Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Indiana Statewide Testing for Educational Progress-Plus

2011-2012 ISTEP+ Program Manual

Policies and Procedures for Indiana's Assessment System

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

Introduction and Background

TIME	EVENT	GRADE LEVELS	DETAILS	TIME OF YEAR
1987	**ISTEP is created**			
1988	**ISTEP is first administered**	1, 2, 3, 6, 8, 9	Multiple-Choice Writing	Spring
1995	**ISTEP changes to ISTEP+**	Grades 3, 6, 8, and 10	Norm-referenced and Criterion-referenced Multiple-Choice Applied Skills	Fall
2000	**Indiana Academic Standards are adopted**			
2002 (2004)	**ISTEP+ reflects Academic Standards**	3, 6, 8 (10)	Criterion-referenced Multiple-Choice Applied Skills	Fall
2003	**ISTEP+ adds other grade levels**	3-8, 10	Criterion-referenced Multiple-Choice Applied Skills	Fall
2008	**ISTEP+ moves to the spring**	3-8	Criterion-referenced Multiple-Choice Applied Skills	Fall and Spring
2009	**ISTEP+ / new Graduation Requirement**	3-8 / Algebra I and English 10	Criterion-referenced Multiple-Choice Applied Skills	Spring / Completion of course

The Purpose of ISTEP+ Assessments in Grades 3-8

The purpose of the *Indiana Statewide Testing for Educational Progress-Plus (ISTEP+)* program is to measure student achievement in the subject areas of English/language arts, mathematics, science, and social studies. In particular, ISTEP+ reports student achievement levels according to the *Indiana Academic Standards* that were adopted in November 2000 by the Indiana State Board of Education.

Structure and Content of ISTEP+ Testing for Spring 2012

In light of the implications of ISTEP+ scores for students, schools, and districts under the No Child Left Behind Act of 2001 and PL 221-1999, test administrators must be accurate and methodical in test preparation and administration, as well as in reporting student demographic characteristics. Testing personnel should note the following regarding the administration of the Spring 2012 ISTEP+:

1. ISTEP+ consists of two major components, the **Multiple-Choice Assessment** and the **Applied Skills Assessment** (open-ended). The multiple-choice and applied skills assessments are criterion-referenced and are designed to measure students' mastery of the *Indiana Academic Standards*.
2. Grade 3 ISTEP+ consists of one assessment book for English/language arts and mathematics during each assessment window.
3. Grades 4-8 ISTEP+ consist of one assessment book for the Applied Skills Assessment in March, and an assessment book and answer book for the Multiple-Choice Assessment in May. Based on capacity, schools will assess using ISTEP+ Online for the Multiple-Choice Assessment.
4. English/language arts and mathematics are assessed in Grades 3-8.
5. Science is assessed in Grades 4 and 6, while social studies is assessed in Grades 5 and 7; these test items are incorporated into the corresponding grade-level assessment books. These content areas do **not** have separate assessment books.
6. The Mathematics portion of the assessment in Grades 6-8 has the following structure:
    a. Students may use calculators on the Applied Skills Assessment and the second test session of the Multiple-Choice Assessment. They may use their own calculators or calculators supplied by the classroom teacher. Contact the school's Test Coordinator for a list of the electronic devices that are NOT permitted for use on any portion of ISTEP+, or go to www.doe.in.gov/assessment.
    b. The assessment includes 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 a practice test are also available for download at www.doe.in.gov/assessment.
    c. The assessment includes a reference sheet of formulas and conversions for students to use while testing. Students can use the reference sheet to help them solve some of the problems on the test. The reference sheet can be found at www.doe.in.gov/assessment.
7. Sample items are available at www.doe.in.gov/assessment.

Testing Accommodations

The approved accommodations outlined in *Appendices C* and *I* apply to ISTEP+. The provision of these testing accommodations may be administered by classroom teachers in addition to program area staff (i.e., EL teacher). Teachers need to be made aware of each student's allowable accommodations.

ISTEP+ (Grades 3-8) Assessment Windows for 2011-2012

Window	Dates	Administration Type
Applied Skills Assessment	March 5 – March 14, 2012	Paper-and-Pencil
Multiple-Choice Assessment	April 30 – May 9, 2012	Paper-and-Pencil
Multiple-Choice Assessment	April 30 – May 11, 2012	Online

Exceptions to Required ISTEP+ Testing Dates

In general, no public or other educational institution administering ISTEP+ may administer ISTEP+ on dates outside of the assessment windows (see above) 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 those requests based on long-standing community tradition or extraordinary or emergency circumstances.

Those wishing to request early administration of ISTEP+ should complete and submit a written request for approval (see form in *Appendix B*). The request should adhere to the State Board guidelines cited above.

For additional information regarding ISTEP+, please access www.doe.in.gov/assessment.

Chapter Two
ISTEP+: Graduation Examination
End-of-Course Assessments (ECAs)

The Purpose of ISTEP+ End-of-Course Assessments

The purpose of the *Indiana Statewide Testing for Educational Progress-Plus (ISTEP+)* program is to measure student achievement. In particular, ISTEP+ reports student achievement levels according to the *Indiana Academic Standards* that were adopted in November 2000 by the Indiana State Board of Education. *The ISTEP+ End-of-Course Assessments (ECAs)* are criterion-referenced assessments developed specifically for students completing their instruction in Algebra I, Biology I, or English 10.

Structure and Content of ECAs for 2011-2012

In light of the implications of scores for students, schools, and school corporations under the No Child Left Behind Act of 2001 and PL 221-1999, test administrators must be accurate and methodical in test preparation and administration, as well as in reporting student demographic characteristics. As participation in the Biology I assessment satisfies the requirement for NCLB, testing personnel should note the following regarding the administration of the 2011-2012 ISTEP+: Algebra I, Biology I, and English 10 for students in the class of 2012 and beyond:

1. The Graduation Examination consists of two assessments: Algebra I and English 10.
    a. Algebra I consists of four item types: constructed-response, multiple-choice, gridded-response, and graphing. Algebra I has the following structure:
        i. Students may use calculators for a portion of the assessment. They may use their own calculators or calculators supplied by the classroom teacher. Contact the school's Test Coordinator for a list of the electronic devices that are NOT permitted for use on any portion of the assessment, or go to www.doe.in.gov/assessment/eca_resources.html/.
        ii. The assessment will include gridded-response items. Blank grids and a practice test are also available for download at www.doe.in.gov/assessment/eca_resources.html/.
        iii. The assessment will include a reference sheet for students to use while testing. Students can use the reference sheet to help them solve some of the problems on the test. The reference sheet can be found at www.doe.in.gov/assessment/eca_resources.html/.
    b. English 10 consists of three item types: constructed-response, multiple-choice, and a writing prompt.
2. Biology I consists of two item types: constructed-response and multiple-choice.

Testing Accommodations

The approved ISTEP+ accommodations outlined in *Appendices C* and *I* apply to End-of-Course Assessments (ECAs). The provision of these testing accommodations may be administered by classroom teachers in addition to program area staff (i.e., EL teacher). Teachers need to be made aware of each student's allowable accommodations.

Graduation Examination Requirement and Waiver Process

The graduation examination requirement consists of the Algebra I and English 10 End-of-Course Assessments (ECAs). Every graduating Indiana student must demonstrate mastery of the *Indiana Academic Standards* assessed by these ECAs. **The most straightforward way to meet this requirement is to: (1) attain scores at or above the passing scale scores in the Algebra I and English 10 ECAs; and (2) meet all state and local graduation requirements.**

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

- By fulfilling the requirements of an evidence-based waiver or a work-readiness waiver, as stated in IC 20-32-4.

Algebra I and English 10 ECA Cut Scores

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 Algebra I and English 10 ECAs in August 2010.

Demonstration of Mastery of Indiana Academic Standards

Indiana law **does not require that all students achieve a passing score on each of the ECAs in order to receive a high school diploma. Rather, the law requires that students demonstrate mastery of the standards that are tested on the ECAs.** 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 Algebra I and English 10 ECAs. In addition, IC 20-32-4 as amended by PL 193-1999, provides that (for full text see *Appendix D*):

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

(1) Takes the graduation examination in each subject area (the Algebra I and/or English 10 ECA) in which the student did not achieve a passing score at least one 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 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 Algebra I and/or English 10 ECA). 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 the waiver option [IC 20-32-4-4(6)(A) above] in the 2011-2012 school year, the following information may be helpful:

1) For students entering high school in the 2006-07 school year or after, the "courses required for graduation" in computing the "C" average for the "evidence-based" and "work-readiness" waivers must include the following 34 credits:
    a. Language arts - 8 credits
    b. Social studies - 4 credits (Must include 2 credits in US History, 1 credit in US Government and 1 credit in "another social studies course, Global Economics or Consumer Economics")
    c. Mathematics - 4 credits (Must include 2 credits in Algebra I or Integrated Mathematics I and 2 additional mathematics credits. All 4 credits must be earned after the student enters high school.)
    d. Science - 4 credits (Must include 2 credits in Biology and 2 credits in another science from which at least 1 credit must be in a Physical or Earth Space Science course.)
    e. Health and wellness - 1 credit
    f. Physical education - 2 credits
    g. Career-academic sequence - 6 credits
    h. Flex credits - 5 credits
2) 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 may qualify for a career academic sequence. Indiana has developed lists of career academic sequences, called College and Career Pathways, which can be downloaded for use at www.doe.in.gov/pathways.
3) A "workforce readiness assessment," referenced in IC 20-32-4-4(6)(A)(ii) is determined locally and may include the Armed Services Vocational Aptitude Battery (ASVAB), Work Keys, or any other career or work-readiness assessment deemed appropriate by the school corporation.
4) Professional Career Internship and Cooperative Education courses are state-approved course titles defined by the Indiana Department of Education. Course descriptions are available at www.doe.in.gov/publications/courses.html.
5) A "workforce credential recommended by the student's school," referenced in IC 20-32-4-4(6)(A)(iii), is any career assessment, state or national work-readiness certification, or other credential that assesses a student's ability to transition to the workforce. Examples include state and national technical skills certifications (e.g., Microsoft Office Certification, ProStart Certification, etc.), a Work Keys assessment, a Work Ethics certificate, Armed Services Vocational Aptitude Battery (ASVAB), or any other work-readiness assessment deemed appropriate by the local school corporation.

In the case of a student with a disability (as defined in IC 20-35-1-2, *Appendix D*), 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 ECAs or classroom work.

(2) The student meets all of the following requirements:

- (A) Retakes the ECAs in each subject area (Algebra I and/or English 10) 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 34 credits specifically required for graduation by the State Board.
- (E) Otherwise satisfies all state and local graduation requirements.

Special Cases

In-State Student Transfers

Just as receiving school corporations, nonpublic, and charter schools have always had to determine if incoming transfer students have met course requirements, receiving school corporations, nonpublic, and charter schools must be ultimately responsible for determining whether students have met the graduation requirements established by law relative to the ECAs. The Indiana Department of Education and its contractor have designed a system of reports and labels to facilitate the ability of school corporations, nonpublic schools, and charter schools to convey information about a student's status (Labels will be provided that clearly indicate whether students met standards.). **In order for this system to function smoothly, the sending school corporation must ensure that the student's permanent record contains up-to-date information regarding completed coursework and the student's status relative to the ECAs prior to transferring the student's permanent record to the receiving school corporation.** This information can be transmitted using the labels that will be provided with the ECA reports, student transcripts, or other mechanisms. If there is doubt about a transfer student's status, the receiving school should contact the sending school.

Out-of-State Student Transfers

All students who have moved from another state to Indiana are subject to the Indiana graduation examination requirements.

Graduation examinations in other states may be given at different grade levels and measure different knowledge and skills than the Indiana ECAs. A student may be eligible to graduate without passing the ECAs 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 ECAs, or on classroom assignments. Results from another state's graduation examination could be considered as documentation, but are not to be substituted for participation in Indiana's ECAs.

Alternative Education Students

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

ECA materials for alternative education program students are delivered to school corporations along with materials for other students. The ECAs are 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 examination. Alternative education program students must take the ECAs under the same conditions and within the same testing windows as students in the general education program, although the time of day may be adjusted so the assessment 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 ECAs. 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." Taking the ECAs 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 ECAs, the student may still receive a high school diploma if the student demonstrates mastery of the *Indiana Academic Standards* under the provision of IC 20-32-4. 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 the Algebra I and English 10 *Indiana 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 ECAs. 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 the student has met the academic performance standards measured by the assessment.

Adult Education Students

The graduation examination requirement applies to all students who expect to graduate from an Indiana high school. All students in an adult secondary education program who intend to receive an Indiana high school diploma must therefore take the ECAs.

Adult education students should take the ECAs after they have had an opportunity to learn the content contained in the *Indiana Academic Standards* for Algebra I and English 10.

The following policy is currently under review/development:
[All ECA materials for adult education students will be delivered to the school corporation, nonpublic, or charter school along with the ECA materials for other students. The ECAs 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 ECAs under the same conditions as students in the general education program. The ECAs must be administered within the same testing windows as students in the general education program, although the time of day may be adjusted so the assessment 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 ECAs, but every student who intends to receive an Indiana high school diploma must take the ECAs. The adult education student may graduate if the student demonstrates attainment of the *Indiana Academic Standards* under the provision of IC 20-32-4. 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 Section 504 Plan, any accommodations employed in performance on other assessments would be applied to the ECAs; however, the assessment may not be modified. Students are not to receive shortened assessments, 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 *Appendix C*.

Students Having Fulfilled All Graduation Requirements Except for the Assessment Requirement

This policy is currently under review/development.

Retest Opportunities

The ECAs will be offered five times during a school year. From the five possible ECA administrations, each school must select two ECA assessment windows: 1) a primary window aligned with the completion of instruction; and 2) a "Retest" window - an additional opportunity for any students who have passed the course, yet need to retake the ECA (Algebra I and/or English 10) in order to meet graduation requirements. State law limits students who have not passed a portion of the ECAs to a maximum of one retest each semester. The fall semester includes the Fall and Early Winter Assessment Windows. The spring semester includes the Late Winter and Spring Assessment Windows. A student may take the ECAs until he or she meets the *Indiana Academic Standards* for Algebra I and English 10. Retests will include only the course in which the student did not attain a score at or above *Pass*.

<u>Please note</u>: There are no retesters in Biology I. Additionally, schools only test those students who actually took the Biology I course at their school.

No student will be eligible to receive a diploma without demonstrating mastery of the *Indiana Academic Standards* tested on the ECAs. 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 ECAs at least once in each succeeding school year as a condition for graduating. Students

eligible to take the fall and spring retest include students in the class of 2012 and beyond who have failed to pass the Algebra I and/or the English 10 ECA(s).

ECA Assessment Windows for 2011-2012

Window	Dates	Administration Type
Fall	October 17 – November 11, 2011	Online
Early Winter	December 8 – 21, 2011 and January 4 – 17, 2012	Online or Paper-and-Pencil
Late Winter	February 13 – March 9, 2012	Online
Spring	April 23 – June 6, 2012	Online or Paper-and-Pencil
Summer	June 21 – August 2, 2012	Online

For additional information, please access www.doe.in.gov/assessment.

Chapter Three
Indiana Reading Evaluation And Determination (IREAD)

The Purpose of IREAD Assessments in Grades K-2

IREAD-K, IREAD-1, and IREAD-2 assessments were created to help schools monitor student progress and to provide adequate instruction prior to grade three. These "no-stakes" summative assessments are designed to provide teachers with the feedback necessary to track student progress and to make instructional decisions that will help ensure student success on IREAD-3.

Structure and Content of IREAD-K, IREAD-1, IREAD-2 for 2011-2012

Testing personnel should note the following regarding the administration of the 2011-2012 IREAD Assessments in grades K, 1, and 2:

1. IREAD-K, IREAD-1, and IREAD-2 are summative assessments developmentally aligned to expectations for readers in grades K, 1, and 2.
2. The IREAD-K, IREAD-1, and IREAD-2 assessment window will consist of the last 4-5 weeks of a school's calendar year; each set of grade-level assessments is designed to be administered by the classroom teacher to individual students.
3. A school that chooses to use IREAD-K, IREAD-1, and/or IREAD-2 is responsible for downloading the assessments from a secure online location, administering the assessments to individual students, and scoring the assessments.
4. Student test data should be used to help inform teachers' instructional decisions.

The Purpose of IREAD-3

The purpose of the *Indiana Reading Evaluation And Determination (IREAD-3)* assessment is to measure foundational reading standards through grade three. Based on the *Indiana Academic Standards*, IREAD-3 is a summative assessment that was developed in accordance with PL 109 which "requires the evaluation of reading skills for students who are in grade three beginning in the Spring of 2012 to ensure that all students can read proficiently before moving on to grade four."

Structure and Content of IREAD-3 for 2011-2012

Testing personnel should note the following regarding the administration of the 2011-2012 IREAD-3 Assessment:

1. IREAD-3 consists of one assessment book for each student.
2. The assessment includes three test sessions, which are comprised of multiple-choice questions only.
3. The assessment must be administered within the approved three-day assessment window.
4. All items on the assessment are based on *Indiana Academic Standards*, specifically assessing foundational reading skills through grade 3. An IREAD-3 item sampler can be accessed online: www.doe.in.gov/assessment.
5. IREAD-3 assessment books will be sent to CTB for scoring, and the results are expected to be available the first week of April.

Testing Accommodations

The approved ISTEP+ accommodations outlined in *Appendices C* and *I* apply to IREAD-3. The provision of these testing accommodations may be administered by classroom teachers in addition to program area staff (i.e., EL teacher). Teachers need to be made aware of each student's allowable accommodations. Please note: In no case may reading comprehension questions be read to the student.

Students Who Do Not Pass IREAD-3

Students who do not pass IREAD-3 in the spring have an opportunity to retest in the summer. Students who do not pass the spring or summer administrations of IREAD-3 will continue to receive instruction in Grade 3 Reading, will be officially reported as a third grader, and will fully participate in the Grade 3 ISTEP+ assessment. It is the responsibility of the local school to design a program that meets the learning needs of students.

Retention, which is identified as a last resort in PL 109, requires schools to provide students who do not pass IREAD-3 with Grade 3 reading/literacy instruction. Literacy instruction may also include other content areas, such as science and social studies. Methods of organizing students for differentiated instruction are determined locally.

Retention is not required for students who are eligible for a Good Cause Exemption. To access the Good Cause Exemptions that allow for flexibility in determining access to grade four reading and literacy instruction, please visit http://www.doe.in.gov/assessment/docs/IREAD_Common_Questions.pdf.

IREAD Assessment Windows for 2011-2012

Window	Dates	Administration
IREAD-K, IREAD-1, IREAD-2	Last 4-5 weeks of a school's academic year	Paper-and-Pencil
IREAD-3	March 19 – 21, 2012	Paper-and-Pencil

A date change request form is located in *Appendix B* of this manual for schools that need to request an adjustment to the existing assessment window.

For additional information, please access www.doe.in.gov/assessment.

Chapter Four
Indiana Modified Achievement Standards Test (IMAST)

The Purpose of IMAST Assessments in Grades 3-8

Federal law (IDEA 2004) and state law require that all students participate in Indiana's assessment system. For most students with special needs, this law requires participation in ISTEP+ assessments with or without accommodations. For students with disabilities, however, the Case Conference Committee may determine that the *Indiana Modified Achievement Standards Test (IMAST)* is the most appropriate assessment instrument. IMAST is the only modified assessment that is recognized in Indiana for the purpose of statewide accountability.

The purpose of IMAST is to measure student achievement in the subject areas of English/language arts, mathematics, science, and social studies. Students who participate in IMAST *in* lieu of ISTEP+ are expected to earn a high school diploma prior to exiting high school, either by demonstrating proficiency on required graduation examinations or through the waiver process. IMAST reports student achievement levels according to the *Indiana Academic Standards* that were adopted in November 2000 by the Indiana State Board of Education. IMAST is presented in a multiple-choice only format and is administered to students whose Case Conference Committee (CCC) determines they meet the eligibility criteria adopted by the Indiana State Board of Education. Therefore the goals listed in the student's Case Conference Committee report include content standards for the grade in which the student is enrolled. The student's academic goals will be the same as non-disabled peers at grade-level or will generally be aligned to grade-level curriculum.

Structure and Content of IMAST for 2011-2012

Testing personnel should note the following regarding the administration of the 2011-2012 IMAST Assessment:

1. Grade 3 IMAST consists of one assessment book for English/language arts and mathematics.
2. Grades 4-8 IMAST consist of an assessment book and an answer book.
3. Science and social studies questions are incorporated into the corresponding student books for the appropriate grade levels. These content areas are not located in a separate book.
4. The mathematics portion of the assessment has the following structure:
    a. All questions in grades 3-8 are multiple-choice.
    b. Students in grades 6-8 are allowed to use calculators on both test sessions.
    c. Students are **not** required to use a copy of the Reference Sheet during the test, as any formulas and/or conversions needed to answer a test question will be embedded within the structure of the test question.

Testing Accommodations

The approved ISTEP+ accommodations outlined in *Appendices C* and *I* apply to IMAST. The provision of these testing accommodations may be administered by classroom teachers in addition to program area staff (i.e., EL teacher). Teachers need to be made aware of each student's allowable accommodations.

IMAST Criteria

All three criteria must be satisfied for a student to be eligible to be assessed on modified academic achievement standards in one or more content areas (English/language arts, mathematics, science, and social studies). In addition, the decision cannot be based on the exclusions provided below.

1) ***Presence of a Disability:*** The student receives special education services due to the presence of a disability. There must be evidence that the disability has prevented the student from achieving proficiency as measured by previous ISTEP+ attempts or through other assessments that validly document grade-level academic achievement.
2) ***Intensity of Instruction*:** The student is able to meaningfully access curriculum for the grade in which the student is enrolled. However, the student's case conference committee agrees that, even with appropriate instruction and services designed to meet the students' individual needs, the student is not likely to achieve grade-level proficiency within the same time frame as other students.
3) ***Curricular Outcomes*:** The student is expected to earn a high school diploma prior to exiting high school, either by eventually demonstrating proficiency on the graduation examinations or through the appeals process. Therefore the goals listed in the student's case conference committee report include content standards for the grade in which the student is enrolled.

EXCLUSIONS

The CCC's determination that the student will be assessed on modified achievement standards cannot be based on factors such as:

a. Excessive or extensive absences.
b. Social, cultural, or economic differences.
c. The mere identification of a disability.
d. A specific special education placement or service.
e. Concern for AYP calculations.

The Case Conference Committee should consider which content area(s) of IMAST the student will participate in and whether appropriate accommodations, including assistive technology, need to be addressed and documented.

The Indiana Department of Education will utilize these criteria when reviewing or monitoring student education records for the purpose of determining eligibility to be assessed on modified achievement standards and including modified assessment data in federal and state accountability determinations.

IMAST Assessment Window for 2011-2012

Window	Dates	Administration
IMAST	April 30 – May 9, 2012	Paper-and-Pencil

For additional information, please access www.doe.in.gov/assessment.

Chapter Five
Indiana Standards Tool for Alternate Reporting (ISTAR)

The Purpose of ISTAR

Federal law (IDEA 2004) and state law require that all students participate in Indiana's assessment system. For most students with special needs, this law requires participation in ISTEP+ assessments, with or without accommodations. For students with disabilities, however, the Case Conference Committee (CCC) may determine that the *Indiana Standards Tool for Alternate Reporting (ISTAR)* is the most appropriate assessment instrument. ISTAR is the only alternate assessment that is recognized in Indiana for the purpose of statewide accountability.

ISTAR-AA

The purpose of the *Indiana Standards Tool for Alternate Reporting (ISTAR-AA)* program is to measure student achievement in the subject areas of English/language arts, mathematics, science, and social studies based on alternate academic achievement standards. Students who perform significantly below grade-level may have personal learning goals that cannot be adequately measured with a grade-level standardized assessment. ISTAR-AA is a web-based system that utilizes teacher ratings on performance threads, comprised of progressive skills based on alternate academic achievement standards that are appropriate to the student's achievement level. The Case Conference Committee determines, based on the eligibility criteria adopted by the Indiana State Board of Education and the student's individual and unique needs, whether a student with a disability will be assessed with ISTAR-AA. This criteria is available at: http://www.doe.in.gov/assessment/istar_resources.html.

Although meant to be a continuous process throughout the year, ISTAR-AA assessment ratings must be updated and completed during the time frame of **March 1 through April 30 of each testing year**. Only ISTAR-AA assessment ratings that have been completed correctly and within the required time frame will be reported for the purpose of school accountability determinations.

ISTAR-KR

The purpose of *Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness (ISTAR-KR)* is to measure skills in children from infancy to kindergarten. A derivative of Indiana's Early Learning Standards (which are part of the Foundations to *Indiana Academic Standards*); ISTAR-KR is aligned to the *Indiana Academic Standards* for Kindergarten in the areas of English/language arts and mathematics and includes three functional areas: physical, personal care and social-emotional skills. Data from ISTAR-KR assessments are used in state reporting for PK students receiving special education. The assessment can also be used for local purposes in grades PK through 1.

Teachers record ratings within this web-based instrument based on their ongoing observations of children engaged in typical daily routines and activities. It is available to all public schools in Indiana and to private early childhood education programs at no cost. Assessment results from ISTAR-KR can be used to determine the skills a child has mastered and the skills a student needs to learn next. Aggregate data comparing entrance and exit scores for children exiting preschool services is submitted annually by the state to the federal Office of Special Education Programs. Individual student assessment results of ISTAR-KR are made available to family members at specific intervals when the assessment is used to measure student progress **(upon entrance, at exit, and annually on the child's birthday)**. For specific results, please contact the facility that provides educational services to the child.

Structure and Content of ISTAR for 2011-2012

Testing personnel should note the following regarding the administration of the 2011-2012 ISTAR-AA and ISTAR-KR Assessments:

1. ISTAR-KR and ISTAR-AA are web-based instruments and are rated by teachers based on their ongoing observations of children engaged in typical daily routines and activities.
2. ISTAR-AA is administered each year from March 1-April 30. ISTAR-KR is administered upon entrance, at exit, and annually on the child's birthday.
3. ISTAR-KR and ISTAR-AA are accessed via the Learning Connection. A Learning Connection administrator must provide access to this assessment.

ISTAR-AA and ISTAR-KR Assessment Windows for 2011-2012

Window	Dates	Administration
ISTAR-AA	March 1 – April 30, 2012	Online
ISTAR-KR	• within six weeks of a student's entry into preschool services; • annually, on the child's birthday; and • when the student exits from preschool services	Online

For additional information, please access www.doe.in.gov/assessment.

Chapter Six
Indiana Language Acquisition Assessment System (ILAAS)

The Purpose of LAS Links

CTB/McGraw-Hill's *LAS Links*® assessments are used in Indiana to determine a student's level of English proficiency. The placement test, administered upon the student's arrival in the United States, is used to determine appropriate services for the student. The annual assessment, administered during the January/February testing window, determines the student's current level of English proficiency and is used for accountability purposes.

Structure of LAS Links for 2011-2012

Testing personnel should note the following regarding the administration of the 2011-2012 LAS Links Assessments:

1. LAS Links consists of two assessments: a placement test and an annual assessment.
2. **The results from the placement test must be communicated to parents within 30 days at the start of the school year and within two weeks of arrival later in the school year.** Placement tests are scored locally. Training for administration and scoring of the placement tests is offered in August. Please access www.doe.in.gov/assessment/laslinks.html for additional information regarding training. Placement tests may be ordered from the CTB/Indiana Help Desk by calling 800-282-1132, Option 4.
3. The annual LAS Links assessment is administered in late winter each school year, preceding the Applied Skills ISTEP+ assessment window. This assessment is given to students classified as Levels 1-4 and to students who have NOT received a level five classification for two consecutive data points. For the annual assessment, the speaking portion is scored locally. The other portions are submitted to CTB for scoring. Training is offered in January for the administration and scoring of the annual assessment. **The results from the annual LAS Links assessment must be communicated to parents within 30 days at the start of the school year.**
4. Both placement tests and annual assessments are offered by grade span. Pre-LAS 2000 is the placement test offered for Kindergarten students.
5. Both assessments are designed to evaluate students on listening, speaking, reading, writing, and comprehension. The placement test is used for identification and placement into English language development services; the annual LAS Links assessment is used for measuring annual growth and for program exit.
6. For newly arrived LEP students in their first year of U.S. schooling, for one time only, the annual LAS Links assessment may be substituted for the English/Language Arts portion of the ISTEP+ assessment utilizing Federal Flexibility. This is a school corporation-wide decision, and the names of students must be submitted to the Indiana Department of Education in May.

Additional information regarding accommodations for students with limited English proficiency can be found in *Appendices C and I*.

LAS Links Assessment Windows for 2011-2012

Window	Dates	Scoring
Placement Test	Based on student's arrival	Scored locally
Annual Assessment	January 18-February 24, 2012	Speaking portion scored locally; other portions submitted to CTB for scoring

For additional information, please access www.doe.in.gov/assessment.

Chapter Seven
mCLASS

The Purpose of mCLASS

The purpose of *mCLASS* assessments is to provide diagnostic measures for K-2 students in literacy and numeracy. mCLASS:Reading 3D and mCLASS:Math help identify students' foundational skills and provide teachers with instructional suggestions based on student performance on benchmark assessments and regular progress monitoring.

Structure and Content of mCLASS for 2011-2012

Testing personnel should note the following regarding the administration of the 2011-2012 mCLASS assessments:

1. mCLASS assessments are K-2 diagnostic tools used to assess reading and mathematics skills.
2. mCLASS:Reading 3D consists of two components: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)® alerts teachers to problems in student learning and informs teachers of student progress with basic literacy skills, while Text Reading Comprehension (TRC)® helps teachers identify and track error patterns, reading strategies, and comprehension through the use of reading records.
3. mCLASS:Math assists teachers in identifying students at-risk of acquiring proficient early math skills and in learning more about students' mathematical thinking.
4. mCLASS:Reading 3D and mCLASS:Math offer suggestions for progress monitoring based on benchmark assessment of student performance.
5. mCLASS:Reading 3D and mCLASS:Math assessments are administered during three benchmark windows, as outlined in the chart below.

Guidance for Use With Special Education Students

A guidance document has been created as a reference to assist educators in administering the mCLASS reading and math assessments. This guidance contains answers to the most commonly asked questions related to implementing the mCLASS assessment system with special education students. The guidance document is available by accessing this link:
http://www.doe.in.gov/assessment/docs/special_education_and_mclass_assessments_042111_final.pdf

Application Process

The application process for schools to utilize the diagnostic tools takes place annually. The steps to complete this process include submission of the completed application, signoff by the corporation superintendent, and final verification of the application information by the corporation.

mCLASS Assessment Windows for 2011-2012

Window	Dates	Administration Type
BOY	Reading 3D: 8/22 – 9/19 Math: 9/12 – 10/7	Online*
MOY	Reading 3D: 1/9 – 2/3 Math: 1/30 – 2/24	Online*
EOY	Reading 3D: 4/16 – 5/11 Math: 4/30 – 5/25	Online*

*All portions of the **grade 2** mCLASS:Math assessment are administered via paper-and-pencil.

For additional information, please access www.doe.in.gov/assessment.

Chapter Eight
Acuity

The Purpose of Acuity

The purpose of *Acuity* assessments is to provide diagnostic measures for grade 3-8 students in English/language arts, mathematics, science, and social studies. Assessment reports provide standards-aligned performance data, which support an educator's ability to inform instruction at the student-, class-, school-, and corporation-level. There are multiple types of assessments available in the online Acuity assessment system, including Predictive, Diagnostic, and Curriculum Map-Aligned.

Structure and Content of Acuity for 2011-2012

Testing personnel should note the following regarding the administration of the 2011-2012 Acuity Assessments:

1. Acuity assesses four content areas in grades 3-8: English/language arts, mathematics, science, and social studies. First offered to corporations in 2010-2011, Acuity Algebra I predictive assessments are also available.
2. Three types of formative assessments may be administered in grades 3-8: Predictive, Diagnostic, and Curriculum-Mapped Aligned assessments.
3. Predictive assessments are designed to mirror the ISTEP+ blueprint. With each assessment window, more content from the current grade level is assessed. Predictive assessments are administered three times per year for English/language arts and mathematics (grades 3-8) and Algebra I; predictive assessments are administered two times per year for science and social studies.
4. Diagnostic assessments are structured to divide the curriculum over the course of a year into sections. For example, the mathematics diagnostic assessment is given four times per school year with different on-grade-level indicators assessed during each window. First offered to corporations in 2010-2011, the curriculum map-aligned (diagnostic) assessments are also available.
5. Acuity custom assessments can also be created by teachers to assess particular standards and indicators according to local curriculum maps / pacing guides.

Testing Accommodations

The approved ISTEP+ accommodations outlined in *Appendices C* and *I* apply to Acuity. The provision of these testing accommodations may be administered by classroom teachers in addition to program area staff (i.e., EL teacher). Teachers need to be made aware of each student's allowable accommodations. Additionally, a separate guidance document is available that addresses the test items that assess reading comprehension: http://www.doe.in.gov/assessment/docs/Acuity_Assessment_Accommodations.pdf

Application Process

The application process for schools to utilize the diagnostic tools takes place annually. The steps to complete this process include submission of the application, signoff by the corporation superintendent, and final verification of application information by the corporation.

Acuity Assessment Windows for 2011-2012

Window	Dates	Administration Type
Diagnostic	**D1:** 10/12 – 11/2 **D2:** 1/9 – 1/30 **D3:** 3/14 – 4/4 **D4:** 5/9 – 5/30	Online or Paper-and-Pencil
Predictive	**A** ELA/Math: 9/26 – 10/7 **B** ELA/Math: 11/28 – 12/9 **C** ELA/Math: 2/8 – 2/23 **B** SS/SCI: 12/5 – 12/16 **C** SS/SCI: 2/1 – 2/15	Online or Paper-and-Pencil
Algebra I Predictive	**A:** 11/7 – 11/21 **B:** 1/30 – 2/10 **C:** 3/26 – 4/13	Online or Paper-and-Pencil

For additional information, please access www.doe.in.gov/assessment.

Chapter Nine
National Assessment of Educational Progress (NAEP)

The Purpose of the National Assessment of Educational Progress

The purpose of the *National Assessment of Educational Progress* (NAEP), also known as "The Nation's Report Card," is to demonstrate performance over time for a selected sample within Indiana. NAEP is administered annually to students in grades 4, 8, and 12, and can be used to compare student performance across the United States. During selected assessment cycles, TIMSS (Trends in International Mathematics and Science Study), PISA (Program for International Student Assessment), and PIRLS (Progress in International Reading Study) are administered in conjunction with the NAEP assessment.

Structure of NAEP for 2011-2012

Testing personnel should note the following regarding the administration of the 2012 NAEP Assessment:

1. During the 2011-2012 school year, the NAEP-Long-Term Trend Assessment (LTT) will be administered in mathematics and reading and will be conducted with representative student samples of 9-, 13-, and 17-year-old students. Indiana law requires all accredited public and nonpublic schools to participate in NAEP assessments if selected by the U.S. Department of Education.
2. The 2011-2012 NAEP-LTT is composed of multiple-choice, short constructed-response, extended-response, and computer-based questions. Test administration typically requires 90 minutes of student time.
3. The 2011-2012 NAEP-LTT assesses students with disabilities and English learners based on NAEP allowable accommodations.
4. The results from the NAEP-LTT will be reported on a national level only. State-level results will not be reported during this administration.
5. The 2011-2012 NAEP-LTT assessment will be administered by NAEP field staff during regular school hours. Rarely are school staff members responsible for the test administration.
6. After the assessment is complete, it is sent by NAEP field staff to Pearson for scoring.
7. Each student selected for 2011-2012 NAEP-LTT will participate in one of the following subject areas: mathematics or reading. Those selected for the writing portion at grade 4 will be assessed online. NAEP will also conduct a special study in economics and mathematics at grade 12. Although a number of studies will occur in 2011-2012, each student in a selected grade will participate in only ONE of the subject area assessments.

Testing Accommodations

The approved ISTEP+ accommodations outlined in *Appendices C* and *I* apply to NAEP as communicated by the NAEP State Coordinator. The provision of these testing accommodations may be administered by classroom teachers in addition to program area staff (i.e., EL teacher). Teachers need to be made aware of each student's allowable accommodations.

NAEP Assessment Windows for 2011-2012

Window	Dates	Administration Type
NAEP-LTT (13-year-old students)	October 10 – December 16, 2011	Paper-and-Pencil
NAEP-LTT (9-year-old students)	January 9 – March 16, 2012	Paper-and-Pencil
NAEP-LTT (17-year-old students)	March 19 – May 25, 2012	Paper-and-Pencil

Selected schools may contact the NAEP Help Desk (800-283-6237) or Indiana's NAEP State Coordinator (317-234-5600) for assistance.

For additional information, please access www.nationsreportcard.gov or www.doe.in.gov/assessment.

Chapter Ten
Indiana Ethical Testing Practices and Procedures
Test Administration, Test Security and Reporting

This chapter examines the issues that surround proper test preparation, administration, and reporting. The following general topics are addressed: 1) proper test administration; 2) test materials security; and 3) reporting. This chapter constitutes the ***Indiana Ethical Testing Practices and Procedures*** guidance.

Instruction: Indiana School Curricula

While assessments meet a variety of educational needs, the program is designed to permit inferences to be made about student progress from previous grades in both skill and knowledge areas critical to the success of Indiana students. These areas are defined in the *Indiana Academic Standards* in English/language arts, mathematics, science, and social studies. Classroom instruction should address these critical learning areas. Quality instruction leads to better learning, which will be reflected in higher assessment scores. Narrowing the curricula to align to the content of an assessment, however, is weak pedagogical practice that erodes the measurement process.

Responsibility: Fidelity and Integrity

Any licensed educator or administrative personnel by action or inaction who fails to develop, institute, follow and enforce security test administration policies in their school corporation which undermine the integrity and/or inhibit the effectiveness of a standardized test will face disciplinary action under IC 20-28-5-7 and other applicable remedies available under state and federal laws.

Assessment books and supplies are secure materials. It is the responsibility of school officials to adhere to all guidelines for the proper disposal and return of secure materials following assessment administration. Duplication of assessment materials constitutes a serious breach of test security. Prior exposure of students to test questions necessitates the invalidation of scores and denies those students the right to participate in testing.

Preparation

Communicating Acceptable Teacher Practices

The following are examples of actions that can take place prior to the opening of a test window for a standardized test. A teacher MAY:

- Review with all students all standards and concepts taught in previous years.
- Incorporate and review English/language arts and mathematics standards when reviewing other subject areas.
- Review assessment objectives as part of a general review of critical curricula.
- Give students enough practice with various item formats of assessments to ensure that assessments measure students' knowledge and understanding, not their test-taking skills.

The following are examples of actions that CANNOT take place <u>after the testing window for a standardized test has opened</u>. A teacher may NOT:

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

Formal Training for Staff

Beginning in the spring of 2012, **ALL** Corporation Test Coordinators (CTCs), School Test Coordinators, and Test Examiners **MUST** participate in and pass the training offered by the IDOE before the opening of the test window for any standardized test. Failure to participate in the IDOE training will result in action by the IDOE against the noncompliant school corporation.

Test Examiners and Their Role

The assessment is to be administered only by professional educators who hold a valid educator or administrator license. The license **must** be an instructional, administrative, or school services license. Personnel not properly trained and certified (e.g., teacher's aides, secretaries, or substitute teachers who do not hold one of the above mentioned licenses) **may ONLY serve as proctors, NOT as test examiners**. In no case may unlicensed personnel be allowed to supervise the test administration without the guidance of a test examiner.

Test examiners should be thoroughly familiar with the tests to be administered and with the procedures to be followed during testing. This includes:

- Studying the *Examiner's Manuals* (paying specific attention to the icons representing reading comprehension and calculator usage);
- Reviewing the *Indiana Ethical Testing Practices and Procedures* (*Chapter 10* of this manual); and
- Reading all applicable portions of the current *ISTEP+ Program Manual.*

Ensuring Examiner Readiness

Test Coordinators[1] should distribute assessments 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 assessments and related materials.

Under no circumstances may a staff member take assessment 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 assessment materials are considered secure. Noncompliance can and will result in action by the IDOE under IC 20-28-5-7 and, depending on the situation, additional legal action may be merited.

Test Coordinators should review carefully the changes in test administration procedures noted in the *Examiner's Manual*. Test examiners 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. It is also important to note that **once a student has started a test session, the student must finish the test session during the same school day**.

It is NEVER 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.
- 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 as documented as an acceptable IEP, Section 504 Plan, LEP Individual Learning Plan, or nonpublic school Service Plan). **In no case** may 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.

ENGAGING IN THE ABOVE ACTIVITIES OR OTHER SIMILAR CONDUCT WILL RESULT IN ACTION BY THE IDOE UNDER IC 20-28-5-7.

[1] "Test Coordinators", as used in this document, includes Corporation Test Coordinators, Nonpublic School Test Coordinators, Charter School Test Coordinators, and Choice School Test Coordinators.

Test Administration

Providing Directions

When reading directions aloud, test examiners 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 to students.

Monitoring

Test examiners must monitor the testing session to ensure that all students have the opportunity to succeed. It is not acceptable for test examiners 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 examiners 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.

Display of Reference Materials

Please note that guidelines are in effect regarding the display of reference materials during testing at all grades. Testing spaces must be appropriately prepared for administration of standardized assessments.

The following kinds of materials **MUST 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:

   i. Multiplication tables
   ii. Tables of mathematical facts or formulas
   iii. Fraction equivalents
   iv. Writing aids
   v. Punctuation charts
   vi. Spelling or vocabulary lists
   vii. 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.

The following materials **MAY be posted:**

- Alphabet Chart (containing letters *only*)
- Number Line (containing numbers *only*)

You may discuss concerns about the appropriateness of specific displays with your Corporation Test Coordinator or by contacting the Office of Student Assessment.

ETHICAL TEST PREPARATION		
Is this an ethical practice?	**YES**	**NO**
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 assessment 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 assessment items		X
Preparing student guides or classroom assessments that are based solely on specific items from a state assessment (i.e., ISTEP+) such that they may be considered a comparable or alternative form of the state assessment		X
Copying English/language arts, mathematics, science, or social studies items from the assessment and using them for, or incorporating them into any 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 the assessment (except the released applied skills items) for use in instructional planning, classroom instruction, or assessment		X
Sharing the actual assessment (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 the assessment or that may contain specific assessment items or tasks (except the released applied skills items)		X

Proper Testing Materials Security

Overview

The purpose of this section is to describe what constitutes unethical practices related to the security of assessment books before, during, and after test administration. Currently, assessment books are shipped to each Indiana school corporation, nonpublic school, and charter school about three weeks prior to the start of the assessment window. These books remain in corporations and schools up to one week after the test window ends. This schedule results in assessment books being in the corporation or schools for approximately six or seven weeks. This length of time makes security of the assessment books a critical responsibility.

School corporation, nonpublic school, charter school, and Choice school administrators must develop, implement and assess procedures for the secure storage, administration and delivery of standardized test books back to the IDOE. Failure by a school corporation or its employees to securely store, administer and return all completed test booklets with student responses may be considered as having engaged in unethical conduct which is actionable under IC 20-28-5-7.

The Corporation Test Coordinator must:

- Inventory and track assessment materials.
- Control the secure storage, distribution, administration, and collection of tests.
- Ensure that no tests are copied.
- Follow procedures located in testing manuals and those outlined by the Indiana Department of Education.

The school must:

- Follow security regulations for distribution and return of secure test materials as directed, accounting for all secure test materials before, during, and after testing (i.e., controlling distribution within the building).
- Follow procedures located in testing manuals and those outlined by the Indiana Department of Education, including procedures referring to testing conditions, timing, and instructions.
- Provide the necessary furniture and lighting to allow students to do their best work on the test. (All school personnel involved in administering the test are responsible for the quality of testing conditions.)
- Turn in an assessment book for each student.
- Report any missing assessment books or other irregularities to the Corporation Test Coordinator.
- Return all used and unused (including damaged[2], large print and/or Braille) assessment books to the testing company as directed.

[2] Assessment books and/or answer books that have been contaminated with blood, vomit, or other bodily fluids should ***not*** be returned. Please refer to the *Test Coordinator's Manual* for further instructions on how to handle these documents.

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 assessment book, for any reason.
- Alter answer documents after testing.
- Share an actual test instrument in a public forum.
- Deviate from the prescribed administration procedures specified in the *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 the assessment before returning the assessment book for scoring. After testing is completed, assessment books are to be returned to the corporation office, packaged, and kept secure until they are picked up.

Policy Requirement

Every entity[3] that administers assessments **MUST** have a test security policy. The test security policy developed by the entity should:

- Specify that secure test materials not be delivered to school buildings more than one week (preferably less) in advance of test administration;
- Not allow teachers and other school staff members access to secure materials (except for the *Examiner's Manual*) more than 24 hours in advance of test administration; and
- Provide for the security of the assessment materials during testing and storage of all secure assessment materials before, during, and after testing.

All test 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 entity must ensure that all appropriate staff have knowledge of the *Indiana Ethical Testing Practices and Procedures* and understand how to secure, administer, and handle the assessments while in their possession.

   Responsibilities include, but are not 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 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, corporation-wide, and school-wide assessment.

[3] Entity is defined as any school corporation, public school, charter school, accredited nonpublic school, Choice school, or other test administration location.

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.

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 ensures all student assessments are secure when they are not being administered.

i. Establishing procedures for reviewing practices and materials used in the entity 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 (see form in *Appendix B*).

l. Establishing procedures for investigating any complaint, allegation, or concern about inappropriate testing practices, and insuring protection of both the rights of individuals and of the integrity of the assessment.

2. Each entity shall investigate any complaint of inappropriate testing practices or testing irregularities.

   Investigations will include, but will not be limited to, the following:

   a. A formal process by which all complaints are documented and can be tracked to their resolution.

   b. An initial inquiry to determine whether there is credible evidence that such an event has occurred must be conducted within one school day of receipt of a verified complaint, allegation, or concern about inappropriate testing practices, or a report of testing irregularity.

   c. If any evidence of an inappropriate testing practice or testing irregularity exists, a report to the Office of Student Assessment must be sent within the next seven calendar days.

   d. Protection for the integrity of any ongoing assessments.

   e. A final written report to the Office of Student Assessment within four 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 entity 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.

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 test materials must maintain strict control over assessments and related materials. Assessment books 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*).

Consequences of a Violation

Participation in high-stakes assessments 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; such a review could result in the school being placed on probationary accreditation status (511 IAC 6.1-1-4).

Violations of test security, pre-test activities, testing conditions, and post-test activities WILL result in license suspension or revocation of any school personnel involved under IC 20-28-5-7.

Scoring and Reporting

Scoring Process of the Applied Skills Assessment Books

Indiana's test contractors employ qualified readers in English/language arts, mathematics, science, and social studies. Each applicant must hold a minimum of a bachelor's degree from an accredited college or university. Teaching experience in English, mathematics, science or social studies 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+. All 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; any readers with unacceptable levels of reliability are retrained or replaced.

Aggregate Test Results and Special Accommodations

The Spring 2012 ISTEP+ test results will be reported at the state, corporation, and school level for any of the following groups with ten or more students:

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

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." A parent may request to have an open-ended item rescored if he or she has evidence of incorrect scoring. The rubrics are distributed with the Applied Skills Images and are found in the *Released Items and Scoring Notes*. A rescore should not be requested solely based on the student's scale score. It should be stressed that the scores obtained through rescoring will be final. 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, if changed at all. Rescores must be requested within the published rescore window.

Chapter Eleven
Additional Administration Guidance

Cell Phones

Cell phones should not be present in the testing environment. This applies to both students and adults.

Disposal and Return of Testing Materials Following Administration

Assessment books and supplies are secure materials. It is the responsibility of school officials to adhere to all guidelines for the proper disposal and return of secure materials following assessment administration. Duplication of assessment materials constitutes a serious breach of test security. Prior exposure of students to test questions necessitates the invalidation of scores and denies those students the right to participate in testing.

ALL GRADES *To be kept at testing sites and distributed to students*	• Manipulatives
To be returned to the corporation and ***securely destroyed*** *upon IDOE notification* (**Please note:** Secure destruction does NOT include recycling.)	• Unused GISs and SGLs • Examiner's Manuals • Test Coordinator's Manuals • Unused return shipping labels • Practice tests • Gridded-response practice tests • Stack cover cards • Unused answer books
To be returned to appropriate vendor	• Used answer books • Used and unused assessment books

Please refer to the *Test Coordinator's Manual* for directions on the proper packaging and return of assessment materials. For the accurate scoring of student assessments, it is critical that the documents are returned on time and to the appropriate vendor.

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 (including ECAs) 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, the student's scores will be aggregated with the results of the school corporation.

Federal Flexibility

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 Mathematics, Science, and Social Studies ISTEP+ assessments, but have the one time option either of participating in the English/Language Arts portion of ISTEP+, or the LAS Links Language Proficiency Assessment. The first year of U.S. enrollment indicates that the student enrolled on or after March 1, 2011. 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 annual LAS Links English Proficiency Assessment in the spring. Schools will be required to submit to the IDOE Office of Student Assessment an electronic list of all students (by STN and corresponding student name) for whom Federal Flexibility is being applied, and must identify the student's date of U.S. enrollment. 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.

This Federal Flexibility (exemption) for newly arrived LEP students in their first year of U.S. schooling is implemented on an "all or none" basis and must be applied throughout the school corporation for all first year LEP students in grades 3-8. It is recommended that newly arrived LEP students at the high school level need to maximize their retest opportunities and experience by participating in End-of-Course Assessments.

The assessment 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.

Foreign Exchange Students

Neither Indiana nor Federal law provides any exemption from assessing foreign exchange students. Foreign exchange students, therefore, must participate in ISTEP+.

Health-Related Concerns

Some students have health-related concerns that must be taken into account during a state assessment. For example, a student is required to take medication in the school clinic at 10:00 a.m. each day. Although the best case scenario is to schedule the assessment around it, this is not always possible. Please note that the student **is permitted** to leave the classroom for such health-related concerns during a test session *as long as the teacher documents the length of time the student is absent from the classroom* (in this case, to take the medication). The student in this particular case would be allowed the total number of minutes for the test session despite the need to visit the school clinic. Please note that students may complete an interrupted test only within the same school day.

Homebound Students

Students who are normally enrolled in a public school, but who are physically unable to attend school and 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 *Appendices C and I*.

Illness During Testing

Schools must have a clear and consistent policy that defines "excused illness." The assessment window will generally allow enough time for a student to make up a missed portion of the assessment 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 assessments may be given after the end of the ISTEP+ testing window established by the Indiana State Board of Education.

If a student has started a test session and is unable to complete it, the school should invalidate and document the test session that is not completed, fill out an invalidation form, and distribute it to the appropriate personnel. Additionally, parents must be notified of the test invalidation. Please return invalid tests for scoring. Documentation surrounding the invalidation should be kept at the local school.

Interruption to Testing

When an interruption to testing has occurred, the test session can be completed **IF** the teacher is aware of the amount of time that remains in the test session. For example, if the fire alarm goes off, the first step is for the teacher to write down the current time. While students are waiting outside during the fire alarm emergency, the teacher must not permit students to discuss the contents of the test. Upon returning to class, the teacher can resume the administration of the test session, allowing the students the exact number of minutes that remain to finish the interrupted test session. Once a test session has started, the session must be completed during the same school day.

Following the interruption, a written report detailing the interruption must be submitted (via fax or email) to the Indiana Department of Education, Office of Student Assessment. For more information, please refer to *Appendix B* of this manual.

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 Average Daily Membership (ADM) count on a full-time equivalency basis as provided in IC 20-43-4-6. 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.

Order of Test Sessions

Test sessions on state accountability assessments MUST be given in order. For example, when administering the Mathematics test sessions in grade 4, *Session 1* must be administered first, followed by *Session 2*. *Session 3* in English/language arts must be administered next, followed by *Session 4*, and so on.

It is NOT acceptable, for example, to administer *Session 1*, skip to *Session 3*, then administer *Session 2*. In addition, it is not permissible to alternate test sessions from one or more content areas. ***All of the test sessions for a content area must be administered in order prior to administering test sessions from the next content area.***

Practice Tests

Paper/Pencil Administration: It **is** acceptable to administer *Practice Tests* on the Thursday and/or Friday prior to the opening of an assessment window, where applicable.

Online Administration: A separate Practice Test window will be announced for school corporations who are participating in online assessments, such as ISTEP+ Online.

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.

Students Who Proceed to Another Test Session Without Permission

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

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

- If a test administrator discovers that a student has proceeded to another test session without proper instructions to do so, and has accessed questions **beyond** the initial page(s) in the next test session—i.e., turned more than one page—the test administrator must immediately stop and take the assessment book from that student. The test session must then be invalidated, and the student **will not** be allowed to complete the test session. The student should, however, be allowed to complete any other test sessions that have not yet been attempted.

Students With Temporary Disabilities

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 ISTEP+ participation in the manner in which the student would normally participate. If such an instance occurs, the school should draft an "emergency" Section 504 Plan detailing the appropriate accommodation, notify the student's parents of the planned accommodation, and document the accommodation in the student's permanent record and on the *Student Information Questionnaire* (SIQ). Please refer to *Appendix C* for additional guidance.

Suspended Students

It is the responsibility of an accredited public or non-public school to administer applicable assessments to all its enrolled students, as appropriate, including those students who may be suspended from school during the assessment window.

Testing Issue/Testing Irregularity

If a testing issue or testing irregularity has occurred within the school during test administration, please contact the Indiana Department of Education for additional guidance. In the case of a fire alarm or other similar situation, it is imperative that test administrators document how much time is remaining within a test session in order for the administration to continue. Following the administration, email a completed *Testing Irregularity Report* to the Office of Student Assessment (istep@doe.in.gov). The subject line of the email should reflect the following format: Testing Irregularity – Corp xxxx, School xxxx (see the *Testing Irregularity Report* form in *Appendix B*).

Use of Technology

Some students benefit from the use of Assistive Technology (AT) during state accountability assessments. Please refer to *Appendix C* for more details.

Appendix A

This section is currently under development and will be posted upon completion.

Appendix B
Forms

(Electronic versions available
as *Word* documents
in the Test Coordinator Corner)

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Assessment Date Change Request

In general, no public or other educational institution may administer required assessments outside of the published testing dates 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 specific guidelines:

The Department shall:

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

Schools or corporations wishing to request early administration of a required assessment under these guidelines please follow the instructions below. Any request outside of the State Board guidelines must be submitted in writing to the Office of Student Assessment.

Instructions:

- **At least three months prior to the assessment window**, submit to the Office of Student Assessment via **email** <istep@doe.in.gov>:
  - ✓ Completed *Assessment Date Change Request* form
  - ✓ **Documentation** supporting rationale for date change request
- Upon receipt, two emails will be sent from the Office of Student Assessment:
  1. an email confirming receipt; and
  2. an email indicating the determination of the date change request

---

Date of Request: **Superintendent:**

Corporation Name and Number:

School(s) Name and Number(s):

Corporation Test Coordinator:

Email Address: **Telephone Number:**
(include area code)

****

Select Assessment(s):

☐ **ISTEP+ App Skills** ☐ **ISTEP+ M/C** ☐ **IMAST** ☐ **IREAD-3** ☐ **ECA**

***Published* Testing Dates:**

***Requested* Testing Dates:**

Briefly describe rationale (be sure to attach documentation):

Bilingual Dictionary Request

A list of approved dictionaries for Indiana assessments is provided in *Appendix I* of the *ISTEP+ Program Manual* (http://www.doe.in.gov/assessment/docs/ProgramManual.pdf). Any bilingual dictionary not identified in the *ISTEP+ Program Manual* must be approved the Indiana Department of Education. Requests must be made **at least four weeks prior to the assessment window.**

Requirements:

- The accommodation to use a bilingual word-to-word dictionary must also be part of the student's ILP and used consistently in the classroom.
- The dictionary must be a word-to-word dictionary and cannot include any additional information (e.g., English grammar, list of irregular verbs, examples of English phrases).

Instructions:

At least **four weeks prior to the assessment window**, submit the following to the Office of Student Assessment via **fax** (317-233-2196) or **email** istep@doe.in.gov:

- ✓ *Bilingual Dictionary Request* form
- ✓ The dictionary's title page (must include information on the author(s), publisher, and ISBN number)
- ✓ A sample page from the dictionary
- ✓ Your signed affirmation that the dictionary requested does not contain any additional information beyond word-to-word translations

Upon receipt, two emails will be sent from the Indiana Department of Education:

1. an email confirming receipt; and
2. an email indicating the determination regarding use of the word-to-word dictionary

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Date of Request:

Corporation:

School:

Staff Contact Person:

Title:

Email Address:

Telephone Number:

Name of Dictionary:

By signing below, I affirm that the dictionary requested is word-to-word translation only.

_____

Indiana Department of Education
Office of Student Assessment
istep@doe.in.gov

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Request for Non-Standard Assessment Accommodation

*A list of approved accommodations for Indiana assessments is provided in Appendix C of the **ISTEP+ Program Manual** (www.doe.in.gov/assessment). A non-standard assessment accommodation is one that is NOT identified in the **ISTEP+ Program Manual** must be approved by the Office of Student Assessment prior to the assessment window. Use of the non-standard accommodation will be approved ONLY if it can be determined that the requested accommodation does not modify (change) the content being assessed, aligns with instructional practices and specifically relates to the student's disability.*

Instructions:

- At least **two months prior to the assessment window***, submit the following to the Office of Student Assessment via **email** <istep@doe.in.gov>:
  - ✓ Completed *Request for Non-Standard Assessment Accommodation* form
  - ✓ A copy of the **specific pages** from the IEP, Section 504 Plan, or ILP that reference this accommodation. **All identifiable information, except the name, must be removed.**
- Upon receipt, two emails will be sent:
  1. an email confirming receipt; and
  2. an email indicating the determination regarding the accommodation

---

Date of Request:

Corporation Name and Number:

School Name and Number:

Person submitting the request:

Email Address: **Telephone Number:** (include area code)

Student Name:

Date of Birth: **Grade Level:**

Select Assessment(s):

☐ **ISTEP+ App Skills** ☐ **ISTEP+ M/C** ☐ **IMAST** ☐ **IREAD-3** ☐ **ECA**

Testing Window:

Briefly describe proposed non-standard accommodation:

Specific disability or condition:

Indicate which content area(s) will be assessed utilizing this accommodation:

Note: Paper as an accommodation must be accompanied by IEP, Section 504 Plan, or ILP documentation of the specific disability or condition which prevents the student from any use of technology for both instruction and assessment.

Indiana Department of Education
Office of Student Assessment
istep@doe.in.gov

*In the event a student moves-in, contact the Office of Student Assessment.

Testing Irregularity Report
Initial Notification

Corporation Name and Number:

School Name and Number:

Your Name and Title:

Email: **Telephone number:**
(include area code)

---

1) **Describe what took place:**

2) **Explain steps taken by the school/corporation upon learning about the situation:**

3) **Indicate the number of students/classrooms affected:**

4) **Submit this form:**
   - Send via **email** to istep@doe.in.gov Subject line: Testing Irregularity – Corp xxxx, School xxxx
     or
   - Send via **fax** to 317-233-2196 Indiana Department of Education, Office of Student Assessment
     Attention: Director of Student Assessment

FOR IDOE USE ONLY:

Formal investigation required _____ Yes _____ No

Follow-up information needed _____ Yes _____ No

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Testing Concerns and Security Violations Form

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

*(**Note:** This form is not designed for use by corporations or schools to report a "Testing Irregularity.")*

NATURE OF COMPLAINT:

SCHOOL CORPORATION INVOLVED:

Describe the event/situation that you believe is a violation of the law or of the professional ethics associated with assessment administration.

How did you learn of this occurrence?

EVIDENCE

What evidence do you have of this alleged infraction?

(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 of this alleged infraction.

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: _____

Telephone Number: _____

Date: _____

Please return the completed form to:

INDIANA DEPARTMENT OF EDUCATION
OFFICE OF STUDENT ASSESSMENT
151 W. OHIO STREET
INDIANAPOLIS, IN 46204

Fax Number: 317-233-2196

Appendix C
Accommodations Guidance

Introduction

A major goal of policy makers is to ensure educational opportunities for all students. It is equally important to measure the true progress of all students as they work to obtain success with the academic standards. Therefore, the participation of students with disabilities and students with limited English proficiency in required state assessments and the inclusion of their scores in related reports are important. Participation of these students in the required state assessments will vary; however, all students who expect to receive a high school diploma – including students with disabilities – must participate in assessments and are subject to the graduation requirements.

The No Child Left Behind Act of 2001 (NCLB) requires that assessments are accessible and provide all students with the opportunity to demonstrate what they know and are able to do. The reauthorization of the Individuals with Disabilities Education Improvement Act in 2004 (or IDEA '04) required states to incorporate the principles of universal design for learning (UDL) in the development of test questions and administration of tests for accountability purposes under NCLB.

How does universal design for learning (UDL) impact assessment?

Universal design for learning (UDL) refers to the creation of assessments that allow greater access for all users. The effect of race, gender, disability, or language barriers on test results is greatly reduced through the incorporation of UDL principles during the construction of the test. When instituted appropriately, there are fewer requests for accommodations as the items are more accessible for all students. An assessment that is designed with the concept of UDL as its framework permits valid inferences about the performance of students with diverse characteristics and is inherently more equitable for all users. This concept has been applied to the assessments used by the Indiana Department of Education (IDOE) as part of the requirements of NCLB and IDEA '04.

Accommodations and Strategies

What is an accommodation?

An accommodation is a change in the standardized testing materials or procedures that enables students with a disability or a language deficiency to participate in an assessment in a way that measures abilities. An accommodation does not change the concept being measured. Testing accommodations are designed to "level the playing field" during the testing situation or to achieve "assessment parity" for all students regardless of disability or language deficiency.

One significant issue to be addressed by educators is the individualized determination of each student's necessary accommodations and the effect or impact of those accommodations on test results. Assessment accommodations may have a different impact on the general validity of the assessment depending upon, among other things, whether the test is referenced to national norms or specific educational criteria. For this reason, allowable accommodations, when applied during the assessment, must be documented in the barcode data file or indicated on the *Student Information Questionnaire* (*SIQ*) to aid in the disaggregation of state and local data. All accommodations must also be a part of a systematic collection of data on a particular student (e.g., an Individualized Education Program [IEP], Individual Learning Plan [ILP], Section 504 Plan, or nonpublic school plan [Service Plan]).

The accommodations in this document are divided into four separate categories, which are: presentation, response format, setting and environment, and timing/scheduling.

What is a strategy and how is a strategy different from an accommodation?

For purposes of this Appendix, which is written specifically for standardized assessments, educational strategies are general practices that afford students access to valid involvement in an assessment supported by UDL principles. Strategies that students consistently use instructionally and that can be allowed in the standardized assessment situation might include turning lined paper sideways to align mathematical problems or using a slant board to hold materials being read.

These practices support a given student's performance but are otherwise unrelated to the difficulty of the task that is being measured. Strategies have been differentiated from accommodations as being available to general education students, as well. In order to apply a strategy to the testing situation, it is required that a student implements the strategy routinely outside of the testing situation within the core academic content area being assessed. The strategy must be documented in the student's educational record in one of the following ways:

1. Locally – in the student's cumulative file
2. Formally – in an IEP, ILP, Section 504 Plan, or Service Plan

Which students will require accommodations?

Students receiving special education services, students with documented acute or chronic disabilities, and students who are Limited English Proficient (LEP) may be entitled to assessment accommodations. These accommodations are determined by the team of educational professionals who best know the student and are documented formally in the student's educational record (e.g., an IEP, ILP, Section 504 Plan or Service Plan). The *Assessment Accommodations* charts which follow provide acceptable accommodations and strategies a student may use during the required state assessments. ***Each accommodation or strategy should be one with which the student is familiar and uses on a regular basis in his/her educational program.***

How will schools document which accommodations are used during the required state assessments?

If a student uses an accommodation on a state assessment that is required to be reported, it is noted in the barcode data file or on the *Student Information Questionnaire* (SIQ). Note that strategies in the *Assessment Accommodations* charts do not have to be documented on the assessment, although there must be documentation in the student's educational record that it is a strategy used on a regular basis by the student. Specific directions for coding the SIQ are provided within the *Assessment Accommodations* charts.

Will the results of tests taken with accommodations (including students with disabilities and students who are Limited English Proficient) be included in aggregate assessment results?

Yes. The results of required state and local assessments are reported annually according to the following categories:

1. All students tested.
2. General education students who tested with a permissible accommodation(s).
3. General education students who tested without accommodation(s).
4. Special education students who tested with a permissible accommodation(s).
5. Special education students who tested without accommodation(s).
6. Limited English Proficient students who tested with a permissible accommodation(s).
7. Limited English Proficient students who tested without accommodation(s).

Use of a Scribe

How may a scribe be used?

Scribing is an accommodation used with students who are unable to provide written answers for classwork, and therefore, in the test booklet. When a student's educational plan indicates that a response is to be scribed, the test administration must be conducted one-on-one so as not to interfere with the standardized testing of other students.

In lieu of using a human scribe, several speech-to-text software programs exist that could be used to record the student's response[4]. A student should use assistive technology (AT) devices in a testing situation only if the student uses the device(s) in the classroom and is able to independently use the accommodation. If the AT device is not conducive to an individual student's needs, a human scribe can be used, given time to practice prior to entering the testing session.

The scribe should be quite familiar with the student's vocabulary, spelling and grammar skills. Ideally, the scribe will have worked with the student in scribing activities for a minimum of three months. Unless the student is also eligible to have the assessments read, the student must read the test directions, questions, and response options on his or her own.

The directions below outline the procedure for using a scribe:

1. For multiple-choice or gridded-response items, the student must point to (or otherwise indicate) the desired response option (i.e., eye gaze, head pointer, etc.).
2. Once the student makes his/her selection, the scribe will mark the indicated answer choice and have the student check for accuracy.
3. For constructed-response items, the student may dictate the answer to the scribe. The scribe, in return, records the response one of two ways:

[4] The use of a software program to transfer the student's spoken words to text would need certain assurances and parameters in place. Those restrictions are explained in detail under the question: *When and how much technology can be used during the administration of required state assessments?*

a. Writes the answer while prompting for spelling when uncertain as to whether a word is within the student's vocabulary or spelling skill level; or
b. Types the student's response onto a computer (with spell check and grammar check disabled) while the student watches on the screen.

In either scenario, the student must review what the scribe has written to ensure accuracy and approval before advancing to the next question.

4. The scribe may not coach or correct the student on:
   a. the meaning of a word,
   b. the spelling of a word, or
   c. the punctuation of a sentence.
5. Capitalization or punctuation should not be included in the written responses unless instructed to do so by the student.
6. Every time the student pauses, the scribe should begin writing on a new line. No presumption should be made as to whether the pause is indicative of a comma or other mark of punctuation unless so instructed by the student.
7. When the student has finished dictating, the written text is presented to the student for review. The student can indicate any necessary punctuation or capitalization. The student may also instruct the scribe to make other changes or additions (such as moving a sentence into another paragraph, adding an additional word or phrase, or correcting a spelling error).
8. Each scribed response should begin with the word *"Scribe"* in the response field.

How does scribing differ from transcribing?

Transcribing occurs *after* the administration of the required state assessments in several situations including, but not limited to, the following scenarios.

1. The student circled (or otherwise marked) his/her answers directly in the test booklet on the multiple-choice portion of the test.
2. The student wrote his/her answers in a manner that would be illegible to those who are not familiar with the student.
3. The original test booklet becomes damaged or unreadable.

In any of these instances, transcribing is not considered an accommodation.

The steps for transcribing are as follows:

1. In an unused test booklet, the transcriber must copy the student's marks or responses exactly as he/she has written–including all errors in grammar, mechanics, spelling, etc. To increase accuracy, it is advisable to have one person reading the student's responses as another transcribes them to the test booklet. The persons then switch roles to check the transcription.
2. Transcriptions must take place in a secure environment and, whenever possible, under the direction of the School Test Coordinator.
3. Please note that all test material–i**ncluding the test booklet the student originally used**–must be returned to the Corporation Test Coordinator. (See the *Test*

Coordinator's Manual for specific directions on how to handle, transcribe, and return damaged and large print test booklets.)

Use of Assistive Technology

When and how much assistive technology may be used during the administration of required state assessments?

Access to technology may be provided for those students with a documented need when the student uses that technology on a regular basis within his/her educational program (including testing situations).

Due to test security and the technological literacy of students, there are many parameters that must be followed when using technology devices during testing situations.

- The test administrator, proctor, and School Test Coordinator should collaboratively make technology determinations.
- Extra batteries and back-up equipment, when possible, should be prepared prior to the start of the test session.
- Separate testing rooms for students taking the required state assessment with the aid of technology may need to be arranged.

In order to use technology (other than online testing) during a required state assessment administration, the Corporation or School Test Coordinator **must submit a request for approval** to the Indiana Department of Education, Office of Student Assessment using the ***Request for Non-Standard Assessment Accommodation*** form (see *Appendix B*) prior to the start of the required state test administration session.

What are the requirements when using technology (other than online testing) during the administration of state assessments?

1. The computers used must be disabled from any network or internet connection, including connections to any type of electronic distribution access, such as electronic mail, during the testing situation.
2. The test coordinator or proctor must be able to see the monitor or screen of the device being used at all times.
3. The software used with the technology device must have the spell check, grammar check, the thesaurus and any other tool functions disabled.
4. The software used with the technology device must have the capacity to either be password coded or have the student locked out from the help functions throughout the assessment.
5. Student answers must be printed at the end of the test session and may not be saved electronically; hard copies should be placed into the student's test booklet at the

appropriate section. The School Test Coordinator must keep a hard copy of the student response at the local level, as well (see #7 below).

6. To ensure copyright protections and compliance, one test booklet must be used for each student who uses technology to access the booklet.

7. At the conclusion of the test sessions each day, the device must be examined to ensure that none of the test components or the student's responses are stored on the device. In addition, a hard copy of the student's responses must be made and filed, as outlined in the *Test Coordinator's Manual*.

Prohibited Accommodations

The following accommodations **are not allowed at any time:**

Presentation

- Reduce the complexity of the language in the directions or test items
- Use of visual cues or color-coded prompts
- Assessment administered in a language other than English

Timing/Scheduling

- Unlimited time given for each test section
- Sessions extended beyond an instructional day
- Return to a prior test session after conclusion of that session

Allowable Strategies and Accommodations

To be permitted, a strategy/accommodation MUST be used by the student on a regular basis in the classroom and MUST be documented (locally or formally) in the student's educational record.

The *Assessment Accommodations* that follow outline:

- strategies;
- accommodations; and
- administrative guidance.

Documentation Needed

- Use of a **strategy** requires documentation in the student's educational record in one of the following ways:
  - Locally – in the student's cumulative file
  - Formally – in an Individualized Education Program (IEP), Individual Learning Plan (ILP), Section 504 Plan, or nonpublic school plan (Service Plan)

- An open circle (◯) indicates the **strategy** or **accommodation**:
  - **MUST be documented** locally or formally in the student's educational record (e.g., cumulative file, Individualized Education Program [IEP], Individual Learning Plan [ILP], Section 504 Plan, or nonpublic school plan [Service Plan]; **and**
  - **is NOT recorded** on the *Student Information Questionnaire* (SIQ).

- A closed circle (●) indicates the **accommodation**:
  - **MUST be documented** formally in the student's educational record (e.g., Individualized Education Program [IEP], Individual Learning Plan [ILP], Section 504 Plan, or nonpublic school plan [Service Plan]; **and**
  - **MUST be recorded** on the *Student Information Questionnaire* (SIQ).

- A "shaded" area represents a strategy/accommodation that is **NOT allowable**.

Key	
●	Requires reporting in the barcode data file or on the *Student Information Questionnaire* (SIQ)
○	Does not require reporting in the barcode data file or on the *Student Information Questionnaire* (SIQ)

Assessment Accommodations

		Strategy		Accommodation	
	Eligibility Criteria	Documented Locally	Documented Formally	IEP/504/ Service Plan	ILP
Presentation	Student allowed to use special furniture or equipment for viewing test	○	○	○	○
	Student provided access to sound amplification system		○	○	○
	Student allowed to use assistive technology to magnify/enlarge		○	○	○
	Student allowed to use acetate film		○	○	○
	Student permitted to read aloud to him or herself			●	
	Student provided access to large print version of test			●	
	Student provided access to own resources (e.g., bold print protractor, real coins, bold/raised line graph paper, bold/raised line writing paper)			●	
	Student provided access to a Braille test format			●	
	Student provided access to an interpreter for sign language			●	
	Student provided access to a talking/screen reading device (cannot be used for reading comprehension portion of test)			●	●
	Test read aloud to the student by test administrator (except items testing comprehension)			●	●

Key	
●	Requires reporting in the barcode data file or on the *Student Information Questionnaire* (SIQ)
○	Does not require reporting in the barcode data file or on the *Student Information Questionnaire* (SIQ)

Presentation

Student allowed to use special furniture or equipment for viewing test ○

Eligibility Criteria: IEP, Section 504 Plan, ILP, Service Plan, educational record (i.e., cumulative file)

Guidelines: Furniture that the student is familiar with should be provided.

Implementation: Arrangement of furniture should be planned prior to test administration.

Student provided access to sound amplification system ○

Eligible: IEP, Section 504 Plan, ILP, Service Plan

Guidelines: Actual test questions may not be read aloud.

The student may turn the system off during the test session (to reduce distractions).

Implementation: Extra batteries may be needed if device fails during assessment.

Student allowed to use assistive technology to magnify/enlarge ○

Eligible: IEP, Section 504 Plan, ILP, Service Plan

Guidelines: The actual test booklet may not be copied or enlarged.

Implementation: The student may need to be seated near an electrical outlet.

In the event that technology does not function properly, a backup plan should be developed prior to the test administration.

Student allowed to use acetate film ○

Eligible: IEP, Section 504 Plan, ILP, Service Plan

Guidelines: The actual test booklet may not be copied or enlarged.

Student permitted to read aloud to him or herself

Eligible: IEP, Section 504 Plan, Service Plan

Preparation: This should be anticipated prior to the start of the test session as it will necessitate one-on-one test administration.

Student provided access to large print version of test

Eligible: IEP, Section 504 Plan, Service Plan

Guidelines: Extra time may be provided, unless specified and documented in the student's IEP.

Preparation: A larger desk may be needed to accommodate the size of the test booklets.

Orders for large print booklets are placed at the same time as orders for Braille booklets. Contact the Corporation Test Coordinator to confirm the request of these documents.

Student provided access to own resources (e.g., bold print protractor, real coins, bold/raised lined graph paper, and bold/raised lined writing paper)

Eligible: IEP, Section 504 Plan, Service Plan

Preparation: The Corporation Test Coordinator must approve any resource prior to the test session. Each resource must be inspected prior to use to ensure nothing is written of additional benefit or that no other modification to the resource has been made.

Student provided access to a Braille test format

Eligible: IEP, Section 504 Plan, Service Plan

Guidelines: Students may respond in Braille or with an AT device.
Some Braille may be used in combination with other accommodations.

Preparation: The Braille version is typically provided in contracted Braille.
Braille versions of the tests must be ordered well in advance.
Braille tests are packaged and shipped separately to the test vendor for scoring.
The student's name must appear on every Braille page submitted for scoring.
Extended time is allowed.
A test session cannot extend beyond an instructional day.

Implementation: Due to the bulk of Braille and the noise involved with the use of Braillewriter, consideration to the appropriate test environment is required.

Student provided access to an interpreter for sign language

Eligible: IEP, Section 504 Plan, Service Plan

Guidelines: Student should be familiar with interpreter.

Interpreter may only sign verbatim what is being stated by the test administrator.

Parents are not allowed to serve as the educational interpreter.

Reading comprehension questions may not be signed to the student under any circumstances.

While the interpreter or proctor may be used to reading the questions verbatim, the test directions must be provided by a licensed teacher (also the test administrator).

Preparation: Extended time is allowed.

A test session cannot extend beyond an instructional day.

Implementation: Small group or one-one one testing should be considered in this situation.

Student provided access to a talking/screen reading device (cannot be used for reading comprehension questions)

Eligible: IEP, Section 504 Plan, ILP, Service Plan

Guidelines: The reading comprehension questions may not be presented with a text reader.

Preparation: The Corporation Test Coordinator must verify that the technology guidelines are met.

In the event that technology does not function properly, a backup plan should be developed prior to the test administration.

Test read aloud to the student by test administrator (except items testing reading comprehension)

Eligible: IEP, Section 504 Plan, ILP, Service Plan

Guidelines: The reading comprehension questions may not be presented orally, nor may any question where oral presentation is noted as being prohibited.

Implementation: Audio CDs and online text readers are suggested methods of providing this accommodation.

		Strategy		Accommodation	
Setting and Environment	**Eligibility Criteria**	Documented Locally	Documented Formally	IEP/504/ Service Plan	ILP
	Student provided preferential seating	○	○	○	○
	Student allowed to use headphones to block out distractions	○	○	○	○
	Student provided special lighting conditions		○	○	○
	Student tested in small group setting		○	○	○
	Student tested individually			●	

Key	
●	Requires reporting in the barcode data file or on the *Student Information Questionnaire* (SIQ)
○	Does not require reporting in the barcode data file or on the *Student Information Questionnaire* (SIQ)

Setting and Environment

Student provided preferential seating ○

Eligibility Criteria: IEP, Section 504 Plan, ILP, Service Plan, educational record (i.e., cumulative file)

Guidelines: Seat student in a manner to ensure focus.

Preparation: Plan for the arrangement of furniture prior to the test session.

Student allowed to use headphones to block out distractions ○

Eligibility Criteria: IEP, Section 504 Plan, ILP, Service Plan, educational record (i.e., cumulative file)

Guidelines: Headphones that the student is familiar with should be used.
The headphones must be soundless and may not have any electronic or wireless connections.
Headphones are for sound dampening only.

Preparation: Seat the student close to the test administrator so student's attention may be gained quickly.

Student provided special lighting conditions ○

Eligibility Criteria: IEP, Section 504 Plan, ILP, Service Plan

Preparation: Seating for the student should be planned prior to the test administration to ensure placement near an electrical outlet.
In the event that technology does not function properly, a backup plan should be developed prior to the test administration.

Student tested in small group setting ○

Eligibility Criteria: IEP, Section 504 Plan, ILP, Service Plan

Guidelines: If possible, have the assessment administered or proctored by a person with whom the student is familiar.

Student tested individually ●

Eligibility Criteria: IEP, Section 504 Plan, Service Plan

Guidelines: If possible, have the assessment administered or proctored by a person with whom the student is familiar.

		Strategy		Accommodation	
	Eligibility Criteria	Documented Locally	Documented Formally	IEP/504/ Service Plan	ILP
Response Format	Student allowed to use lined paper turned sideways to help align math problems	○	○	○	○
	Student allowed to use a low-tech assistive writing instrument	○	○	○	○
	Student allowed to use alternative indication of response (e.g., circle, point to, or state answer)			●	
	Student provided access to a scribe for all open-ended items			●	
	Student allowed to use a calculator during sessions identified as non-calculator sessions			●	
	Student allowed to use an approved, bilingual word-to-word dictionary			●	●
	Student provided access to a computer or other assistive technology (AT) device			●	

Key	
●	Requires reporting in the barcode data file or on the *Student Information Questionnaire* (SIQ)
○	Does not require reporting in the barcode data file or on the *Student Information Questionnaire* (SIQ)

Response Format

Student allowed to use lined paper turned sideways to help align math problems ○

Eligibility Criteria: IEP, Section 504 Plan, ILP, Service Plan, educational record (i.e., cumulative file)

Guidelines: Graph paper may not be used for this accommodation.

Preparation: This should be anticipated prior to the start of the test session as the student will most likely need multiple sheets of lined paper to work out math problems.

Implementation: For security purposes, all lined paper used by students must be collected and securely destroyed at the end of each test session.

Student allowed to use a low-tech assistive writing instrument ○

Eligibility Criteria: IEP, Section 504 Plan, ILP, Service Plan, educational record (i.e., cumulative file)

Guidelines: Writing instrument should be familiar to student.

Markers that will bleed through the paper of the test booklet should not be used.

Preparation: Extra writing instruments must be kept on hand should one quit working.

Implementation: A transcriber will need to go over the responses in ink with a pencil to ensure the answers can be scanned. The transcriber may also transfer the student's answers onto another copy of the test for processing. When transcribing student responses into a new document, two people should work together through this process to ensure accuracy.

Student allowed to use alternative indication of response (i.e., circle, point to, or state answer) ●

Eligibility Criteria: IEP, Section 504 Plan, Service Plan

Guidelines: Alternative indication of response options are: circle, point to, state, or otherwise indicate answers to multiple-choice and/or gridded-response questions.

This accommodation may be indicated for students who have limited hand strength, are non-verbal, or experience lack of control over/expertise with prosthesis.

This requires a test administrator with whom the student is familiar.

Preparation: This requires a one-on-one test session.

Student provided access to a scribe for all open-ended items (e.g., constructed-response, extended response, short response, and essay) ●

Eligibility Criteria: IEP, Section 504 Plan, Service Plan

Guidelines: Scribe writes out the answers as dictated by the student.

Assistive technology (AT), rather than a human scribe, should be utilized whenever possible (e.g., a speech-to-text software program).

A time limit should be set for the student (e.g., time and 1/2). Unlimited time should not be used to avoid frustration for the student.

A single test session cannot be extended beyond an instructional day.

Preparation: Review the instructions in the *ISTEP+ Program Manual* on how to use a scribe and how technology may be used during the assessment session.

The scribe must be someone who understands the student well and knows when to ask for clarification of spelling, etc.

Student allowed to use a calculator during sessions identified as non-calculator sessions ●

Eligibility Criteria: IEP, Section 504 Plan, Service Plan

Guidelines: The student must be provided with the type of calculator used on a routine basis.
The student is still required to write out the steps used to solve the problem.
Written work must be submitted along with the test booklet and processed for scoring.

Preparation: The School Test Coordinator must review and approve the calculator per the guidance provided in the *Examiner's Manual.*

Student allowed to use an approved, bilingual word-to-word dictionary ●

Eligibility Criteria: IEP, Section 504 Plan, ILP, Service Plan

Guidelines: This is an accommodation that may only be used with students who are LEP (Levels 1-4).

Preparation: A list of approved bilingual word-to-word dictionaries may be found in *Appendix I* of the *ISTEP+ Program Manual*.
Typically this will involve a test administrator with whom the student is familiar.
A time limit should be set for the student (e.g., time and 1/2). Unlimited time should not be used to avoid frustration for the student.
A test session cannot be extended beyond the instructional day.

Student provided access to a computer or other assistive technology (AT) device* ●

Eligibility Criteria: IEP, Section 504 Plan, Service Plan

Guidelines: Unless documented in the student's IEP or Section 504 Plan, extended time will not be allowed.

Preparation: In the event that technology does not function properly, a backup plan should be developed prior to the test administration.
Use of AT devices must comply with technology guidelines.

*In order to use technology (other than online testing) during a required state assessment administration, the Corporation or School Test Coordinator **must submit a request for approval** to the Indiana Department of Education, Office of Student Assessment using the ***Request for Non-Standard Assessment Accommodation*** form (provided in *Appendix B* of the *ISTEP+ Program Manual*) prior to the start of the required state administration session.

		Strategy		Accommodation	
Timing/Scheduling	**Eligibility Criteria**	Documented Locally	Documented Formally	IEP/504/ Service Plan	ILP
	Time of day for testing altered		○	○	○
	Student provided additional breaks		○	○	○
	Test administered in several sessions		○	○	○
	Longer breaks between sessions		○	○	○
	Student provided extended testing time for test sessions			●	●

Key	
●	Requires reporting in the barcode data file or on the *Student Information Questionnaire* (SIQ)
○	Does not require reporting in the barcode data file or on the *Student Information Questionnaire* (SIQ)

Timing/Scheduling

Time of day for testing altered ○

Eligibility Criteria: IEP, Section 504 Plan, ILP, Service Plan

Guidelines: The English/language arts writing prompt must be completed by all students in the same school in a particular grade at the same time to the extent possible. The writing prompt may not be given over multiple days.

For all assessment sessions, once a session has started, it must be completed during that same day.

Preparation: This accommodation will require thoughtful scheduling of test sessions.

Student provided additional breaks ○

Eligibility Criteria: IEP, Section 504 Plan, ILP, Service Plan

Guidelines: Additional breaks can only occur at the end of a test session (a test session cannot be interrupted).

Preparation: Additional breaks must be planned for prior to the start of the test session.

Test administered in several sessions ○

Eligibility Criteria: IEP, Section 504 Plan, ILP, Service Plan

Guidelines: The English/language arts writing prompt must be completed by all students in the same school in a particular grade at the same time to the extent possible. The writing prompt may not be given over multiple days.

For all assessment sessions, once a session has started, it must be completed during that same day.

Unless specified and documented in the student's IEP, no extra time may be provided.

Preparation: This accommodation will require thoughtful scheduling of the test session.

This accommodation requires planning and collaboration to ensure that all other administration requirements for the assessment are met (e.g., the order of the test sessions is not altered, natural pauses in sessions are considered, etc.).

Longer breaks between sessions ○

Eligibility Criteria: IEP, Section 504 Plan, ILP, Service Plan

Guidelines: Test sessions must be given in consecutive order (as outlined in the *Examiner's Manual*).

This accommodation may only occur at the end of a test session.

Preparation: This accommodation requires planning and collaboration to ensure that all other administration requirements for the assessment are met (e.g., the order of the test sessions is not altered, natural pauses in sessions are considered, etc.).

Student provided extended testing time for test sessions ●

Eligibility Criteria: IEP, Section 504 Plan, ILP, Service Plan

Guidelines: This accommodation is permitted for any student who is LEP (Levels 1-4).

A time limit should be set for the student (e.g., time and 1/2). Unlimited time should not be used to avoid frustration for the student.

A test session cannot be extended beyond an instructional day.

Appendix D
Technical Aspects of Statewide Assessments and ISTEP+ Legislation

Technical Aspects

The following material is intended to aid those called upon to explain to others issues such as referencing, reliability, and validity. We have provided a general overview in order to promote better understanding of ISTEP+ and of assessment in general. For further information see also *Appendix I* for the 2009 *ISTEP+ Reliability and Validity Report* submitted by CTB/McGraw-Hill.

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 an outside criterion agreed to and understood by those who 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.

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.

Vertical Scaling (ISTEP+)

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 administered to representative samples of students in Grades 3-10 from across Indiana. Student responses were ordered sequentially, one level at a time, to create a vertical scale that connects all on-level tests for those grades.

Referencing ISTEP+

Among other things, ISTEP+ is intended to assist teachers in recognizing a student's strengths and areas of need relative to the *Indiana Academic Standards* to better drive instruction within the classroom. This purpose requires information about individual students and their respective mastery of English/language arts, mathematics, science, and social studies. ISTEP+ also provides information that is criterion-referenced relative to the *Indiana Academic Standards*.

Reliability: A Question of Accuracy

Reliability reflects how accurately a test measures the content it was intended to measure. In order for a test to be useful, then, it must be reliable. A test administered over and over to the same student (assuming no learning has taken place between test administrations) should produce similar (although not identical) scores. Reliability also can be demonstrated in other ways, such as by giving an examinee two halves of a test—the items of each selected at random—and then comparing the two scores. To ensure effectiveness, ISTEP+ items are subjected to various tests of reliability.

Content Validity

Content validity, unlike its psychometric counterpart, questions whether a test measures what is important and valid in the curricula. ISTEP+ has evolved continuously, 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 content 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.

ISTEP+ Legislation

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

IC 20-18-2-6 "Graduation examination"
Sec. 6. "Graduation examination" means the test designated by the board under the ISTEP program.

IC 20-18-2-10 "ISTEP program"
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 department may suspend or revoke a license for:
(1) immorality;
(2) misconduct in office;
(3) incompetence; or
(4) willful neglect of duty.
For each suspension or revocation, the department shall comply with IC 4-21.5-3.

IC 20-31-3
Chapter 3. Adoption of Academic Standards

IC 20-31-3-1 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.

IC 20-31-3-2 Development of subject area academic standards
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.

IC 20-31-3-3 Revising and updating academic standards
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.

IC 20-32-2 Student Standards, Assessments, and Performance
Chapter 2. Definitions

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"
Sec. 3. "Student" means an 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
Chapter 4. Graduation Requirements

IC 20-32-4-1 Graduation requirements; graduation examination; Core 40 curriculum
Sec. 1. (a) Except as provided in subsection (b), 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.
(b) Except as provided in sections 4, 5, 6, 7, 8, 9, and 10 of this chapter, beginning with the class of students who expect to graduate during the 2010-2011 school year, each student is required to meet:
(1) the academic standards tested in the graduation examination;
(2) the Core 40 course and credit requirements adopted by the state board under IC 20-30-10; and
(3) any additional requirements established by the governing body; to be eligible to graduate.

IC 20-32-4-2 Additional examinations
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.

IC 20-32-4-3 Repealed

IC 20-32-4-4 Graduation eligibility requirements for students not passing graduation examination
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.

IC 20-32-4-5 Children with disabilities; eligibility to graduate

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 on:

(i) tests other than the graduation examination; or

(ii) classroom work.

(2) The student meets all 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 ISTEP

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 education and staff development activities.

IC 20-32-5-2 Subject areas

Sec. 2. ISTEP program testing shall be administered in the following subject areas:

(1) English/language arts.

(2) Mathematics.

(3) Science, in grade levels determined by the state board.

(4) Social studies, in grade levels determined by the state board.

IC 20-32-5-3 Content of tests

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 questions.

(2) A method of testing applied 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 Scoring of student responses

Sec. 6. The scoring of student responses under an ISTEP program 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.

IC 20-32-5-7 Reports of scores in mathematics and English/language arts

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.

IC 20-32-5-8 Reports; guide for interpreting scores

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.

IC 20-32-5-9 Test scores; inspection; rescoring

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.

IC 20-32-5-10 Parent/teacher conferences

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.

IC 20-32-5-11 School corporation compilation of results

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.

IC 20-32-5-12 Annual school corporation performance report

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.

IC 20-32-5-13 School results

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

IC 20-32-5-14 Student results; consent

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. 1232g has obtained consent.

IC 20-32-5-15 Testing schedule

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.

IC 20-32-5-16 Children with disabilities

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 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 20-19-2-8(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 scoring 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 Repealed

IC 20-32-5-21 National or international assessments
Sec. 21. (a) The state board may require schools to participate in national or international assessments.
(b) The state 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 subsection must be voluntary on the part of a school corporation.
(c) The state 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 state board shall adopt rules under IC 4-22-2 to implement this chapter.

IC 20-32-6
Chapter 6. ISTEP Program Citizens' Review Committee

IC 20-32-6-1 "Committee"
Sec. 1. As used in this chapter, "committee" refers to the ISTEP program citizens' review committee.

IC 20-32-6-2 ISTEP program citizens' review committee established
Sec. 2. The ISTEP program citizens' review committee is established.

IC 20-32-6-3 Members

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.

IC 20-32-6-4 Per diem and traveling expenses

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.

IC 20-32-6-5 State employee per diem and traveling expenses

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.

IC 20-32-6-6 Legislator per diem and traveling expenses

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.

IC 20-32-6-7 State superintendent; convening committee

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.

IC 20-32-6-8 Committee review

Sec. 8. The committee shall review 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 subdivisions (1) and (2) before the item is used in a test.

IC 20-32-6-9 Committee consensus

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.

IC 20-32-6-10 Committee review of anchor papers

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

Chapter 8. Remediation

IC 20-32-8-1 "Grant"

Sec. 1. As used in this chapter, "grant" refers to a grant under the remediation grant program established under this chapter.

IC 20-32-8-2 "Program"

Sec. 2. As used in this chapter, "program" refers to the remediation grant program established under this chapter.

IC 20-32-8-3 "Student"

Sec. 3. As used in this chapter, "student" means any individual who is enrolled in a school corporation.

IC 20-32-8-4 Remediation grant program

Sec. 4. 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.

IC 20-32-8-5 Department duties

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.

IC 20-32-8-6 Formula for distribution of grants

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.

IC 20-32-8-7 Qualifications to receive grant

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's standards for funding under the program, and, if the program is a preventive remediation program, that has been approved by the state board.

IC 20-32-8-8 Remediation programs or preventive remediation programs

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.

IC 20-32-8-9 Remediation programs; guidelines

Sec. 9. If the governing body decides to establish a remediation program or preventive remediation program under this chapter, the governing body must:

(1) give priority in the allocation of resources to students who are deficient in reading skills in grade 1 through grade 3;

(2) 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

(3) adopt guidelines for:

(A) procedures for determining student eligibility for a program; and

(B) implementation of the program.

IC 20-32-8-10 Reading recovery program

Sec. 10. If the governing body decides to offer a preventive remediation program, the governing body shall consider including a reading recovery program.

IC 20-32-8-11 Children with disabilities

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.

IC 20-32-8-12 Curriculum guidelines

Sec. 12. The department shall develop curriculum guidelines for use by each school corporation in developing its remediation program under this chapter.

IC 20-32-8-13 Rules

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 postsecondary 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.

(5) Any dual credit courses taken that are included in the core transfer under IC 21-42-5-4.

(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 20-43-4-6 Determination; full-time equivalency basis

Sec. 6. (a) In determining ADM, each pupil enrolled in a public school and a nonpublic school is to be counted on a full-time equivalency basis if the pupil:

(1) is enrolled in a public school and a nonpublic school;

(2) has legal settlement in a school corporation; and

(3) receives instructional services from the school corporation.

(b) For purposes of this section, full-time equivalency is calculated as follows:

STEP ONE: Determine the result of:

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

(B) one hundred eighty (180).

STEP TWO: Determine the result of:

(A) the pupil's public school instructional time (as defined in IC 20-30-2-1); divided by

(B) the actual public school regular instructional day (as defined in IC 20-30-2-2).

STEP THREE: Determine the result of:

(A) the STEP ONE result; multiplied by

(B) the STEP TWO result.

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

(A) the STEP THREE result; multiplied by

(B) one and five hundredths (1.05).

Indiana Administrative Code

511 IAC 5-2-4 Accommodations

Authority: IC 20-19-2-8; IC 20-32-5-22

Affected: IC 20-31-4; IC 20-31-11; IC 20-32-5; IC 20-32-8; IC 20-35

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 20-35, 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.

511 IAC 5-3-2 Completion of Core 40

Authority: IC 20-19-2-8; IC 20-32-5-22
Affected: IC 20-30-10-1; IC 20-32-4

Sec. 2. Before July 1, 2010, 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.

511 IAC 6.1-1-4 Accreditation requirements

Authority: IC 20-19-2-8; IC 20-31-4-17
Affected: IC 20-20-8-3; IC 20-31-5; IC 20-32-5; IC 20-32-8

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.
(E) Instructional staff requirements listed under 511 IAC 6.1-6.
(F) ISTEP participation requirements in accordance with IC 20-32-5, IC 20-32-8, 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 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

Authority: IC 20-19-2-8
Affected: IC 20-30-5-9; IC 20-30-10-3

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 the following:

(A) Writing
(B) Reading
(C) Listening
(D) Speaking
(E) Grammar
(F) Literature
(G) 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 the following:

(A) Two (2) credits in United States history.
(B) One (1) credit in United States government.
(C) 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 or Integrated Mathematics 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 20-30-5-9 (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 the following:

(A) Life science.
(B) Physical science.
(C) 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:
    (i) collaboration;
    (ii) research;
    (iii) publication;
    (iv) communications; and
    (v) 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.

Appendix E
Test Administration Windows

Test Administration Windows

Administration dates for each assessment window are provided in the independent chapters within this manual. Additionally, future assessment windows are also available on the World Wide Web from the Office of Student Assessment home page.

For more information regarding Indiana's 2011-2012 assessment windows, please access: www.doe.in.gov/assessment/test_windows.html.

Appendix F
Sample Items and Rubrics

Sample Items and Rubrics

From the Office of Student Assessment web page, educators can access additional resources related to all accountability state assessments. To access sample items and rubrics, please visit http://www.doe.in.gov/achievement/assessment.

- Click on a particular assessment (e.g., ISTEP+, IREAD-3, ECAs, IMAST).
- Scroll down to find item samplers and rubrics.

The sample items offer Indiana educators the opportunity to review assessment items designed to mirror those given on the assessment in terms of item format and alignment to the *Indiana Academic Standards.*

Appendix G
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. Anchor papers are used with the applied skills sections of ISTEP+.

Constructed Response and Extended Response Questions – Test questions or tasks that require students to create his or her own response. Examples would be short answer questions, essay questions, or questions that require students to show their work.

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, mathematics, science and social studies.

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, gridded response, constructed response, extended response, 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 as ISTEP+ scale scores. The three-digit, equal interval scores are expressed on unique scales by subject (English/language arts, mathematics, science and social studies). 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 3-4 rubric has three major categories: 1) Ideas and Content, 2) Organization, and 3) Style. The Grades 5-12 rubrics have four major categories: 1) Ideas and Content, 2) Organization, 3) Style, and 4) Voice. Under each major category are specific criteria that describe the category more fully.
- **Language Conventions Rubric** – The Grades 3-4, 5-8, and 9-12 rubrics assess students' ability to use grammar, usage, and spelling conventions. The Language Conventions rubrics are directly linked to the editing checklist in the respective grade-level test booklets.
- **Mathematics, Science, Social Studies, and Reading Comprehension Rubrics** – Mathematics, Science, and Social Studies rubrics are used to score the constructed- and extended-response items; a reading comprehension rubric is used to score English/language arts constructed-response items. The rubrics are also accompanied by exemplars (a list of acceptable responses) for test items assessing science and social studies. If a student gives a response that is not listed as an exemplar, but the response is correct and justified, 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, as well as the test date. The Student Report lists *Indiana Academic Standards* by subject and assesses how well the student performed on each standard. The report also identifies the student's scale scores by performance level (*Pass+*, *Pass* and *Did Not Pass*).

Appendix H
2009 ISTEP+ Reliability and Validity Report

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.*

Reliability

Test scores always contain some amount of measurement error. This kind of error can be random or systematic. Standardization of assessments is meant to minimize random error that occurs because of random factors that affect a student's performance on the test. Systematic errors are inherent to examinees and are typically specific to some subgroup characteristic (i.e., students who need accommodations but are not offered them). Reliability refers to the degree to which students' scores are free from such effects and provides a measure of consistency. In other words, reliability helps to describe how consistent students' performances would be if given the assessment over multiple occasions.

For the ISTEP+, several measures of reliability are available. First, the tests are administered in standard fashion to all students. When students need accommodations, such accommodations are provided with specific guidance from the ISTEP+ Program Manual (www.doe.in.gov/assessment) that describes details about the tests, as well as specific administration policies, procedures, and accommodation guidelines.

Item-Level Reliability

Item-specific reliability statistics include inter-rater reliability, point biserial or item-test correlations, and differential item functioning (DIF) or item bias. The inter-rater reliabilities of CR items rely heavily on the solid and consistent training of the Handscorers, as was described in Section 4 – Scoring. Statistical data are presented in terms of the kappa and intraclass correlations as ways to measure the consistency (reliability) of the scores. Tables 8−11 provide the relevant inter-rater reliability statistics. In general, the values are within acceptable limits. The lowest statistics fall on one SS field test item that presents intraclass statistics of 0.69 and kappa statistics of 0.37. Intraclass correlations for all items range from 0.74 to 0.97 with a mean of 0.89 (ELA); from 0.79 to 1.00 with a mean of 0.94 (MA); from 0.86 to 0.98 with a mean of 0.94 (SC); and from 0.69 to 0.95 with a mean of 0.87 (SS). Kappa statistics range from 0.47 to 0.93 with a mean of 0.78 (ELA); from 0.58 to 1.00 with a mean of 0.87 (MA); from 0.72 to 0.96 with a mean of 0.87 (SC); and from 0.37 to 0.90 with a mean of 0.73 (SS). These values are within acceptable limits.

The point biserial or item-test correlation, a type of internal consistency measure, is one measure of the correlation between each item and the overall test as was described in Section 6–Methods, results of which were described in Section 7-Results. The item-test correlations for each content area, grade, and item type are shown in Table 18. The correlations for operational items range from 0.14 to 0.58 (ELA); from 0.13 to 0.70 (MA); from 0.11 to 0.53 (SC); and from 0.15 to 0.53 (SS). The correlations for field test items range from 0.08 to 0.58 (ELA); from 0.01 to 0.66 (MA); from 0.03 to 0.58 (SC); and from 0.05 to 0.52 (SS). Field test items show much lower ranges, and some field test items that had negative correlations were removed from the pool of items. All items with item-test correlations lower than 0.30 have been reviewed by Research, Publishing, and the IDOE and none of the items were mis-keyed or had possible multiple correct answers, as might be indicative of such low correlations. Certainly, any items with extremely low point biserials that may remain in the item pool will be avoided on future operational forms.

DIF statistics (described in Section 6–Methods and Section 7–Results) provide a measure of the systematic errors by subgroups that are specifically attributed to some bias or systematic over- or under- representation of subgroup performance when compared to total group performance. As mentioned and apparent in Tables 23 and 24 (last rows), only about 7% of the operational items exhibited gender or ethnic DIF at the moderate and large levels; and for field test items, only about 6% exhibited moderate or large levels of gender or ethnic DIF.

Test-Level Reliability

Total test reliability statistics (alpha and SEMs) measure the level of consistency (reliability) of performance over all test questions in a given form, the results of which imply how well the questions measure the content domain and could continue to do so over repeated administrations. Total test reliability coefficients (in this case measured by Cronbach's alpha (α, 1951), may range from 0.00 to 1.00, where 1.00 refers to a perfectly reliable test. The ISTEP+ reliability data are based on Indiana-specific representative samples from each grade (the scaling sample), and the results for 2009 are typical of the results obtained for all previous ISTEP+ operational tests. The total test reliabilities of the operational forms were evaluated first by Cronbach's α (Cronbach, 1951) index of internal consistency. The specific calculation for Cronbach's α is calculated as

$$\hat{\alpha} = \frac{k}{k-1}\left(1 - \frac{\sum \hat{\sigma}_i^2}{\hat{\sigma}_X^2}\right) \quad (8.1)$$

where k is the number of items on the test form, and $\hat{\sigma}_i^2$ is the variance of item i and $\hat{\sigma}_X^2$ is the total test variance. Achievement tests are typically considered of sound reliability when their reliability coefficients are in the range of 0.80 and above.

Table 42 shows the reliability coefficients for each scored test form, containing only operational items, for each grade and content area for both Fall 2008 (and from 2007 for grade 8 content that was tested in grade 9 of 2007) and Spring 2009. Alpha reliability coefficients for Spring are quite similar to Fall, and ranged between 0.87 (grade 5 SS) and 0.93 (grade 8 MA). Such a range is indicative of the high reliability of ISTEP+ tests. As is evident in Tables 29−32, for Spring 2009 state and subgroup data, the coefficients are quite high and similar to the state even at the subgroup levels. Specifically, the average (and range) of the state level reliability coefficients for each content area are as follows: ELA 0.91 (range 0.88−0.94), MA 0.91 (range 0.88−0.95), SC 0.87 (range 0.81−0.92), and SS 0.86 (range 0.79−0.91). At the subgroup level, the lowest reliabilities (0.79 and 0.81) were found for the LEP students in grade 5 SS and grade 6 SC, respectively.

The SEM is another measure of reliability and is a direct estimate of the degree of measurement error in students' total scores at the total test level (per the alpha reliability coefficient) and at the total or scale score level. The SEM represents the number of score points about which a given score can vary, similar to the standard deviation of a score; the smaller the SEM, the smaller the variability of the estimate, and the higher the reliability. The total SEMs are computed with the following formula:

$$SEM = SD_TT(\sqrt{1-\hat{\alpha}}) \quad (8.2)$$

The SEMs for each scale score are computed with the following formula:

$$SEM = SD_SS(\sqrt{1-\hat{\alpha}}) \quad (8.3)$$

where SD_TT is the standard deviation for the total test and SD_SS is the standard deviation of the scale score; $\hat{\alpha}$ is the result of the calculation of Cronbach's α above. The total test SEMs for each test form are provided for each grade and content at the state and subgroup levels in Tables 29–32. Scale score specific SEMs are given in Tables 43–46, which also provide the raw scores associated with each scale score. Please note that ISTEP+ uses pattern scoring and does **not** use raw score-to-scale score tables; the raw scores in the tables should therefore be interpreted with pattern scoring in mind.

Proficiency-Level Reliability

One of the cornerstones of the NCLB Act (2002) is the measurement of Adequate Yearly Progress (AYP) for states with respect to the percentage of students at or above the academic performance standards established by states. Because of a heavy emphasis on moving all students to or above the "Proficient" category by year 2014, the consistency and accuracy of the classification of students into these performance categories is of particular interest.

The statistical quality of cut scores that define the proficiency levels in which students are placed per their performance serves as additional validity evidence. Details about the Cut Score Setting Workshop and Bookmark procedure used to set the cut scores are given in the *ISTEP+ Cut Score Setting Technical Report* (CTB, 2009). It may be useful to note here that the Bookmark procedure (Mitzel, Lewis, Patz, & Green, 2001) is a well-documented and highly regarded procedure that has been demonstrated by independent research to produce reasonable cut scores on tests across the country.

It is also important to review the specific scale score SEM for each cut score. Table 47 shows the SEMs estimated for each of the Spring 2009 cut scores for each content area and grade. Comparison of these SEMs to the SEMs associated with other ISTEP+ scale scores for each test (shown in Tables 43–46) reveal that these values are almost always among the lowest, meaning that the ISTEP+ tests tend to measure most accurately near the cut score. This is a desirable quality when cut scores are used to classify examinees. (Note that every scale score possible, sometimes including the cut score, is not shown in Tables 43–46; there are more scale scores possible at each raw score than can be shown in these tables.)

Not only is it important that the amount of measurement error around the cut score be minimal; also important is the expected consistency with which students would be classified into performance levels if given the test over repeat occasions.

Classification consistency is defined as the extent to which two classifications of a single student agree from two independent administrations of the same test (or two parallel forms of the test). Classification consistency and accuracy are additional measures of reliability as well as validity. Reliability coefficients, such as Cronbach's alpha, are used to check for the internal consistency within a single test. Test-retest reliability requires two administrations of the same test which requires another test as an external reference. When retesting students is not feasible, classification consistency is a viable and often utilized alternative. Consistency in the classification sense represents how well two forms of an assessment with equal difficulty agree (Livingston & Lewis, 1995). It is estimated using actual response data and total test reliability from an administered form of an assessment, from which two parallel forms of the assessment are statistically modeled and classifications compared.

Classification accuracy is defined as the agreement between the actual classifications using observed cut scores and true classifications based on known true cut scores (Livingston & Lewis, 1995). It is common

to estimate classification accuracy by utilizing a psychometric model to find true scores corresponding to observed scores.

In other words, classification *consistency* refers to the agreement between two observed scores, while classification *accuracy* refers to the agreement between the observed score and the true score. A straightforward approach to classification consistency estimation can be expressed in terms of a contingency table representing the probability of a particular classification outcome under specific scenarios. For example, below is a contingency table of (H+1) x (H+1), where H is the number of cut scores, such that two cut scores yield a 3x3 contingency table.

	Level 1	**Level 2**	**Level 3**	**Sum**
Level 1	P_{11}	P_{21}	P_{31}	$P_{.1}$
Level 2	P_{12}	P_{22}	P_{32}	$P_{.2}$
Level 3	P_{13}	P_{23}	P_{33}	$P_{.3}$
Sum	$P_{1.}$	$P_{2.}$	$P_{3.}$	1.0

To report classification consistency, Swaminathan, Hambleton, and Algina (1974) suggest using Cohen's kappa (1960):

$$\text{kappa} = \frac{P - P_c}{1 - P_c}, \qquad (8.4)$$

where *P* is defined as sum of diagonal values of the contingency table (shaded above) and P_c is the chance probability of a consistent classification under two completely random assignments. This probability, P_c, is the sum of the probabilities obtained by multiplying the marginal probability of the first administration and the corresponding marginal probability of the second administration:

$$P_c = (P_{1.} \times P_{.1}) + (P_{2.} \times P_{.2}) + (P_{3.} \times P_{.3}) \qquad (8.5)$$

Kolen and Kim (2005) suggested a method for estimating consistency and accuracy that involves the generation of item responses using item parameters based on the IRT model (see also Kim, Choi, Um, & Kim, 2006, as well as Kim, Kim , & Barton, 2007). Two sets of item responses are generated using a set of item parameters and an examinee's ability distribution from a single test administration. These two sets of item responses are considered as an examinee's responses on two administrations of the same form. The procedure is described below and is implemented with the KKCLASS software (Kim, 2005).

Step 1: Obtain item parameters (**I**) and ability distribution weight ($\hat{g}(\theta)$) at each quadrature point from a single test.

Step 2: Compute two scale scores at each quadrature point. At a given quadrature point θ_i, generate two sets of item responses using the item parameters from a test form, assuming that the same test form was administered twice to an examinee with the true ability θ_i.

Step 3: Construct a classification matrix at each quadrature point. Determine the joint event for the cells (as illustrated in the table above) using the raw scores obtained from Step 2.

Step 4: Repeat Steps 2 and 3 *R* times and get average values over *R* replications.

Step 5: Multiply distribution weight ($\hat{g}(\theta)$) by average values in Step 4 for each quadrature point, and sum across all quadrature points. From this final contingency table, classification consistency indices, such as consistency agreement and kappa, can be computed.

Step 6. Because examinees' abilities are estimated at each quadrature point, this quadrature point can be considered the true score. Therefore, classification accuracy is computed using both examinees' estimated abilities (observed scores) and quadrature point (true score).

Table 48 shows classification consistency and classification accuracy indices. Note that the values of all indices depend on several factors, such as the reliability of the actual test form, the distribution of scores, the number of cut scores, and the location of each cut score. The probability of a correct classification (Consistency) is the probability that the classification the student received is consistent with the classification that the student would have received on a parallel form; in other words, that the classification is correct. This is akin to the exact agreement rate in inter-rater reliability, and the expectation is that this probability would be high. The average Consistency is 0.88 across all grades and content areas, and ranges from 0.77 (SC grade 6 and SS grade 7 across both cut scores) to 0.98 (MA grade 8, Pass Plus cut score).

The probability of a correct classification by chance (Chance) is probability that the classification is correct and is due to chance alone. The probability of Chance is estimated under a complete random assignment procedure using the marginal distribution of each form. The Chance probabilities are expected to be low, and in this case are lowest where the Consistency is highest. Average Chance values across all grades and content areas is 0.60 and ranges from 0.35 (SC grade 7, all cuts) to 0.91 (MA grade 8, Pass Plus cut score).

Cohen's kappa (Kappa) provides the same type of reliability or agreement statistic as described previously in discussing inter-rater reliabilities. In this context, it represents the agreement of the classifications between the two parallel forms with the consideration of the probability of a correct classification by chance (Consistency - Chance)/(1 - Chance). In general, the value of Kappa is lower than the value of Consistency because the probability of a correct classification by chance is greater than 0. This is true of the ISTEP+ data in Table 48. Average Kappa is 0.70 and ranges from 0.59 (MA grade 7, Pass cut score) to 0.81 (ELA grade 8, Pass cut score) over all grades and content areas. Consistency and accuracy are important to consider together. The probability of accuracy (Accuracy) represents the agreement between the observed classification, based on the actual test form, and true classification given the modeled form. The average Accuracy is 0.88, ranging from 0.64 (MA grade 7, across both cut scores) to 0.98 (MA grade 8, Pass Plus cut score). Finally, Table 48 provides the probability of false positives (FP) and false negatives (FN) as measures of error in the data table, and these are low (no greater than 0.07 and 0.36, respectively), as expected.

Classification consistency and accuracy matrices are also provided (see Table 49). These provide probabilities of classification across observed and expected classification. The diagonals represent probabilities for the classification or accuracy when both the observed and expected classifications were the same, and when the off-diagonals were off by one or two proficiency levels. In almost every case, the diagonal probabilities are higher than the off-diagonals, which is consistent with the Consistency and Accuracy data provided.

Validity

Validity refers to the degree to which theory and evidence indicate that test scores support the meaning and use of the scores as intended (AERA, APA, and NCME, 1999). Basically, "validity is the ongoing trust in the accuracy of the test, the administration, and interpretations and use of results" (Barton, 2008). Test validation is therefore an ongoing process of gathering evidence from many sources to evaluate the trustworthiness of the desired score interpretation or use. This evidence is acquired from studies about the content of the test, how the test was developed, the blueprints, the alignment, and so forth, to how

the procedures and processes support the trust in the data integrity, quality of scoring, psychometric analyses, and reporting. Additionally, reliability is a necessary element for validity. Inferences from test scores cannot be valid if they are not also reliable.

Exploratory and Confirmatory Factor Analyses

Exploratory and Confirmatory Factor Analyses (CFA) were conducted to investigate potential evidence to further support the validity of the ISTEP+ test scores for the total population, and then by SPED, LEP, and accommodated subgroups. The subgroups were chosen such that the students within each group may have characteristics that could contribute to issues of access and/or for whom the test measures construct irrelevant variances. A variety of criteria are used conjunctively to evaluate the assumption that each test for each grade and content area measures a single (unidimensional) construct (e.g., MA, ELA, SC, or SS). In factor analyses, the "construct" is referred to as a factor. The analyses help to organize the data such that relationships defined as factors are illuminated. If the data are essentially unidimensional, a single factor should account for most of the variation in the data.

Accordingly, a unidimensional factor model was tested using polychoric correlation coefficients against the obtained covariance matrix[5] using maximum likelihood estimation (Bentler & Bonett, 1980, Jöreskog, & Sorbom, 1989) for each grade and content area for the total population and each subgroup using SAS version 9.1. The polychoric correlation is most appropriate when variables are dichotomous or ordinal and together are assumed to reflect a single underlying construct (Byrne, 1998).

First, the factorability of the correlation matrix was examined before conducting the CFA (i.e., Is the data adequately correlated and thus analyzable or "factorable" to move forward?). The Kaiser-Meyer Olkin (KMO; Kaiser, 1970, 1974) measure of sampling adequacy was used through an Exploratory Factory Analysis (EFA) procedure to evaluate the strength of the linear relationship among the items within each correlation matrix. KMO values in the 0.90 and greater range are considered "marvelous" according to Kaiser's (1974) criteria. As shown in Tables 50 and 51, KMO values for the total group ranged from 0.96 to 0.98, and, for each subgroup: from 0.94 to 0.97 (SPED), from 0.90 to 0.96 (LEP), and from 0.92 to 0.96 (Accommodated). That all the KMO values are in the "marvelous" range suggests that the matrix is appropriate for CFA for each analysis.

As a rough estimate of the number of factors (dimensions or constructs) that might be present in the data, the Kaiser criterion of computing the eigenvalues for the correlation matrix was examined next. Eigenvalues represent how much variability is accounted for by each factor not in sum, but out of the total amount of variance, which means there will be times the percentages can be greater than 100%. Tables 50 and 51 also show the total amount of variance that exists in each form, as well as the percent of variance accounted for by the initial eigenvalue. For the total group analyses, the first eigenvalue's measure of the amount of variance in relation to the total variance is 87−96% (ELA), 74−89% (MA), 99−104% (SC), and 101−105% (SS). The range of variance by the first eigenvalue in each content area and subgroup is as follows: SPED: ELA 84–90%, MA 72–84%, SC 97–101%, and SS 99–102%; LEP: ELA 77–85%, MA 67–82%, SC 90–92%, and SS 90–94%; Accommodated: ELA 77–89%, MA 68–81%, SC 97–102%, and SS 97–100%. Such values indicate one major factor is present in each of the content assessments. It is interesting to note that the MA range of variance is slightly lower than the other content areas for the total population and each subgroup.

[5] The variance-covariance matrix, as opposed to the correlation matrix, is most appropriate for CFA (Cudeck, 1989).

As a rule, "essential unidimensionality" is assumed when the ratio of the first eigenvalue to the second eigenvalue is at least three. The final column of Tables 50 and 51 provides the ratio of the first and second eigenvalues. All grades and content areas for the total population and each subgroup have no ratios less than three; therefore, the ISTEP+ tests are demonstrating essential unidimensionality per the eigenvalue ratio criterion.

An additional available criterion used in EFA to judge the number of factors present is the scree test (Cattell, 1966) of eigenvalues plotted against factors. Examinations of the scree plots for all grades and content areas for the total population and each subgroup indicated a single factor model is present and similar patterns between the total population and subgroups.

Next, the CFAs were run on each test form for each group. In the CFA, a collection of goodness-of-fit indices are used to assess the fit of a unidimensional factor model to the observed data. In other words, does a model that imposes a single factor (from the EFA results) bear out in the observed data through a confirmation or CFA? The indices and relevant criteria reviewed include:
(a) the root mean square of approximation (RMSEA; Steiger & Lind, 1980), where RMSEA values below 0.10 indicate a "good fit" to the data and values below 0.05 indicate a "very good fit" to the data (Steiger, 1990);
(b) the comparative fit index (CFI; Bentler, 1990);
(c) the non-normed fit index (NFI; Bentler and Bonett, 1980), also referred to as the Tucker-Lewis index, where larger CFI and NFI values (i.e., values above 0.90) are interpreted as indicating a "good fit" to the data; and
(d) the chi-square test (χ^2) of fit between the predicted and obtained covariance matrices such that a nonsignificant chi-squared value (χ^2) is the criterion.

While chi-square statistics are traditionally presented in such analyses, it is well known that chi-squared values are often erroneously significant with large samples, such as in the case of ISTEP+ data. Therefore, caution should be taken when used for assessing model-data fit for these data; presentation of the information is typical.

Tables 52 and 53 provide the specific values for each index described. In summary, the RMSEA values for each grade and content area and across all groups are all below 0.04 and therefore considered a "very good fit." CFI and NFI values fall in the following ranges:
Total Group: 0.86−0.92 (ELA), 0.75–0.86 (MA), 0.91–0.95 (SC); and 0.92–0.95 (SS)
SPED: 0.84–0.89 (ELA), 0.70−0.83 (MA), 0.90–0.94 (SC); and 0.89–0.93 (SS)
LEP: 0.78−0.90 (ELA), 0.68−0.84 (MA), 0.81–0.92 (SC); and 0.82–0.92 (SS)
Accommodated: 0.79−0.89 (ELA), 0.67−0.80 (MA), 0.88–0.93 (SC); and 0.86–0.91 (SS)

The CFI and NFI values for all content areas dip below 0.90 in most cases and groups, except for the total group in SC and SS. Each chi-square is showing significance ($p<0.001$); however, it is highly likely that the very large sample sizes are contributing to the significance.

Summary inspection across all the criteria - variance, ratio of eigenvalues, scree plots, and goodness-of-fit indices - seems to indicate that the tests for each grade and content area, and for each subgroup, are essentially unidimensional. It will be important to review the relationships of factors particularly in MA in conjunction with all other data, particularly where items may be dependent (for example, where all CRs are scored twice).

In order to support the valid interpretations and uses of the results, the teachers are provided access to student responses for all open-ended items administered in the first test window (http://www.doe.in.gov/assessment), and *Teacher Scoring Guides* (same website) for each grade and content area, which provide a brief descriptions of the types of questions assessed by each content area, short summaries of scoring rules utilized by the Handscorers, access to the rubrics used to score student responses, copies of the released open-ended items, and anchor papers used by the Handscorers to distinguish between papers with different scores. Teachers are also provided a *Guide to Test Interpretation* for all grades and content areas (http://www.doe.in.gov/assessment). The *Guide to Test Interpretation* contains helpful tips on the types of scores and data reported, a brief description of such concepts as IRT and pattern scoring, and guidance on how to interpret various scores and aggregations of scores at various levels.

Appendix I
Approved Bilingual Dictionary List

Bilingual Dictionaries Approved for Use by LEP Students on Indiana Assessments

The Indiana Department of Education authorizes the following word-to-word bilingual dictionaries for use on Indiana assessments 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 newly enrolled Limited English Proficient (LEP) students that have not yet participated in the annual LAS Links English Proficiency Assessment but who have been identified as LEP based on a score of Not Proficient (NP) or 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 or visuals). Use of the word-to-word dictionary is not appropriate for all LEP students. Students must meet the following requirements in order to use a bilingual dictionary on ISTEP+:

1) The student must be capable of reading in their native language;
2) The student must be capable of reading words in English; and
3) 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 at the end of this appendix. School corporations are responsible for purchasing these dictionaries for students with Title III or other appropriate funds.

The following list is a compilation of all the word-to-word dictionaries approved as of the publication of this document. To request approval of additional word-to-word dictionaries that are being used by LEP students, complete the *Bilingual Dictionary Request* form (see *Appendix B*).

For more information, please contact the Indiana Department of Education, English Learning & Migrant Education by calling (317) 232-05755 or (800) 257-1677.

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

English-Arabic/Arabic-English Dictionary
Edward E. Elias
Star Publications Pvt.Ltd.
New Delhi, 2001
57,000 Entries
ISBN: 9-7750-2860-4

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

BENGALI

English and Bengali dictionary
James Sykes B
ISBN 9780554553900
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