Good day, everyone. On behalf of the Indiana Department of Education (IDOE) and the Evaluation Systems group of Pearson, we would like to welcome you to the webinar “Preparation Strategies for the Indiana CORE Assessments for Educator Licensure.”

We’re glad you could join us and hope you find the information we have to share valuable to you as you begin to focus your preparation for the test.

Before we get started, we will be muting the microphones/lines to reduce background noise.

If you have a question, please use the Chat function. As we have time, we will pause and share the questions and answers helpful for the group. If you prefer that we contact you directly regarding your question following the session, please provide your email address in your Chat and we will reach out to you directly.

We will get started shortly.
Today we’ll be focusing on some strategies you can use to prepare for your Indiana test.

We’ll begin by talking about where the test content comes from.

We’ll also discuss what resources are available to you on the Indiana CORE Assessments for Educator Licensure website and how you might make the best use of those resources to help you as you prepare to take the test.

After we’ve covered preparation activities, we’ll briefly walk you through the process of creating an account, registering for the test, and finding available seating at a test center. We’ll also show you where to find information on the website about what to expect at the test center on the day of the test.

Finally, we’ll review how to read a score report, and how to review the detailed performance information on your score report and reference information on the website in the event you should need to retake a test.
First, let’s discuss the development and the purpose of the Indiana CORE Assessments for Educator Licensure.

The Indiana CORE Assessments for Educator Licensure were developed to assess the basic skills competency required for entry into Indiana educator preparation programs and developmental (pedagogy) as well as content area knowledge and skills required for effective teaching in Indiana schools.

The tests included in the Indiana CORE Assessments for Educator Licensure program are based on and fully aligned with Indiana Rules for Educator Preparation and Accountability (REPA) Educator Standards.

The Indiana REPA Educator Standards are:

- Grounded in scientifically based research
- Aligned with Indiana Academic Standards and national educational standards
The Indiana REPA Educator Standards form the basis of each assessment blueprint. The content of the assessments is therefore directly aligned with and based on the Indiana REPA Educator Standards.

An assessment blueprint is divided into content domains. A content domain contains one or more objectives, each corresponding to one or more of the Indiana REPA Educator Standards for that field. Each objective is further defined by a set of essential elements of knowledge that together articulate the knowledge and skills measured by the test questions associated with that objective.

Test items were developed to assess the content defined by the assessment blueprints. Content specialists, item development specialists, content and bias reviewers, and psychometricians were involved in developing test items for the Indiana CORE Assessments for Educator Licensure program.
Indiana teachers and teacher educators participated in the review and validation of draft test items for the program. An Indiana Bias Review Committee (BRC) reviewed test items for potential bias and inclusion of diversity. Indiana Content Advisory Committees (CAC) reviewed and revised items, if needed, to ensure that the test items are accurate, appropriate, free from bias, and job-related. Test items were validated by committees of Indiana teachers and teacher educators.

Reviewed and validated test items were then pilot tested to determine if they had acceptable statistical and qualitative characteristics to include on operational test forms.

And finally, panels of Indiana teachers and teacher educators met and provided standard-setting recommendations for each test. The recommendations made by each panel were provided to the Indiana State Board of Education (SBOE). The SBOE established the passing score for each test.
Now that we’ve reviewed the purpose of the tests and how they were developed, let’s see how we might optimally use the resources on the Indiana CORE Assessments website to answer some key questions in preparing to take the test.
To access preparation materials, you will begin on the Indiana CORE Assessments for Educator Licensure program website at www.in.nesinc.com. Select either the “Prepare” tab at the top of the page, or the text in the lower right square labeled “Preparation Materials.”
When you click on the “Prepare” tab and select your test, you’ll be taken to the preparation materials menu for that test.

From there, we’ll select “What’s on the test? Test design and assessment blueprint.”
On the Test Design and Assessment Blueprint page, you’ll notice the number of objectives within each domain and information about the approximate test weighting, or the emphasis given to that domain, on the test. This information illustrates the content coverage you can expect on the test.

This page also provides information about the Test Design:

- Number and type(s) of questions a candidate can expect
- Testing time
We’ll examine how we can use the blueprint and other resources on the website to study in just a few minutes.

Now, let’s look at the organization of an assessment blueprint. The assessment blueprint describes the content measured on each assessment. The blueprint is divided into major content domains. Each domain consists of one or more standard statements or objectives which broadly define different areas of knowledge that a teacher in that field needs to know or be able to do, and a list of essential elements of knowledge that further define the content of that standard/objective.
Within each standard or objective is a list of essential elements of knowledge that further define the content of that standard/objective.

Now let’s see how we can use the assessment blueprints to get an idea about what we know, what we don’t know, and what we should review.
Here’s a closer view of the layout of an assessment blueprint.

Notice the standard, the standard statement, and essential elements that are annotated.

You should carefully review the assessment blueprint to understand the knowledge and skills you will be required to demonstrate on the test.

Now that we’ve seen how the information is organized, let’s see how we can use the assessment blueprint to guide our preparation and identify study resources.
The assessment blueprint may be used as a guide, by going through lists of essential elements and asking yourself these questions:

- Am I fully prepared to answer questions about this subject?
- Is this an area I know something about, but need to review?
- Is this content that I am not familiar with at all?
Here we’ll see how this looks by reviewing this example.

Take note of the marks applied to each of the essential elements of the example standard provided, to designate material with which the sample candidate feels confident, content that is in need of review, and content with which the candidate is not familiar at all.

This initial exercise is important as you begin organizing your study plans.
Another important component for preparing for your test is to identify the sources of information you have for the objectives or standards in the assessment blueprint.

If you do see some gaps in your knowledge, it may be a good idea to schedule some time with an advisor to review this content. They might help you to identify resources, or let you know if additional or new coursework is available to you. If you are not currently part of an educator preparation program, identifying a preparation program in your area and contacting them might be helpful, if you are stuck on a content question.
Here is a list of some of the resources that you can reference for content information in the areas you’ve identified for further study.

- Textbooks from your university/college courses
- Class notes
- Textbooks being used in Indiana schools
- State and national standards and curriculum documents
- Academic journals
- Publications from national organizations in your field
Based on the steps we’ve described, you can begin to develop a personal study schedule. A study plan is a document with centralized information to help organize your preparation:

- Plan backward from your test date.
- Identify a variety of study strategies (study groups, meetings with a professor or faculty advisor, flash cards, etc.) customized to your studying needs and preferences.
- Try to assemble your study schedule and your resources prior to beginning to study, so that your allocated study time is not spent putting together your study materials.
You should take advantage of the no-cost preparation materials, i.e., the study guides posted for each test. The study guides include sample multiple-choice questions (and, if applicable to your test, a sample constructed-response question).

The study guides may be accessed by clicking on “Prepare” from the home page, and selecting the test you plan to take.
How Can I Do My Best?

Use the Study Guide

Study Guides contain:

- Information about the structure and content of the test
- Assessment blueprint
- Test-Taking Strategies
  - Planning a course of study
  - Suggested study method
  - Strategies for success on the day of the test
In addition, the study guides contain sample multiple-choice questions and a rationale/explanation for the correct response.

Once you are familiar with the test objectives and their corresponding standard(s), try to answer the sample test questions for the test you are taking. The sample multiple-choice questions were developed in conjunction with the questions that appear on actual tests and are the best example of the types of questions that you will encounter. After reading a question, you may want to reread the objective and corresponding standard(s) to see how the question is aligned to the objective. This may help you understand what questions associated with particular objectives might look like.

If included in your test, a sample constructed-response assignment is provided, and the study guide also includes a sample strong response, a sample weak response, performance characteristics, and the scoring scale.
Full-length, interactive practice tests are also available for many fields. Interactive practice tests may be purchased from the in.nesinc.com website.
To briefly review and synthesize what we’ve covered so far ...
Moving beyond more traditional test preparation resources, the Indiana CORE Assessments for Educator Licensure website has resources that will help you get a better idea of what to expect on the day of the test.

First, you can take a “virtual tour” of a Pearson test center so that you are familiar with the overall look of the general testing environment you can expect when you arrive.
From the Preparation Materials page, a CBT Tutorial is also available. The tutorial can help you become familiar with the computer-based testing interface before the day of your test, and may help you to focus on your test performance rather than other factors.
There is also a downloadable, interactive CBT tutorial, where additional features are available. For example, you can practice answering a constructed-response item, see what the on-screen calculator will look like and work with the calculator before the day of the test (if a calculator is included on your test), as well as using other test features such as inserting special characters.
Here is a brief checklist for you to consider, in terms of getting the most out of the test preparation resources on the Indiana CORE Assessments program website (in.nesinc.com).
Finally, on the day of the test, be sure to pace yourself and follow directions carefully.
Questions?
In this section we will walk through the information you will need to register for your test, and other considerations. We will also review the process for using the website to check seat availability at a test center near you.
First, let’s walk through the steps to follow in order to register for a licensure test.
The first step in the registration process involves creating an account. You must provide an email address, create a password, and answer a security question. Notifications regarding your registration and your test results (if you choose to have your scores sent to you via email) will be sent using this email address. We suggest that you use an email address that is not temporary.
On a subsequent screen, you will be asked to confirm that the information you entered is correct. You will need to check the box marked “I have reviewed the personal information above and it is correct.” before proceeding.
Once you confirm the personal information and click Submit, your My Account is created. You will access this account to register and pay for tests, purchase practice tests, if desired, and view your score reports and testing history.
At the next screen, you will indicate if you wish to register for the CASA or a CORE (content area or pedagogy) test.
At the next screen, you will confirm your identity and acknowledge that you are the person who plans to take the test. Due to laws protecting your confidentiality and privacy, only you can register yourself for the test and make inquiries regarding your registration.
Once you’ve confirmed your identity, you will select one or more tests from the dropdown menu. Once you select the test from the dropdown, you will be prompted to answer background questions such as your educational background, the preparation program you attend, your ethnicity, primary language, reason for testing, etc.
Once you have completed the background questions, you are given an opportunity to review your registration to confirm your selections, including the test you plan to take. At this point, you may make changes to any information or to the test you’ve selected.

If there are no changes, you will click “Add to Cart” to confirm.
On this page, you can view the complete registration and fee information before submitting payment. You will also be given the option to purchase fee-based preparation materials (practice tests, for select tests) if you wish.

Once you’ve finished reviewing the information, you will select “Check Out” to proceed to the purchase screen.
The next page includes the rules and policies that apply to registration and testing for the Indiana CORE Assessments for Educator Licensure. Here, you may easily scroll through and review the rules. You must check the box that indicates that you have had a chance to review the policies and procedures. Once you've checked the box and selected “Next,” you will be taken to the payment page.
This page includes the withdrawal and refund policy. If you have not yet scheduled a test, you may withdraw your registration for a full refund at any time. If you’ve scheduled your test, you may cancel the test up to 24 hours before the scheduled testing time and will be eligible for a full refund.

You are required to mark that you’ve had a chance to review the withdrawal and refund policy before proceeding.
After you enter your payment information, you are provided with a final opportunity to review your registration before submitting payment and moving on to schedule your test.
You may check seat availability before or after you register for a test. To check seat availability before you register for a test, select a test and you will be directed to the test landing page.
On the test landing page, select “Find a test center and see real-time seat availability.”
At the next screen, select “Indiana CORE Assessments for Educator Licensure”
On the following screen, confirm your test selection, and click ‘Next.’

The next screen will ask you to enter your location, in order to search for test centers near you. Enter the name of your town or city and click ‘Search.’
From the list that is provided, select the test center at which you would like to check seat availability. You may select up to three centers to compare seating availability.
The website will then allow you to check seat availability by date.

**Please note** that seat availability is shown in real time as of the time that you search. Seats are not guaranteed to be available until officially scheduled.
Questions?
Your score will be available in your account and sent to you by email if you requested this at the time you registered.

For tests with multiple-choice-questions only: Preliminary test results are provided at the test site immediately after testing, and official score reports are released within 10 business days after testing.

For tests with constructed-response assignments: A receipt of completion is provided at the test site immediately after testing, and score reports are released within 20 business days after testing.
For each test, your performance is evaluated against an established standard. The minimum passing score for each test or subtest is approved by the Indiana State Board of Education (SBOE) and is based, in part, on the professional judgments and recommendations of Indiana educators.

The total test or subtest score is based on the number of raw score points earned on each section (the number of multiple-choice questions answered correctly, and, for some tests, the score(s) for the constructed-response section); the proportion accounted for by each section, if applicable; and the scaling of that score. Raw scores are converted to a scale of 100 to 300. To pass a test or subtest, you must receive a scaled score of 220.

Let’s take a look at this sample score report for a candidate who Passed the Science – Life Science assessment. The candidate can see their total test scaled score, the approximate number of questions in each domain, and the percent of those items answered correctly. In this example, the test is comprised of multiple-choice questions only.
Included with your test score is a Score Explanation to assist you in understanding the information presented on your score report.
Let’s look again at a sample score report, this time for a sample candidate who Did Not Pass an assessment taken. This time we’ll review the information on the score report, the information in the Detailed Performance Analysis section (included if a test is not passed), and the test design information, to help focus considerations for preparing to retake the test.

Again, for each of the domains, you will find the number of questions included in the domain as well as the percentage of those questions that you answered correctly. For example, the information displayed here for Domain IV: ELA Instruction and Assessment indicates that the candidate answered correctly 100% of the approximately 8 multiple-choice questions in that domain. Looking at the information for Domain I: Reading Comprehension and Analysis, we see that the candidate answered correctly 64% of approximately 36 questions in that domain.

Now, let’s break this down a bit more by looking at the Detailed Performance Analysis and the test design.
Here we’ll refer back to the study guide (select Preparation Materials, and English Language Arts) and view the section “What’s on the test? Test design and assessment blueprint” as we reference the detailed performance information on the score report.
Here is a close-up of the test design table from the study guide for English Language Arts.

As you will recall from our previous section of this webinar, the test design shows the approximate weighting of the domains and the number of objectives within each domain, and provides an indication of the content coverage on the test.

What we see here is that Domain IV: English Language Arts Instruction and Assessment comprises approximately 10% of the overall content of the test, while Domain I: Reading Comprehension and Analysis comprises about 45% of the overall content of the test.

Next, we’ll look at the sample Detailed Performance Analysis to see more detail regarding the sample candidate’s performance on the sections of the test.
Now that we have refreshed our understanding about the general content coverage of the test, we can further consider the detailed performance information here. We see that Domain IV contains one objective, and appears to be an area of relative strength for our sample candidate. From the test design we understand that this domain generally comprises a lesser area of content concentration on the assessment.

The Detailed Performance Analysis indicates performance by objective within a domain. For example, in Domain III, the sample candidate can see the difference in their performance on questions in objective 6 and objective 7, for that attempt. In this example, the candidate answered fewer of the questions in objective 6 correctly than those of objective 7. Domain III comprises a smaller amount of content on the assessment overall; however, the information here can be useful to our sample candidate as they prepare to retake the test.

As we recall, areas with greater content coverage on the assessment include Domains I and II. These domains include multiple objectives; therefore, the Detailed Performance Analysis provides a greater level of information about performance within each domain—the breakdown of performance across the objectives.

For example, if we look at the information for Domain I, the approximate number of questions in each objective is the same (12 questions per objective, 36 questions total in that domain), and our sample candidate could use the “percent correct” by objective to help understand better their relative areas of content strength within that domain.

This specific performance information is helpful to target future preparation. Remember, however, that when preparing to retake the test, improvement in any area (domain or objective) of a test that could show improvement can impact your overall test score.
Thank you very much for coming to the Indiana CORE Assessments for Educator Licensure Candidate Webinar! We hope this information is of assistance to you in focusing your preparation for the tests.

If you have any comments about the webinar, we welcome your feedback and will incorporate it on future sessions. If there are any remaining questions, please share them along with your email address so we may follow up with you.

Thank you again for your time today. Have a pleasant afternoon.