed Algebra I prior to entering high school. A minimum of two (2) credits of the mathematics requirement shall be from the mathematics area of study. Two (2) credits may be from business technology, family and consumer sciences, technology education, or vocational-technical courses having predominately mathematics content.
  - (4) Subject to subdivisions (5) through (7), the health and education credit shall be from a course in the health and physical education area of study that has comprehensive health education content.
  - (5) The health education credit may be waived for a student if the student's program includes three (3) credits from the family and consumer sciences courses:
    - (A) Child development and parenting.
    - (B) Human development and family wellness.
    - (C) Interpersonal relationships.
    - (D) Nutrition and wellness.
    - (E) Orientation to life and careers or adult roles and responsibilities.

- (6) One (1) credit substitution of either a science, family and consumer sciences, or health and physical education credit may be used to fulfill the health education requirement for students qualifying under the religious objection provision of IC 20-10.1-4-7 (hygiene instruction).
- (7) The four (4) credits of science shall include content from more than one (1) of the major science discipline categories, which are life science, physical science, and earth and space science. Two (2) credits may be from business technology, family and consumer sciences, technology education, or vocational-technical courses having predominately science content.
- (8) The technology competency requirement may be fulfilled by completing courses from the following:
  - (A) Computer applications.
  - (B) Computer applications, advanced.
  - (C) Computer keyboarding/document formatting.
  - (D) Computer programming.
  - (E) Business technology lab I.
  - (F) Business technology lab II.
  - (G) Computerized accounting services.
  - (H) Computer operations and/or programming.
  - (I) Introduction to computer applications.
  - (J) Computer graphics.
  - (K) Communications processes.
  - (L) Technology systems.
  - (M) Two (2) credits in business technology, family and consumer sciences, technology education, or vocational/technical courses having predominately technology content taught through a project-based approach.
- (9) The technology competency requirement may be met by completing a student project that addresses individual, workplace, or community needs and demonstrates the ability to:
  - (A) evaluate, select, and apply appropriate technology tools and resources;
  - (B) use telecommunications tools and resources to meet needs for collaboration, research, publication, communications, and productivity;
  - (C) use technology tools for managing and exchanging information;
  - (D) use technology tools for information analysis, problem-solving, and decision making; and
  - (E) design, develop, publish, and disseminate information, models, or other creative products that include printed information and graphics, charts, tables, or other visual elements.

A student who meets the technology competency requirement by demonstrating these performances shall be given two (2) credits in computer applications.

*(Indiana State Board of Education; 511 IAC 6-7-6.1; filed Mar 27, 2000, 9:07 a.m.: 23 IR 1999)*



# **Appendix F**

**Important Fall 2006 - Spring 2007 Dates**

**And**

**Future Dates of ISTEP+ Administration**



**Important ISTEP+ and High School Graduation  
Qualifying Examination Dates**

School Year	ISTEP+ Begins	ISTEP+ Ends	GQE Dates	Spring GQE Retest Dates
2006-07	September 18	September 29	September 19, 20, 21	March 13, 14, 15
2007-08	September 17	September 28	September 18, 19, 20	March 11, 12, 13
2008-09	September 15	September 26	September 16, 17, 18	March 10, 11, 12



# **Appendix G**

**ISTEP+ Academic Standards  
Grades K-10 English/Language Arts and Mathematics  
K-7 Science**

**And**

**Writing Applications and Language Conventions Rubrics**



# Indiana Statewide Testing of Educational Progress-Plus (ISTEP+)

Children develop at different rates. Some take longer and need more help to learn certain skills. Every ISTEP+ test — including the Grade 10 Graduation Qualifying Exam (GQE) — helps teachers understand how each student is progressing. That knowledge is then used to provide extra support, when a student needs it, on the most essential skills in the most effective way possible.

These are the ISTEP+ tests students will take in the fall of each year:

**What's the Goal?** By Grade 4, have students moved beyond learning to read towards “reading to learn” other subjects? Can each student write a short, organized essay? Can each student use math skills to solve everyday, real-world problems?

By Grades 7 and 8, have students developed strong enough study habits in English and math skills to be ready for high school?

By Grade 12, can students read well enough to pass a driver's exam, understand an appliance manual, or compare two opposing newspaper editorials? Could students write an effective job application letter? By testing skills like these in Grade 10, teachers know whether - and in which skill area - students need more attention before it's time to graduate.

For more information on ISTEP+, call the ISTEP+ hotline at 1-888-54-ISTEP (1-888-544-7837) or visit <[www.doe.state.in.us](http://www.doe.state.in.us)>.

*\* Core 40 exams are given at the end of the course. For more information visit <[www.doe.state.in.us/core40](http://www.doe.state.in.us/core40)>.*

# INDIANA ACADEMIC STANDARDS

## K-10 English/Language Arts

### Kindergarten

**Standard 1 Reading: Word Recognition, Fluency, and Vocabulary Development**

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

**Standard 2 Reading Comprehension**

Students identify the basic facts and ideas in what they have read, heard, or seen. They use comprehension strategies, such as generating and responding to questions and comparing new information to what is already known, to understand what they read. Students will listen to and begin to read grade-level-appropriate classic and contemporary literature, nursery rhymes, alphabet books, dictionaries, and online information.

**Standard 3 Reading: Literary Response and Analysis**

Students listen and respond to stories based on well-known characters, themes, plots, and settings.

**Standard 4 Writing: Writing Process**

Students discuss ideas and tell stories for someone to write and use pictures, letters, and words to write.

**Standard 5 Writing: Writing Applications**

Students begin to write and draw pictures for specific purposes and for a specific audience.

**Standard 6 Writing: Written English Language Conventions**

Students begin to learn the written conventions of Standard English.

**Standard 7 Listening and Speaking: Listening/Speaking Skills, Strategies, and Applications**

Students listen and respond to oral communication. They speak in clear and coherent sentences. Students deliver brief oral presentations about familiar experiences or interests.

### Grade 1

**Standard 1 Reading: Word Recognition, Fluency, and Vocabulary Development**

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics, syllables, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

**Standard 2 Reading Comprehension**

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources, to understand what they read. Students begin to read a variety of grade-level-appropriate narrative and expository texts.

**Standard 3 Reading: Literary Response and Analysis**

Students read and respond to a wide variety of children's literature. They identify and discuss the characters, theme, plot, and setting.

**Standard 4 Writing: Writing Process**

Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

**Standard 5 Writing: Writing Applications**

Students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4. Writing demonstrates an awareness of the audience and writing purpose.

**Standard 6 Writing: Written English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.

**Standard 7 Listening and Speaking: Listening/Speaking Skills, Strategies, and Applications**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Students use the same Standard English conventions for oral speech that they use in their writing.

**Grade 2****Standard 1 Reading: Word Recognition, Fluency, and Vocabulary Development**

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics, syllables, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

**Standard 2 Reading Comprehension**

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources, to understand what they read. Students begin to read a variety of grade-level-appropriate narrative and expository texts.

**Standard 3 Reading: Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme, plot, and setting of the stories they read.

**Standard 4 Writing: Writing Process**

Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

**Standard 5 Writing: Writing Applications**

Students are introduced to letter writing. They continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes, demonstrate a command of Standard English, and use the drafting, research, and organizational strategies outlined in Standard 4. Writing demonstrates an awareness of the audience and purpose for writing.

**Standard 6 Writing: Written English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.

**Standard 7 Listening and Speaking: Listening/Speaking Skills, Strategies, and Applications**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Students use the same Standard English conventions for oral speech that they use in their writing.

**Grade 3****Standard 1 Reading: Word Recognition, Fluency, and Vocabulary Development**

Students understand the basic features of words. They select letter patterns and know how to translate them into spoken language by using phonics, syllables, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

**Standard 2 Reading Comprehension**

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources, to understand what they read. Students read a variety of grade-level-appropriate narrative and expository texts.

**Standard 3 Reading: Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme, plot, and setting of the stories they read.

**Standard 4 Writing: Writing Process**

Students find and discuss ideas for writing and keep a list of writing ideas. They write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

**Standard 5 Writing: Writing Applications**

Students continue to write compositions that describe and explain familiar objects, events, and experiences. They write both formal and informal letters. Student writing demonstrates a command of Standard English and uses the drafting, research, and organizational strategies outlined in Standard 4. Writing demonstrates an awareness of the audience and purpose for writing.

**Standard 6 Writing: Written English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.

**Standard 7 Listening and Speaking: Listening/Speaking Skills, Strategies, and Applications**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Students use the same Standard English conventions for oral speech that they use in their writing.

**Grade 4****Standard 1 Reading: Word Recognition, Fluency, and Vocabulary Development**

Students understand the basic features of words. They select letter patterns and know how to translate them into spoken language by using phonics, syllables, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

**Standard 2 Reading Comprehension**

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources, to understand what they read. Students read a variety of grade-level-appropriate narrative and expository texts.

**Standard 3 Reading: Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme, plot, and setting of the stories that they read.

**Standard 4 Writing: Writing Process**

Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

**Standard 5 Writing: Writing Applications**

Students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English, and the drafting, research, and organizational strategies outlined in Standard 4. Writing demonstrates an awareness of the audience and purpose for writing.

**Standard 6 Writing: Written English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.

**Standard 7 Listening and Speaking: Listening/Speaking Skills, Strategies, and Applications**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Students use the same Standard English conventions for oral speech that they use in their writing.

**Grade 5****Standard 1 Reading: Word Recognition, Fluency, and Vocabulary Development**

Students use their knowledge of word parts and word relationships, as well as context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

**Standard 2 Reading Comprehension**

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. Students read a variety of grade-level-appropriate narrative and expository texts.

**Standard 3 Reading: Literary Response and Analysis**

Students read and respond to grade-level-appropriate historically or culturally significant works of literature. They find ways to clarify the ideas and make connections between literary works.

**Standard 4 Writing: Writing Process**

Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

**Standard 5 Writing: Writing Applications**

Students write narrative, expository, persuasive, and descriptive texts of at least 500 words. Student writing demonstrates a command of Standard English and uses the research, organizational, and drafting strategies outlined in Standard 4. Writing demonstrates an awareness of the audience and purpose for writing.

**Standard 6 Writing: Written English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.

**Standard 7 Listening and Speaking: Listening/Speaking Skills, Strategies, and Applications**

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

**Grade 6****Standard 1 Reading: Word Recognition, Fluency, and Vocabulary Development**

Students use their knowledge of word parts and word relationships, as well as context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

**Standard 2 Reading Comprehension**

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. Students read a variety of grade-level-appropriate narrative and expository texts.

**Standard 3 Reading: Literary Response and Analysis**

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that enhance their study of history and social science. They clarify the ideas and connect them to other literary works.

**Standard 4 Writing: Writing Process**

Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

**Standard 5 Writing: Writing Applications**

Students write narrative, expository, persuasive, and descriptive texts of 500 to 700 words. Student writing demonstrates a command of Standard English and uses the research, organizational, and drafting strategies outlined in Standard 4. Writing demonstrates an awareness of the audience and purpose for writing.

**Standard 6 Writing: Written English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.

**Standard 7 Listening and Speaking: Listening/Speaking Skills, Strategies, and Applications**

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

## **Grade 7**

### **Standard 1 Reading: Word Recognition, Fluency, and Vocabulary Development**

Students use their knowledge of word parts and word relationships, as well as context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

### **Standard 2 Reading Comprehension**

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. Students read a variety of grade-level-appropriate narrative and expository texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

### **Standard 3 Reading: Literary Response and Analysis**

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that enhance their study of history and social science. They clarify the ideas and connect them to other literary works.

### **Standard 4 Writing: Writing Process**

Students discuss, list and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

### **Standard 5 Writing: Writing Applications**

Students write narrative, expository, persuasive, and descriptive texts of 500 to 700 words. Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials. Student writing demonstrates a command of Standard English and uses the research, organizational, and drafting strategies outlined in Standard 4. Writing demonstrates an awareness of the audience and purpose for writing.

### **Standard 6 Writing: Written English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.

### **Standard 7 Listening and Speaking: Listening/Speaking Skills, Strategies, and Applications**

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

## **Grade 8**

### **Standard 1 Reading: Word Recognition, Fluency, and Vocabulary Development**

Students use their knowledge of word parts and word relationships, as well as context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

### **Standard 2 Reading Comprehension**

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. Students read a variety of grade-level-appropriate narrative and expository texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

### **Standard 3 Reading: Literary Response and Analysis**

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that enhance their study of history and social science. They clarify the ideas and connect them to other literary works.

### **Standard 4 Writing: Writing Process**

Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

**Standard 5 Writing: Writing Applications**

Students write narrative, expository, persuasive, and descriptive texts of at least 750 to 1,000 words. Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials and technical documents. Student writing demonstrates a command of Standard English and uses the research, organizational, and drafting strategies outlined in Standard 4. Writing demonstrates an awareness of the audience and purpose for writing.

**Standard 6 Writing: Written English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.

**Standard 7 Listening and Speaking: Listening/Speaking Skills, Strategies, and Applications**

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

**Grade 9**

**Standard 1 Reading: Word Recognition, Fluency, and Vocabulary Development**

Students use their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately.

**Standard 2 Reading Comprehension**

Students read and understand grade-level-appropriate material. They analyze the organizational patterns and evaluate authors' arguments and positions. Students read a variety of grade-level-appropriate narrative and expository texts.

**Standard 3 Reading: Literary Response and Analysis**

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that enhance their study of history and social science. They conduct in-depth analyses of the themes of these works.

**Standard 4 Writing: Writing Process**

Students discuss ideas for writing with other writers. They write coherent, and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process.

**Standard 5 Writing: Writing Applications**

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and uses the research, organizational, and drafting strategies outlined in Standard 4. Writing demonstrates an awareness of the audience and purpose for writing.

**Standard 6 Writing: Written English Language Conventions**

Students write using Standard English conventions.

**Standard 7 Listening and Speaking: Listening/Speaking Skills, Strategies, and Applications**

Students formulate thoughtful judgments about oral communication. They deliver focused, coherent presentations that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

**Grade 10**

**Standard 1 Reading: Word Recognition, Fluency, and Vocabulary Development**

Students use their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately.

**Standard 2 Reading Comprehension**

Students read and understand grade-level-appropriate material. They analyze the organizational patterns and evaluate authors' arguments and positions. In addition to regular classroom reading, students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, and online information.

**Standard 3 Reading: Literary Response and Analysis**

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that enhance their study of history and social science. They conduct in-depth analyses of the themes of these works.

**Standard 4 Writing: Writing Process**

Students discuss ideas for writing with other writers. They write coherent, and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process.

**Standard 5 Writing: Writing Applications**

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students compose business letters. Student writing demonstrates a command of Standard English and uses the research, organizational, and drafting strategies outlined in Standard 4. Writing demonstrates an awareness of the audience and purpose for writing.

**Standard 6 Writing: Written English Language Conventions**

Students write using Standard English conventions.

**Standard 7 Listening and Speaking: Listening/Speaking Skills, Strategies, and Applications**

Students formulate thoughtful judgments about oral communication. They deliver focused, coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

# INDIANA ACADEMIC STANDARDS

## K-10 Mathematics

### Kindergarten

**Standard 1 Number Sense**

Students understand the relationship between numbers and quantities up to 10, and that a set of objects has the same number in all situations regardless of the position or arrangement of the objects.

**Standard 2 Computation**

Students understand and describe simple additions and subtractions.

**Standard 3 Algebra and Functions**

Students sort and classify objects.

**Standard 4 Geometry**

Students identify common objects around them and describe their geometric features and position.

**Standard 5 Measurement**

Students understand the concept of time and units to measure it. They understand that objects have length, capacity, weight, and temperature, and that they can compare objects using these quantities.

**Standard 6 Problem Solving**

Students make decisions about how to set up a problem. Students solve problems in reasonable ways and justify their reasoning.

### Grade 1

**Standard 1 Number Sense**

Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions.

**Standard 2 Computation**

Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.

**Standard 3 Algebra and Functions**

Students use number sentences with the symbols  $+$ ,  $-$ , and  $=$  to solve problems.

**Standard 4 Geometry**

Students identify common geometric shapes, classify them by common attributes, and describe their relative position or their location in space.

**Standard 5 Measurement**

Students learn how to measure length, as well as how to compare, order, and describe other kinds of measurement.

**Standard 6 Problem Solving**

Students make decisions about how to set up a problem. Students solve problems in reasonable ways and justify their reasoning.

### Grade 2

**Standard 1 Number Sense**

Students understand the relationship among numbers, quantities, and place value in whole numbers up to 100. They understand that fractions may refer to parts of a set and parts of a whole.

**Standard 2 Computation**

Students solve simple problems involving addition and subtraction of numbers up to 100.

**Standard 3 Algebra and Functions**

Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.

**Standard 4 Geometry**

Students identify and describe the attributes of common shapes in the plane and of common objects in space.

**Standard 5 Measurement**

Students understand how to measure length, temperature, capacity, weight, and time in standard units.

**Standard 6 Problem Solving**

Students make decisions about how to set up a problem. Students solve problems in reasonable ways and justify their reasoning.

**Grade 3****Standard 1 Number Sense**

Students understand the relationship among numbers, quantities, and place value in whole numbers up to 1,000. They understand the relationship among whole numbers, simple fractions, and decimals.

**Standard 2 Computation**

Students solve problems involving addition and subtraction of whole numbers. They model and solve simple problems involving multiplication and division.

**Standard 3 Algebra and Functions**

Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number and functional relationships.

**Standard 4 Geometry**

Students describe and compare the attributes of plane and solid geometric shapes and use their understanding to show relationships and solve problems.

**Standard 5 Measurement**

Students choose and use appropriate units and measurement tools for length, temperature, capacity, weight, time, and money.

**Standard 6 Problem Solving**

Students make decisions about how to approach problems and communicate their ideas. Students use strategies, skills, and concepts in finding and communicating solutions to problems. Students determine when a solution is complete and reasonable and move beyond a particular problem by generalizing to other situations.

**Grade 4****Standard 1 Number Sense**

Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions.

**Standard 2 Computation**

Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among these operations. They extend their use and understanding of whole numbers to the addition and subtraction of simple fractions and decimals.

**Standard 3 Algebra and Functions**

Students use and interpret variables, mathematical symbols, and properties to write and simplify numerical expressions and sentences. They understand relationships among the operations of addition, subtraction, multiplication, and division.

**Standard 4 Geometry**

Students show an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.

**Standard 5 Measurement**

Students understand perimeter and area, as well as measuring volume, capacity, time, and money.

**Standard 6 Data Analysis and Probability**

Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings. They show outcomes for simple probability situations.

**Standard 7 Problem Solving**

Students make decisions about how to approach problems and communicate their ideas. Students use strategies, skills, and concepts in finding and communicating solutions to problems. Students determine when a solution is complete and reasonable and move beyond a particular problem by generalizing to other situations.

## Grade 5

### **Standard 1 Number Sense**

Students compute with whole numbers, decimals, and fractions and understand the relationship among decimals, fractions, and percents. They understand the relative magnitude of numbers. They understand prime and composite numbers.

### **Standard 2 Computation**

Students solve problems involving multiplication and division of whole numbers and solve problems involving addition, subtraction, and simple multiplication of fractions and decimals.

### **Standard 3 Algebra and Functions**

Students use variables in simple expressions, compute the value of an expression for specific values of the variable, and plot and interpret the results. They use two-dimensional coordinate grids to represent points and graph lines.

### **Standard 4 Geometry**

Students identify, classify, and describe the properties of plane and solid geometric shapes and the relationships among them.

### **Standard 5 Measurement**

Students understand and compute the areas and volumes of simple objects, as well as measuring weight, temperature, time, and money.

### **Standard 6 Data Analysis and Probability**

Students collect, display, analyze, compare, and interpret data sets. They use the results of probability experiments to predict future events.

### **Standard 7 Problem Solving**

Students make decisions about how to approach problems and communicate their ideas. Students use strategies, skills, and concepts in finding and communicating solutions to problems. Students determine when a solution is complete and reasonable and move beyond a particular problem by generalizing to other situations.

## Grade 6

### **Standard 1 Number Sense**

Students compare and order positive and negative integers, decimals, fractions, and mixed numbers. They find multiples and factors.

### **Standard 2 Computation**

Students solve problems involving addition, subtraction, multiplication, and division of integers and solve problems involving fractions, decimals, ratios, proportions, and percentages.

### **Standard 3 Algebra and Functions**

Students write verbal expressions and sentences as algebraic expressions and equations. They evaluate algebraic equations, solve simple linear equations, and graph and interpret the results. They investigate geometric relationships and describe them algebraically.

### **Standard 4 Geometry**

Students identify, classify, and describe the properties of plane and solid geometric shapes and the relationships among them.

### **Standard 5 Measurement**

Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems. They calculate with temperature and money and choose appropriate units of measure in other areas.

### **Standard 6 Data Analysis and Probability**

Students compute and analyze statistical measures for data sets. They determine theoretical and experimental probabilities and use them to make predictions about events.

### **Standard 7 Problem Solving**

Students make decisions about how to approach problems and communicate their ideas. Students use strategies, skills, and concepts in finding and communicating solutions to problems. Students determine when a solution is complete and reasonable and move beyond a particular problem by generalizing to other situations.

## Grade 7

### **Standard 1 Number Sense**

Students understand and use scientific notation and square roots. They convert between fractions and decimals.

### **Standard 2 Computation**

Students solve problems involving integers, fractions, decimals, ratios, and percentages.

### **Standard 3 Algebra and Functions**

Students express quantitative relationships using algebraic terminology, expressions, equations, inequalities, and graphs.

### **Standard 4 Geometry**

Students deepen their understanding of plane and solid geometric shapes by constructing shapes that meet given conditions and by identifying attributes of shapes.

### **Standard 5 Measurement**

Students compare units of measure and use similarity to solve problems. They compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less regular objects.

### **Standard 6 Data Analysis and Probability**

Students collect, organize, and represent data sets and identify relationships among variables within a data set. They determine probabilities and use them to make predictions about events.

### **Standard 7 Problem Solving**

Students make decisions about how to approach problems and communicate their ideas. Students use strategies, skills, and concepts in finding and communicating solutions to problems. Students determine when a solution is complete and reasonable and move beyond a particular problem by generalizing to other situations.

## Grade 8

### **Standard 1 Number Sense**

Students know the properties of rational and irrational numbers expressed in a variety of forms. They understand and use exponents, powers, and roots.

### **Standard 2 Computation**

Students compute with rational numbers expressed in a variety of forms. They solve problems involving ratios, proportions, and percentages.

### **Standard 3 Algebra and Functions**

Students solve simple linear equations and inequalities. They interpret and evaluate expressions involving integer powers. They graph and interpret functions. They understand the concepts of slope and rate.

### **Standard 4 Geometry**

Students deepen their understanding of plane and solid geometric shapes and properties by constructing shapes that meet given conditions, by identifying attributes of shapes, and by applying geometric concepts to solve problems.

### **Standard 5 Measurement**

Students convert between units of measure and use rates and scale factors to solve problems. They compute the perimeter, area, and volume of geometric objects and investigate how perimeter, area, and volume are affected by changes of scale.

### **Standard 6 Data Analysis and Probability**

Students collect, organize, represent, and interpret relationships in data sets that have one or more variables. They determine probabilities and use them to make predictions about events.

### **Standard 7 Problem Solving**

Students make decisions about how to approach problems and communicate their ideas. Students use strategies, skills, and concepts in finding and communicating solutions to problems. Students determine when a solution is complete and reasonable and move beyond a particular problem by generalizing to other situations.

## **Grades 9 and 10**

### **Algebra**

Students will understand and have skills in operations with real numbers, linear equations and inequalities, relations and functions, graphing linear equations and inequalities, pairs of linear equations and inequalities, polynomials, algebraic fractions, quadratic/cubic/radical equations, mathematical reasoning and problem solving, communication, representation, and connections.

### **Algebra II**

Students will develop understanding and advanced skills in relations and functions, linear and absolute value equations and inequalities, quadratic equations and functions, conic sections, polynomials, algebraic fractions, logarithmic and exponential functions, sequences and series, counting principles and probability, mathematical reasoning and problem solving, communication, representation, and connection.

### **Geometry**

Students will understand and have skills with points/angles/lines/planes, polygons, quadrilaterals, triangles, circles, polyhedra and other solids, mathematical reasoning and problem solving, communication, representation, and connections.

# INDIANA ACADEMIC STANDARDS

## K-7 Science

### Kindergarten

**Standard 1 The Nature of Science and Technology**

Students are actively engaged in exploring how their world works. They observe, ask questions, discuss, and seek answers.

**Standard 2 Scientific Thinking**

Students use numbers, pictures, and words when observing and communicating to help them answer questions about the world.

**Standard 3 The Physical Setting**

Students investigate, describe, and discuss their natural surroundings. They question why things move.

**Standard 4 The Living Environment**

Students ask questions about a variety of living things and events that can be answered through shared observation.

**Standard 5 The Mathematical World**

Students use shapes to compare objects, and they begin to recognize patterns.

**Standard 6 Common Themes**

Students begin to understand how things are similar and how they are different. They look for ways to distinguish between different objects by observation.

### Grade 1

**Standard 1 The Nature of Science and Technology**

Students are actively engaged in exploring how the world works. They observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings.

**Standard 2 Scientific Thinking**

Students begin to find answers to their questions about the world by using measurements, estimation, and observation as well as working with materials. They communicate with others through numbers, pictures, and drawings.

**Standard 3 The Physical Setting**

Students investigate, describe, and discuss their natural surroundings. They question why things move and change.

**Standard 4 The Living Environment**

Students ask questions about a variety of living things and events that can be answered through shared observation. They become aware of plant and animal interaction. They consider things and processes that plants and animals need to stay alive.

**Standard 5 The Mathematical World**

Students apply mathematics in scientific contexts. They use numbers for computing, estimating, naming, measuring, and communicating specific information. They make picture graphs and recognize patterns.

**Standard 6 Common Themes**

Students begin to understand how things are similar and how they are different. They look for what changes and what does not change and make comparisons.

### Grade 2

**Standard 1 The Nature of Science and Technology**

Students are actively engaged in exploring how the world works. They observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings.

**Standard 2 Scientific Thinking**

Students begin to find answers to their questions about the world by using measurements, estimation, and observation as well as working with materials. They communicate with others through numbers, pictures, and drawings.

**Standard 3 The Physical Setting**

Students investigate, describe, and discuss their natural surroundings. They question why things move and change.

**Standard 4 The Living Environment**

Students ask questions about a variety of living things and events that can be answered through observation. They consider things and processes that plants and animals need to stay alive. Students begin to understand plant and animal interaction.

**Standard 5 The Mathematical World**

Students apply mathematics in scientific contexts. They use numbers for computing, estimating, naming, measuring, and communicating specific information. They make picture and bar graphs and recognize shapes and patterns. They use evidence to explain how or why something happens.

**Standard 6 Common Themes**

Students begin to observe how objects are similar and how they are different. They begin to identify parts of an object and recognize how these parts interact with the whole. They look for what changes and what does not change and make comparisons.

**Grade 3****Standard 1 The Nature of Science and Technology**

Students, working collaboratively, carry out investigations. They question, observe, and make accurate measurements. Students increase their use of tools, record data in journals, and communicate results through chart, graph, written, and verbal forms.

**Standard 2 Scientific Thinking**

Students use a variety of skills and techniques when attempting to answer questions and solve problems. They describe their observations accurately and clearly, using numbers, words, and sketches, and are able to communicate their thinking to others.

**Standard 3 The Physical Setting**

Students observe changes of the earth and sky. They continue to explore the concepts of energy and motion.

**Standard 4 The Living Environment**

Students learn about an increasing variety of organisms. They use appropriate tools and identify similarities and differences among them. Students explore how organisms satisfy their needs in typical environments.

**Standard 5 The Mathematical World**

Students apply mathematics in scientific contexts. They make more precise and varied measurements when gathering data. Based upon collected data, they pose questions and solve problems. Students use numbers to record data and construct graphs and tables to communicate their findings.

**Standard 6 Common Themes**

Students work with an increasing variety of systems and begin to modify parts in systems and models and notice the changes that result. They question why change occurs.

**Grade 4****Standard 1 The Nature of Science and Technology**

Students, working collaboratively, carry out investigations. They observe and make accurate measurements, increase their use of tools and measurements, record data in journals, and communicate results through chart, graph, written, and verbal forms.

**Standard 2 Scientific Thinking**

Students use a variety of skills and techniques when attempting to answer questions and solve problems. They describe their observations accurately and clearly, using numbers, words, and sketches, and are able to communicate their thinking to others. They compare, explain, and justify both information and numerical functions.

**Standard 3 The Physical Setting**

Students continue to investigate changes of the earth and sky and begin to understand the composition and size of the universe. They explore, describe, and classify materials, energy, and motion.

**Standard 4 The Living Environment**

Students learn about an increasing variety of organisms. They use appropriate tools and identify similarities and differences among them. Students explore how organisms satisfy their needs in typical environments.

**Standard 5 The Mathematical World**

Students apply mathematics in scientific contexts. Their geometric descriptions of objects are comprehensive. They realize that graphing demonstrates specific connections between data. They identify questions that can be answered by data distribution.

**Standard 6 Common Themes**

Students work with an increasing variety of systems and begin to modify parts in systems and models and notice the changes that result. They question why change occurs.

**Grade 5****Standard 1 The Nature of Science and Technology**

Students, working collaboratively, carry out investigations. They observe and make accurate measurements, increase their use of tools and measurements, record data in journals, and communicate results through chart, graph, written, and verbal forms. Students repeat investigations, explain inconsistencies, and design projects.

**Standard 2 Scientific Thinking**

Students use a variety of skills and techniques when attempting to answer questions and solve problems. They describe their observations accurately and clearly, using numbers, words, and sketches, and are able to communicate their thinking to others. They compare, explain, and justify both information and numerical functions.

**Standard 3 The Physical Setting**

Students continue to investigate changes of the earth and sky. They explore, describe, and classify materials, energy, and motion.

**Standard 4 The Living Environment**

Students learn about an increasing variety of organisms. They use appropriate tools and identify similarities and differences among them. Students explore how organisms satisfy their needs in typical environments.

**Standard 5 The Mathematical World**

Students apply mathematics in scientific contexts. They make more precise and varied measurements in gathering data. Their geometric descriptions of objects are comprehensive, and their graphing demonstrates specific connections. They identify questions that can be answered by data distribution and support their claims/answers with reasons and analogies.

**Standard 6 Common Themes**

Students work with an increasing variety of systems and begin to modify parts in systems and models and notice the changes that result. They question why change occurs.

**Grade 6****Standard 1 The Nature of Science and Technology**

Students design investigations. They use computers and other technology to collect and analyze data; they explain findings and can relate how they conduct investigations to how the scientific enterprise functions as a whole. Students understand that technology has allowed humans to do many things, yet it cannot always provide solutions to our needs.

**Standard 2 Scientific Thinking**

Students use computers and other tools to collect information, calculate, and analyze data. They prepare tables and graphs, using these to summarize data and identify relationships.

**Standard 3 The Physical Setting**

Students collect and organize data to identify relationships between physical objects, events, and processes. They use logical reasoning to question their own ideas as new information challenges their conceptions of the natural world.

**Standard 4 The Living Environment**

Students recognize that plants and animals obtain energy in different ways, and they can describe some of the internal structures of organism related to this function. They examine the similarities and differences between humans and other species. They use microscopes to observe cells and recognize cells as the building blocks of all life.

**Standard 5 The Mathematical World**

Students apply mathematics in scientific contexts. They use mathematical ideas, such as relations between operations, symbols, shapes in three dimensions, statistical relationships, and the use of logical reasoning, to represent and synthesize data.

**Standard 6 Historical Perspectives**

Students gain understanding of how the scientific enterprise operates through examples of historical events. Through the study of these events, they understand that new ideas are limited by the context in which they are conceived, that the ideas are often rejected by the scientific establishment, that the ideas sometimes spring from unexpected findings, and that the ideas grow or transform slowly through the contribution of many different investigators.

**Standard 7 Common Themes**

Students use mental and physical models to conceptualize processes. They recognize that many systems have feedback mechanisms that limit changes.

**Grade 7****Standard 1 The Nature of Science and Technology**

Students further their scientific understanding of the natural world through investigations, experiences, and reading. They design solutions to practical problems by using a variety of scientific methodologies.

**Standard 2 Scientific Thinking**

Students use instruments and tools to measure, calculate, and organize data. They frame arguments in quantitative terms when possible. They question claims and understand that findings may be interpreted in more than one acceptable way.

**Standard 3 The Physical Setting**

Students collect and organize data to identify relationships between physical objects, events, and processes. They use logical reasoning to question their own ideas as new information challenges their conceptions of the natural world.

**Standard 4 The Living Environment**

Students begin to trace the flow of matter and energy through ecosystems. They recognize the fundamental difference between plants and animals and understand its basis at the cellular level. Students distinguish species, particularly through an examination of internal structures and functions. They use microscopes to observe cells and recognize that cells function in similar ways in all organisms.

**Standard 5 The Mathematical World**

Students apply mathematics in scientific contexts. They use mathematical ideas, such as relations between operations, symbols, statistical relationships, and the use of logical reasoning, to represent and synthesize data.

**Standard 6 Historical Perspectives**

Students gain understanding of how the scientific enterprise operates through examples of historical events. Through the study of these events, they understand that new ideas are limited by the context in which they are conceived, that the ideas are often rejected by the scientific establishment, that the ideas sometimes spring from unexpected findings, and that the ideas grow or transform slowly through the contribution of many different investigators.

**Standard 7 Common Themes**

Students analyze the relationships within systems. They investigate how different models can represent the same data, rates of change, cyclic changes, and changes that counterbalance one another.

## ISTEP+ Writing Applications Overview: Grades 3-5

Score Level	Ideas and Content	Organization	Style
	Does the writing sample:	Does the writing sample:	Does the writing sample:
6	Stay fully focused? Include thorough and complete ideas?	Have clear order?	Exhibit exceptional word usage? Exhibit writing that is fluent and easy to read? Display a strong sense of audience?
5	Stay focused? Include many relevant ideas?	Have clear order?	Exhibit more than adequate word usage? Exhibit writing that is fluent and easy to read? Display a sense of audience?
4	Stay mostly focused? Include some relevant ideas?	Have order?	Exhibit adequate word usage? Exhibit writing that is readable? Display some sense of audience?
3	Stay somewhat focused? Include some relevant ideas?	Have some order?	Exhibit minimal word usage? Exhibit writing that is mostly readable? Display little sense of audience?
2	Exhibit less than minimal focus? Include few relevant ideas?	Have little order?	Exhibit less than minimal word usage? Exhibit writing that is hard to read? Display little sense of audience?
1	Have little or no focus? Include almost no relevant ideas?	Have little or no order?	Exhibit less than minimal word usage? Exhibit writing that is hard to read? Display little or no sense of audience?

## ISTEP+ Language Conventions Rubric Grades 3-5

<b>Score</b>	<b>Does writing exhibit a very good command of language skills?</b>
<b>4</b>	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> <li>• Are there few or no errors in beginning capitalization?</li> <li>• Are there few or no errors in capitalization of proper nouns?</li> <li>• Are there few or no errors in ending punctuation?</li> <li>• Are there few or no errors in subject and verb agreement?</li> <li>• Are there few or no errors in the spelling of grade level appropriate words?</li> <li>• Does writing have few or no run on sentences or sentence fragments?</li> </ul>
<b>Score</b>	<b>Does writing exhibit an adequate command of language skills?</b>
<b>3</b>	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language-in-use errors.</p> <ul style="list-style-type: none"> <li>• Is most beginning capitalization correct?</li> <li>• Are most proper nouns capitalized correctly?</li> <li>• Do most sentences end with correct punctuation?</li> <li>• Do most sentences have correct subject and verb agreement?</li> <li>• Are most grade-level-appropriate words spelled correctly?</li> <li>• Writing may have run-on sentences or sentence fragments.</li> </ul>
<b>Score</b>	<b>Does writing exhibit a minimal command of language skills?</b>
<b>2</b>	<p>In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> <li>• Is some of the beginning capitalization correct?</li> <li>• Are some proper nouns capitalized correctly?</li> <li>• Do some sentences end with correct punctuation?</li> <li>• Do some sentences have correct subject and verb agreement?</li> <li>• Are some grade-level-appropriate words spelled correctly?</li> <li>• Writing may have run-on sentences or sentence fragments.</li> </ul>
<b>Score</b>	<b>Does writing exhibit a less than minimal command of language skills?</b>
<b>1</b>	<p>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> <li>• Are there many errors in beginning capitalization?</li> <li>• Does writing have little or no evidence of capitalization of proper nouns?</li> <li>• Is end punctuation missing or incorrect?</li> <li>• Are there many errors in subject and verb agreement?</li> <li>• Are there run-on sentences or sentence fragments?</li> <li>• Are there many errors in the spelling of grade-level appropriate words?</li> </ul>

## ISTEP+ Writing Applications Overview: Grades 6-12

Score Level	Ideas and Content	Organization	Style	Voice
6	<p><b>Does the writing sample:</b></p> <p>Fully accomplish the task? Include thorough, relevant, and complete ideas?</p>	<p><b>Does the writing sample:</b></p> <p>Organize ideas logically?</p>	<p><b>Does the writing sample:</b></p> <p>Exhibit exceptional word usage? Demonstrate exceptional writing technique?</p>	<p><b>Does the writing sample:</b></p> <p>Demonstrate effective adjustment of language and tone to task and reader?</p>
5	<p>Fully accomplish the task? Include many relevant ideas?</p>	<p>Organize ideas logically?</p>	<p>Exhibit very good word usage? Demonstrate very good writing technique?</p>	<p>Demonstrate effective adjustment of language and tone to task and reader?</p>
4	<p>Accomplish the task? Include relevant ideas?</p>	<p>Organize ideas logically?</p>	<p>Exhibit good word usage? Demonstrate good writing technique?</p>	<p>Demonstrate an attempt to adjust language and tone to task and reader?</p>
3	<p>Minimally accomplish the task? Include some relevant ideas?</p>	<p>Exhibit an attempt to organize ideas logically?</p>	<p>Exhibit ordinary word usage? Demonstrate average writing technique?</p>	<p>Demonstrate an attempt to adjust language and tone to task and reader?</p>
2	<p>Only partially accomplish the task? Include few relevant ideas?</p>	<p>Exhibit a minimal attempt to organize ideas logically?</p>	<p>Exhibit minimal word usage? Demonstrate minimal writing technique?</p>	<p>Demonstrate language and tone that may be inappropriate to task and reader?</p>
1	<p>Fail to accomplish the task? Include very few relevant ideas?</p>	<p>Organize ideas illogically?</p>	<p>Exhibit less than minimal word usage? Demonstrate less than minimal writing technique?</p>	<p>Demonstrate language and tone that may be inappropriate to task and reader?</p>

## ISTEP+ Language Conventions Rubric Grades 6–8

<b>Score</b>	<b>Does the writing sample exhibit a good command of language skills?</b>
<b>4</b>	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> <li>• Do words have very few or no capitalization errors?</li> <li>• Do sentences have very few or no punctuation errors?</li> <li>• Do words have very few or no spelling errors?</li> <li>• Do sentences have very few or no grammar or word usage errors?</li> <li>• Writing has very few or no paragraphing errors.</li> <li>• Writing has very few or no run-on sentences or sentence fragments.</li> </ul>
<b>Score</b>	<b>Does the writing sample exhibit an adequate command of language skills?</b>
<b>3</b>	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer’s meaning is not seriously obscured by errors in language conventions.</p> <ul style="list-style-type: none"> <li>• Do words have occasional capitalization errors?</li> <li>• Do sentences have occasional punctuation errors?</li> <li>• Do words have occasional spelling errors?</li> <li>• Do sentences have occasional grammar or word usage errors?</li> <li>• Writing may have occasional paragraphing errors.</li> <li>• Writing may have run-on sentences or sentence fragments.</li> </ul>
<b>Score</b>	<b>Does the writing sample exhibit a minimal command of language skills?</b>
<b>2</b>	<p>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader’s part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> <li>• Do words have frequent capitalization errors?</li> <li>• Do sentences have frequent punctuation errors?</li> <li>• Do words have frequent spelling errors?</li> <li>• Do sentences have frequent grammar or word usage errors?</li> <li>• Writing may have errors in paragraphing, or paragraphing may be missing.</li> <li>• Writing is likely to have run-on sentences or sentence fragments.</li> </ul>
<b>Score</b>	<b>Does the writing sample exhibit a less than minimal command of language skills?</b>
<b>1</b>	<p>In a Score Point 1 paper, errors are serious and numerous; they often cause the reader to struggle to discern the writer’s meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> <li>• Do words have many capitalization errors?</li> <li>• Do sentences have many punctuation errors?</li> <li>• Do words have many spelling errors?</li> <li>• Do sentences have many grammar and word usage errors?</li> <li>• Writing may have errors in paragraphing, or paragraphing may be missing.</li> <li>• Writing is likely to have run-on sentences or sentence fragments.</li> </ul>
<p>NOTE: These rubrics are applied holistically with no element of the rubric intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper, consisting of two or three sentences, may receive no more than 2 score points.</p>	

## ISTEP+ Language Conventions Rubric Grades 9-12

Students will write using standard English conventions as defined in the Indiana Academic Standards for their grade and for all previous grades.

### **Score Point 4** *Does the writing sample exhibit **superior** command of language skills?*

A Score Point 4 paper exhibits a superior command of written English language conventions. The paper provides evidence that the student has a thorough control of the concepts outlined in the Indiana Academic Standards associated with the student's grade level. In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are generally of the first-draft variety or occur when the student attempts sophisticated sentence construction.

- Does the writing sample demonstrate superior command of capitalization conventions?
- Does the writing sample demonstrate superior command of the mechanics of punctuation?
- Does the writing sample demonstrate superior command of grade-level appropriate spelling?
- Does the writing sample demonstrate superior command of grammar and English usage?
- Does the writing sample demonstrate superior command of paragraphing?
- Does the writing sample demonstrate superior command of sentence structure by not using run-on sentences or sentence fragments?

### **Score Point 3** *Does the writing sample exhibit **good** control of language skills?*

In a Score Point 3 paper, errors are occasional and are often of the first-draft variety; they have a minor impact on the flow of communication.

- Does the writing sample demonstrate good control of capitalization conventions?
- Does the writing sample demonstrate good control of the mechanics of punctuation?
- Does the writing sample demonstrate good control of grade-level appropriate spelling?
- Does the writing sample demonstrate good control of grammar and English usage?
- Does the writing sample demonstrate good control of paragraphing?
- Does the writing sample demonstrate good control of sentence structure by only occasionally using run-on sentences or sentence fragments?

### **Score Point 2** *Does the writing sample exhibit **fair** control of language skills?*

In a Score Point 2 paper, errors are typically frequent and may occasionally impede the flow of communication.

- Does the writing sample demonstrate fair control of capitalization conventions?
- Does the writing sample demonstrate fair control of the mechanics of punctuation?
- Does the writing sample demonstrate fair control of grade-level appropriate spelling?
- Does the writing sample demonstrate fair control of grammar and English usage?
- Does the writing sample demonstrate fair control of paragraphing?
- Does the writing sample demonstrate fair control of sentence structure by frequently using run-on sentences or sentence fragments?

### **Score Point 1** *Does the writing sample exhibit **minimal** or less than minimal control of language skills?*

In a Score Point 1 paper, errors are serious and numerous. The reader may need to stop and reread part of the sample and may struggle to discern the writer's meaning.

- Does the writing sample demonstrate only minimal control of capitalization conventions?
- Does the writing sample demonstrate only minimal control of the mechanics of punctuation?
- Does the writing sample demonstrate only minimal control of grade-level appropriate spelling?
- Does the writing sample demonstrate only minimal control of grammar and English usage?
- Does the writing sample demonstrate only minimal control of paragraphing?
- Does the writing sample demonstrate only minimal control of sentence structure by using many run-on sentences or sentence fragments?

**NOTES:** *The elements of this rubric are applied holistically; no element is intended to supersede any other element.* The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper, consisting of two or three sentences, may receive no more than two score points.



# **Appendix H**

## **Definitions of Relevant Terms**



## Definitions of Relevant ISTEP+ Terms

**Anchor Paper** - A student paper that is an example of a score point described on a rubric. There are anchor papers for Writing Development, Language-in-Use, and short answer questions. Anchor papers are used with the applied skills sections of ISTEP+.

**Constructed Response Question** - A test question or task that requires the test-taker to create his or her own response. Examples would be a short answer or an essay question.

**Criterion Referenced Test (CRT)** - A test linked to predefined content standards and designed to measure student achievement of the content standards. In relation to ISTEP+, the term means the criterion referenced test questions that have been designed to measure the Indiana Academic Standards in English/language arts and mathematics.

**Indiana Academic Standards** - Refers to the statewide academic standards indicating the skills and knowledge base expected of a student at a particular grade for a particular subject area.

**Mixed Format Test** - A test that uses a variety of test items, including multiple-choice, short answer, essay questions, and performance tasks.

**Norm-referenced Test (NRT)** - A test referenced to norms based on the performance of other students across the nation, designed to compare student achievement relative to other students' achievement.

**Scale Score** - Student achievement levels relative to the Indiana Academic Standards are reported by ISTEP+ as scale scores. The three-digit, equal interval scores are expressed on unique scales by subject (English/language arts and mathematics). ISTEP+ scale scores typically range from about 300 to 850.

**Scoring Rubrics** - A set of standard rules and procedures used to assign scores to students' responses to short answer, essay questions, and performance tasks.

- **Writing Applications Rubric** - This rubric assesses students' ability to communicate their ideas effectively. The Grades 3-5 rubric has three major categories: 1) ideas and content, 2) organization, and 3) style. The Grades 6-8 and 9-12 rubrics have four major categories: 1) ideas and content, 2) organization, 3) style, and 4) voice. Under each major category there are specific criteria that describe the category more fully.
- **Language Conventions Rubric** - This rubric assesses students' ability to use grammar, usage, and spelling conventions. The Language-in-Use rubric is directly linked to the editing checklist in the test booklet.
- **Reading Comprehension, Mathematics, and Science Rubrics** - Reading Comprehension, Mathematics, and Science Rubrics are used to score the short answer items and extended constructed response items. Each rubric contains a list of acceptable responses (exemplars) as well as a description of the level of performance for each score point (rubric). If a student gives a response that is not listed as an exemplar, but the answer is supported by the text, the student receives credit for the response.

**Student Report** - The Student Report presents test information to parents in a way that is easy to understand. Some of the things found on the Student Report include the student's name, grade, class, school, corporation, county, and state. It also includes the test date. The Student Report lists Academic Standards by subject and assesses how well the student performed in each Academic Standard; it identifies the student's scale scores relative to the Indiana Academic Standards Pass and Pass+ categories.



# **Appendix I**

**2003 ISTEP+**

## **Reliability and Validity Report**

Submitted to the  
Indiana Department of Education  
April 26, 2004  
by  
CTB/McGraw-Hill  
Monterey, California 93940



This report describes some of the evidence that establishes the degree to which the ISTEP+ tests are reliable and valid. These tests were designed to measure students' skills in the domains of English/Language Arts, Mathematics, and Science as defined by the Indiana Academic Standards.

### Part 1: Reliability

Test scores always contain some amount of measurement error. This kind of error is not systematic or predictable, and it occurs because of random factors that affect a student's performance on the test. Reliability refers to the degree to which students' scores are free from such random effects.

For the ISTEP+ several measures of reliability are available. One measure is a coefficient of internal consistency. This coefficient describes the degree to which students' performance over the questions within a test are well-correlated, that is, consistent. The internal consistency reliability is a lower-bound estimate of test reliability. Consistent performance over test questions implies that the questions measure the same content domain.

The following table shows the internal consistency coefficients for the grades and subject areas involved in the Fall 2003 operational ISTEP+ test administration. The data are based on representative samples from each grade, and they are typical of the results obtained for all ISTEP+ operational tests.

**ISTEP+ Internal Consistency Reliability Coefficients  
English Language Arts, Mathematics, and Science  
Fall 2003**

Grade	English/Language Arts		Mathematic		Science	
	N	Reliability	N	Reliability	N	Reliability
3	6007	0.90	6025	0.90	-	-
5	-	-	-	-	7211	0.88
6	7159	0.92	7171	0.92	-	-
8	6978	0.92	7064	0.94	-	-
10	7517	0.94	7514	0.94	-	-

\*N refers to number of students on which the statistic is based.

Internal consistency coefficients may range from 0.00 to 1.00 where 1.00 refers to a perfectly consistent test. As is evident the coefficients are high indicating that these tests are providing very good measurement.

Another measure of reliability is a direct estimate of the degree of measurement error in students' total score on a test. In the case of the ISTEP+, this total score is a scale score. This score is produced by the statistical models that are used to scale, equate, and score the ISTEP+. This second measure is called a conditional standard error of measurement. The table below shows the standard errors of measurement (SEM) estimated for the Fall 2003 scale scores at the cutscores set for each subject area and grade.

**Table 2**  
**Approximate\* Standard Errors of Measurement**  
**for the Fall 2003 ISTEP+ at Each Cutscore**

Grade	English/Language Arts		Mathematics		Science	
	Cutscore	SEM	Cutscore	SEM	Cutscore	SEM
3	404	15	393	15	-	-
5	-	-	-	-	479	17
6	472	12	464	13	-	-
8	516	12	517	16	-	-
10	466	14	486	10	-	-

\* The SEMs are those that would occur were number correct-to-scale score scoring tables used to score students. The actual SEMs associated with item-pattern (IP) scale scores are generally lower.

\*\*Note: The grade 10 cut scores are reported on the previous standards (linking back to 1996) for 2003.

Comparison of these SEMs to the SEMs associated with other ISTEP+ scale scores for each test would show that these values are among the lowest, meaning that the ISTEP+ tests tend to measure most accurately near the cutscore. This is a desirable quality when cutscores are used to classify examinees.

## Part 2: Validity

Validity refers to the degree to which theory and evidence indicates that the scores of a test have the meaning and use that is intended. Test validation is an on-going process of gathering evidence from many sources to evaluate the soundness of the desired score interpretation or use. This evidence is acquired from studies of the content of the test as well from studies involving scores produced by the test.

As with many educational assessment programs, establishing the content validity of the ISTEP+ plays a key role in defining its validity. The degree to which the domains of content to be assessed are represented by the items that are written really determines this type of validity. The alignment to Indiana's academic content standards is critical to the validity of the assessment. Logical analyses of test content indicate the degree to which the content of a test covers the domain of content the test is intended to measure. In the case of the ISTEP+, the content is defined by detailed, written specifications that describe Indiana's content standards and define the skills that must be measured to assess these content standards. These content descriptions and the alignment with test items are not provided because of space limitations in this report, but they are provided in the technical report written for each operational administration of the ISTEP+.

Several committees routinely review passages and items that are candidates for inclusion in an operational test. For example, a Content Review Committee reads and approves all the passages and items before they are used in an operational test to ascertain that they do assess the content standards. The Sensitivity Committee, made up of teachers and administrators, reviews the test materials for content that may be unfamiliar to special gender, ethnic, or disabled student groups. Finally, the Citizen's Review Committee reviews the same materials for relevance to the business community, political issues, and the like.

Empirical studies of the internal structure of the test also provide evidence of validity. For example, high internal consistency like that described by the coefficients above, constitutes evidence of validity. This is because high coefficients imply that the test questions are measuring the same domain of skill.

Other evidence comes from analyses of the degree to which the test questions conform to the requirements of the statistical models used to scale and equate the tests as well as to generate student

scores. Among other things, the models require that the questions in a test measure a single domain of skill. Finding provided in the ISTEP+ technical reports indicates that the test questions conform to this requirement very well.

Data are also collected to establish the extent to which questions that might be used in an operational test functions similarly for members of different ethnic or gender groups. All test questions to be used in the ISTEP+ are tried out on Indiana students before they are used in an operational test. The behavior of the test questions is assessed for two ethnic groups, and two gender groups. Items that show clearly different functioning for different gender or ethnic groups are not used in the operational test.

A final set of evidence bears on the validity of the cutscores that have been set on the ISTEP+. Details about the Bookmark procedure, which was used to set these cutscores, are given in the Technical Reports available for the Fall 1997 and Fall 1998 ISTEP+. It may be useful to note here that the Bookmark procedure is a well-documented and highly regarded procedure that has been demonstrated by research to produce reasonable cutscores on tests across the country.



# **Appendix J**

## **Approved Bilingual**

### **Dictionary List**



## **Bilingual Dictionaries Approved for Use by LEP Students on ISTEP+ Tests**

The Indiana Department of Education authorizes the following word-to-word bilingual dictionaries for use on the ISTEP+ (Grades 3-9) and Graduation Qualifying Exam (GQE) for Limited English Proficient (LEP) students at the following levels of proficiency: Level 1 (Beginner), Level 2 (Early Intermediate), Level 3 (Intermediate), and Level 4 (Advanced) as assessed on the LAS Links English Proficiency Assessment. These are also approved for Limited English Proficient (LEP) students at the following levels of proficiency: Not Proficient (NP) and Approaching Proficient (AP) on the LAS Links Placement Test.

Bilingual dictionaries are limited to those that provide word-to-word translations only (i.e., no definitions). Students must meet two requirements in order to use a bilingual dictionary on ISTEP+:

- 1) The student must be fluent in reading their native language.
- 2) The student's Individual Learning Plan must document use of a bilingual word-to-word dictionary in class.

A list of publishers and distributors appears on the last page of this publication. School corporations are responsible for purchasing these dictionaries for student use using Title III or other appropriate funds.

(The following list is adopted from the Massachusetts Department of Education.)

### **AFRIKAANS**

Afrikaans-English/English-Afrikaans  
Practical Dictionary, Revised  
Hippocrene Books  
New York, 1997  
25,000 entries  
ISBN 0-7818-0846-4  
\$17.95

### **ALBANIAN**

Albanian-English/English-Albanian  
Practical Dictionary  
Hippocrene Books  
New York, 1996  
18,000 entries  
ISBN 0-7818-0419-1  
\$15.95

Albanian-English/English-Albanian  
Standard Dictionary  
Hippocrene Books  
New York, 2003  
7,000 entries  
ISBN 0-7818-0115-X  
\$24.95

### **AZERBAIJANI**

English-Azerbaijani/Azerbaijani-English Concise  
Dictionary  
Hippocrene Books  
New York, 1995  
8,000 entries  
ISBN 0-7818-0244-X  
\$14.95

### **AMHARIC**

Amharic-English/English-Amharic Dictionary  
Hippocrene Books  
New York, 2004  
27,000 entries  
ISBN 0-7818-0115-X  
\$24.95

### **ARABIC**

Arabic-English/English-Arabic  
Practical Dictionary  
Hippocrene Books  
New York, 2004  
18,000 entries  
ISBN 0-7818-1045-0  
\$22.50

Arabic-English/English-Arabic  
(Egyptian & Syrian) Concise  
Romanized Dictionary  
Hippocrene Books  
New York, 1996  
4,500 entries  
ISBN 0-7818-0686-0  
\$12.95

Arabic-English/English-Arabic  
Hippocrene Books  
New York, 1995  
30,000 entries  
ISBN 0-7818-0383-7  
\$24.95

### **ARMENIAN**

Armenian-English/English-Armenian  
Hippocrene Books  
New York, 1993  
9,000 entries  
ISBN 0-7818-0150-8  
\$12.95

### **BASQUE**

Basque-English/English-Basque  
Hippocrene Books  
New York, 1998  
1,500 entries  
ISBN 0-7818-0622-4  
\$11.95

## **BOSNIAN**

Bosnian-English/English-Bosnian  
Concise Dictionary  
Hippocrene Books  
New York, 1996  
8,500 entries  
ISBN 0-7818-0276-8  
\$14.95

## **BUGOTU**

Bugotu-English/English-Bugotu  
Concise Dictionary  
Hippocrene Books  
New York, 1998  
4,700 entries  
ISBN 0-7818-0660-7  
\$9.95

## **BULGARIAN**

Bulgarian-English/English-Bulgarian  
Practical Dictionary  
Hippocrene Books  
New York, 1992  
8,000 entries  
ISBN 0-87052-145-4  
\$14.95

## **BYELORUSSIAN**

Byelorussian-English/English-Byelorussian  
Concise Dictionary  
Hippocrene Books  
New York, 1992  
10,000 entries  
ISBN 0-87052-114-4  
\$9.95

## **CAMBODIAN (KHMER)**

Cambodian-English/English-Cambodian  
Hippocrene Books  
New York, 1990  
15,000 entries  
ISBN 0-87052-818-1  
\$16.95

## **CANTON DIALECT**

Canton Dialect – Chinese  
English-Cantonese Dictionary  
New Asia-Yale in China Center, 1991  
# of entries not available  
ISBN 9-6220-1970-6  
\$39.95

## **CANTONESE**

Pocket Cantonese Dictionary  
Cantonese-English/English-Cantonese  
Tuttle Publishing  
North Clarendon, VT, 2003  
3,000 entries  
ISBN 0-7946-0143-X  
\$5.95

## **CATALAN**

Catalan-English/English-Catalan  
Hippocrene Books  
New York, 1993  
9,000 entries  
ISBN 0-7818-0099-4  
\$9.95

## **CHINESE**

A Junior English Chinese  
Dictionary (Simplified)  
*English-Chinese*  
Commercial Press  
Beijing, 2000  
15,000 entries  
ISBN 7-100-03128-1  
\$24.00

A Practical English-Chinese  
Pronouncing Dictionary  
Mandarin and Cantonese  
Tuttle Publishing  
North Clarendon, VT, 1991  
15,000 entries  
ISBN 0-8048-1877-0  
\$19.95

**CHINESE** *continued*

Concise English-Chinese Dictionary Romanized  
English-Chinese  
Tuttle Publishing  
North Clarendon, VT, 1989  
10,000 entries  
ISBN 0-8048-0117-7  
\$8.95

*Far East Concise English-Chinese Dictionary  
(Traditional)*  
*English-Chinese*  
Far East Book Company  
Taiwan, 1998  
60,000 entries  
ISBN 9-5761-2019-5  
\$14.60

Far East Concise  
Chinese-English Dictionary  
Chinese-English  
Far East Book Company  
Taiwan, 1998  
60,000 entries  
ISBN 9-5761-2353-4  
\$25.00

Langenscheidt Universal  
Chinese Dictionary  
Chinese-English/English-Chinese  
Langenscheidt  
New York, 2003  
17,000 entries  
ISBN 1-58573-413-6  
\$7.95

**CREOLE**

Creole-English/English-Creole (Caribbean) Concise  
Dictionary  
Hippocrene Books  
New York, 2002  
5,000 entries  
ISBN 0-7818-0455-8  
\$11.95

Creole-English/English-Creole (Haitian)  
Concise Dictionary  
Hippocrene Books  
New York, 1995  
8,000 entries  
ISBN 0-7818-0275-X  
\$11.95

**CROATIAN**

Langenscheidt Universal Dictionary  
Croatian-English/English-Croatian  
Langenscheidt  
New York, 1987  
30,000 entries  
ISBN 0-88729-183-X  
\$7.95

**CZECH**

Czech-English/English-Czech  
Concise Dictionary  
Hippocrene Books  
New York, 1991  
14,000 entries  
ISBN 0-87052-981-1  
\$11.95

**DANISH**

Danish-English/English-Danish  
Practical Dictionary  
Hippocrene Books  
New York, 1990  
32,000 entries  
ISBN 0-87052-823-8  
\$16.95

**DUTCH**

Dutch-English/English-Dutch  
Hippocrene Books  
New York, 1990  
14,000 entries  
ISBN 0-87052-910-2  
\$11.95

Dutch-English/English-Dutch  
Standard Dictionary  
Hippocrene Books  
New York, 1993  
35,000 entries  
ISBN 0-7818-0541-4  
\$19.95

## **ESTONIAN**

Estonian-English/English-Estonian  
Hippocrene Books  
New York, 1992  
6,500 entries  
ISBN 0-87052-081-4  
\$11.95

## **FARSI/PERSIAN**

Farsi-English/English-Farsi (Persian)  
Concise Dictionary  
Hippocrene Books  
New York, 2003  
8,400 entries  
ISBN 0-7818-0860-X  
\$12.95

English-Persian Standard Dictionary  
Hippocrene Books  
New York, 1992  
40,000 entries  
ISBN 0-7818-0056-0  
\$19.95

## **FINNISH**

Finnish-English/English-Finnish  
Concise Dictionary  
Hippocrene Books  
New York, 1990  
12,000 entries  
ISBN 0-87052-813-0  
\$11.95

## **FRENCH**

French-English/English-French  
Practical Dictionary  
Hippocrene Books  
New York, 1993  
35,000 entries  
ISBN 0-7818-0178-8  
\$9.95

Langenscheidt Universal  
French Dictionary  
French-English/English-French  
Langenscheidt  
New York, 1993  
30,000 entries  
ISBN 0-88729-162-7  
\$6.95

Larousse Mini Dictionary  
French-English/English-French  
Houghton Mifflin Company  
Boston, 2002  
40,000 entries  
ISBN 2-03-542033-4  
\$4.95

Random House Webster's  
Pocket French Dictionary  
French-English/English-French  
Random House  
New York, 1998  
30,000 entries  
ISBN 0-375-70156-7  
\$6.99

## **GALICIAN (Northwestern Spain)**

Galician-English/English-Galician (Galego) Concise  
Dictionary  
Hippocrene Books  
New York, 2000  
8,000 entries  
ISBN 0-7818-0776-X  
\$14.95

## **GERMAN**

German-English/English-German  
Concise Dictionary  
Hippocrene Books  
New York, 2003  
14,000 entries  
ISBN 0-7818-0906-1  
\$14.95

German-English/English-German  
*Practical Dictionary*  
Hippocrene Books  
New York, 2002  
35,000 entries  
ISBN 0-7818-0355-1  
\$9.95

Langenscheidt Universal Dictionary  
German-English/English-German  
Langenscheidt  
New York, 1999  
35,000 entries  
ISBN 0-88729-122-8  
\$6.95

**GERMAN** *continued*

Random House German-English/English German Dictionary  
Ballentine Publishing Group  
New York, 1999  
60,000 entries  
ISBN 0-345-41439-X  
\$5.99

Random House Webster's Pocket German Dictionary  
German-English/English-German  
Random House  
New York, 1996  
40,000 entries  
ISBN 0-375-70160-5  
\$7.99

21<sup>st</sup> Century Dictionary  
*German-English/English-German*  
Dell Publishing  
New York, 1996  
30,000 entries  
ISBN 0-440-22089-0  
\$5.99

**GREEK**

Greek-English/English-Greek  
Concise Dictionary  
Hippocrene Books  
New York, 2004  
16,000 entries  
ISBN 0-7818-1002-7  
\$14.95

**GUARANI (Paraguay, Brazil)**

Guarani-English/English-Guarani  
Concise Dictionary  
Hippocrene Books  
New York, 2004  
7,000 entries  
ISBN 0-7818-1066-3  
\$14.95

**GUJARATI**

Gujarati-English/English-Guajarti Dictionary & Phrasebook  
Hippocrene Books  
New York, 2004  
6,800 entries  
ISBN: 0-7818-105105  
\$11.95

**HAUSA (Nigeria, Niger)**

Hausa-English/English-Hausa  
Practical Dictionary  
Hippocrene Books  
New York, 1996  
# of entries not available  
ISBN 0-7818-0426-4  
\$16.96

**HEBREW**

The New Bantam-Megiddo  
Hebrew and English Dictionary  
English-Hebrew  
Bantam Books  
New York, 1975  
46,000 entries  
ISBN 0-553-26387-0  
\$6.99

Zilberman's Hebrew-English/English Hebrew  
Dictionary, Revised Edition  
Hippocrene Books  
New York, 2001  
55,000 entries  
ISBN 0-7818-0875-8  
\$19.95

**HINDI**

Hindi-English/English-Hindi  
Practical Dictionary  
Hippocrene Books  
New York, 1993  
25,000 entries  
ISBN 0-7818-0084-6  
\$19.95

Hindi-English/English-Hindi  
Standard Dictionary  
Hippocrene Books  
New York, 1995  
30,000 entries  
ISBN 0-7818-0470-1  
\$27.50

### **HUNGARIAN**

Hungarian-English/English-Hungarian  
Practical Dictionary  
Hippocrene Books  
New York, 1990  
7,000 entries  
ISBN 0-7818-0317-9  
\$14.95

Hungarian-English/English-Hungarian  
Practical Dictionary  
Hippocrene Books  
New York, 2004  
31,000 entries  
ISBN 0-7818-1068-X  
\$19.95

### **ICELANDIC**

Icelandic-English/English-Icelandic  
Concise Dictionary  
Hippocrene Books  
New York, 1990  
10,000 entries  
ISBN 0-87052-801-7  
\$9.95

### **INDONESIAN**

Indonesian-English/English-Indonesian  
Practical Dictionary  
Hippocrene Books  
New York, 2003  
7,500 entries  
ISBN 0-87052-810-6  
\$11.95

Tuttle's Concise Indonesian Dictionary  
English-Indonesian/Indonesian-English  
Tuttle Publishing  
North Clarendon, VT, 1993  
18,000 entries  
ISBN 0-8048-1864-9  
\$18.95

### **IRISH**

Irish-English/English-Irish  
Practical Dictionary  
Hippocrene Books  
New York, 2001  
20,000 entries  
ISBN 0-7818-0777-8  
\$12.95  
Irish-English/English-Irish  
Roberts Rinehart Publishers  
Boulder, Colorado, 1998  
24,000 entries  
ISBN 1-57098-184-1  
\$14.95

### **ITALIAN**

Italian-English/English-Italian  
Concise Dictionary  
Hippocrene Books  
New York, 2004  
16,000 entries  
ISBN 0-7818-1046-9  
\$14.95

Italian-English/English-Italian  
Practical Dictionary  
Hippocrene Books  
New York, 1999  
35,000 entries  
ISBN 0-7818-0354-3  
\$12.95

Langenscheidt's Pocket Dictionary  
Italian-English/English-Italian  
Langenscheidt  
New York, 2000  
45,000 entries  
ISBN 9-781585-730-391  
\$13.95

Langenscheidt Universal Dictionary  
English-Italian/Italian-English  
Langenscheidt  
New York, 1982  
30,000 entries  
ISBN 0-88729-163-5  
\$5.95

**ITALIAN** *continued*

Larousse Mini Dictionary  
Italian-English/English-Italian  
Houghton Mifflin Company  
Boston, 2002  
40,000 entries  
ISBN 2-03-542037-7  
\$5.95

Random House Webster's  
Pocket Italian Dictionary  
Italian-English/English-Italian  
Random House  
New York, 1996  
30,000 entries  
ISBN 0-375-70159-1  
\$7.99

21<sup>st</sup> Century Dictionary  
Italian-English/English-Italian  
Dell Publishing  
New York, 1996  
30,000 entries  
ISBN 0-440-22090-4  
\$5.99

**JAPANESE**

Japanese-English/English-Japanese  
Concise Dictionary, Romanized  
Hippocrene Books  
New York, 1994  
8,000 entries  
ISBN 0-7818-0162-1  
\$11.95

Martin's Concise Japanese Dictionary  
English-Japanese/Japanese-English  
Tuttle Publishing  
North Clarendon, VT, 1994  
18,000 entries  
ISBN 0-8048-1912-2  
\$18.95

Martin's Pocket Dictionary  
English-Japanese/Japanese-English  
Tuttle Publishing  
North Clarendon, VT, 1990  
18,000 entries  
ISBN 0-8048-1588-7  
\$12.95

Random House Webster's Pocket Japanese  
Dictionary  
Japanese-English/English-Japanese  
Random House  
New York, 1996  
20,000 entries  
ISBN 0-679-77373-8  
\$8.99

**KHMER**

See Cambodian

**KOREAN**

Concise English-Korean Dictionary: Romanized  
English-Korean  
Tuttle Publishing  
North Clarendon, VT, 1997  
8,000 entries  
ISBN 0-8048-0118-5  
\$8.95

Korean-English/English-Korean  
Practical Dictionary  
Hippocrene Books  
New York, 1992  
8,500 entries  
ISBN 0-87052-092-X  
\$16.95

Pocket Korean Dictionary  
*Korean-English/English-Korean*  
Tuttle Publishing  
North Clarendon, VT, 2003  
3,000 entries  
ISBN 0-7946-0047-6  
\$5.95

**KURDISH**

Kurdish-English/English-Kurdish Dictionary  
Hippocrene Books  
New York, 1994  
8,000 entries  
ISBN 0-7818-0246-6  
\$12.95

## **LAO**

English-Lao/Lao-English Dictionary: Revised Edition  
Tuttle Publishing  
North Clarendon, VT, 2001  
# of entries not available  
ISBN 0-8048-0909-7  
\$16.95

## **LATVIAN**

Latvian-English/English-Latvian Practical Dictionary  
Hippocrene Books  
New York, 1993  
16,000 entries  
ISBN 0-7818-0059-5  
\$16.95

## **LITHUANIAN**

Lithuanian-English/English-Lithuanian Concise Dictionary  
Hippocrene Books  
New York, 1993  
8,000 entries  
ISBN 0-7818-0151-6  
\$14.95

## **MAORI**

English-Maori/Maori-English  
Auckland University Press  
Auckland, 1990  
4,000 entries  
ISBN 18694-056-9  
\$24.95

The Reed Pocket Dictionary of Modern Maori  
Maori-English/English-Maori  
Reed Publishing  
Birkenhead, Auckland, 1999  
20,000 entries  
ISBN 0-7900-0668-5  
\$29.95

## **MALAY**

Pocket Malay Dictionary  
Malay-English/English-Malay  
Tuttle Publishing  
North Clarendon, VT, 2002  
3,000 entries  
ISBN 0-7946-0057-3  
\$5.95

## **MANDARIN**

Pocket Mandarin Chinese Dictionary  
Mandarin Chinese-English/English-Mandarin Chinese  
Tuttle Publishing  
North Clarendon, VT, 2002  
3,000 entries  
ISBN 0-7946-0043-3  
\$5.95

## **MELANESIAN/MELANESIAN PIDGIN**

*Neo-Melanesian (Guinea Pidgin)-English Concise Dictionary*  
Hippocrene Books  
New York  
1,900 entries  
ISBN 0-7818-0656-9  
\$11.95

## **NAHUATL (Mexico)**

Nahuatl-English/English-Nahuatl Concise Dictionary  
Hippocrene Books  
New York, 2004  
9,500 entries  
ISBN 0-7818-1011-6  
\$14.95

## **NORWEGIAN**

English-Norwegian/Norwegian-English Concise Dictionary  
Hippocrene Books  
New York, 1999  
10,000 entries  
ISBN 0-7818-0199-0  
\$14.95

## **PERSIAN**

See Farsi

## **PILIPINO**

Pilipino-English/English-Pilipino  
Concise Dictionary  
Hippocrene Books  
New York, 1985  
5,000 entries  
ISBN 0-87052-491-7  
\$9.95

## **POLISH**

Polish-English/English-Polish  
Concise Dictionary  
Hippocrene Books  
New York, 1993  
8,000 entries  
ISBN 0-7818-0133-8  
\$9.95

Polish-English/English-Polish  
Practical Dictionary  
Hippocrene Books  
New York, 1993  
31,000 entries  
ISBN 0-7818-0085-4  
\$14.95

Polish-English/English-Polish  
Standard Dictionary  
Hippocrene Books  
New York, 1993  
32,000 entries  
ISBN 0-7818-0282-2  
\$24.95

Langenscheidt Universal  
Polish Dictionary  
Polish-English/English-Polish  
Langenscheidt  
New York, 2004  
35,000 entries  
ISBN 1-58573-414-4  
\$7.95

## **PORTUGUESE**

Portuguese-English/English-Portuguese Dictionary  
Hippocrene Books  
New York, 1998  
30,000 entries  
ISBN 0-87052-980-3  
\$19.95

Langenscheidt Universal Dictionary  
Portuguese-English/English-Portuguese  
Langenscheidt  
New York, 1984  
30,000 entries  
ISBN 0-88729-164-3  
\$6.95

Random House Webster's Pocket Portuguese  
Dictionary  
Portuguese-English/English-Portuguese  
Random House  
New York, 1991  
38,000 entries  
ISBN 0-679-40060-5  
\$7.99

## **PUNJABI (India, Pakistan)**

Punjabi-English/ English-Punjabi Dictionary  
Hippocrene Books  
New York, 2000  
25,000 entries  
ISBN 0-7818-0940-1  
\$22.50

## **ROMANIAN**

Romanian-English/English-Romanian  
Standard Dictionary  
Hippocrene Books  
New York, 1996  
18,000 entries  
ISBN 0-7818-0444-2  
\$17.95

## **RUSSIAN**

Russian-English/English-Russian  
*Compact Dictionary*  
Hippocrene Books  
New York, 2000  
10,000 entries  
ISBN 0-7818-0537-6  
\$9.95

Russian-English/English-Russian  
*Concise Dictionary*  
Hippocrene Books  
New York, 1993  
10,000 entries  
ISBN 0-7818-0132-X  
\$11.95

Langenscheidt Universal Dictionary  
Russian-English/English-Russian  
Langenscheidt  
New York, 1993  
30,000 entries  
ISBN 0-88729-165-1  
\$7.95

### **SCOTS**

Scots-English/English-Scots  
Practical Dictionary  
Hippocrene Books  
New York, 1998  
20,000 entries  
ISBN 0-7818-0779-4  
\$12.95

### **SERBIAN**

Serbian-English/English-Serbian  
Concise Dictionary  
Hippocrene Books  
New York, 1997  
7,500 entries  
ISBN 0-7818-0556-2  
\$14.95

### **SERBO-CROATIAN**

Serbo-Croatian-English/English-Serbo-Croatian  
Practical Dictionary  
Hippocrene Books  
New York, 1996  
24,000 entries  
ISBN 0-7818-0445-0  
\$16.95

### **SISWATI**

Concise SiSwati Dictionary  
Sigma Press  
Pretoria, 1981  
# of entries not available  
ISBN 0-627-02097-6  
\$19.95

### **SLOVAK**

Slovak-English/English-Slovak  
Hippocrene Books  
New York, 2002  
7,500 entries  
ISBN 0-87052-115-2  
\$11.95

### **SOTHO (South Africa)**

*Popular Northern Sotho Dictionary*  
N. Sotho-English/English-N. Sotho  
Hippocrene Books  
New York, 1995  
25,000 entries  
ISBN 0-6270-1586-7  
\$14.95

### **SPANISH**

American Heritage Pocket  
Spanish Dictionary  
Houghton Mifflin Company  
Boston, 2001  
70,000 entries  
ISBN 0-425-17555-3  
\$6.99

American Heritage Pocket  
*Spanish Dictionary*  
Houghton Mifflin  
Boston, 2001  
40,000 entries  
ISBN 0-618-13216-3  
\$4.50

*Spanish-English/English-Spanish Dictionary*  
Ballentine  
New York, 1999  
60,000 entries  
ISBN 0-345-40547-1  
\$5.99

*Spanish and English New College*  
Dictionary  
Bantam Books  
New York, 1991  
80,000 entries  
ISBN 0-553-26714-0  
\$7.99

**SPANISH** *continued*

*Spanish-English/English-Spanish*  
Dictionary  
Harper Collins  
New York, 2000  
40,000 entries  
ISBN 0-06-273749-X  
\$5.99

Spanish-English/English-Spanish  
Practical Dictionary  
Hippocrene Books  
New York, 2003  
35,000 entries  
ISBN 0-7818-0179-6  
\$9.95

Langenscheidt Universal Dictionary  
English-Spanish/Spanish-English  
Langenscheidt  
New York, 1997  
32,000 entries  
ISBN 0-88729-166-X  
\$6.95

Larousse Mini Dictionary  
Spanish-English/English-Spanish  
Larousse  
Paris, 2002  
40,000 entries  
ISBN 2-03-542020-2  
\$4.95

*21<sup>st</sup> Century Dictionary*  
Spanish-English/English-Spanish  
Dell Publishing  
New York, 1996  
30,000 entries  
ISBN 0-440-22087-4  
\$5.99

*Vox Super-Mini Spanish and English*  
Dictionary  
McGraw-Hill  
New York, 1984  
15,000 entries  
ISBN 0-8442-7992-7  
\$4.95

**SWAHILI**

Swahili-English/English-Swahili  
Practical Dictionary  
Hippocrene Books  
New York, 2000  
35,000 entries  
ISBN 0-7818-0480-9  
\$19.95

**SWEDISH**

NCT's Compact Swedish and English Dictionary  
NTC Publishing Group  
Chicago, 1997  
32,000 entries  
ISBN 08442-4960-2  
\$18.95

**TAGALOG**

Tagalog-English/English-Tagalog  
Standard Dictionary  
Hippocrene Books  
New York, 1998  
20,000 entries  
ISBN 0-7818-0960-6  
\$18.95

**TAMIL**

English-Tamil Dictionary  
Asian Educational Services  
New Delhi, 1992  
# of entries not available  
ISBN 8-1206-0002-9  
\$49.95

**THAI**

Pocket Thai Dictionary  
Tuttle Publishing  
North Clarendon, VT, 2004  
3,000 entries  
ISBN 0-7946-0045-X  
\$5.95

## **TURKISH**

Langenscheidt Universal Dictionary  
English-Turkish/Turkish-English  
Langenscheidt  
New York, 1979  
30,000 entries  
ISBN 0-88729-167-8  
\$7.95

## **TWI (Ghana)**

Twi-English/English-Twi  
Concise Dictionary  
Hippocrene Books  
New York, 1998  
6,000 entries  
ISBN 0-7818-0264-4  
\$12.95

## **UKRAINIAN**

Ukrainian-English/English-Ukrainian  
Practical Dictionary  
Hippocrene Books  
New York, 1995  
16,000 entries  
ISBN 0-7818-0306-3  
\$14.95

## **URDU**

Urdu-English/English-Urdu Dictionary and  
Phrasebook Romanized  
Hippocrene Books  
New York, 2003  
3,000 entries  
ISBN 0-7818-0970-3  
\$11.95

The Little Oxford English-Urdu Dictionary  
Oxford University Press  
Karachi, 2005  
40,000 entries  
ISBN:0-1959-7899-4  
\$12.95

## **UZBEK (Uzbekistan, Central Asia)**

Uzbek-English/English-Uzbek  
*Concise Dictionary*  
Hippocrene Books  
New York, 1994  
7,500 entries  
ISBN 0-7818-0165-6  
\$11.95

## **VIETNAMESE**

Essential English-Vietnamese Dictionary  
Tuttle Publishing Company  
North Clarendon, VT, 1983  
16,000 entries  
ISBN 0-8048-1661-1  
\$18.95

Pocket Vietnamese Dictionary  
Vietnamese-English/English-Vietnamese  
Tuttle Publishing  
North Clarendon, VT, 2003  
3,000 entries  
ISBN 0-7946-0044-1  
\$5.95

Vietnamese-English/English-Vietnamese  
Standard Dictionary  
Hippocrene Books  
New York, 1991  
12,000 entries  
ISBN 0-87052-924-2  
\$24.95

## **WELSH**

Welsh-English/English-Welsh  
Practical Dictionary  
Hippocrene Books  
New York, 1997  
20,000 entries  
ISBN 0-7818-0781-6  
\$12.95

## **YIDDISH**

Yiddish-English/English-Yiddish Practical Dictionary  
Hippocrene Books  
New York, 1992  
4,000 entries  
ISBN 0-7818-0439-6  
\$9.95

## **YIDDISH** *continued*

English-Yiddish/Yiddish-English Dictionary  
Israel Book Shop  
Brookline, MA, 1983  
# of entries not available  
ISBN 0-920243-10-X  
\$10.00

## **YORUBA**

Yoruba-English/English-Yoruba  
Modern Practical Dictionary  
Hippocrene Books  
New York, 2004  
26,000 entries  
ISBN 0-7818-0978-9  
\$22.50

## **Selected Distributors of Word-to-Word Dictionaries**

Bilingual Dictionaries  
37710 Sprucewood Lane  
P.O. Box 1154  
Murrieta, CA 92564  
Tel: (951) 461-6893  
Fax: (951) 461-3092

Harvard Cooperative Society  
1400 Massachusetts Avenue  
Cambridge, MA 02238  
Tel: (617) 499-2000  
Email: harvard@bkstore.com

Hippocrene Books, Inc.  
171 Madison Avenue  
Suite 1602  
New York, NY 10016  
Tel: (718) 454-2366  
Fax: (718) 454-1391

National Dissemination Center  
50 Constitution Drive  
Taunton, MA 02780  
Tel: (508) 824-7188  
Fax: (508) 280-3428

Schoenhof's Foreign Books  
76A Mount Auburn Street  
Cambridge, MA 02138  
Tel: (617) 547-8855  
Fax: (617) 547-8551

Tuttle Publishing  
364 Innovation Drive  
North Clarendon, VT 05759  
Tel: (800) 526-2778  
Fax: (800) 329-8885

Cheng & Tsu Company  
25 West Street  
Boston, MA 02111  
Tel: (617) 988-2401  
Fax: (617) 426-3669

Indiana Statewide Testing for Educational Progress-Plus  
Approved Bilingual Dictionaries for Students with Limited English Proficiency, August 2006

Approved List of Bilingual Dictionaries to be used by Limited English Proficient Students  
on ISTEP+ and GQE

Indiana Department of Education  
August 2006

## **Policy Notification Statement**

It is the policy of the Indiana Department of Education not to discriminate on the basis of race, color, religion, sex, national origin, age, or disability, in its programs, activities, or employment policies as required by the Indiana Civil Rights Law (I.C. 22-9-1), Title VI and VII (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), Section 504 (Rehabilitation Act of 1973), and the Americans with Disabilities Act (42 USCS ss 12101, *et. seq.*).

Inquiries regarding compliance by the Indiana Department of Education with Title IX and other civil rights laws may be directed to the Human Resources Director, Indiana Department of Education, Room 229, State House, Indianapolis, IN 46204-2798, or by telephone to 317-232-6610, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 North Canal Street, Suite 1053, Chicago, IL 60606-7204 — **Dr. Suellen Reed, State Superintendent of Public Instruction.**