What’s New with ILEARN?

Understanding the Development and Implementation of Indiana’s New Summative Assessment
Introductions

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Topics

• Assessment Development
  *How are educators involved in the development of ILEARN?*

• A Balanced System of Assessment
  *How does ILEARN fit into a system of assessment?*

• New Resources
  *What new resources are offered to support educators?*

• Accessibility and Accommodations
  *How has accessibility for all students been considered?*

• Updated Policy and Guidance
  *What policies and guidance have been updated for ILEARN?*
Considerations

• ILEARN ≠ ISTEP 2.0

• We won’t know all policies and practices today…
  • Enter questions into chat, and they will be addressed or confirmed if they are still under review.

• Blueprints and Specifications are current drafts to inform initial planning for 2018-2019 and inform test development.
  • Formalized following test simulation process.
  • Further precision and refinement will be addressed in the fall.

• We want your feedback…
  • If you need support, have concerns, define questions…send them our way!
Quality assessment is a deliberative and collaborative process involving Indiana educators.
It started with a dream…and feedback!

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

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

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

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

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

Collaborating with Stakeholders

INDIANA ACADEMIC STANDARDS

Educators defined the knowledge and skills student should achieve at each grade level for each content area.

BLUEPRINTS

Educators define essential content from the standards and appropriate proportions of the standards for the assessment.

ITEM SPECIFICATIONS

Educators determine how each standard should be measured (e.g., evidence statements, item types, cognitive complexity, etc.)

ITEM DEVELOPMENT

Educators develop new items to ensure the assessment of the breadth and depth of Indiana Standards.

ITEM ACCEPTANCE

Educators review items from licensed banks to determine alignment with Indiana Standards.

DATA REVIEW

Educators review statistical data from field-test items to determine if the items can be used operationally.

SCORING

Educators score open-ended items for field test (calibrate the scoring through range finding) and operational data.

STANDARD SETTING

Educators determine cut scores for each proficiency category.

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INDIANA ACADEMIC STANDARDS

Educators defined the knowledge and skills student should achieve at each grade level for each content area.
Applying Lessons Learned from Previous Programs

Delivery Platform
- AIR’s platform successfully delivered over 70 million online adaptive tests over the course of 10 years with no significant technical issues.

Content Development
- IDOE licensed quality and rigorous item banks. Educators conducted an item acceptance review with IDOE to identify items aligned to IN standards. Additional items needed to ensure alignment will be pulled from the current IN pool or developed.

Accessibility
- ILEARN incorporates universal design practices and improved student supports.

Reporting
- Schools and teachers will receive more precise data from computer-adaptive tests. Lexile and Quantile scores are included. Preliminary data will be provided 12 days after testing, and final data will be released by July 1.*

*After year 1 due to standard setting
Reducing Burden for Schools

• TL Data Collection Replaced
  o Students will be automatically loaded into TIDE (the test administration system) from the Department’s systems via a nightly feed.
  o Only certain accommodations and designated supports will need reported via a Test Accommodation Report.

• Streamlined Technology Setup
  o AIR systems require the installation of a single secure browser with no caching server, reducing time required for technology setup.
  o AIR’s Network Diagnostic Tool automates infrastructure trials.

• “Sessionless” Testing
  o Student test sessions are automatically generated during log-in based on a code provided by the teacher, reducing the burden of prior setup.
  o Elimination of Test Tickets

• Single Test Window
  o A single testing window at the end of the school year requires only one preparation rather than two. (April 22-May 17)
Implementing Improvements

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

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

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

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

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

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*These times will begin in 2020 due to setting cut scores in Summer 2019. Final reporting will be available Aug 15 for 2019.
**Full system requirements will be available in the Indiana Portal. Session management policy and procedures will be available by Oct 1, 2018.
Assessment occurs every day as part of quality instruction.
What is Assessment?

A process of collecting evidence to make informed decisions.

“Assessment is crucial to move from opinions to informed action.” (National Research Council, 2001)
Assessment Spectrum

Summative Assessment:
- End of Course/End of Year Tests
- Portfolios
- Unit Tests/Projects
- Benchmark/Interim Tests

Formative Assessment:
- Observation of Student Work
- Focused Questions
- Rich Tasks
Assessment Literacy

Assessment literacy includes three big ideas: What someone *knows* about assessment, what someone *believes* about assessment, and what someone *does* with assessment.

**An Assessment-Literate Individual:**
- Understands the types and purposes of assessment;
- Believes that assessment is an essential part of teaching and learning;
- Utilizes data to drive informed decision-making for the success of every child.

[https://www.doe.in.gov/assessment/assessment-literacy](https://www.doe.in.gov/assessment/assessment-literacy)
New resources are available to support assessment literacy and increase transparency.
Assessment Literacy

Assessment Literacy: Targeting Instruction for Student Success

Posted: May 15, 2018

What is an Assessment-Literate Individual?

An Assessment-Literate Individual:
- Understands the types and purposes of assessment;
- Believes that assessment is an essential part of teaching and learning;
- Utilizes data to drive informed decision-making for the success of every child.

Who should be Assessment-Literate?
A wide variety of stakeholders should understand key aspects of assessment for informed decision-making. These stakeholders include:
- Students
- Parents
- Educators
- Community Members
- Voters
- Policy-Makers

Each role has an important part in assessment: from participating in assessment, to creating assessments, to understanding and using assessment data for important decision-making.

• Posted Resources Include:
  • Why is it Important to Assess? (PowerPoint and Video Recording)
  • What is a Standards-Based, Computer Adaptive Assessment? (PowerPoint and Video Recording)
  • Assessment Development Practices (Infographic)
  • Targeting Student Needs using Formative Assessment (PowerPoint and Video Recording)
  • Integrating Formative and Summative Assessment into the Classroom (Infographic)
Blueprints indicate the intentional selection of standards and priorities for an assessment based on the purpose of that assessment.

### Academic Standards

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

### Blueprints

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

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

### Reporting Categories

<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>7 RL 2.1</td>
<td>1–3</td>
<td>2–9</td>
<td></td>
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<tr>
<td></td>
<td>7 RL 2.2</td>
<td>1–3</td>
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<td></td>
<td>7 RL 2.3</td>
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<td>0–6</td>
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<td></td>
<td>7 RN 2.1</td>
<td></td>
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<td></td>
<td>6-8 LH 2.1</td>
<td>1–3</td>
<td>2–9</td>
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<td></td>
<td>6-8 LST 2.1</td>
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<td>6-8 RN 2.2</td>
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<td>6-8 LH 2.2</td>
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<td></td>
<td>6-8 LH 2.3</td>
<td>0–2</td>
<td>0–6</td>
<td>10–12</td>
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<td></td>
<td>6-8 LST 2.3</td>
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<td></td>
<td>7 RV 2.1</td>
<td>0–2</td>
<td>0–6</td>
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<td>7 RV 2.2</td>
<td>0–1</td>
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<td></td>
<td>7 RV 2.3</td>
<td>0–1</td>
<td>0–3</td>
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<td></td>
<td>7 RV 2.4</td>
<td>0–1</td>
<td>0–3</td>
<td></td>
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<td></td>
<td>7 RV 2.5</td>
<td>0–1</td>
<td>0–3</td>
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<td>7 RV 2.6</td>
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<td>7 RV 2.7</td>
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<td>6-8 LH 3.1</td>
<td>0–2</td>
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<td></td>
<td>6-8 LST 3.1</td>
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<tr>
<td></td>
<td>7 RV 3.3</td>
<td>0–2</td>
<td>0–6</td>
<td></td>
</tr>
</tbody>
</table>
Item and Passage Specifications

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

**Evidence Statements**

- Students describe or identify the structure of a text or events, ideas, concepts, or information within a text.
- Students identify examples of a particular structure.
- Students describe or identify the structure of a text or section of text AND describe the impact of the structure on the text.
- Students describe or identify the structure of a text or section of text AND select examples of the structure from the text.

**Sample Item**

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

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

Item specifications delineate for each standard the evidence students must demonstrate to show content mastery. They also define exactly how an academic standard should be measured.

**Construct-Relevant Vocabulary**

**Evidence Statements**

**Content Limits**

**Cognitive Complexity (DOK)**

**Sample Items and Item Types**

**Accessibility Considerations**
Item Specifications: Third-Party Banks

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

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

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

It’s Intentional…

• New Position at the IDOE: Assessment Specialist focused on Accessibility and Accommodations (kstein@doe.in.gov)
• Accessibility Focus Group
  o Comprised of Special Education and English Language Educators
  o National accessibility expert
  o PATINS staff expertise
  o IDOE will host bi-annual meetings to address accessibility for all state assessments.
• Collaboration between IDOE Departments
  o Special Education staff
  o English Learning and Migrant staff
Accessibility Framework

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

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

Accommodations
An accommodation is a change in the standardized testing materials or procedures that enables students with a disability or with limited English proficiency to participate in an assessment in a way that measures abilities. Accommodations are provided via IEPs, ILPs, or Section 504 Plans.
ILEARN Accessibility Framework

Universal Features: Available to ALL students

- Answer Eliminator
- Calculator for calculator allowed items (Mathematics Grades 6-8)
- Dictionary (Writing)
- English Glossary for pre-selected construct-irrelevant terms (all content areas) New
- Notepad New
- Highlighter
- Line Reader
- Mark for Review
- Mathematics Tools (e.g. ruler)
- Thesaurus (Writing)
- Tutorial
- Writing Tools (e.g. rich text, spell check)
- Zoom

Embedded/Online

- Color Contrast
- *Translation Glossary (for pre-selected construct-irrelevant term in Spanish, Burmese, Arabic, Mandarin, Vietnamese for all mathematics, social studies, and science New
- Masking
- Mouse pointer (size and color) New
- Print size (zoom in and out) New
- *Translation-Spanish (Stacked) for Mathematics, Science and Social Studies New

Non-Embedded

- English Dictionary (Writing) New
- Headphones or noise buffers to block out distractions
- Low-tech assistive writing instrument
- Preferential seating
- Scratch/blank paper, including lined or graph paper
- Small group
- Thesaurus (Writing) New

Designated Features: Available to ANY student with a need determined by educators

Accommodations: Available to students with an IEP, 504 Plan or Nonpublic Service Plan

- America Sign Language (ASL) videos for media items New
- Braille transcript for audio items New
- Closed caption for online audio items New
- Refreshable Braille New
- Permissive mode to use assistive technology devices New
- Print on Demand New
- Streamline format New
- Text to speech (except for items testing comprehension)

Embedded/Online

- Alternative indication of response
- Braille Booklet
- Computer or other Assistive Technology (AT)
- Extra time
- Calculator for calculator allowed items (Mathematics Grades 6-8) New
- Hundreds Chart (Mathematics Grades 3-8) New
- Interpreter for sign language
- Large Print Booklet
- Multiplication Table (Grades 6-8) New
- Paper Booklet
- Paper Booklet (Spanish Translation) New
- Read aloud to self
- Read aloud script for paper booklet
- Scribe
- Test individually

Non-Embedded

- Extra time
- Read aloud to self
- Test individually
- Approved bilingual word-to-word dictionary

Accommodations: Available to students with an ILP (English Learners)

- Text to speech (except for items testing comprehension)

Non-Embedded

*Intended for English Learners (EL)
Universal Features: Available to ALL students

**Embedded/Online**
- Answer Eliminator
- Calculator for calculator allowed items for Mathematics (Grades 6-8)
- English Dictionary (Writing) New
- English Glossary for pre-selected construct-irrelevant terms (all content areas) New
- Notepad New
- Highlighter
- Line Reader
- Mark for Review
- Mathematics Tools (e.g. ruler)
- Thesaurus (Writing) New
- Tutorials New
- Writing Tools (e.g. rich text, spell check) New
- Zoom

**Non-Embedded**
- English Dictionary (Writing) New
- Headphones or noise buffers to block out distractions
- Low-tech assistive writing instrument
- Preferential seating
- Scratch/blank paper, including lined or graph paper
- Small group
- Thesaurus (Writing) New
Designated Features: Available to ANY student with a need determined by educators

**Embedded/Online**
- Color Contrast
- *Translation Glossary for pre-selected construct-irrelevant terms in Spanish, Burmese, Arabic, Mandarin, and Vietnamese) for all mathematics, social studies, and science New
- Masking
- Mouse pointer (size and color) New
- Print size (zoom in and out) New
- *Translation-Spanish (Stacked) for Mathematics, Science and Social Studies New

**Non-Embedded**
- Assistive technology to magnify/enlarge
- Color Overlay
- Sound amplification system
- Special furniture or equipment for viewing test
- Special lighting conditions
- Time of day for testing altered

*Intended for English Learners (EL)
### Accommodations: Available to students with an IEP, 504 Plan or Nonpublic Service Plan

<table>
<thead>
<tr>
<th>Embedded/Online</th>
<th>Non-Embedded</th>
</tr>
</thead>
<tbody>
<tr>
<td>• America Sign Language (ASL) videos for media items <strong>New</strong></td>
<td>• Alternative indication of response</td>
</tr>
<tr>
<td>• Braille transcript for audio items <strong>New</strong></td>
<td>• Braille Booklet</td>
</tr>
<tr>
<td>• Closed caption for online audio items <strong>New</strong></td>
<td>• Computer or other Assistive Technology (AT) device</td>
</tr>
<tr>
<td>• Refreshable Braille <strong>New</strong></td>
<td>• Extra time</td>
</tr>
<tr>
<td>• Permissive mode to use assistive technology devices <strong>New</strong></td>
<td>• Calculator for calculator allowed items (Grades 6-8) <strong>New</strong></td>
</tr>
<tr>
<td>• Print on Demand <strong>New</strong></td>
<td>• Hundreds Chart (Grades 3-8) <strong>New</strong></td>
</tr>
<tr>
<td>• Streamline format <strong>New</strong></td>
<td>• Interpreter for sign language</td>
</tr>
<tr>
<td>• Text to speech (except for items testing comprehension)</td>
<td>• Large Print Booklet</td>
</tr>
</tbody>
</table>

### Accommodations: Available to students with an ILP (English Learners)

<table>
<thead>
<tr>
<th>Embedded/Online</th>
<th>Non-Embedded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text to speech (except for items testing comprehension)</strong></td>
<td>• Extra Time</td>
</tr>
<tr>
<td></td>
<td>• Read aloud to self</td>
</tr>
<tr>
<td></td>
<td>• Test individually</td>
</tr>
</tbody>
</table>

**New** indicates accommodations that have been added or modified.
ILEARN testing is a standardized assessment managed by systematic policies.
### Policy Updates: High School

#### Mathematics and English/Language Arts

<table>
<thead>
<tr>
<th>Grade</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
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<tbody>
<tr>
<td>8th</td>
<td>ISTEP+ 8</td>
<td>ILEARN 8</td>
<td>ILEARN 8</td>
<td>ILEARN 8</td>
<td>ILEARN 8</td>
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<td>9th</td>
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<td>10th</td>
<td>ISTEP+ 10</td>
<td>ISTEP+ 10</td>
<td>ISTEP+ 10</td>
<td>Not Assessed</td>
<td>Not Assessed</td>
</tr>
<tr>
<td>11th</td>
<td>ISTEP+ 10 (retest)</td>
<td>ISTEP+ 10 (retest)</td>
<td>ISTEP+ 10 (retest)</td>
<td>College Entrance Exam</td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td>ECA (retest)</td>
<td>ISTEP+ 10 (retest)</td>
<td>ISTEP+ 10 (retest)</td>
<td>ISTEP+ 10 (retest)</td>
<td>ISTEP+ 10 (retest)</td>
</tr>
</tbody>
</table>

#### Science

Beginning Spring 2018, students will take the ILEARN Biology ECA as their upper level science assessment at the end of their Biology 1 Course, regardless of grade level.
## Policy Updates: Calculator

<table>
<thead>
<tr>
<th>ILEARN Mathematics Assessment</th>
<th>General Education Students</th>
<th>Students with IEPs, Section 504 Plans, and/or Service Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3-5</td>
<td>No calculator allowed.</td>
<td>No calculator allowed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(May have a hundreds chart if listed as an accommodation.)</td>
</tr>
<tr>
<td>Grade 6</td>
<td>Online Desmos Four Function calculator during calculator segments only.</td>
<td>Online Four Function calculator during calculator segments only.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(May use a hundreds chart, multiplication table, or handheld/adaptive calculator if listed as an accommodation for calculator segments only.)</td>
</tr>
<tr>
<td>Grades 7-8</td>
<td>Online Desmos Scientific calculator during calculator segments only.</td>
<td>Online Desmos Scientific calculator during calculator segments only.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(May use a hundreds chart, multiplication table, or handheld/adaptive calculator if listed as an accommodation for calculator segments only.)</td>
</tr>
</tbody>
</table>
Policy Updates

• Untimed Assessments
  • All ILEARN assessments will be untimed.
  • The Department will provide average times for scheduling purposes.

• Bring Your Own Device
  • Schools may utilize BYOD devices under certain conditions.

• Updated Program Manual – Coming July 1
  • The Assessment Program Manual will be updated and streamlined. Please visit our updated website to review.
What’s Next?

• October 1 Release
  • Once simulations are completed over the summer, refined and finalized blueprints and specifications will be posted.

• Standard Setting
  • After ILEARN’s first administration in Spring 2018, educator committees will convene to set cut scores for each proficiency category based on Performance Level Descriptors and impact data.
Collaborating with Stakeholders

We are building ILEARN from the ground up, and educators are involved in every step!

**INDIANA ACADEMIC STANDARDS**

Educators defined the knowledge and skills student should achieve at each grade level for each content area.

**BLUEPRINTS**

Educators define essential content from the standards and appropriate proportions of the standards for the assessment.

**ITEM SPECIFICATIONS**

Educators determine how each standard should be measured (e.g., evidence statements, item types, cognitive complexity, etc.)

**ITEM ACCEPTANCE**

Educators review items from licensed banks to determine alignment with Indiana Standards.

**ITEM DEVELOPMENT**

Educators develop new items to ensure the assessment of the breadth and depth of Indiana Standards.

**DATA REVIEW**

Educators review statistical data from field-test items to determine if the items can be used operationally.

**SCORING**

Educators score open-ended items for field test (calibrate the scoring through range finding) and operational data.

**STANDARD SETTING**

Educators determine cut scores for each proficiency category.
Educator Involvement: Handscoring

- IDOE will involve educators to the extent possible.
  - Approximately 3-4 educators from each corporation
- Time-frame commitment to a 3-week scoring window each spring (following ILEARN administration).
- All participation is remote (e.g., training, qualification, scoring).
- Educators will be compensated at state rate.
- PGPs will be available to all educators.

More details coming soon!
Questions?
Enter your questions in the chat box.
Thank you!