Statewide Assessment: The Truth Revealed

Indiana Department of Education
Office of Student Assessment
Welcome and Introductions

- Dr. Kristine David
  - Assistant Director of Assessment
- Niki Smithers
  - Assessment Communication Specialist
- Justin Mocas
  - Content Specialist (Elementary ELA and Mathematics)
- Dr. Eimear Towler
  - Senior STEM Assessment Specialist
- Stephanie Thompson
  - Alternate Assessment Specialist
Agenda

Truth 1: There are federal requirements for statewide assessments that affect decisions made at the local level.

Truth 2: Educators are included in the selection of test vendors or the development of statewide assessments.

Truth 3: IDOE provides resources that help teachers understand which standards will be assessed on the statewide assessment and how those standards will be assessed.

Truth 4: The results of statewide assessments should not be used in isolation to determine grade placement, reading ability, and/or the type of special education services students will receive.

Truth 5: The results of statewide assessments is one piece of evidence used by parents and schools to understand students' abilities and progress.
Truth 1

There are federal requirements for statewide assessments that affect decisions made at the local level.
Federal Law

- The Elementary and Secondary Education Act of 1965
- No Child Left Behind (2002)
Just a few of the requirements under ESSA:

- All students must be assessed in English/Language Arts and Mathematics every year in grades 3 - 8 and once during high school (grades 10 - 12).
  - Indiana uses a minimum score on this ESSA requirement as a graduation pathway.
  - The graduation pathway is not legislated federally, but per Indiana state law.
- All students must be assessed in Science once between grades 3 - 5, grades 6 - 9, and grades 10 - 12.
- All states must provide accommodations to students who need them for statewide assessments, and these accommodations must be captured in the students’ education plan (IEP, CSEP, Section 504).
ESSA Requirements (Continued):

- ESSA limits the number of students who may take alternate assessments to 1 percent of all tested students in a given subject.
- States must establish college-and career-ready standards and maintain high expectations when assessing students against those standards.
- States must develop assessments using the principles of universal design for learning.
- Tests must measure higher-order thinking skills, such as reasoning, analysis, complex problem solving, and critical thinking.
Diving Deeper Into Assessments

Assessing College and Career Readiness Standards

6.RN.2.1: Cite textual evidence to support analysis of what a test says explicitly as well as inferences drawn from the text.

“Select the phrases from the text that show why people believed the city of El Dorado did not exist.”

Although the text states explicitly that many scientists did not believe El Dorado existed, the reasons must be inferred using details in the text. The student must identify multiple pieces of evidence embedded within the text.
Truth 2

Educators are included in the selection of assessment vendors or the development of statewide assessments.
Request for Proposals (RFP) is a state procurement process used to identify and select vendors to complete assessment projects.

<table>
<thead>
<tr>
<th>Who might participate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendents/Building Level Administrators</td>
</tr>
<tr>
<td>Corporation Test Coordinators</td>
</tr>
<tr>
<td>Technology Directors</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Assessments are built from the ground up, and educators are involved in every step of the process.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARD SETTING</td>
<td>Educators determine cut scores for each proficiency level.</td>
</tr>
<tr>
<td>DATA REVIEW</td>
<td>Educators review statistical data from field-test items to determine if the items can be used operationally.</td>
</tr>
<tr>
<td>ITEM DEVELOPMENT</td>
<td>Educators develop new items to ensure the assessment of the Indiana Academic Standards.</td>
</tr>
<tr>
<td>ITEM AUDIT</td>
<td>Educators review items from licensed banks to determine alignment with Indiana Academic Standards.</td>
</tr>
<tr>
<td>ITEM SPECIFICATIONS</td>
<td>Educators determine how each standard should be measured (e.g., evidence statements, item types, cognitive complexity, etc.)</td>
</tr>
<tr>
<td>BLUEPRINTS</td>
<td>Educators define essential content from the Indiana Academic Standards and appropriate proportions for the assessment.</td>
</tr>
<tr>
<td>INDIANA ACADEMIC STANDARDS</td>
<td>Educators define the knowledge and skills students should achieve at each grade level for each content area.</td>
</tr>
</tbody>
</table>
Item Development Sequence

1. Educator drafting of specifications aligned to IAS
2. Rubric Validation and Rangefinding of field tested items
3. Scoring of field tested items
4. Educator drafting of new items
5. Field testing of new items
6. Data Review of field tested items
7. IDOE review of new items
8. Content and Fairness Advisory Committee review of new items
9. Build operational tests

Educator drafting of specifications aligned to IAS → Rubric Validation and Rangefinding of field tested items → Scoring of field tested items → Educator drafting of new items → Field testing of new items → Data Review of field tested items → IDOE review of new items → Content and Fairness Advisory Committee review of new items → Build operational tests
Indiana educators help build Indiana assessments. We want your voice to be represented. Register here to be considered for an assessment committee.

Opportunity

All custom item development for ILEARN is now completed by Indiana educators. Watch for opportunities for future involvement!

Assessment System

Indiana continues to build towards a cohesive systems of assessments, PreK-12. This year, ISPROUT (PreK) was introduced, and next year, high school assessments will update to align to CCR expectations.

Resources

Indiana publishes many resources to increase transparency, including test blueprints, item specifications, and PLDs for assessments as available.

Please share with teachers!
Educator Involvement in the Test Development Process

ILEARN Blueprint
Truth 3

IDOE provides resources that will help teachers understand which standards will be assessed on the statewide assessment and how those standards will be assessed.
Blueprints are a map for building a test.

They help determine item selection based on reporting categories, standards, and total amount of items.

The blueprints can inform instructional planning.
## Test Blueprints

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Standard</th>
<th>Standard Item Range</th>
<th>Standard % of Test</th>
<th>Reporting Category Item Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Min</td>
<td>Max</td>
<td>Min</td>
</tr>
<tr>
<td>Algebraic Thinking (20–26%)</td>
<td>5.AT.1</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>5.AT.2</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>5.AT.3</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>5.AT.4</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>5.AT.5</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>5.AT.6</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>5.AT.7</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>5.AT.8</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Computation (22–28%)</td>
<td>5.C.1</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>5.C.2</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>5.C.3</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>5.C.4</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>5.C.5</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>5.C.6</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>5.C.7</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>5.C.8</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>5.C.9</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Item Specifications

- Item specifications are a guide for individual item creation and contain information about the presentation to students.
- The specs are based on an academic standard.
- They offer details about the item type, DOK level, vocabulary, content limits, and samples.
## Item Specifications

<table>
<thead>
<tr>
<th>Content Standard</th>
<th>MA.4.G.1: Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate tools (e.g., ruler, straightedge, and technology).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Limits</td>
<td>Items should not include kites.</td>
</tr>
<tr>
<td>Construct-Relevant Vocabulary</td>
<td>congruent, line segment, parallel, parallelograms, rhombuses, trapezoids</td>
</tr>
<tr>
<td>Recommended Response Mechanisms (Item Types)</td>
<td>Graphic Response, Multi-Select</td>
</tr>
<tr>
<td>DOK</td>
<td>2</td>
</tr>
</tbody>
</table>

### Model Task

<table>
<thead>
<tr>
<th>Context</th>
<th>No Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allowable Stimulus Material</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Evidence Statements**

- Students draw a given shape or shapes.
- Students classify the given shape(s).

**Sample Item**

Use the **Connect Line** tool to draw a rhombus.
Additional Resources

- What are Blueprints? Infographic
- Understanding and Using Test Blueprints Moodle Course
- Item Specifications Explained
- Understanding and Using Test Specifications Moodle Course
- Item Specification Database
- Stimulus/Passage Specifications
Truth 4

The results of statewide assessments should not be used in isolation to determine grade placement, reading ability, and/or the type of special education services students will receive.
A Balanced Approach

- Use multiple measures (more information) to get the clearest picture.

- Use test blueprints, item specifications, and PLDs to ensure an understanding of what each assessment was intended to measure and how.

- Avoid overuse or underuse of data.
Truth 5

The results of statewide assessments is one piece of evidence used by parents and schools to understand students’ abilities and progress.
Things to Remember about Assessment and Data

● Assessment scores are estimates of student knowledge and skill.
● Assessment scores describe an estimated ability at a single point in time.
● Assessment scores describe ability based on a defined set of standards and that set of standards is likely different for each assessment.
● Many factors can affect assessment scores.
Questions to Ask the Data

- What was the purpose of the assessment?
- Were there differences in the provided accommodations?
- What standards were being measured?
- Based on the assessment’s purpose, what are ways that I can use the data?
- What level of rigor does the assessment require?
- Did any irregularities occur during testing?
- How much time has elapsed since the student took the assessment?
Scenario 1

Tabitha took a benchmark assessment in late March and ILEARN in late April. She scored very well on the benchmark assessment, but only attained *Approaching Proficiency* on ILEARN. She tried her best both times. What happened?
Scenario 1

Tabitha took a benchmark assessment in late March and ILEARN in late April. She scored very well on the benchmark assessment, but only attained *Approaching Proficiency* on ILEARN. She tried her best both times. What happened?

Possible Response

Benchmark assessments typically measure only a small set of standards while ILEARN measures the breadth and depth of grade level standards. Perhaps the student performs well for the standards on the March benchmark, but needs further support with other standards.
Scenario 2

Marcus is in third grade. He took IREAD-3 in March and received a Lexile score of 253. Then he took our district interim test in April and received a Lexile score of 200. Then he took ILEARN and received a Lexile score of 290. Which one is right!?
Scenario 2

Marcus is in third grade. He took IREAD-3 in March and received a Lexile score of 253. Then he took our district interim test in April and received a Lexile score of 200. Then he took ILEARN and received a Lexile score of 290. Which one is right!? 

Possible Response

Remember that test scores represent a measurement taken at a single point in time and are an estimation of student ability. Also, remember that people change, constantly! Based on these scores, a good estimate for Marcus’ reading Lexile is likely in the mid 200s. You may also want to look at the standard measure of error and keep the values within that range.
Individual Student Reports

Indiana Learning Evaluation and Readiness Network
ILEARN Assessment Results

Dear Parent/Guardian,

This report provides information about your child’s performance on the Indiana ILEARN assessment. ILEARN is the summative accountability assessment for Indiana students to measure student growth and proficiency in English/Language Arts, Mathematics, Science, and Social Studies according to the Indiana Academic Standards.

Please read this report closely and discuss the results with your child and his/her teacher. Thank you for supporting your child’s education.

Dr. Jennifer McCormick
State Superintendent of Public Instruction

Understanding the ILEARN Assessment

Individual Student Report

Scale Score: Represents your child’s overall numerical score placed on an alternative scale rather than just using percent correct or a raw score.

Proficiency Level: Indicates which proficiency level your child is placed into based on the overall scale score. Below Proficiency, Approaching Proficiency, At Proficiency, or Above Proficiency. Students performing At or Above Proficiency are on track for college and career readiness.

Your child’s test score can vary. For this test, the scale is divided into five levels: Below Proficiency, Approaching Proficiency, At Proficiency, or Above Proficiency. Students performing At or Above Proficiency are on track for college and career readiness.

The comparison scores table shows how your child’s scale score compares with peers at the school, corporation, and state level.

The reporting category performance table shows your child’s performance across domains within a content area. Reporting category performance is reported as Below Proficiency, At Proficiency, or Above Proficiency. Students performing At or Above Proficiency are on track for college and career readiness.

The bar charts indicate how your child performed. The black bar shows your child’s performance. The white bar shows the expectation by domain. The green bar shows the range of performance expected for a group with the same demographic indicators as your student. The blue bars show the range of performance expected for each subgroup based on the demographic indicators.

Additional Resources

To understand more about your child’s proficiency level, go to www.doe.in.gov/assessment/learn-families.

To practice questions similar to what your child has seen on ILEARN, go to www.doe.in.gov/assessment/learn-sample-items-and-scoring.

For more information about this assessment, go to www.doe.in.gov/assessment.

For more information about Lexile® Measures, go to www.doe.in.gov/assessment/lexile-measures-indiana.

Indiana Department of Education

@EducateIN
Understanding the ISR

- **Scale Score**: Represents the student’s overall numerical score placed on an alternative scale rather than just using percent correct or raw score.

- **Proficiency Level**: Indicates which proficiency level the student is placed into based on the overall scale score. Proficiency levels for ILEARN include Below Proficiency, Approaching Proficiency, At Proficiency, and Above Proficiency.

- **Reported Lexile® Measure (ELA only)**: Represents the student’s reading ability and serves as a guide in selecting books.

- **Reported Quantile® Measure (Mathematics only)**: Represents the student’s mathematics skills and helps identify activities to support the student in gaining mathematical skills and understanding.

- **College and Career Readiness Indicator**: Indicates whether the student meets the college-and-career readiness standards.
Based on the student’s ILEARN scale score, he/she is placed into one of the four proficiency levels shown: Below Proficiency, Approaching Proficiency, At Proficiency, or Above Proficiency. **Students performing At or Above Proficiency are on track for college and career readiness.** A student’s test score can vary if the test is taken several times. His/her knowledge and skills likely fall within a score range and not just as a precise number. Scores are an estimation of the student’s ability.
Questions?

Thank you for joining us!
INAssessments@doe.in.gov
317.232.9050